**College of Veterinary Medicine Resource Packet**

# Table of Contents

Principles of Community…………………………………………………………………………………………………………………………3

Message from President Wendy Wintersteeen Regarding the Death of George Floyd……………………………4

Message from Dean Dan Grooms Regarding Racial Injustice…………………………………………………………………..5

Underrepresented Student Population by Class…………………………………………………………………………………..…6

College of Veterinary Medicine Diversity & Inclusion Overview……………………………………………………………..8

Coronavirus Racism………………………………………………………………………………………………………………………………..9

Anti-Racism Resources…………………………………………………………………………………………………………….…….……..32

Campus Climate Reporting System Summary……………………………………………………………………………………….37

Diverse Books by Diverse Voices Book Club………………………………………………………………………………………….35

Self-Education Resources……………………………………………………………………………………………………………………..40

ISCORE 2020 Welcome by Dean Dan Grooms……………………………………………………………………………………….41

Association of American Veterinary Medical Colleges (AAVMC) Diversity and Inclusion Resources………44

 Diversity and Inclusion on Air: Conversations about Diversity, Inclusion & Veterinary Medicine

 When "Climate" Change Might be a Good Thing

 AAVMC & University Partners present findings from the LGBT Student Experience Study

 Patricia M. Lowrie Diversity Leadership Scholarship

 Intentional Organizational Diversity & Inclusion Efforts Assessment Tool

**Iowa State University Principles of Community**

*www.iastate.edu/principles*

Respect

We seek to foster an open-minded understanding among individuals, organizations and groups. We support this understanding through outreach, increasing opportunities for collaboration, formal education programs and strategies for resolving disagreement.

Purpose

We are encouraged to be engaged in the university community. Thus, we strive to build a genuine community that promotes the advancement of knowledge, cooperation and leadership.

Cooperation

We recognize that the mission of the university is enhanced when we work together to achieve the goals of the university. Therefore, we value each member of the Iowa State University community for their insights and efforts, collective and individual, to enhance the quality of campus life.

Richness of diversity

We recognize and cherish the richness of diversity in our university experience. Furthermore, we strive to increase the diversity of ideas, cultures and experiences throughout the university community.

Freedom from discrimination

We recognize that we must strive to overcome historical and divisive biases in our society. Therefore, we commit ourselves to create and maintain a community in which all students, staff, faculty and administrators can work together in an atmosphere free from discrimination, and to respond appropriately to all acts of discrimination.

Honest and respectful expression of ideas

We affirm the right to and the importance of a free exchange of ideas at Iowa State University within the bounds of courtesy, sensitivity and respect. We work together to promote awareness of various ideas through education and constructive strategies to consider and engage in honest disagreements

May 29, 2020

Dear Iowa State Community,

I was saddened and outraged by the video in this week’s news showing the killing of

George Floyd in Minneapolis at the hands of police officers who were sworn to protect and

serve their community. There is no justification for racism and brutality – ever – and

especially not within the ranks of our public servants.

The hurt and pain of this reverberates throughout communities across our country,

including among our Iowa State community, and it is understandable that all eyes turn

toward their local police departments for answers. I am proud to stand alongside our ISU

Police Department and their record of professionalism — including racial intelligence and

bias training and other professional development — under Chief Michael Newton’s

leadership.

That record speaks volumes for the level of safety and protection they provide 24/7 to our

university community, and the level of respect they demonstrate in the daily situations

they encounter and address. Last fall, the International Association of Chiefs of Police

highlighted our ISU Police Department’s diversity and inclusion efforts through its

Engagement and Inclusion Officers Team.

I highly recommend you view this short video that describes, through the words of Chief

Newton, Vice President for Diversity and Inclusion Reg Stewart, students and others, how

their efforts are working to foster a culture of respect and equity that allows our

community to work and study without fear of, or discrimination by, the ISU PD.

Chief Newton, his officers and staff are full partners with us in our commitment to the

Principles of Community, and as each of us must rededicate ourselves to those principles.

Tragedies like this must end.

My continued thanks to all members of the Iowa State Community for caring and

supporting each other.

Wendy Wintersteen

President

June 1, 2020

Dear Members of the CVM Community,

The senseless killings of George Floyd, Breonna Taylor and Ahmaud Arbery make me sad, frustrated and angry. Coming from a place of white privilege, I am often ignorant of the reality for those that do not share my privilege. Although I have committed to learning more about what I do not know, I acknowledge this lack of awareness. However, this does not lessen my conviction that there is no place in this world for hatred and racism. It saddens me to see how these events are affecting my friends and family. I am also troubled as I know there are members of our CVM community, faculty, staff and students, who are really hurting because of these events. As we navigate this difficult time I ask that we all work to provide a caring and supporting community for each other. I urge all of us to reaffirm our obligation to our [Principles of Community](https://www.diversity.iastate.edu/connect/principles) and strive to build and maintain a culture and climate based on mutual respect and caring. I also ask that you [read](https://www.president.iastate.edu/sites/default/files/communications/President%27s%20Messages/FY20/2020.5.29%20Statement%20on%20George%20Floyd.pdf) President Wintersteen’s message from May 29 as it too reaffirms the commitment of the entire ISU community to these principles.

Stay safe and healthy!

Dan Grooms DVM, PhD
*Dr. Stephen G. Juelsgaard Dean Of Veterinary Medicine*

## **College of Veterinary Medicine Diversity & Inclusion Overview**

In recognition of the importance and value of diversity in everything we do, Iowa State University College of Veterinary Medicine is committed to actively promoting diversity and inclusion that embraces the value of the many areas of the veterinary medical profession, and the value of varied cultural backgrounds, ethnicities, gender, gender identity or expression, sexual orientations, ages, religions, physical and mental abilities of our students, faculty and staff.

Established in 2016, the Diversity and Inclusion Committee in the College of Veterinary Medicine has been working hard to make ISU CVM a welcoming and inclusive place to learn and work.

A highlight of the past three years has been the college’s annual [MLK Day of Service](https://vetmed.iastate.edu/story/making-difference). College of Veterinary Medicine faculty, staff and students have volunteered at local organizations and agencies including the Story County Boys and Girls Club, the Boone County Animal Shelter, Food at First, the Story County Community Action Poverty Simulation and Green Hills Retirement Community.

The college’s outreach has also extended to Iowa elementary and secondary schools where college representatives have highlighted veterinary clinical skills at such events as the ISU4U Promise Nights in Des Moines’ King and Moulton Elementary Schools.

Each summer, the college offers an opportunity for [underrepresented Iowa State undergraduate students](https://www.inside.iastate.edu/article/2018/06/21/vetmedprogram) to care for food animals and job shadow veterinarians, a background that’s needed for vet school admission. This signature program is helping these students become more competitive in their application to veterinary school and closer to realizing their dream of becoming a veterinarian.

College of Veterinary Medicine faculty, staff and students have participated in the Purdue Online Certificate for Diversity and Inclusion in Veterinary Medicine. This program is designed for individuals who want to foster inclusive learning environments at Iowa State and develop skills to succeed as veterinary professionals.

In an effort to continuously improve, this past year the College of Veterinary Medicine this past year underwent an extensive review of its diversity and inclusion activities. Dr. Hilda Mejia Abreu, associate dean of admissions, student life and inclusivity at Michigan State University’s College of Veterinary Medicine conducted the review of practices and resources, while suggesting ways to move diversity and inclusion programming forward in the college. This review is being used to advance the college goal of creating a community that is welcoming to all.

**ISCORE College Champion**

This year, the College of Veterinary Medicine served as a College Champion for the Thomas L. Hill Iowa State Conference on Race and Ethnicity (ISCORE).

**Dr. Dan Grooms**, the Dr. Stephen G. Juelsgaard Dean of Veterinary Medicine, delivered a welcome address at the pre-conference. [Read Grooms' remarks online](https://vetmed.iastate.edu/about/about-college/diversity-and-inclusion/iscore-2020-welcome-dean-dan-grooms).

**Underrepresented Student Population by class**



**Undocumented Immigrants & COVID 19**

* [**Define American**](https://www.defineamerican.com/coronavirus)

The Define American site shines a light on the disproportionate impact of COVID 19 on undocumented immigrant communities who comprise a significant percentage of "essential workers."

**COVID-19 FACTS & INFO**

* [ISU COVID-19 Information](https://web.iastate.edu/safety/updates/covid19)

**Check here for the latest Iowa State University COVID-19 information**, links, and advice related to ISU travel, reporting illness, staying safe, and more.

* [ISU & Local Resources](https://www.diversity.iastate.edu/dei-resources/covid-19)

From ISU VPDI Office: Helpful links to where to find ISU wifi access, ISU and local Ames community meals, unemployment, rent suspension, and other immediate needs; also includes links to various state resources.

* [Coronavirus Disease 2019](https://www.cdc.gov/coronavirus/2019-ncov/index.html)

Facts and many current updates from the national Center for Disease Control (CDC)

* [Coronavirus Disease Advice for the Public](https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public)

Helpful information from the World Health Organization (WHO); includes a section called Myth Busters, plus many videos and downloadable fact sheets

* [Coronavirus Fact Sheet](https://www.cdc.gov/coronavirus/2019-ncov/downloads/2019-ncov-factsheet.pdf)

"What you need to know about 2019 Novel Coronavirus (2019-nCoV)," from the national Center for Disease Control (CDC)

* [Novel Coronavirus: Iowa Department of Public Health](https://idph.iowa.gov/Emerging-Health-Issues/Novel-Coronavirus)

Updated resource page that includes news, facts, resources, number of cases and deaths by county and statewide.

* [Stigma and Resilience, from the CDC](https://www.cdc.gov/coronavirus/2019-ncov/about/related-stigma.html)

Information on stigma and resisting stereotyping and racism related to COVID-19, from the Centers for Disease Control.

