



Celebrating Diversity

Acceptance, Respect, Understanding, Inclusion

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

In the Throes of a World Pandemic

by: V. Faye Jones, MD, Senior Associate Vice President for Diversity and Equity (Interim), Associate Vice President for Diversity/Health Initiatives, Professor and Vice Chair of Inclusive Excellence for Department of Pediatrics

Over the past weeks, we have experienced things never before seen in our lifetime.

Thank you for helping us band together to make sure that our primary constituents, our students and patients, are taken care of as much as possible under these circumstances.

I have witnessed an abundance of students, faculty and staff coming together to support each other during this difficult time. Senior leadership has been meeting literally every day to address the concerns and needs of our university family. Communication to our campus constituents has been extensive and continues to be the link to ensure we are all informed.

In this changing environment, we owe a special thanks to our colleagues, those essential employees who are balancing concerns about their own health and safety, as well as that of their family and loved ones. They include our Physical Plant custodial, labor and skilled employees, staff and students working in Housing and University Libraries and other areas of the university, and staff on the front lines across the university who have been coming to campus to manage offices, support our technology needs, support our students, answer phones and provide information to concerned campus stakeholders. Additionally, we certainly cannot forget those who work in health care and social work fields who have joined forces to care for the sick and provide case management for their families. Additionally, our researchers continue to engage in groundbreaking work to find a solution to this crisis.

The last few weeks have been a stressful time, filled with anxiety, requiring special efforts to balance work and family and maintain the “community of care” that Dr. Bendapudi continually speaks about as one of our Cardinal Principles. In these times, please continue to be mindful of our most vulnerable populations, and remember that for many students and colleagues, UofL is physically and emotionally “home.”

I also want to remind you that, in our response to Covid-19, words matter. Communications intended to keep us well-informed can inadvertently be the source of misinformation creating an atmosphere of mistrust. The World Health Organization (WHO) announced “COVID-19” as the name of this new disease, deliberately avoiding geographic/ethnic/racial descriptions, as disparaging terms have unintended consequences of creating unnecessary fear for some populations. Across the nation, and within our own community, there have been reports of bias, discrimination, and/or stigma directed toward persons with Asian ancestry. This is contrary to the university’s core. We have to be diligent in our efforts to support each other, respect all our multiple identities, and actively intervene when we see bias, stigma or discrimination invading our community due to the fear that hides within us.

Remember, UofL is a community that strives to achieve an environment of inclusion. The Office of Diversity and Equity, the HSC Office of Diversity and Inclusion, the International Center, and many other departments and recognized student organizations are here to support anyone who is feeling isolated or has experienced discrimination or harassment based on





their identity.

However, it cannot stop there. We are all responsible for looking out for each other, and especially in this time. If you see an act of bias, discrimination or injustice occurring, do something. Now, more than ever, let us focus on our commitment of being our neighbor's keeper and incorporate our values of diversity, inclusion, respect, and collaboration in our everyday actions. Together we can put an invisible, unbreakable barrier around our community to use words to empower us instead of divide us.

As we work to maintain composure and build confidence that we will get past this time in our history, I encourage you to remain hopeful. Continue to do your best and be your best. When things get tough, take time to care for yourself. Spend quality time with your family during this period, as we are reminded how quickly things can change. Try to do something fun, and allow yourself a moment to breathe, relax and celebrate the little things that, up until now, may have been taken for granted. Be intentional about trying to stay positive. Rest and eat well. Most importantly, know that you are valued, that you and the contributions you make to your families, the university and the community are very much appreciated.

Our Cardinal family with all its diverse identities and perspectives is still strong, and we will get through this. Please remember to check on family, students, colleagues and neighbors. We will continue to check in and check on YOU as well, to let you know that the university is grateful for your hard work and your unflinching commitment. Let us continue to carry the Cardinal Principles within us, on campus and at home.

