

Transforming Academia for Equity Resource Guide

Resource Guide

The Robert Wood Johnson Foundation describes the Transforming Academia for Equity initiative as “a bold opportunity for academic institutions to identify, challenge, and move beyond the shadow of the historical roots of structural racism and exclusion.” Taking part in the initiative provided us with time to explore how structural racism and systemic oppression are embedded in our policies, processes, and practices and inspired us to consider ways to disrupt, dismantle, and inclusively build a more equitable system.

As such, our action plan centers on an anti-racism and anti-oppression approach to elevate justice and equity in the College of Health. The intentional centering of anti-racism—that is the practice of opposing racism and promoting racial equity—is rooted in both current and historical conditions that define the context of our college, the university, the State of Oregon, and our nation more widely.

To help support the intentional centering of anti-racism, we have developed this resource guide to provide College of Health professionals with a roadmap to implement equitable and inclusive strategies within our institution and communities.

What’s in the Guide

This guide is intended to assist anyone who is interested in centering an anti-racist approach in their work within the College of Health. We have organized the resources into the following categories:

- Institutional Context, Historical Context, Basic Concepts
- Resources for Institutional Practices
- Resources for Culture and Belonging
- Resources for Curricula and Resources for Pedagogy
- Resources for Mentorship
- Resources for Research
- Resources for Recruitment and Retention

Each of us often serves in a variety of contexts and roles within the College of Health. While the resources are categorized for clarity, we recognize that much of our work spans multiple categories. We hope the content may be valuable for anyone working within the College of Health, regardless of role or topic area. Within each section are relevant literature, resources for practice, on-campus resources, and book/media recommendations that may support further learning.

This resource guide is a living document. It is not meant to be prescriptive or exhaustive. JEDI learning is often personal, complex, and lifelong. While learning will require resources and perspectives beyond this guide, we hope our guide serves as both a starting point for curiosity and a resource for immediate implementation.

Institutional Context, Historical Context, Basic Concepts

Relevant Literature

- Camhi, T. (2020). A Racist History of Oregon Shows Why Oregon is Still So White. Oregon Public Broadcasting. <https://www.opb.org/news/article/oregon-white-history-racist-foundations-black-exclusion-laws/>
- Center for History and New Media. (2021). Bracero History Archive. <https://braceroarchive.org/about>
- Jones, CP. (2000). Levels of Racism. American Journal of Public Health. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1446334/>
- Lee & Ahtone. (2020). Land Grab Universities. High Country News. <https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities>
- State of Oregon Diversity, Equity, and Inclusion Action Plan. (2021). https://www.oregon.gov/lcd/Commission/Documents/2021-09_Item-2_Directors-Report_Attachment-A_DEI-Action-Plan.pdf

Resources for Practice

- Center for the Study of Social Policy. (2019). Key Equity Terms and Concepts: A Glossary for Shared Understanding. <https://cssp.org/resource/key-equity-terms-and-concepts-a-glossary-for-shared-understanding/>
- National Museum of African American History & Culture (2023). Talking About Race. <https://nmaahc.si.edu/learn/talking-about-race>
- Racial Equity Tools. (2020). Core Concepts. <https://www.racialequitytools.org/resources/fundamentals/core-concepts>

Institutional Context, Historical Context, Basic Concepts

OSU and On-Campus Resources

- A History of Oregon, Its Communities, and OSU
https://pace.oregonstate.edu/content/cic/module2/index.html#/?_k=9e6j6a
- Histories of Students of Color at Oregon State University
<https://scalar.usc.edu/works/untold-stories-guide/introduction>
- OSU Diversity Strategic Plan
<https://diversity.oregonstate.edu/diversity-strategic-plan>
- OSU LibGuide: Land Acknowledgments
<https://guides.library.oregonstate.edu/land-acknowledgements>
- OSU Office of Institutional Diversity, Guidance for Diversity, Equity, and Inclusion Learning
<https://diversity.oregonstate.edu/guidance-diversity-equity-and-inclusion-learning>
- Social Justice Education Initiative
<https://hr.oregonstate.edu/social-justice-education-initiative>