* [COVID-19 in Racial and Ethnic Minority Groups:Age-adjusted COVID-19-associated hospitalization rates by race and ethnicity, COVID-NET, March – June 13, 2020](https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/racial-ethnic-minorities.html)

**WHAT CAN I DO?**

**Quick tips:**

* Help provide others with the facts!
* Be aware of how implicit bias may impact our own reactions and behaviors.
* Be aware of how fear and misinformation can fuel our reactions and those of others in the wrong direction.
* See the "[Tool for Interrupting Microaggressions](https://academicaffairs.ucsc.edu/events/documents/Microaggressions_InterruptHO_2014_11_182v5.pdf)" linked on this page, and practice using it.

**Best Practices:**

* [Pandemic Jerk: A New Kind of Bad Behavior](https://www.cnn.com/2020/05/15/health/social-distancing-jerk-conflict-stress-coronavirus-wellness/?iid=ob_lockedrail_longstory_pool)

By Jen Rose Smith, CNN, May 15, 2020. Prolonged quarantine can lead to frustration and anger. Good advice from the APA and others on dealing with this type of bad behavior, including your own.

* [The Etiquette of Social Distancing During the COVID-19 Pandemic](https://emilypost.com/advice/the-etiquette-of-social-distancing-around-coronavirus/)

From the Emily Post Institute; advice on keeping safe, what to say when social distancing, wearing masks, contact tracing, remaining compassionate, and more.

**SEE ALSO**

* [Asian American Studies Research Guide](https://instr.iastate.libguides.com/AAST)

Resources from ISU Library

* [How to Be an Antiracist: Book Discussion Series](https://iastate.libapps.com/libguides/admin_c.php?g=991417&p=7247585)

From our larger companion guide for our Spring 2020 book discussion: Syllabus readings for Chapter 5 include a number of books related to the Chinese Exclusion Act, the Immigration Act of 1924, and other anti-Asian and anti-immigrant exclusion tactics.

* [Race on Campus: Debunking Myths with Data](https://instr.iastate.libguides.com/raceoncampus)

Companion online guide for our Fall 2019 book discussion series. The author confronts numerous stereotypes impacting Asian American students and communities.

**COVID-19, Race and Racism**

**This page includes selected resources for learning the facts about COVID-19, including its disproportionate impact on people of color, and provides information on interrupting related racisms, microaggressions, and xenophobia aimed at people of color and other marginalized communities. Let us know if you have suggestions for additional resources.**

**COVID-19 racism** is anti-Chinese and anti-Asian scapegoating and xenophobic reactions, including fear, exclusion, harassment, microaggressions, and other racist behaviors related to the COVID-19 public health epidemic.

* Also includes inappropriate "jokes," innuendos, suggestions that any/all Chinese and members of other Asian communities are responsible for or suspected of having this illness and should be avoided.

  **Whether *"intended"***to be hurtful or not, the reality is that the **impact** of these sorts of "jokes" ***is*** very hurtful and helps spread misinformation.

**COVID-19 and Race & Ethnicity**

**Recent data show that communities of color are at much higher risk of being infected and dying from COVID-19. Social impacts to these communities may also differ. Here are recent articles and data on these important emerging topics.**

**Iowa Communities**

* [Families of Workers Killed By Covid-19 Sue Tyson Over Waterloo Outbreak (June 26, 2020)](https://www.iowapublicradio.org/post/families-workers-killed-covid-19-sue-tyson-over-waterloo-outbreak)

By Kate Payne, Iowa Public Radio, June 26, 2020

* [Meskwaki Tribal Council lifts shelter in place order (June 15, 2020)](https://drive.google.com/file/d/1U72DA_F9NaJbGFGJfmJ1rlP8VCCi2xwH/view)

From Meskwaki Nation Times, vol. 17, issue 6, June 2020

* [NPR: What Do Coronavirus Racial Disparities Look Like State By State? (May 30)](https://www.npr.org/sections/health-shots/2020/05/30/865413079/what-do-coronavirus-racial-disparities-look-like-state-by-state)

This report includes interactive data tables allowing you to choose Iowa or other individual states to see demographics and percentage of cases in that state.

* [Over 500 Employees of a Tyson pork processing plant in Iowa test positive for coronavirus (May 28)](https://www.forbes.com/sites/mattperez/2020/05/28/over-500-employees-of-a-tyson-pork-processing-plant-in-iowa-test-positive-for-coronavirus/#51a3bc694a1d)

Matt Perez, Forbes, May 28, 2020

* [Study comparing Iowa and Illinois shows stay-at-home order could have prevented COVID-19 cases (May 20)](https://www.kcci.com/article/study-comparing-ia-il-shows-stay-at-home-order-could-have-prevented-covid-19-cases/32621949)

By Laura Terrell, KCCI News, May 20, 2020

* [Iowa cities with meatpacking plants struggle to get information on COVID-19 cases as state allows businesses to reopen (May 18)](https://www.desmoinesregister.com/story/money/agriculture/2020/05/18/iowa-cities-struggle-get-information-coronavirus-packing-plants/5189120002/)

By Donnelle Eller, Des Moines Register, May 18, 2020

* [One Tribal Nation Responded Swiftly To COVID-19, But Now Faces Economic Ruin (May 11, 2020)](https://www.forbes.com/sites/dimawilliams/2020/05/11/one-tribal-nation-responded-swiftly-to-covid-19-but-now-faces-economic-ruin/#504a5eea27fc)

By Dima Williams, Forbes, May 11, 2020. From the article: "There are purportedly only 33 intensive care units (ICUs) across Indian Country. We do not have any ICU beds in in the Great Plains area, which includes the Dakotas, Nebraska and Iowa."

* [Iowa publishes data on COVID-19 deaths by race, ethnicity and gender for the first time (May 5)](https://littlevillagemag.com/iowa-publishes-data-on-covid-19-deaths-by-race-ethnicity-and-gender-for-the-first-time/)

By Paul Brennan, Little Village, May 5, 2020

* [As Virus Spreads In Meat Processing Plants, Advocates Warn Immigrant Workers Remain Vulnerable (April 17)](https://www.iowapublicradio.org/post/virus-spreads-meat-processing-plants-advocates-warn-immigrant-workers-remain-vulnerable#stream/0)

By Kate Payne, Iowa Public Radio, April 17, 2020

* [Food Delivery: Winnebago Tribe of Nebraska: COVID-19 in Indian Country (April 16, 2020)](https://www.indianz.com/covid19/?p=3021)

Food delivery to the Winnebago community, for distribution among "...elders, the youth shelter and families in need."

* [Statement for the Safety and Dignity of Every Worker in Iowa (April 15)](https://docs.google.com/document/d/1_Q2or0JU0Nf7kteJDRIpIFYjHkYsVqNp04uh9W_4fSw/edit#heading=h.y0u1roqae28d)

Statement signed by over 60 Iowa organizations calling for the Governor to enact immediate safety measures for unprotected workers including "...temp workers, low wage workers, workers of color, and immigrant and refugee workers [who[ are at particular risk." SIgnatures as of April 15, 2020

* [Latino, Black Iowans are a disproportionate share of the COVID-19 cases, according to new state data (April 14)](https://www.desmoinesregister.com/story/news/health/2020/04/14/coronavirus-covid-19-iowa-gov-kim-reynolds-news-conference-shelter-in-place/5134961002/)

Nick Coltraine, Des Moines Register, April 14, 2020. "Hispanic and Latino Iowans make up about 6.2% of the state’s population, according to the U.S. Census Bureau, but they account for 16.4% of the positive tests for the respiratory illness caused by the new coronavirus. Black Iowans are about 4% of the state’s population, but 8.7% of total confirmed cases. ... The state government had previously declined to release data on the racial makeup of those who had been sickened. ... “With Latinos working in the food production industry throughout the nation in high-density work environments — farm fields, meat processing plants, milk dairies— it is not surprising,” Joe Henry [president of local LULAC council] wrote in an email. “But it should be a warning to our state that not enough is being done to provide safety to Latinos and immigrants that are working long hours to feed the nation.”"

* [COVID-19 and Indian Country: Early snapshot reveals disproportionate economic exposure and uncertainty (April 10, 2020)](https://www.minneapolisfed.org/article/2020/covid-19-and-indian-country-early-snapshot-reveals-disproportionate-economic-exposure-and-uncertainty)

"A survey by the Center for Indian Country Development shows the coronavirus pandemic disproportionately exposes tribal economies and governments to economic hardship"; includes Iowa.

* [Tama County has high rate of coronavirus cases; Meskwaki Nation issues shelter-in-place (April 2)](https://wcfcourier.com/news/local/tama-county-has-high-rate-of-coronavirus-cases-meskwaki-nation-issues-shelter-in-place/article_fb1eadca-f6e5-59f3-ab04-c00e504710ff.html)

By Amie Rivers, The Courier, April 2, 2020

* [Coronavirus Directive from Meskwaki Tribal Council (March 13)](https://meskwaki.org/coronavirus-directive-from-tribal-council/)

From Meskwaki Tribal Council, Meskwaki Nation - News and Events, March 13, 2020

**National Communities**

* [Puerto Rico, Still Reeling From Old Disasters, Is Slammed by Covid-19 (July 8, 2020)](https://www.nytimes.com/2020/07/08/us/coronavirus-puerto-rico-economy-unemployment.html?action=click&module=RelatedLinks&pgtype=Article)

From NY Times, by Alejandra Rosa and Frances Robles, July 8, 2020. "Puerto Rico has taken one of the country’s hardest economic hits."