Remember also that there are many resources available to you during this time. **UofL-specific resources include:**

Office of Diversity and Equity: <https://louisville.edu/diversity>

- HSC Office of Diversity and Inclusion: <http://louisville.edu/hsc/diversity> and on Twitter: @UofLHSCODI
- International Center: <https://louisville.edu/internationalcenter>
- Resources for the LGBT Community: <https://louisville.edu/lgbt>

For additional opportunities to remain connected remotely, members of the campus community are invited to follow these Diversity Division units on Instagram for a rotating live chat Wednesdays at noon:

- Cultural Center: @UofLCulturalCenter <https://www.instagram.com/uoflculturalctr/>
- Muhammad Ali Institute: @UofLMAI <https://www.instagram.com/uoflmai/>
- Diversity Education and Inclusive Excellence: @UofLDivEduc <https://www.instagram.com/uofldiveduc/>
- LGBT Center: @LGBTCenterUofL <https://www.instagram.com/lgbtcenteruofl/>

Other available resources

- UofL's Women's Center has developed a list of [activities and attractions](#) to keep people engaged and entertained while self-isolating.
- The Centers for Disease Control and Prevention offers [resources for managing stress](#).
- The National Inclusive Excellence Leadership Academy has developed a guide to support and empower diversity, equity and inclusion leaders to help manage the implications of this health crisis: <https://inclusiveexcellenceacademy.org/deiandcovid19/>
- The [National Center for Faculty Development and Diversity \(NCFDD\)](#) has curated a list of support resources focusing on self-care, transitioning to online teaching, and adjusting previously laid plans to current circumstances.
- Black Lives Matter Louisville has developed a site, [Louisville Mutual Aid - Coronavirus Specific](#), that identifies and links to a variety of local resources.





A Message from the CDC: Stress and Coping During a Pandemic

by: CDC.gov

The outbreak of coronavirus disease 2019 (COVID-19) may be stressful for people. Fear and anxiety about a disease can be overwhelming and cause strong emotions in adults and children. Coping with stress will make you, the people you care about, and your community stronger.

Everyone reacts differently to stressful situations.

How you respond to the outbreak can depend on your background, the things that make you different from other people, and the community you live in.

People who may respond more strongly to the stress of a crisis include:

- Older people and people with chronic diseases who are at higher risk for COVID-19
- Children and teens
- People who are helping with the response to COVID-19, like doctors and other health care providers, or first responders
- People who have mental health conditions including problems with substance use

Stress during an infectious disease outbreak can include

- Fear and worry about your own health and the health of your loved ones
- Changes in sleep or eating
- Difficulty sleeping or concentrating
- Worsening of chronic health problems

- Increased use of alcohol, [tobacco](#), or [other drugs](#)

People with preexisting mental health conditions should continue with their treatment and be aware of new or worsening symptoms. Additional information can be found at the [Substance Abuse and Mental Health Services Administration website](#).

Taking care of yourself, your friends, and your family can help you cope with stress. Helping others cope with their stress can also make your community stronger.

Things you can do to support yourself

- Take breaks from watching, reading, or listening to news stories, including social media. Hearing about the pandemic repeatedly can be upsetting.
- Take care of your body. Take deep breaths, stretch, or meditate. Try to eat healthy, well-balanced meals, exercise regularly, get plenty of sleep, and avoid alcohol and drugs.
- Make time to unwind. Try to do some other activities you enjoy
- Connect with others. Talk with people you trust about your concerns and how you are feeling.

Call your healthcare provider if stress gets in the way of your daily activities for several days in a row.

Reduce stress in yourself and others

[Sharing the facts](#) about COVID-19 and understanding the actual risk to yourself and people you care about can make an outbreak less stressful. When you share accurate information about COVID-19 you can help make people feel less stressed and allow you to connect with them.

Learn more about [taking care of your emotional health](#).

For parents

Children and teens react, in part, on what they see from the adults around them. When parents and caregivers deal with the COVID-19 calmly and confidently, they can provide the best support for their children. Parents can be more reassuring to others around them, especially children, if they are better prepared.