Books and Other Media Recommendations

- **Bell, Derrick. (2005). Silent Covenants.**
- Code Switch. (2019). A Tale of Two School Districts. NPR.
<https://www.npr.org/transcripts/731867149>
- Katznelson, Ira. (2005). When Affirmative Action was White.
https://search.library.oregonstate.edu/permalink/01ALLIANCE_OSU/1c3q896/alma9984279001865
- Liu, E. (2014) Why ordinary people need to understand power
<https://www.youtube.com/watch?v=Cd0JH1AreDw>
- **McGhee, Heather. (2022). The Sum of Us.**
- Race-The Power of an Illusion (Episodes 1,2,3)
<https://www.kanopy.com/en/oregonstate/video/66397>
- **Roberts, Dorothy. (2011). Fatal Invention.**
- Singh, A. (2019). The Racial Healing Handbook
<https://www.newharbinger.com/9781684032709/>
- Throughline. (2020). The Invention of Race. NPR.
<https://www.npr.org/2020/11/18/936346847/the-invention-of-race>
- **Wilkerson, Isabel. (2020). Caste: The origins of our discontents.**

Resources for Institutional Practices

Relevant Literature

- Jones, CP. (2018). Toward the Science and Practice of Anti-Racism: Launching a National Campaign Against Racism <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6092166/>
- Petteway, RJ (2021). Dreams of a Beloved Public Health: Confronting White Supremacy in Our Field https://www.healthaffairs.org/content/forefront/dreams-beloved-public-health-confronting-white-supremacy-our-field#.YCLVrnP_eWg.twitter
- Turner, A. (2018). The Business Case for Racial Equity: A Strategy for Growth. <https://wkkf.issuelab.org/resources/30463/30463.pdf>

Resources for Practice

- Centre for Ethnicity & Racism Studies. (2002). Institutional Racism in Higher Education: Building the anti-racist university: a toolkit. https://libguides.library.drexel.edu/ld.php?content_id=58877106
- Garbers et al., 2023. FORWARD: Building a Model to Hold Schools of Public Health Accountable for Antiracism Work <https://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2023.307356>
- Center for Urban Education. (2020). *Laying the groundwork: Concepts and activities for racial equity work*. Rossier School of Education, University of Southern California. https://static1.squarespace.com/static/5eb5c03682a92c5f96da4fc8/t/5f3a1a20dc500a47eb3d4bb1/1597643303314/Concepts+and+Tools+for+Racial+Equity+Work_Summer2020.pdf
- Potapchuk, M. (2022). Racial Equity Decision-Making Tool (REDT). <https://www.mpassociates.us/uploads/3/7/1/0/37103967/racial-equity-decision-tool-mp-associates-7.22-v.1.pdf>
- Student Experience Project: Equitable Academic and Social Supports <https://studentexperienceproject.org/equitable-academic-social-supports/>
- Student Experience Project. Student-Centered Institutional Structures and Policies. <https://studentexperienceproject.org/student-centered-institutional-structures-policies/>

Resources for Institutional Practices

OSU and On-Campus Resources

- OSU Office of Institutional Diversity. Inclusive Excellence Inventory <https://diversity.oregonstate.edu/IEI>
- OSU Office of Institutional Diversity. Unit Level Diversity Strategic Planning <https://diversity.oregonstate.edu/unit-level-diversity-strategic-planning>
- President and Provost's Leadership Council on Diversity, Equity, and Inclusion <https://diversity.oregonstate.edu/president-and-provosts-leadership-council-diversity-equity-and-inclusion>

Books and Other Media Recommendations

- **Chester, M., Lewis, A., Crowfoot, J. (2005). Challenging Racism in Higher Education: Promoting Justice**
- **Margolis, E. (2001). The Hidden Curriculum in Higher Education**
- **Stewart & Valian. (2018). An Inclusive Academy: Achieving Diversity and Excellence.**

The orange text indicates that the resource is included in our JEDI HUB Lending Library.

Resources for Culture and Belonging

Relevant Literature

- Fisher et al. (2019). *Structure and belonging: Pathways to success for underrepresented minority and women PhD students in STEM fields*.
<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0209279>
- Kraus, M (2022). A healthy PhD
<https://www.nature.com/articles/s44159-022-00132-1>
- Murphy et al., (2020). A customized belonging intervention improves retention of socially disadvantaged students at a broad-access university
<https://www.science.org/doi/10.1126/sciadv.aba4677>
- Woolston, C (2022). "Beyond anything I could have imagined": graduate students speak out against racism
<https://www.nature.com/articles/d41586-022-04237-8>