* [Why Racism, Not Race, Is a Risk Factor for Dying of COVID-19 (June 12, 2020)](https://www.scientificamerican.com/article/why-racism-not-race-is-a-risk-factor-for-dying-of-covid-191/)

By Claudia Wallis, Scientific American, June 12, 2020

* [American Indian Tribes tribes thwarted in efforts to get coronavirus data (June 11)](https://www.politico.com/news/2020/06/11/native-american-coronavirus-data-314527)

By Darius Tahir and Adam Cancryn, Politico, June 11, 2020

* [The Direct Result of Racism: Covid-19 lays bare how discrimination drives health disparities among Black people (June 9, 2020)](https://www.statnews.com/2020/06/09/systemic-racism-black-health-disparities/)

By Meghana Keshavan, Stat News.com, June 9, 2020

* [Address "appalling impact" of COVID-19 on minorities, UN rights chief urges (June 2)](https://news.un.org/en/story/2020/06/1065272)
* [NPR: What Do Coronavirus Racial Disparities Look Like State By State? (May 30)](https://www.npr.org/sections/health-shots/2020/05/30/865413079/what-do-coronavirus-racial-disparities-look-like-state-by-state)
* [New analysis quantifies risk of COVID-19 to racial, ethnic minorities (May 19)](https://news.yale.edu/2020/05/19/new-analysis-quantifies-risk-covid-19-racial-ethnic-minorities)
* [Navajo Nation surpasses New York for highest Covid-19 infection rate in the US (May 18)](https://www.cnn.com/2020/05/18/us/navajo-nation-infection-rate-trnd/index.html)

By Hollie Silverman, et al., CNN, May 18, 2020

* [CNN: Understanding Why Latinos are so hard hit by Covid-19 (May 18)](https://www.cnn.com/2020/05/18/opinions/latinos-covid-19-impact-morales/index.html)
* [AMA: Why COVID-19 is decimating some Native American communities (May 13)](https://www.ama-assn.org/delivering-care/population-care/why-covid-19-decimating-some-native-american-communities)
* [AARP: Blacks and Hispanics Hit Harder by the Coronavirus, Early US Data Show (May 8)](https://www.aarp.org/health/conditions-treatments/info-2020/minority-communities-covid-19.html)
* [AARP: Las personas afroamericanas y los hispanos están siendo más afectados por el coronavirus (8 mayo)](https://www.aarp.org/espanol/salud/enfermedades-y-tratamientos/info-2020/latinos-mas-afectados-por-coronavirus.html?intcmp=AE-HLTH-TOSPA-TOGL-ES)
* [Evidence mounts on the disproportionate effect of COVID-19 on ethnic minorities (May 8)](https://www.thelancet.com/journals/lanres/article/PIIS2213-2600%2820%2930228-9/fulltext)

By Tony Kirby, The Lancet, May 8, 2020

* [Navajo Nation residents face coronavirus without running water (May 8)](https://www.cbsnews.com/news/coronavirus-navajo-nation-running-water-cbsn-originals/)

By Grace Baek, CBS News, May 8, 2020

* [Puerto Rico tops 2000 coronavirus cases, 100 deaths amid gradual reopening (May 7)](https://www.miamiherald.com/news/nation-world/world/americas/article242562216.html)

By Jim Wyss, Miami Herald, May 7, 2020

* [The incomplete coronavirus map — US territories left behind (April 15)](https://thehill.com/opinion/healthcare/492799-the-incomplete-coronavirus-map-us-colonies-left-behind)

By Gretchen Sierra-Zorita, The Hill, April 15, 2020.

* [Stop Blaming Black People for Dying of the Coronavirus: New data from 29 states confirm the extent of the racial disparities (April 14)](https://www.theatlantic.com/ideas/archive/2020/04/race-and-blame/609946/)

Kendi, Ibram X. (2020). Stop Blaming Black People for Dying of the Coronavirus The Atlantic, April 14, 2020. https://www.theatlantic.com/ideas/archive/2020/04/race-and-blame/609946/

* [Puerto Rico extends lockdown to May to fight COVID-19 (April 11)](https://abcnews.go.com/International/wireStory/puerto-rico-extends-lockdown-fight-covid-19-70104993)

By Danica Coto, ABC News, April 11, 2020

* [Four reasons coronavirus is hitting Black communities so hard (April 10)](https://www.washingtonpost.com/politics/2020/04/10/4-reasons-coronavirus-is-hitting-black-communities-so-hard/)

By Eugene Scott, Washington Post, April 10, 2020.

* [Hispanic Community in NYC ‘Disproportionately’ Impacted by COVID-19 (April 8)](https://www.nbcnewyork.com/news/coronavirus/hispanic-community-in-nyc-disproportionately-impacted-by-covid-19-officials/2365896/)

NBC New York Channel 4, April 8, 2020. Includes data showing Latinos have had the highest death rates in New York City, outpacing all other people of color and whites.

* [NYC Hispanics and Blacks dying of COVID-19 at twice the rate of whites, Asians (April 8)](https://thecity.nyc/2020/04/nyc-blacks-and-hispanics-dying-of-covid-19-at-twice-the-rate.html)

By Yoav Gonen, Ann Choi and Josefa Velasquez, The City , NYC, April 8, 2020. Includes data indicating Latinos dying at the highest rates in NYC; also includes data by NYC boroughs.

* [It's a racial justice issue: Black Americans are dying at greater numbers from COVID-19 (April 8)](https://www.theguardian.com/world/2020/apr/08/its-a-racial-justice-issue-black-americans-are-dying-in-greater-numbers-from-covid-19)

By Kenya Evelyn, The Guardian, April 8, 2020

* [Hospitalization rates and Characteristics of Patients Hospitalized with COVID-19: 14 States, March 1–30, 2020 (April 8)](https://www.cdc.gov/mmwr/volumes/69/wr/mm6915e3.htm)

By Shikha Garg, MD, et al. CDC, April 8, 2020. Dense report from the CDC analyzes data from 14 states from March 1-30; among those who were hospitalized during this period, findings suggest men and Blacks might be disproportionately impacted,.

* [The coronavirus is infecting and killing Black Americans at an alarmingly high rate (April 7)](https://www.washingtonpost.com/nation/2020/04/07/coronavirus-is-infecting-killing-black-americans-an-alarmingly-high-rate-post-analysis-shows/?arc404=true)

By Reis Thebault, Andrew Ba Tran, & Vanessa Williams. Washington Post, April 7, 2020. Includes data from 9 US states/cities.

* [Indian Country, where residents suffer disproportionately from disease, is bracing for coronavirus (April 4)](https://www.washingtonpost.com/climate-environment/2020/04/04/native-american-coronavirus/)

By Dana Hedgpeth, Darryl Fears & Gregory Scruggs. Washington Post, April 4, 2020

* [Indian country faces higher risks, lack of resources in COVID-19 fight (April 3)](https://www.theguardian.com/world/2020/apr/08/its-a-racial-justice-issue-black-americans-are-dying-in-greater-numbers-from-covid-19)

By Stephanie Ebbs & Cheyenne Haslett, ABC News, April 3, 2020

* [The risk to Native American nations from COVID-19 (April 9)](https://www.cnn.com/2020/04/07/opinions/native-american-nations-risk-from-covid-19-sepkowitz/index.html)

By Kent Sepkowitz, CNN, April 9, 2020. Includes Navajo Nation data.

* [What the racial data show: The pandemic seems to be hitting people of color the hardest](https://www.theatlantic.com/ideas/archive/2020/04/coronavirus-exposing-our-racial-divides/609526/)

By Ibram X. Kendi, The Atlantic, April 6, 2020

* [Why are Blacks dying at higher rates from COVID-19?](https://www.brookings.edu/blog/fixgov/2020/04/09/why-are-blacks-dying-at-higher-rates-from-covid-19/)

By Rashawn Ray, Brookings Institution, April 9, 2020. Includes data from four states.

* [Why Don’t We Know Who the Coronavirus Victims Are?](https://www.theatlantic.com/ideas/archive/2020/04/stop-looking-away-race-covid-19-victims/609250/)

By Ibram X. Kendi, The Atlantic, April 1, 2020

* [Why Misinformation And Distrust Are Making COVID-19 More Dangerous For Black America](https://www.npr.org/sections/coronavirus-live-updates/2020/04/10/832039813/why-misinformation-and-distrust-is-making-covid-19-more-dangerous-for-black-amer)

By Jason Breslow, National Public Radio, April 10, 2020

**SELECTED RESOURCES on COVID-19 Racism and Tools for Interrupting It**

Here are a few helpful resources focused on facts and on recognizing & addressing racism and microaggressions related to COVID-19i. There is a rapidly growing body of literature on this emerging topic.

* [**American Medical Association warns against racism, xenophobia amid Covid-19**](https://www.ama-assn.org/press-center/press-releases/ama-warns-against-racism-xenophobia-amid-covid-19)

AMA Press Releases, May 4, 2020

* [**Asian Iowans see increased xenophobia, harassment during coronavirus pandemic**](https://www.desmoinesregister.com/story/news/2020/04/28/coronavirus-in-iowa-asian-racism-discrimination-xenophobia-harassment-pandemic-covid-19/2950959001/)

By Andrea Sahouri and Suzanne Behnke, Des Moines Register, April 28, 2020

* [**The Coronavirus Exposes the History of Racism and “Cleanliness”**](https://www.vox.com/2020/2/7/21126758/coronavirus-xenophobia-racism-china-asians)

From Vox.com

* [**Coronavirus Myths and Facts**](https://www.instagram.com/p/B8SWlbnnTT7/)

Helpful infographic from UNLV's Student Diversity & Social Justice group separates myths and racist assumptions from facts.

* [**The Coronoavirus Reawakens Old Racist Tropes Against Chinese People**](https://www.washingtonpost.com/opinions/2020/02/05/coronavirus-reawakens-old-racist-tropes-against-chinese-people/)

From the Washington Post

* [**Covid-19 Fueling Anti-Asian Racism and Xenophobia Worldwide**](https://www.hrw.org/news/2020/05/12/covid-19-fueling-anti-asian-racism-and-xenophobia-worldwide)

From Human Rights Watch, May 12, 2020

* [**COVID-19: UN counters pandemic-related hate and xenophobia**](https://www.un.org/en/coronavirus/covid-19-un-counters-pandemic-related-hate-and-xenophobia)

"“We must act now to strengthen the immunity of our societies against the virus of hate.” – United Nations Secretary-General António Guterres, United Nations, May 8, 2020

* [**I didn't want to write about Coronavirus and racism. Then I got harassed twice.**](https://www.inquirer.com/opinion/commentary/coronavirus-panic-racism-chinese-americans-20200206.html)

By Bethany Ao, from Philadelphia Inquirer newspaper.