Not all children and teens respond to stress in the same way. Some common changes to watch for include

- Excessive crying or irritation in younger children
- Returning to behaviors they have outgrown (for example, toileting accidents or bedwetting)
- Excessive worry or sadness
- Unhealthy eating or sleeping habits
- Irritability and “acting out” behaviors in teens
- Poor school performance or avoiding school
- Difficulty with attention and concentration
- Avoidance of activities enjoyed in the past
- Unexplained headaches or body pain
- Use of alcohol, tobacco, or other drugs

There are many things you can do to support your child

Take time to talk with your child or teen about the COVID-19 outbreak. Answer questions and [share facts](#) about COVID-19 in a way that your child or teen can understand.

- Reassure your child or teen that they are safe. Let them know it is ok if they feel upset. Share with them how you deal with your own stress so that they can learn how to cope from you.
- Limit your family’s exposure to



news coverage of the event, including social media. Children may misinterpret what they hear and can be frightened about something they do not understand.

- Try to keep up with regular routines. If schools are closed, create a schedule for learning activities and relaxing or fun activities.
- Be a role model. Take breaks, get plenty of sleep, exercise, and eat well. Connect with your friends and family members.

Learn more about [helping children cope by clicking here](#).

For responders

Responding to COVID-19 can take an emotional toll on you. There are things you can do to reduce secondary traumatic stress (STS) reactions:

- Acknowledge that STS can impact anyone helping families after a traumatic event.
- Learn the symptoms including physical (fatigue, illness) and mental (fear, withdrawal, guilt).
- Allow time for you and your family to recover from responding to the pandemic.
- Create a menu of personal self-care activities that you enjoy, such as spending time with friends and family, exercising, or reading a book.
- Take a break from media coverage of COVID-19.
- Ask for help if you feel overwhelmed or concerned that COVID-19 is affecting your ability to care for your family and patients as you did before the outbreak.

Learn more [tips for taking care of yourself](#) during emergency response.

For people who have been released from quarantine

Being separated from others if a healthcare provider thinks you may have been exposed to COVID-19 can be stressful, even if you do not get sick. Everyone feels differently after coming out of quarantine. Some feelings include :

- Mixed emotions, including relief after quarantine
- Fear and worry about your own health and the health of your loved ones
- Stress from the experience of monitoring yourself or being monitored by others for signs and symptoms of COVID-19
- Sadness, anger, or frustration because friends or loved ones have unfounded fears of contracting the disease from contact with you, even though you have been determined not to be contagious
- Guilt about not being able to perform normal work or parenting duties during quarantine
- Other emotional or mental health changes
- Children may also feel upset or have other strong emotions if they, or someone they know, has been released from quarantine. [You can help your child cope](#).

Resources From CDC.gov

For Everyone

- [Coping with a Disaster or Traumatic Event](#)

For Families and Children

- [Helping Children Cope with Emergencies](#)
- [Coping After a Disaster – A Ready Wrigley activity book for children age 3-10](#)

For First Responders

- [Emergency Responders: Tips for taking care of yourself](#)
- [Disaster Technical Assistance Center](#)

If you, or someone you care about, are feeling overwhelmed with emotions like sadness, depression, or anxiety, or feel like you want to harm yourself or others call

- 911
- Substance Abuse and Mental Health Services Administration's (SAMHSA's) Disaster Distress Helpline: 1-800-985-5990 or text TalkWithUs to 66746. (TTY 1-800-846-8517)



UofL’s Muhammad Ali Institute Partners on Alternative Service Break Focused on Urban Agriculture

by: Laja Hurt, Program Assistant, Senior, Muhammad Ali Institute for Peace and Justice, Diversity Education and Inclusive Excellence

During the 2019 – 2020 academic year, [UofL’s Muhammad Ali Institute for Peace and Justice](#) partnered closely with the Office of Student Involvement. A highlight of this partnership included the collaborative planning of the [Engage Lead Serve Board’s](#) Alternative Service Break Program – a co-curricular opportunity for students during the University’s Spring Break in March 2020. Each year, student co-directors organize a student-led service trip that includes travel to a different state and service-learning opportunities centered around a chosen social justice topic. This year, the students chose a new model to expose UofL students to service opportunities with local grass roots organi-

zations. After a two-month application process organized by ELSB, seven undergraduate students were selected as well as one graduate student whose research interests aligned with the selected social justice topic. Graduate student, Kaitlyn Smith, also served as the trip leader.