Resources for Practice

- American Psychological Association. (2022). Bias Free Language <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language>
- American Psychological Association. (2021). Inclusive Language Guidelines <https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines>
- National Assembly of State Arts Agencies. (2020). Inclusive Language Guide https://nasaa-arts.org/nasaa_research/inclusive-language-guide/
- Student Experience Project: Inclusive Department and Campus Climate <https://studentexperienceproject.org/inclusive-department-campus-climate/>

Resources for Culture and Belonging

OSU and On-Campus Resources

- College of Health Student Clubs and Organizations
<https://health.oregonstate.edu/clubs>
- Counseling & Psychological Services
<https://counseling.oregonstate.edu/main/accessing-our-services>
- Counseling & Psychological Services: BIPOC Mental Well-Being Resources
<https://counseling.oregonstate.edu/bipoc-mental-well-being-resources>
- Counseling & Psychological Services: LGBTQIA Mental Well-Being Resources
<https://counseling.oregonstate.edu/lgbtqip2saa-mental-well-being-resources>
- Diversity and Cultural Engagement: Cultural Resource Centers
<https://dce.oregonstate.edu/cultural-resource-centers>
- Diversity and Cultural Engagement: AYA: Womxn of Color
<https://dce.oregonstate.edu/aya>
- Diversity and Cultural Engagement: Community Dialogs
<https://cel.oregonstate.edu/students/events/community-dialogues>
- Diversity and Cultural Engagement: Masculinities Explorations:
https://www.instagram.com/masculinities_osu/
- Diversity and Cultural Engagement: SOL: LGBTQ+ Multicultural Support Network
<https://dce.oregonstate.edu/sol>
- Student Experience Resources
<https://experience.oregonstate.edu>
- Office of Institutional Diversity Dialogue Facilitation Lab
<https://diversity.oregonstate.edu/main/dialogue-facilitation-lab>
- Student Affairs Care Folder
<https://oregonstate.app.box.com/s/h2tz9vdx8nzpizmriy287maatyp8o5lo>

Books and Other Media Recommendations

- Block, P. (2008). Community: The structure of belonging.
https://search.library.oregonstate.edu/permalink/01ALLIANCE_OSU/1c3q896/alma99138024701865
- **Cohen, G. (2022). Belonging: The Science of Creating Connection and Bridging Divides.**
- **Cuevas, S. (2021). Apoyo Sacrificial. Sacrificial Support. How Undocumented Latinx Parents Get their Children to College.**
- **Jack, A. (2019). The Privileged Poor: How Elite Colleges are Failing Disadvantaged Students.**
- **Margolis, E. (2001). The Hidden Curriculum in Higher Education.**
- **Mitras, D. (2021). The Empowered Professor: Breaking the Unspoken Codes of Inequity in Academia**
- **Patel, L. (2021). No Study Without Struggle: Confronting Settler Colonialism in Higher Education.**
- **Rodriguez, C. (2018). Decolonizing Academia: Poverty, Oppression, and Pain.**
- **Sellingo, J. (2013). College (Un)Bound: The Future of Higher Education and What it Means for Students.**

Resources for Curricula

Relevant Literature

- Aqil et al., (2021). Engaging in Anti-Oppressive Public Health Teaching: Challenges and Recommendations. *Pedagogy in Health Promotion*.
<https://journals.sagepub.com/doi/full/10.1177/23733799211045407>
- Carrie et al., (2022). [Un]Forgetting History: Preparing Public Health Professionals to Address Structural Racism. *Journal of Public Health Management and Practice*.
https://journals.lww.com/jphmp/Fulltext/2022/01001/Un_Forgetting_History_Preparing_Public_Health.13.aspx
- Ford & Airhihenbuwa (2010). Critical Race Theory, Race Equity, and Public Health: Toward Antiracism Praxis. *American Journal of Public Health*.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2837428/>
- Hagopian, A (2018). Adopting an Anti-Racism Public Health Curriculum Competency: The University of Washington Experience. *Public Health Reports*.
<https://journals.sagepub.com/doi/10.1177/0033354918774791>
- Howansky et al., (2021). Identity Safety Cues Predict Instructor Impressions, Belonging, and Absences in the Psychology Classroom. *Society for the Teaching of Psychology*.
<https://journals.sagepub.com/doi/abs/10.1177/0098628321990362?journalCode=topa>