* [**It Takes All of Us to Reduce Stigma during Disease Outbreaks**](https://medium.com/wadepthealth/it-takes-all-of-us-to-reduce-stigma-during-disease-outbreaks-310db60dce29)

By Washington State Dept. of Health, Secretary of Health John Wiesman and Washington State Commission on Asian Pacific American Affairs Executive Director Toshiko Hasegawa

* [**The New Coronavirus is Not an Excuse to be Racist**](https://www.theverge.com/2020/2/4/21121358/coronavirus-racism-social-media-east-asian-chinese-xenophobia)

From TheVerge.com; warning that this article reproduces some hate speech from Twitter and other online sites

* [**Tool for Interrupting Microaggressions**](https://academicaffairs.ucsc.edu/events/documents/Microaggressions_InterruptHO_2014_11_182v5.pdf)

While not focused on Coronavirus racism, here is a super helpful and easy-to-use tool for recognizing and interrupting / responding to microaggressions. From UCSC Academic Affairs; adapted from "Interrupting Microaggressions," by College of the Holy Cross, Diversity Leadership & Education.

* [**The True Coronavirus Pandemic is the Spread of Racism and Xenophobia through the Media**](https://www.highlandernews.org/37558/the-true-coronavirus-pandemic-is-the-spread-of-racism-and-xenophobia-through-the-media/)

From UC Riverside's Highlander News

* [**Xenophobia is a Pre-existing Condition: How Harmful Stereotypes and Racism are Spreading Around the Coronavirus**](https://time.com/5775716/xenophobia-racism-stereotypes-coronavirus/)

From Time.com, by Jasmine Aguilera

* [**Yellow Peril Teach-In: Resources to Address Coronavirus Racism**](https://docs.google.com/document/d/1-DLnAY5r-f4DRLZgndR_Bu47nqHVtAOKem5QRmbz7bg/edit)

This crowd-sourced "Yellow Peril Teach-In" Google doc bibliography is being compiled by librarians nationwide; read their guidelines and feel free to add your own citations, if you have helpful information to contribute.

**SELECTED BOOKS: History of Anti-Asian Racism & Exclusion**

Sadly, there is a whole history of exclusion of the Chinese people and other Asian communities from the US, as well as exclusionary treatment within the US. Here are a few books on those topics.

* [**Barbed Voices: Oral History, Resistance, and the World War II Japanese American Social Disaster** by Arthur A. Hansen; Lane Ryo Hirabayashi (Foreword by)](https://iowa-primo.hosted.exlibrisgroup.com/permalink/f/12tutg/01IASU_ALMA21316238430002756) Barbed Voices is an engaging anthology of the most significant published articles written by the well-known and highly respected historian of Japanese American history Arthur Hansen, updated and annotated for contemporary context. Featuring selected inmates and camp groups who spearheaded resistance movements in the ten War Relocation Authority-administered compounds in the United States during World War II, Hansen's writing provides a basis for understanding why, when, where, and how some of the 120,000 incarcerated Japanese Americans opposed the threats to themselves, their families, their reference groups, and their racial-ethnic community.   What historically was benignly termed the "Japanese American Evacuation" was in fact a social disaster, which, unlike a natural disaster, is man-made. Examining the emotional implications of targeted systemic incarceration, Hansen highlights the psychological traumas that transformed Japanese American identity and culture for generations after the war. While many accounts of Japanese American incarceration rely heavily on government documents and analytic texts, Hansen's focus on first-person Nikkei testimonies gathered through powerful oral history interviews gives expression to the resistance to this social disaster.   Analyzing the evolving historical memory of the effects of wartime incarceration, Barbed Voices presents a new scholarly framework of enduring value. It will be of interest to students and scholars of oral history, US history, public history, and ethnic studies as well as the general public interested in the WWII experience and civil rights.

Call Number: D769.8 A6 H356 2018

ISBN: 9781607328117

Publication Date: 2018-11-05

* [**China Through American Eyes: Early Depictions of the Chinese People and Culture in the US Print Media** by Wenxian Zhang](https://iowa-primo.hosted.exlibrisgroup.com/permalink/f/12tutg/01IASU_ALMA21287781400002756) Cultural understanding between the United States and China has been a long and complex process. The period from the mid-nineteenth century to the early twentieth century is not only a critical era in modern Chinese history, but also the peak time of illustrated news reporting in the United States. Besides images from newspapers and journals, this collection also contains pictures about China and the Chinese published in books, brochures, commercial advertisements, campaign posters, postcards, etc. Together, they have documented colourful portrayals of the Chinese and their culture by the U.S. print media and their evolution from ethnic curiosity, stereotyping, and racial prejudice to social awareness, reluctant understanding, and eventual acceptance. Since these publications represent different positions in American politics, they can help contemporary readers develop a more comprehensive understanding of major events in modern American and Chinese histories, such as the cause and effect of the Chinese Exclusion Act and the power struggles behind the development of the Open Door Policy at the turn of the twentieth century. This collection of images has essentially formed a rich visual resource that is both diverse and intriguing; and as primary source documents, they carry significant historical and cultural values that could stimulate further academic research.

Call Number: DS774.5 .C45 2017

ISBN: 9789813202252

Publication Date: 2017-02-27

* [**The Chinese Exclusion Act of 1882** by John Robert Soennichsen](https://iowa-primo.hosted.exlibrisgroup.com/permalink/f/12tutg/01IASU_ALMA21195000490002756) This in-depth examination of the Chinese Exclusion Act of 1882 provides a chronological review of the events, ordinances, and pervasive attitudes that preceded, coincided with, and followed its enactment. The Chinese Exclusion Act of 1882 was a historic act of legislation that demonstrated how the federal government of the United States once openly condoned racial discrimination. Once the Exclusion Act passed, the door was opened to further limitation of Asians in America during the late 19th century, such as the Scott Act of 1888 and the Geary Act of 1892, and increased hatred towards and violence against Chinese people based on the misguided belief they were to blame for depressed wage levels and unemployment among Caucasians. This title traces the complete evolution of the Exclusion Act, including the history of Chinese immigration to the United States, the factors that served to increase their populations here, and the subsequent efforts to limit further immigration and encourage the departure of the Chinese already in America. \* Provides excerpts from nearly two dozen original documents, including legislation, letters, essays, and other materials related to the sanctioning of discrimination against the Chinese in the United States \* Presents a chronology of significant actions and events that preceded and facilitated passage of the Exclusion Act, as well as occurrences after its passage and leading to its repeal \* Includes a bibliography of over 60 significant sources that reflect attitudes, news reports, and legislation from the time of the Exclusion Act and contemporary viewpoints on the historical event \* Contains a helpful glossary of terms commonly employed in a discussion of the Chinese-American experience and passage of the Exclusion Act

Call Number: E184.C5 S755 2011

ISBN: 9780313379468

Publication Date: 2011-02-02

* [**The Chinese Must Go: Violence, Exclusion, and the Making of the Alien in America** by Beth Lew-Williams](https://iowa-primo.hosted.exlibrisgroup.com/permalink/f/12tutg/01IASU_ALMA21272465660002756) "[A] powerful and deeply humane account of the emergence of the racialized border, the consequences of which have echoed down to the present." --Ellis W. Hawley Prize citation The American West erupted in anti-Chinese violence in 1885. Following the massacre of Chinese miners in Wyoming Territory, communities throughout California and the Pacific Northwest harassed, assaulted, and expelled thousands of Chinese immigrants. Beth Lew-Williams shows how American immigration policies incited this violence and how the violence, in turn, provoked new exclusionary policies. Ultimately, Lew-Williams argues, Chinese expulsion and exclusion produced the concept of the "alien" in modern America. The Chinese Must Go begins in the 1850s, before federal border control established strict divisions between citizens and aliens. Across decades of felling trees and laying tracks in the American West, Chinese workers faced escalating racial conflict and unrest. In response, Congress passed the Chinese Restriction Act of 1882 and made its first attempt to bar immigrants based on race and class. When this unprecedented experiment in federal border control failed to slow Chinese migration, vigilantes attempted to take the matter into their own hands. Fearing the spread of mob violence, U.S. policymakers redoubled their efforts to keep the Chinese out, overhauling U.S. immigration law and transforming diplomatic relations with China. By locating the origins of the modern American alien in this violent era, Lew-Williams recasts the significance of Chinese exclusion in U.S. history. As The Chinese Must Go makes clear, anti-Chinese law and violence continues to have consequences for today's immigrants. The present resurgence of xenophobia builds mightily upon past fears of the "heathen Chinaman."

Call Number: E184.C5 L564 2018

ISBN: 9780674976016

Publication Date: 2018-02-26

* [**Displaced - Manzanar, 1942-1945: the Incarceration of Japanese Americans** by Evan Backes, ed.](https://iowa-primo.hosted.exlibrisgroup.com/permalink/f/12tutg/01IASU_ALMA21316342060002756) "This sorry episode has been illuminated in books and documentaries. But I've never felt its emotional texture--the unexpected mix of dereliction and upstanding hopefulness--so vividly as in this set of photographs taken by Ansel Adams and Dorothea Lange and five others, among them an artist incarcerated at Manzanar." -Pico Iyer In the weeks following the bombing of Pearl Harbor on December 7, 1941, American suspicion and distrust of its Japanese American population became widespread. The US government soon ordered all Japanese Americans (two thirds of them American citizens) living on the West Coast to report to assembly centers for eventual transfer to internment camps, openly referred to by the New York Times as "concentration camps." Within a few months of Pearl Harbor, President Franklin D. Roosevelt signed Executive Order 9066; soon after, the War Relocation Authority (WRA) was established and by the end of March, the first of 10,000 Japanese evacuees arrived in Manzanar, an internment camp in the Owens Valley desert at the foot of the Sierras. Families were given one to two weeks' notice and were allowed to pack only what they could carry. Businesses were shuttered and farms and equipment were sold at bargain prices. Upon arrival at Manzanar, each person was assigned to a barrack, given a cot, blankets and a canvas bag to be filled with straw in order to create their own mattresses. Dorothea Lange was hired by the WRA to photograph the mass evacuation; she worked into the first months of the internment until she was fired by WRA staff for her "sympathetic" approach. Many of her photographs were seized by the government and largely unseen by the public for a half century. More than a year later, Manzanar Project Director Ralph Merritt hired Ansel Adams to document life at the camp. Lange and Adams were also joined by WRA photographers Russell Lee, Clem Albers and Francis Stewart. Two Japanese internees, Toyo Miyatake and Jack Iwata, secretly photographed life within the camp with a smuggled camera. Gathered together in this volume, these images express the dignity and determination of the Japanese Americans in the face of injustice and humiliation. Today the tragic circumstances surrounding displaced and detained people around the world only strengthen the impact of these photos taken 75 years ago.