The partnership with the Muhammad Ali Institute offered the ELSB student co-directors the opportunity to connect with local organizations dedicated to Urban Agriculture and Food Justice including local practices of cultivating, processing, and distributing food, and the social justice issues that make this process inequitable. The Institute has a longstanding connection to our local urban agriculture movement after partnering with New Roots and Wesley House in 2010 -11 to create a six-week participatory educational program promoting healthy eating for families at Wesley House. The March 2020 Alternative Spring Break Program included Laja Hurt (Program Asst. Sr.) who served as a participant/on-site Staff Liaison (a new feature of the Program); Ashleigh Hazley (Asst. Director) who collaborated with the student co-directors and staff in the Office of Student Involvement, planned the daily activities, and provided logistical assistance during the week; and Enid Trucios-Haynes (Director) who provided a “Service for Social Change” Pre-Orientation for the students using the Institute’s

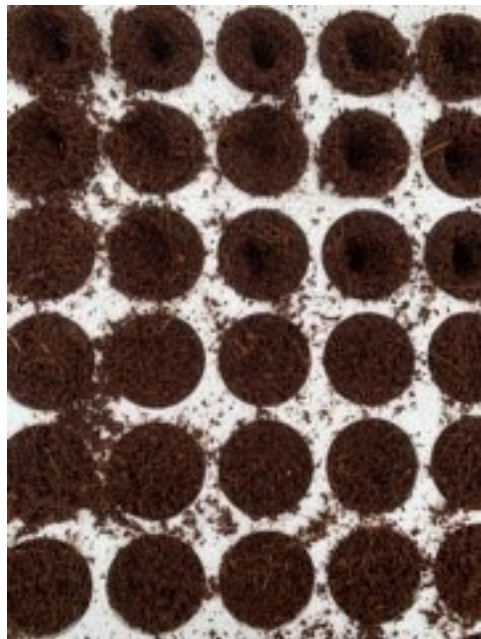


[SeeRedNow](#) Service for Social Change Toolkit. We provide below an overview of the program:

Day One: West Louisville Women’s Collaborative and New Roots Food Justice Workshop

The students worked in the [Peace Labyrinth](#) created by the [West Louisville Women Collaborative](#) (WLWC) where they pulled weeds in order to support the WLWC’s mission to create and sustain artistic, peaceful spaces in Louisville’s West End. The Peace Labyrinth is a walking path created with over 450 pavers painted with inspirational messages from the community. It is designed as a public art project for community building and action in Chickasaw neighborhood. Following a day of hard work, the students shared a dinner at Sabor Latino, and attended a [New Roots](#) Food Justice Workshop where they learned about the services





New Roots provides and how to become a shareholder or volunteer. New Roots promotes food justice and has created a thriving network of Fresh Stop Markets offering fresh food in food insecure neighborhoods.

Day Two: Ag in the City and Americana World Community Center

Students began their second day at the [People’s Garden](#) with a representative from [Ag in the City](#) where they learned about urban farm preparation, gardening, cultivating, greenhouses, plants, herbs, hydroponics, and much more. The People’s Garden has a large greenhouse space, market gardens, a twenty-member community garden, a fruit orchard, and a children’s educational garden. It was a peaceful day in the midst of the crisis that was beginning to unfold due to COVID-19. The students had lunch at [The Table](#) – a restaurant designed around the concept that you pay what you can by either paying the full amount of the suggested meal price, paying what you can afford to pay, paying with your time by serving, or paying the full amount plus a little extra to “pay it forward.” Following lunch, the students went to the [Amer-](#)

[icana World Community Center](#) where they received a tour and overview of services followed by work on pruning pear and apple trees. The Center provides comprehensive education, family support, youth achievement, and career and financial development services to Louisville’s refugee, immigrant, and underserved populations. The students also created a pathway through their Community Garden which is managed by both staff and community members.

Day Three: Common Earth Gardens

On the final day of service, students visited [Common Earth Gardens](#)



to help with their [Incubator Farm Business Training Program](#). Common Earth Gardens and the Incubator Farm Program are organized and supported by Catholic Charities of Louisville. The Incubator Farm Program is designed to help new immigrants and refugees to grow and produce vegetables and herbs and spices from their home countries. Once they have successfully grown their produce on the farm and can sell their produce, they are assisted with finding land so that they can

start their own farms. Here, the students planted spinach and onions, watered the vegetables, fixed up the greenhouses, and pulled crab grass and weeds. The group ended the Alternative Spring Break with a lunch at Franco’s Restaurant.

Student Reflections:

The students shared their reflections about their Alternative Spring Break experiences. They were excited to start their own personal gardens or stay connected to a local community garden. Additionally, participants reported feeling connected to one another and excited about the potential for this to become an ongoing service opportunity. They particularly liked working alongside a Staff Liaison, LaJa Hurt of the Muhammad Ali Institute.

It is important to note that due to weather issues, one day of service was cancelled. The missed day would have included working alongside women at the [Healing Place](#), a nationally-recognized recovery program for men and women, to start a community garden. The Muhammad Ali Institute hopes to continue this partnership with Engage Lead Serve Board and Office of Student Involvement.





UofL Women’s Center Sponsors 14th Annual Kentucky Women’s Book Festival

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

On Saturday, March 7, 2020 more than 150 students, staff, faculty, and community members gathered at the Brandeis School of Law for an opportunity to hear several Kentucky women authors, to participate in book signings, and to mingle with fellow book lovers. The U of L Women’s Center, in partnership with the Brandeis School of Law, sponsored the 14th Annual Kentucky Women’s Book Festival, featuring authors from a wide variety of genres. For the past two years, the Law School has hosted the event.

The Festival’s opening speaker was Dr. Kaila Story, associate professor of Women’s, Gender and Sexuality Studies, with a joint appointment in the Department of Pan-African Studies. She holds the Audre Lorde Chair in Race, Class, Gender and Sexuality Studies. Dr. Story spoke on “You Your Best Thing:” On Toni Morrison’s Liter-

ary Legacy & the Power of Intersectional Voices.”

Courtney “Court” Stevens, a young adult fiction writer from Bowling Green, Kentucky, presented “What’s in Your Crate” as the luncheon keynote speaker. Her newest book, *The June Boys*--a suspense novel -- was released on March 3, a few days before the festival.

Other speakers included Tytianna N.M. Wells, poet, spoken word artist and founder of Honey Tree Publishing, a PhD candidate in Curriculum & Instruction at U of L, and Pam Platt, writer, editor and former columnist at *The Courier-Journal*, who talked about “The Freeing Power of Story: Women and the Vote.” Platt’s session was part of U of L’s involvement in the city-wide year-long celebration of the 100th anniversary of the 19th Amendment, and the 55th anniversary of the Voting Rights Act.

Local authors Kimberly Garts Crum and Bonnie Omer Johnson, co-editors



of *The Boom Project: Voices of a Generation*, also spoke at the Festival. *The Boom Project* is a collection of stories, essays and poems by writers born between 1946 and 1964, who have lived (or are living now) in communities along the Ohio River, between Pittsburgh, Pennsylvania and Cairo, Illinois.

This year, the Festival committee was honored to have several students and faculty from Ballard High School attend, as well as students and faculty from the Multicultural Affairs Office at Hanover College, in Hanover, Indiana.

Women Who Write, a local women’s writers’ group, presented a workshop following the festival on “Top Tips to Improve Your Writing” led by Susan Lindsey, the former president of the group.

Mark your calendars for the first Saturday in March 2021 for the next Kentucky Women’s Book Festival. Hope you will be able to join us!

KWBF Committee co-chairs are Phyllis M. Webb, Women’s Center and Robin Harris, Brandeis School of Law.

(Note: The Kentucky Women’s Book Festival was co-founded by playwright and author Carridder “Rita” M. Jones, and the Women’s Center. Ms. Jones is also co-founder of Women Who Write and a former administrator in the U of L Human Resources Department, formerly known as the Personnel Office.)