Call Number: D769.8 A6 D57x 2018

ISBN: 9781942884293

Publication Date: 2018-10-23

* [**Not Fit to Stay: Public Health Panics and South Asian Exclusion** by Isabel Wallace](https://iowa-primo.hosted.exlibrisgroup.com/permalink/f/12tutg/01IASU_ALMA21254430290002756) In the early 1900s, panic over the arrival of South Asian immigrants swept up and down the west coast of North America. While racism and fear of labour competition were at the heart of this furor, Not Fit to Stay reveals that public leaders - including physicians, union leaders, civil servants, journalists, and politicians - latched on to unsubstantiated public health concerns to justify the exclusion of South Asians from Canada and the United States.

Call Number: RA448.5 A83 W35x 2017

ISBN: 9780774832182

Publication Date: 2016-12-15

* [**Two Faces of Exclusion: The Untold History of Anti-Asian Racism in the United States** by Lon Kurashige](https://iowa-primo.hosted.exlibrisgroup.com/permalink/f/12tutg/01IASU_ALMA21252320610002756) From the Chinese Exclusion Act of 1882 to the Immigration Act of 1924 to Japanese American internment during World War II, the United States has a long history of anti-Asian policies. But Lon Kurashige demonstrates that despite widespread racism, Asian exclusion was not the product of an ongoing national consensus; it was a subject of fierce debate. This book complicates the exclusion story by examining the organized and well-funded opposition to discrimination that involved some of the most powerful public figures in American politics, business, religion, and academia. In recovering this opposition, Kurashige explains the rise and fall of exclusionist policies through an unstable and protracted political rivalry that began in the 1850s with the coming of Asian immigrants, extended to the age of exclusion from the 1880s until the 1960s, and since then has shaped the memory of past discrimination. In this first book-length analysis of both sides of the debate, Kurashige argues that exclusion-era policies were more than just enactments of racism; they were also catalysts for U.S.-Asian cooperation and the basis for the twenty-first century's tightly integrated Pacific world.

Call Number: E184.A75 K87 2016

ISBN: 9781469629438

Publication Date: 2016-09-26

* [**Yellow Peril! An Archive of Anti-Asian Fear** by John Kuo Wei Tchen; Dylan Yeats](https://iowa-primo.hosted.exlibrisgroup.com/permalink/f/12tutg/01IASU_ALMA21182717490002756) The 'yellow peril' is one of the most long-standing and pervasive racist ideas in Western culture-indeed, this book traces its history to the Enlightenment era. Yet while Fu Manchu evokes a fading historical memory, yellow peril ideology persists, WC animating, for example, campaign commercials from the 2012 presidential election. Yellow Peril! is the first comprehensive repository of anti-Asian images and writing, pop culture artifacts and political polemic. Written by two leading scholars and replete with paintings, photographs and images drawn from dime novels, posters, comics, theatrical productions, movies, polemical and pseudo-scholarly literature, and other pop culture ephemera, this book is both a unique and fascinating archive and a modern analysis of this crucial historical formation.

Call Number: E184.A75 Y45 2014

ISBN: 9781781681237

Publication Date: 2014-02-11

* [**The Yellow Peril: Dr. Fu Manchu & the Rise of Chinaphobia** by Christopher Frayling](https://iowa-primo.hosted.exlibrisgroup.com/permalink/f/12tutg/01IASU_ALMA21198100650002756) A hundred years ago, a character who was to enter the bloodstream of 20th-century popular culture made his first appearance in the world of literature. In his day he became as well known as Count Dracula or Sherlock Holmes: he was the evil genius called Dr. Fu Manchu, described at the beginning of the first story in which he appeared as "the yellow peril incarnate in one man."Why did the idea that the Chinese were a threat to Western civilization develop at precisely the time when China was in chaos, divided against itself, the victim of successive famines and utterly incapable of being a "peril" to anyone even if it had wanted to be? Even the author of the Dr. Fu Manchu novels, Sax Rohmer, acknowledged that China, "as a nation possess that elusive thing, poise."And what do the Chinese themselves make of all this? Is it any wonder that they remember what we have carelessly forgotten-the opium wars; the "unfair treaties" that ceded Hong Kong and the New Territories; and the stereotyping of Chinese people in allegedly factual studies?Here cultural historian Christopher Frayling takes us to the heart of popular culture in the music hall, pulp literature, and the mass-market press, and shows how film amplifies our assumptions.nbsp;

Call Number: PN56.3 C6 F73x 2014

ISBN: 9780500252079

Publication Date: 2014-10-14

 

This document is intended to serve as a resource to white people and parents to deepen our anti-racism work. If you haven’t engaged in anti-racism work in the past, start now. Feel free to circulate this document on social media and with your friends, family, and colleagues.

Here is a shorter link: [bit.ly/ANTIRACISMRESOURCES](http://bit.ly/ANTIRACISMRESOURCES)

To take immediate action to fight for Breonna Taylor, please visit [FightForBreonna.org](http://fightforbreonna.org/).

**Resources for white parents to raise anti-racist children:**

* Books:
	+ [Coretta Scott King Book Award Winners: books for children and young adults](https://www.commonsensemedia.org/lists/coretta-scott-king-book-award-winners)
	+ [31 Children's books to support conversations on race, racism and resistance](https://www.embracerace.org/resources/26-childrens-books-to-support-conversations-on-race-racism-resistance)
* Podcasts:
	+ [Parenting Forward podcast episode ‘Five Pandemic Parenting Lessons with Cindy Wang Brandt’](https://podcasts.apple.com/us/podcast/parenting-forward/id1403686245?i=1000474951309)
	+ [Fare of the Free Child podcast](https://www.raisingfreepeople.com/podcast/)
	+ [Integrated Schools podcast episode “Raising White Kids with Jennifer Harvey”](https://integratedschools.simplecast.com/episodes/harvey)
* Articles:
	+ [How White Parents Can Talk To Their Kids About Race | NPR](https://www.npr.org/2020/06/03/869071246/how-white-parents-can-talk-to-their-kids-about-race)
	+ [Teaching Your Child About Black History Month | PBS](https://www.pbs.org/parents/thrive/teaching-your-child-about-black-history-month)
	+ [Your Kids Aren't Too Young to Talk About Race: Resource Roundup from Pretty Good](https://www.prettygooddesign.org/blog/Blog%20Post%20Title%20One-5new4)
* The Conscious Kid: follow them on [Instagram](https://www.instagram.com/theconsciouskid/) and consider signing up for their [Patreon](https://www.patreon.com/theconsciouskid)

**Articles to read:**

* [“America’s Racial Contract Is Killing Us” by Adam Serwer | Atlantic (May 8, 2020)](https://www.theatlantic.com/ideas/archive/2020/05/americas-racial-contract-showing/611389/)
* [Ella Baker and the Black Freedom Movement (Mentoring a New Generation of Activists](https://drive.google.com/a/glaze0101.com/file/d/0By2bSlBi5slDbXB2enJ0RzN6c3M/view?usp=sharing)
* [”My Life as an Undocumented Immigrant” **by Jose Antonio Vargas | NYT Mag (June 22, 2011)**](https://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html)
* [The 1619 Project (all the articles) | The New York Times Magazine](https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html)
* [The Combahee River Collective Statement](http://circuitous.org/scraps/combahee.html)
* [“The Intersectionality Wars” by Jane Coaston | Vox (May 28, 2019)](https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination)
* [Tips for Creating Effective White Caucus Groups developed by Craig Elliott PhD](http://convention.myacpa.org/houston2018/wp-content/uploads/2017/11/Guidelines-for-Effective-White-Caucuses.pdf)
* [“Where do I donate? Why is the uprising violent? Should I go protest?”](https://medium.com/%40cemwrites/where-do-i-donate-why-is-the-uprising-violent-should-i-go-protest-5cefeac37ef9) by Courtney Martin (June 1, 2020)
* [”White Privilege: Unpacking the Invisible Knapsack” by Knapsack Peggy McIntosh](http://convention.myacpa.org/houston2018/wp-content/uploads/2017/11/UnpackingTheKnapsack.pdf)
* [“Who Gets to Be Afraid in America?” by Dr. Ibram X. Kendi | Atlantic (May 12, 2020)](https://www.theatlantic.com/ideas/archive/2020/05/ahmaud-arbery/611539/)

**Videos to watch:**

* [Black Feminism & the Movement for Black Lives: Barbara Smith, Reina Gossett, Charlene Carruthers (50:48)](https://youtu.be/eV3nnFheQRo)
* [**Dr. Robin DiAngelo discusses 'White Fragility' (1:23:30)**](https://youtu.be/45ey4jgoxeU)
* ["How Studying Privilege Systems Can Strengthen Compassion"](https://youtu.be/e-BY9UEewHw) | Peggy McIntosh at TEDxTimberlaneSchools (18:26)

**Podcasts to subscribe to:**

* [1619 (New York Times)](https://www.nytimes.com/2020/01/23/podcasts/1619-podcast.html)
* [About Race](https://www.showaboutrace.com/)
* [Code Switch (NPR)](https://www.npr.org/sections/codeswitch/)
* [Intersectionality Matters! hosted by Kimberlé Crenshaw](https://podcasts.apple.com/us/podcast/intersectionality-matters/id1441348908)
* [Momentum: A Race Forward Podcast](https://www.raceforward.org/media/podcast/momentum-race-forward-podcast)
* [Pod For The Cause (from The Leadership Conference on Civil & Human Rights)](https://civilrights.org/podforthecause/)
* [Pod Save the People (Crooked Media)](https://crooked.com/podcast-series/pod-save-the-people/)
* [Seeing White](https://www.sceneonradio.org/seeing-white/)

**Books to read:**

* [Black Feminist Thought](https://books.google.com/books/about/Black_Feminist_Thought.html?id=cdtYsU3zR14C) by Patricia Hill Collins
* [Eloquent Rage: A Black Feminist Discovers Her Superpower](https://read.macmillan.com/lp/eloquent-rage/) by Dr. Brittney Cooper
* [Heavy: An American Memoir](https://www.kieselaymon.com/heavy) by Kiese Laymon
* [How To Be An Antiracist](https://www.ibramxkendi.com/how-to-be-an-antiracist-1) by Dr. Ibram X. Kendi
* [I Know Why the Caged Bird Sings](https://www.penguinrandomhouse.com/books/3924/i-know-why-the-caged-bird-sings-by-maya-angelou/) by Maya [Angelou](https://chipublib.bibliocommons.com/search?q=%22Angelou%2C+Maya%22&search_category=author&t=author)
* [Invisible No More: Police Violence Against Black Women and Women of Color](http://invisiblenomorebook.com/the-book/) by Andrea J. Ritchie
* [Just Mercy](https://justmercy.eji.org/) by Bryan Stevenson
* [Me and White Supremacy](http://laylafsaad.com/meandwhitesupremacy) by Layla F. Saad
* [Raising Our Hands](https://www.jennaarnold.com/book) by Jenna Arnold
* [Redefining Realness](https://www.simonandschuster.com/books/Redefining-Realness/Janet-Mock/9781476709130) by Janet [Mock](https://chipublib.bibliocommons.com/search?q=%22Mock%2C+Janet%22&search_category=author&t=author)
* [Sister Outsider](https://www.penguinrandomhouse.com/books/198292/sister-outsider-by-audre-lorde/) by Audre Lorde
* [So You Want to Talk About Race](https://www.sealpress.com/titles/ijeoma-oluo/so-you-want-to-talk-about-race/9781580056779/) by Ijeoma Oluo
* [The Bluest Eye](https://www.penguinrandomhouse.com/books/117662/the-bluest-eye-by-toni-morrison/) by Toni Morrison
* [The Fire Next Time](https://www.penguinrandomhouse.com/books/7753/the-fire-next-time-by-james-baldwin/9780679744726/teachers-guide/) by James Baldwin
* [The New Jim Crow: Mass Incarceration in the Age of Colorblindness](https://newjimcrow.com/)
by Michelle Alexander
* [The Next American Revolution: Sustainable Activism for the Twenty-First Century](https://www.ucpress.edu/book/9780520272590/the-next-american-revolution)
by Grace Lee Boggs
* [The Warmth of Other Suns](https://www.penguinrandomhouse.com/books/190696/the-warmth-of-other-suns-by-isabel-wilkerson/) by Isabel Wilkerson
* [Their Eyes Were Watching God](https://www.zoranealehurston.com/books/their-eyes-were-watching-god/) by Zora Neale Hurston
* [This Bridge Called My Back: Writings by Radical Women of Color](http://v) by Cherríe Moraga
* [When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America](https://books.google.com/books/about/When_Affirmative_Action_was_White.html?id=cfhneJPcD38C) by Ira Katznelson

**Films and TV series to watch:**

* 13th (Ava DuVernay) — Netflix
* American Son (Kenny Leon) — Netflix
* Black Power Mixtape: 1967-1975 — Available to rent
* Blindspotting (Carlos López Estrada) — Hulu with Cinemax or available to rent
* Clemency (Chinonye Chukwu) — Available to rent
* Dear White People (Justin Simien) — Netflix
* Fruitvale Station (Ryan Coogler) — Available to rent
* I Am Not Your Negro (James Baldwin doc) — Available to rent or on Kanopy
* If Beale Street Could Talk (Barry Jenkins) — Hulu
* Just Mercy (Destin Daniel Cretton) — Available to rent for free in June in the U.S.
* King In The Wilderness  — HBO
* See You Yesterday (Stefon Bristol) — Netflix
* Selma (Ava DuVernay) — Available to rent for free in June in the U.S.
* The Black Panthers: Vanguard of the Revolution — Available to rent
* The Hate U Give (George Tillman Jr.) — Available to rent for free
* When They See Us (Ava DuVernay) — Netflix

**Organizations to follow on social media:**

* Antiracism Center: [Twitter](https://twitter.com/AntiracismCtr)
* Audre Lorde Project: [Twitter](https://twitter.com/audrelorde) | [Instagram](https://www.instagram.com/audrelordeproject/) | [Facebook](https://www.facebook.com/AudreLordeProject/)
* Black Women’s Blueprint: [Twitter](https://twitter.com/blackwomensbp) | [Instagram](https://www.instagram.com/blackwomensblueprint/) | [Facebook](https://www.facebook.com/blackwomens.BWBNY/)
* Color Of Change: [Twitter](http://twitter.com/colorofchange) | [Instagram](https://www.instagram.com/colorofchange/) | [Facebook](https://www.facebook.com/colorofchange)
* Colorlines: [Twitter](https://twitter.com/Colorlines) | [Instagram](https://www.instagram.com/colorlinesnews/) | [Facebook](https://www.facebook.com/colorlines)
* The Conscious Kid: [Twitter](https://twitter.com/consciouskidlib) | [Instagram](https://www.instagram.com/theconsciouskid/) | [Facebook](https://www.facebook.com/theconsciouskid)
* Equal Justice Initiative (EJI): [Twitter](https://twitter.com/eji_org) | [Instagram](https://www.instagram.com/eji_org/) | [Facebook](https://www.facebook.com/equaljusticeinitiative)
* Families Belong Together: [Twitter](https://twitter.com/fams2gether) | [Instagram](https://www.instagram.com/fams2gether/) | [Facebook](https://www.facebook.com/fams2gether)
* Justice League NYC: [Twitter](https://twitter.com/NYjusticeleague) | [Instagram](https://www.instagram.com/NYjusticeleague/) + Gathering For Justice: [Twitter](https://twitter.com/gather4justice) | [Instagram](https://www.instagram.com/gather4justice/)
* The Leadership Conference on Civil & Human Rights: [Twitter](http://twitter.com/civilrightsorg) | [Instagram](https://www.instagram.com/civilrightsorg/) | [Facebook](https://www.facebook.com/civilandhumanrights)
* The Movement For Black Lives (M4BL): [Twitter](https://twitter.com/Mvmnt4BlkLives) | [Instagram](https://www.instagram.com/mvmnt4blklives/) | [Facebook](https://www.facebook.com/mvmt4bl)
* MPowerChange: [Twitter](https://twitter.com/mpower_change) | [Instagram](https://www.instagram.com/mpowerchange/) | [Facebook](https://www.facebook.com/MPowerChange/)
* Muslim Girl: [Twitter](https://twitter.com/muslimgirl) | [Instagram](http://instagram.com/muslimgirl) | [Facebook](https://www.facebook.com/muslimgirlarmy/)
* NAACP: [Twitter](https://twitter.com/NAACP) | [Instagram](https://www.instagram.com/naacp/) | [Facebook](https://www.facebook.com/naacp)
* National Domestic Workers Alliance: [Twitter](https://twitter.com/domesticworkers) | [Instagram](https://instagram.com/domesticworkers) | [Facebook](https://www.facebook.com/nationaldomesticworkersalliance)
* RAICES: [Twitter](https://twitter.com/RAICESTEXAS) | [Instagram](https://www.instagram.com/raicestexas/) | [Facebook](https://www.facebook.com/raicestexas)
* Showing Up for Racial Justice (SURJ): [Twitter](https://twitter.com/ShowUp4RJ) | [Instagram](https://www.instagram.com/showingupforracialjustice/) | [Facebook](https://www.facebook.com/ShowingUpForRacialJustice)
* SisterSong: [Twitter](https://twitter.com/SisterSong_WOC) | [Instagram](https://www.instagram.com/SisterSong_WOC/) | [Facebook](https://www.facebook.com/SisterSongWOC)
* United We Dream: [Twitter](https://twitter.com/unitedwedream) | [Instagram](http://instagram.com/unitedwedream) | [Facebook](https://www.facebook.com/UnitedWeDream/)

**More anti-racism resources to check out:**

* [75 Things White People Can Do for Racial Justice](https://medium.com/equality-includes-you/what-white-people-can-do-for-racial-justice-f2d18b0e0234)
* [Anti-Racism Project](https://www.antiracismproject.org/resources)
* [Jenna Arnold’s resources (books and people to follow)](https://www.jennaarnold.com/resources)
* [Rachel Ricketts’ anti-racism resources](https://www.rachelricketts.com/antiracism-resources)
* [Resources for White People to Learn and Talk About Race and Racism](https://blog.fracturedatlas.org/resources-for-white-people-to-learn-and-talk-about-race-and-racism-5b207fff4fc7)
* [Save the Tears: White Woman’s Guide by Tatiana Mac](https://tatianamac.com/posts/save-the-tears/)
* [Showing Up For Racial Justice’s educational toolkits](https://www.showingupforracialjustice.org/resources.html)
* [The [White] Shift on Instagram](https://www.instagram.com/thewhiteshift/)
* [“Why is this happening?” — an introduction to police brutality from 100 Year Hoodie](https://www.100yearhoodie.com/why)
* [Zinn Education Project’s teaching materials](https://www.zinnedproject.org/materials/page/2/cond%5B0%5D%3Dlevels_str%3AGrades%2BPre-K-2%26s%3D)

*Document compiled by Sarah Sophie Flicker, Alyssa Klein in May 2020.*

Diverse Books by Diverse Voices Book Club

The College of Veterinary Medicine Diversity and Inclusion Committee has created The Diverse Books by Diverse Voices Book Club.