In Need of Scholarship Funds for School?!

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

Great news for U of L students!

The U of L Women's Center has two new undergraduate scholarship opportunities available for the 2020 fall semester. Those listed below are funded by the Women's Club of the University of Louisville and will be available through the Women's Center.

The scholarships include:

1. Women's Club of the University of Louisville Scholarship in the amount of \$6,000. This fund will be used to establish three undergraduate scholarships **distributed equally** between recipients. The deadline to apply for the fall 2020 is **Friday, May 14**.
2. Women's Club of the University of Louisville Lelia Sublett Scholarship in the amount of \$1,000 in honor of long-time club member, Lelia Sublett and her commitment to supporting the club's mission by hosting her Creative Cooking events. This is a one-time undergraduate scholarship. The deadline to apply is Friday, May 14 for the fall semester.

Founded in 1929, the Women's Club of the University of Louisville is a social organization, whose mission is to provide tuition assistance to deserving students, and sponsor monthly activities that engage, enlighten, and educate its members.

The Women's Center also has the Dr. Ann T. Allen Endowed Scholarship. This is a \$500 undergraduate scholarship for single parents who are in the College of Arts & Sciences. The scholarship is named after Dr. Ann T. Allen, a retired professor of History and Women's Studies at U of L. The deadline to apply for this scholarship is **Friday, May 29, 2020** for the fall.

The criteria and applications for each are listed on the [Women's Center website](#).

For more details, email Phyllis M. Webb, phyllis.webb@louisville.edu or call 852-7715.



A Message from the Women's Center – We are STILL here for you!

For the health and safety of our staff and students, we are operating remotely per the [University's response to COVID-19](#). *We are still here to support our UofL community.* To contact us, call 852-8976 or email womenctr@louisville.edu, Monday – Friday 9am-5pm. For specific staff members, visit [our staff](#) page. You can also connect with us virtually for group and/or one-on-one meetings! If you aren't a part of the [Women's Center Engage page](#), join to receive our weekly emails with updates from the Women's Center and our student groups and fun activities.

Resources during COVID-19

The Women's Center has created a resource page on our website of campus, community and national resources, including fun activities to do from home. <https://louisville.edu/womenscenter/resources/resources-during-covid-19>





Resources for University of Louisville LGBTQ+ Students - You are not alone!

UofL Counseling Center: 502-852-6585

<https://louisville.edu/counseling>

- Beginning Tuesday, March 17, the Counseling Center will cease offering face-to-face services. Keep in mind that our operations may change if the University's precautions change.
- If you have an appointment scheduled in the coming weeks, your clinician will reach out to you to set up a brief check-in via phone.
- If you are in crisis, please call us at 852-6585 M-F between 8:30am and 4pm and we will assign a clinician to speak with you as soon as possible.
- For after hours or emergency services, contact one of the resources below, or visit: <https://louisville.edu/counseling/emergencies/overview>

Trans Lifeline: 877-565-8860

Trans Lifeline is a trans-led organization that connects trans people to the community, support, and resources they need to survive and thrive.

Trevor Project Lifeline: 866-488-7386

www.thetrevorproject.org/pages/get-help-now

The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, queer & questioning (LGBTQ) young people under 25.

Trevor Space

Social networking site for lesbian, gay, bisexual, transgender and questioning youth ages 13 through 24 and their friends and allies. www.trevorspace.org

National Suicide Prevention Lifeline: 1-800-273-TALK (8255)

This 24/7 hotline is a national resource which connects you to the crisis center nearest to your location.

Crisis Text Line: Text HOME to 741741

Text from anywhere in the US to connect with a trained crisis counselor. Available 24/7.

Centerstone Adult Crisis Line: 502-589-4313 or 800-221-0446

This 24/7 hotline is a resource offered by a local Louisville agency, formerly Seven Counties Services. Individuals who are deaf or hard of hearing can call using KY Relay at 711.

Metro United Way: Dial 211

<https://metrounitedway.org/get-help-now/>

This site provides a wide range of information on services available in the Metro Louisville area

Emergency Services

University of Louisville Police: 852-6111

Or dial 911