All CVM faculty, staff and students are welcome to join. There is no requirement for participation and individuals may join in or opt out of any club meeting and discussions.

Book Club members will read and discuss diverse books from diverse perspectives so that as a community we can become more understanding of lives and experiences that are different from our own. Some topics may be uncomfortable for some individuals.

Sensitive topics such as race, gender, sexuality, sexual assault, eating disorders, and others will be discussed. Each meeting will begin with a review of our club guidelines of professionalism and learning. Individuals may opt out of a discussion in which they find the subject matter harmful to their wellbeing.

**Dates and reading schedule (all meetings are assumed to be via Zoom)**
**July 21, 2020 – 6 pm**
[*The Hate U Give*](https://www.goodreads.com/book/show/32075671-the-hate-u-give)
Author: Angie Thomas

**September 22, 2020 – 6 pm**
[*Symptoms of Being Human*](https://www.goodreads.com/book/show/33913947-symptoms-of-being-human)
Author: Jeff Garvin

**November 17, 2020 – 6 pm**
[*Hunger*](https://www.goodreads.com/book/show/26074156-hunger)
Author: Roxane Gay

**January 26, 2021 – 6 pm**
[*Homes*](https://www.goodreads.com/book/show/37905735-homes)
Author: Abu Bakr al Rabeeah

**March 23, 2021 – 6 pm**
Community Choice
Voting will be held in December

[Sign up](https://iastate.qualtrics.com/jfe/form/SV_aY2GOZNTceW8TNb)

**FAQ’s:
Do I have to read every book to join?-** No! In the signup link you can indicate which books you want to read and we will only send you calendar invites for those discussions.

**Will you be providing the books?-** Unfortunately, we do not have the budget to supply everyone with a book, however we are working with both the University Library and the Ames Public Library to secure physical and digital copies of the books. All of these titles are also available through independent book retailers. If you are having difficulty acquiring a book please contact Dr. Courtney Vengrin for options.

**What if I've already read this book?** - Great! We would like to encourage you to volunteer to develop 1-2 questions and highlights about the reading. Please reach out to the book club chair, [Dr. Courtney Vengrin](http://cvengrin@iastate.edu/) let her know if you are able to pose questions or highlights about the reading.

**What if I didn't read the reading (or maybe just skimmed it…) but I want to hear the discussion?**- Great! We can't all talk at once in an hour book discussion, so feel free to join in and listen along.

Campus Climate Reporting System Summary

The College of Veterinary Medicine (CVM) received seven reports to the Campus Climate Reporting System (CCRS) during the 2020 fiscal year (July 1, 2019 to June 30, 2020).

In the event of a campus climate incident, reports may be submitted [online](https://api.campusclimate.iastate.edu/incident/create).

Reports may be submitted by various individuals impacted by the incident, including the victim(s), witness(es), or a third party who was informed of the incident but was not present at the time of its occurrence. The CCRS has a response timeframe of approximately 72 hours.

If an individual chooses not to report the incident via the online form, other reporting options are available during normal business hours:

* In person at the Office of Equal Opportunity, 3410 Beardshear Hall
* Via email by sending detailed information to eooffice@iastate.edu
* By phone, 515-294-7612

Helpful hints for reporting a campus climate incident:

* Pay close attention to the date, time, and location of the incident. Providing as many facts as possible assists in the response to the incident.
* Describe the incident with as much detail as possible.
* Identify the individuals involved by name and/or Iowa State affiliation, if known.
* List possible witness(es) by name with contact information; please indicate whether there were witnesses to the incident.
* Recall that reports can be submitted via the online form, in person, via email, or by phone.

The reports submitted regarding the College of Veterinary Medicine were:

**Date Reported            09-18-2019
Date Received            09-24-2019
Date Resolved            09-26-2019**
An anonymous report was received that a CVM professor made an insensitive comment during class. The Associate Dean of Academic and Student Affairs spoke to the professor, bringing the concern to their attention.

**Date Reported            11-02-2019
Date Received            11-04-2019
Date Resolved            11-04-2019**
A CVM student reported that a fellow CVM student made an insensitive, Xenophobic comment to another CVM student. The Associate Dean of Academic and Student Affairs spoke to the student who made the report about what outcome they wished to occur.

**Date Reported            01-20-2020
Date Received            02-13-2020
Date Resolved            02-27-2020**
An anonymous report was received that a CVM student was constantly misgendered during the CVM MLK Day of Service. The CVM administration was unable to identify the individual(s) who misgendered the student. The report was forward to the organizer of the MLK Day of Service.

**Date Reported            01-22-2020
Date Received            02-13-2020
Date Resolved            02-14-2020**
An anonymous report was received that while attempting to illustrate a point during a lecture, a CVM professor made contact without consent with a CVM student. The Associate Dean of Academic and Student Services spoke to the professor, bringing the concern to their attention.

**Date Reported            02-10-2020
Date Received            02-13-2020
Date Resolved            02-18-2020**
An anonymous report was received that an insensitive comment was made by the CVM Dean when he used a past experience as an example of unconscious bias. The dean discussed and reflected on the comment with Iowa State’s Vice President of Diversity and Inclusion.

**Date Reported            02-12-2020
Date Received            02-13-2020
Date Resolved            03-04-2020**
An anonymous report was received concerning the continuous use of an incorrect name by a CVM student in addressing a classmate from a marginalized community. The CVM administrators were unable to identify the individuals making this persistent insensitive comment. A presentation to faculty on pronouns was made at the March faculty meeting. The same presentation was made available to the entire CVM community Inside CVM Today.

**Date Reported            02-13-2020
Date Received            02-14-2020
Date Resolved            02-18-2020**
An anonymous report was filed suggesting that a letter sent to the CVM community by the CVM Dean was tone deaf. The dean discussed and reflect on the letter with Iowa State’s Vice President of Diversity and Inclusion.

**NOTE:
Date Reported** is date that CCRS received the report
**Date Received** is date CVM was notified of the report
**Date Resolved** is date action occurred

**Self Education Resource Links**

1. Educate Yourself Today- The African American History Museum Wants to Help You Talk About Race and Racism

<https://www.washingtonian.com/2020/06/01/nmaahc-african-american-history-museum-talking-about-race-web-portal/>

2. Talking About Race from the National Museum of African American History and Culture

<https://nmaahc.si.edu/learn/talking-about-race>

3. 4 Ways Scientists and Academics can Effectively Combat Racism

<https://www.forbes.com/sites/startswithabang/2020/06/02/4-ways-that-scientists-and-academics-can-effectively-combat-racism/#5ddd72451d27>

4. Advocacy Toolkit for Fair, Safe, and Effective Community Policing

<https://www.obama.org/wp-content/uploads/Toolkit.pdf>

5. Understanding Race and Privilege

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity/social-justice/understanding-race-and-privilege>

6. How to Raise Kids to be Anti-Racist and Talk to Them About Racism

<https://www.cbsnews.com/video/how-to-raise-kids-to-be-anti-racist-and-talk-to-them-about-racism/>

7. History of Juneteenth

<https://www.juneteenth.com/history.htm>

8. Race in America

<https://www.youtube.com/watch?v=AGUwcs9qJXY&feature=youtu.be>

ISCORE 2020 Welcome by Dean Dan Grooms

It is my privilege to speak to you today as the dean of the College of Veterinary Medicine, one of this year’s ISCORE champions.

As the nation’s first public college of veterinary medicine, we have a proud tradition of training veterinarians to serve society in multiple different ways and we have a number of distinguished alumni.

One of the most distinguished is Dr. Frederick Douglass Patterson. A 1923 graduate, Dr. Patterson was one of the first African-Americans to graduate from our college.

Now you may not know of Dr. Patterson but you are no doubt aware of his accomplishments.

Dr. Patterson was director of the School of Agriculture at the Tuskegee Institute before becoming president of this same prestigious institute for 20 years. In this role, he led the transformation of Tuskegee from an institute to a full-fledged university, today known as Tuskegee University. During this time, he also founded the Tuskegee University College of Veterinary Medicine, one of only 32 colleges of veterinary medicine in the US.

He was the founder of the United Negro College Fund, an organization which has raised over $5 Billion to support minority education.

Dr. Patterson had an impact that was broader than just higher education. He was a driving force behind the formation of a group of African-American and Caribbean-born military pilots who heroically fought in World War II and are better known as the Tuskegee Airmen.

In 1987, Dr. Patterson received the Presidential Medal of Freedom from President Ronald Reagan in recognition of his lifetime of leadership and success in the educational field.

In his autobiography, *Chronicles of Faith*, Dr. Patterson wrote…

*“In the veterinary program, I did not feel odd being a part of the group of students working in the veterinary clinic although I was the only black person there. The absence of animosity encouraged me to see veterinary medicine as a field in which I could practice without being hampered by the racial stereotypes and obstacles that would confront me as a medical doctor.”*

Dr. Patterson wrote of his experiences at this university… in our college, nearly a century ago.

I wish I could say that Dr. Patterson’s experiences are the same as our students are experiencing in 2020. As I’m sure you know or can imagine, the experience on campus, in Ames and throughout this country is quite different from the one Dr. Patterson chronicled.

Sure we’ve made some progress over the last century. Today’s ISCORE conference is one example of how we as a university recognize that our work is far from done. And that work won’t be completed as long as ONE student, faculty, staff, alumni or visitor at Iowa State University is ostracized on this campus.

A university by its nature is a place where free thought should prevail. A place where all students can prepare themselves for the next stage of their lives without living in fear. If we as a university cannot embrace the diversity of our community then where can these individuals feel safe and comfortable?

Imagine a campus like the one Dr. Patterson described. A campus where a student of color wouldn’t feel outcast if they were the only non-white student in a study group. A campus where a LGBTQIA+ student wouldn’t encounter any obstacles throughout their four years completing a degree. A campus where an African-American student could have the same experience Dr. Patterson described during his time in the college of veterinary medicine nearly a century ago – one where they could pursue their chosen profession without ANY stereotypes.

That’s the campus we should strive for at Iowa State. One I hope that we can achieve in the College of Veterinary Medicine and across the entire ISU campus.

This won’t be easy. It will take all of us working together. Those of you here today will be on the front lines to achieve this goal. You have to take what you learn and experience today and share it with those students, faculty, staff and alumni not in attendance.

If Dr. Patterson walked on campus today, I think he would be pleased with the progress we’ve made at the College of Veterinary Medicine.

* That we have a diversity and inclusion committee that is working to further identify and implement ways to make CVM a more diverse and inclusive community.
* That we have initiated a summer program to prepare undergraduate students from under represented populations in veterinary medicine to better prepare them to be more competitive in the admissions process to colleges of veterinary medicine around the US
* That we have modified our admissions process that often presented barriers to students from under represented populations, first generation students and students from lower socio economic backgrounds
* And that this work has increased diversity in our students from 6% to 14% over the last three years and that faculty diversity has steadily increased to 18% which ranks 10th among the 32 CVMs in the US
* That we have cohorts of faculty and students that have and will be participating in the Purdue University Certificates for Diversity & Inclusion in Veterinary Medicine.
* That the college’s Office of Curricular Assessment and Teaching Support provides training to help faculty create a welcoming teaching environment and that all of our faculty either have or will participate in the Center for Excellence and Teaching Inclusive Training program
* That the college organizes the Dr. Martin Luther King Day of Service in which Students, Faculty and Staff come together and volunteer with several local community organizations

But I think he would share my thoughts that we still have more to accomplish. I’m sure he would be concerned that our underrepresented students still feel alone. Still think of themselves as outcasts. Still hear comments that are hurtful. And still face obstacles in not ONLY earning a degree, but working in a profession they love. Recent events in the College of Veterinary Medicine and across campus further highlight that work to create an inclusive community that is a great place to work and learn is not done.

Dr. Patterson’s legacy to higher education is immense. I pledge that the College of Veterinary Medicine will continue not only to strive to live up to his legacy, but make continuous strides to achieve an inclusive community that is welcoming to all.

Thank you all for participating in ISCORE 2020 and being agents for positive change for Iowa State University.

Learn more about [Dr. Frederick Douglass Patterson](https://vetmed.iastate.edu/story/frederick-douglass-patterson)

Diversity and Inclusion on Air:

Conversations about Diversity, Inclusion & Veterinary Medicine

In fall of 2015, AAVMC launched ***Diversity & Inclusion on Air: Conversations about Diversity, Inclusion & Veterinary Medicine***.

Although there has been in an increase in the amount of diversity programming hosted by AAVMC, its member institutions and student organizations, there is still a dearth of available programming within the veterinary profession.  ***Diversity & Inclusion on Air*** has changed this by delivering more diversity programming to a wider veterinary audience. The program regularly covers a wide range of topics and features guests from across the profession and beyond.

The podcast produces new episodes on a regular basis through YouTube and Soundcloud, and each show features engaging interviews on a wide range of diversity and inclusion topics. During special live-casts of the show, [participants and viewers are able to access the program on YouTube, post questions, engage in a chat room during the program.  Audio only versions will also be available via most podcast applications, such as iTunes, Stitcher and Google Play.

The “on air” feature allows us to include international members, which is a high priority for AAVMC, and the YouTube feature allows for broader access by members of the profession including possible usage by faculty to augment any diversity content in classes. The [Diversity and Inclusion in Veterinary Medicine certificate program](https://vet.purdue.edu/humancenteredvetmed/) at Purdue University's College of Veterinary Medicine will also count viewing or listening of the Diversity and Inclusion on Air podcast as meeting the “attending a diversity program" requirement, provided participants complete the accompanying summary.

Below you will find links to the YouTube page as well as the podcast channel on SoundCloud.

[Diversity and Inclusion on Air YouTube Channel](https://www.youtube.com/channel/UC5M5VxNBYxiOxjrpsSkoUfw)[Diversity and Inclusion on Air SoundCloud Channel](https://soundcloud.com/diversitymatters-at-aavmc)

AAVMC & University Partners present findings from the LGBT Student Experience Study
*First follow up study to the DiVersity Matters Climate Survey*

In 2011, the Association of American Medical Colleges and the American Veterinary Medical Association conducted a national student study on climate and diversity at the US colleges of veterinary medicine.   Findings from this important study suggest that students who self-identify as lesbian, gay, bisexual and/or transgender have different experiences as DVM students when compared to their heterosexual counterparts.

As follow up to the 2011 study, a research team, comprised of members from Association of American Veterinary Medical Colleges, Purdue University, University of Pennsylvania, University of Tennessee and University of Wisconsin-Madison, conducted a two-phase qualitative study exploring how self-identified LGBT students experience climate in American veterinary schools.  Preliminary findings for this study suggest that LGBT students experience a range of institutional climates that have varied impacts on their academic and social experiences while attending veterinary school.  The findings include specific descriptions of identified climates and specific text excerpts to help articulate the diversity of student experience. Preliminary study findings were presented during a November 2013 webinar hosted by VOICE and Broad Spectrum student organizations.

[LGBT Student Experience Study Webinar, November 6, 2013.](https://www.aavmc.org/assets/site_18/files/programs_initiatives/diversity/aavmc%20lgbt%20student%20experience%20study%20-%20webinar.pdf)

If you have questions about this important study you may contact  Lisa Greenhill, Associate Executive Director for Institutional Research and Diversity, at lgreenhill@aavmc.org.

When "Climate" Change Might be a Good Thing

Assessing and Enhancing Diversity in Academic Environments

The AAVMC DiVersity Matters College Climate Survey launches the week of April 17, 2017. This research survey, conducted by Dr. Lisa Greenhill, the AAVMC's senior director for Institutional Research and Diversity and Ms. Lacheryl Ball, a DVM/MPH student at VA-MD College of Veterinary Medicine, is designed to assess the current campus climate with respect to diversity at each U.S. school or college of veterinary medicine.

The survey is a follow up to the climate survey conducted in 2011. The survey instrument will remain open for approximately 3 weeks and includes, DVM students, faculty, staff and administrators. The larger survey population is designed to give a more extensive snapshot of climate as experienced by each of the unique populations.

The findings will inform national efforts to develop enhanced national programming and guidance on best practices for improving and maintaining successful, supportive academic climates within AAVMC member institutions. Nationally aggregated findings will be presented during the course of the next year, culminating in an article that will be submitted for publication in the *Journal of Veterinary Medical Education*.

The student survey has received IRB approval through the Virginia Polytechnic Institute and State University.

Student response rates will be posted below on a regular basis while the survey instrument is open.

[A copy of the survey instrument can be found here](https://www.aavmc.org/assets/site_18/files/programs_initiatives/diversity/college_of_veterinary_medicine_climate_surveyinstrument.pdf).
[A copy of the survey's informational informed consent can be found here](https://www.aavmc.org/assets/site_18/files/programs_initiatives/diversity/college_of_veterinary_medicine_climate_survey-aavmc%20-%20informed%20consent.pdf).
[A copy of the Michigan State University informed consent document can be found here.](https://www.aavmc.org/assets/site_18/files/programs_initiatives/diversity/2017%20climate%20survey%20informed%20consent%20-%20msu.pdf)

**Related Publications**

Greenhill, L. M., & Carmichael, K. P. (2014). Survey of College Climates at All 28 US Colleges and Schools of Veterinary Medicine: Preliminary Findings. *Journal of veterinary medical education*, *41*(2), 111-121.

For more information about the AAVMC DiVersity Matters Climate Survey, please contact Lisa Greenhill at lgreenhill@aavmc.org.

For information on the Employee College Climate Survey, [please click here](https://www.aavmc.org/AAVMC002DAVMA-DiVersity-Matters-Climate-Survey/Employee-Climate-Survey.aspx).

Patricia M. Lowrie Diversity Leadership Scholarship

 **Nomination Period Opens: September 2, 2020**

**Nomination Deadline: October 15, 2020**

About the Scholarship

The Patricia M Lowrie Diversity Leadership Scholarship recognizes veterinary students who have demonstrated exemplary promise as future leaders and have made significant contributions to enhancing diversity and inclusion in academic veterinary medicine.

These scholarships honor the individuals who have been consistent champions of addressing inequities and underrepresentation in the veterinary profession; have advocated for social justice; and, who have advanced valuing diversity and inclusion at AAVMC Member Institutions.  Scholarships will be awarded on a biennial basis.  Each scholarship will be awarded a one-time payment in the amount of $6,000.

Eligibility

Veterinary students must:

* Be a current second, third or fourth year student in good academic and professional standing at an AAVMC Member Institution (accredited school or college of veterinary medicine);
* Have a demonstrated record of contributing to enhancing diversity and inclusion through course projects, co-curricular activities, outreach, domestic and community engagement, research, and/or developed an early reputation for influencing others to be inclusive.
* Be nominated by their institution.

Nomination Submission Process

Each AAVMC Institutional Member may nominate one (1) eligible student for the Lowrie Diversity Scholarship. The following materials must be submitted for a nomination to be considered:

1. A letter of nomination from the Dean of the school or college.
2. A personal statement from the nominee about their diversity efforts and how they intend to continue promoting diversity in veterinary medicine after veterinary school. Essay should not exceed three, type-written, double spaced pages.
3. A copy of the student’s resume or curriculum vitae.
4. A current copy of the student’s unofficial transcript.

Scholarship nominations will be primarily evaluated on the documentation of a demonstrated commitment to promoting diversity in academic veterinary medicine through contributions that may be felt in any area--college, local area or region, state and/or national arenas.  Consideration will also be given to academic achievement and the student’s broader community service record.   Institutions should submit all documentation to the AAVMC Diversity Committee by October 15, 2020.  Only complete nomination packets will be considered.  Institutions may nominate no more than three students for this award

AAVMC Diversity Committee

C/O Lisa Greenhill

655 K Street, NW

Suite 725

Washington, DC 20001

lgreenhill@aavmc.org