Resources for Practice

- Bonilla-Silva, E. (2023). It's not rotten apples! Why family scholars should adopt a structural perspective on racism.
<https://onlinelibrary.wiley.com/doi/10.1111/jftr.12503?af=R>
- Dean-Coffey, J. (2017). Equitable Evaluation Framework™. Retrieved from Equitable Evaluation Initiative: <https://www.equitableeval.org/framework>
- Johnson, AS., Mitchell, EA., Nuriddin, A. (2020). Syllabus: A History of Anti-Black Racism in Medicine. <https://www.aaihs.org/syllabus-a-history-of-anti-black-racism-in-medicine/>
- Kondkar, M., & Duncan, C. (2017). *The Visiting Room Project*.
<https://www.visitingroomproject.org/visiting-room> (Qualitative methods resource).
- Michener & Ford (2023). Racism and Health: Three Core Principles
<https://onlinelibrary.wiley.com/doi/epdf/10.1111/1468-0009.12633>
- Reinhart, E (2023). Reconstructive Justice—Public Health Policy to End Mass Incarceration. <https://www.nejm.org/doi/full/10.1056/NEJMms2208239>
- Shaw & Younes (2023). The Most Detailed Map of Cancer-Causing Industrial Air Pollution in the US. *ProPublica*. <https://projects.propublica.org/toxmap/>
- Spiegler, J. (2017). First Encounters with Race and Racism: Teaching Ideas for Classroom Conversations. *New York Times*.
<https://www.nytimes.com/2017/09/27/learning/lesson-plans/first-encounters-with-race-and-racism-teaching-ideas-for-classroom-conversations.html>
- Vanderbilt University Center for Teaching. “Difficult Dialogues.”
<https://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/>
- Williams, A. (2022). On Upward Mobility <https://pudding.cool/2022/11/upward-mobility/>
- Williams, D. (2023). Racism and the mechanisms of maintaining racial stratification in Black families.
<https://onlinelibrary.wiley.com/doi/abs/10.1111/jftr.12511>

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Resources for Curricula

OSU and On-Campus Resources

- OSU Difference, Power, and Discrimination Program <https://dpd.oregonstate.edu/dpd-academy>
- OSU DPD Teaching Resources <https://dpd.oregonstate.edu/teaching-resources>
- OSU DPD Program: Writing for Change <https://dpd.oregonstate.edu/writing-change>

Books and Other Media Recommendations

- **Ewing, E.L. (2020). *Ghosts in the Schoolyard*.**
- **Field & Field. (2012). *Racecraft*.**
- Fisher, T. (2022). *The Emergency: A Year of Healing and Heartbreak in a Chicago ER*.
- **Hossain, A. (2021). *The Pain Gap: How Sexism and Racism in Healthcare Kill Women*.**
- **McGhee, H. (2022). *The Sum of Us*.**
- **Nelson, A. (2011). *Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination*.**
- **Pollock, A. (2021). *Sickening: Anti-Black Racism and Health Disparities*.**
- **Roberts, D. (2011). *Fatal Invention*.**
- Sullivan, L. (2019). *Teaching Public Health*. https://search.library.oregonstate.edu/permalink/01ALLIANCE_OSU/1c3q896/alm_a99328912642701451
- **Thrasher, S. (2022). *The Viral Underclass: The Human Toll When Inequality and Disease Collide*.**
- Throughline. (2022). *The Everlasting Problem*. NPR. <https://www.npr.org/2022/01/26/1075894757/the-everlasting-problem-2020>
- Throughline. (2020). *The Invention of Race*. NPR. <https://www.npr.org/2020/11/18/936346847/the-invention-of-race>
- Throughline. (2020). *The Long Hot Summer*. NPR. <https://www.npr.org/2020/07/07/888184490/the-long-hot-summer>
- University of Minnesota. *Health in All Matters Podcast*. <https://www.sph.umn.edu/podcast/>
- **Villarosa, L. (2022). *Under the Skin: The Hidden Toll of Racism on American Lives and the Health of Our Nation*.**
- **Washington, H. (2006). *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to Present***
- **Wilkerson, I. (2020). *Caste*.**
- Wong, A. (2020). *Disability Visibility: First-person Stories from the Twenty-first Century*. https://search.library.oregonstate.edu/permalink/01ALLIANCE_OSU/1c3q896/alm_a99768779301865
- Zuberi, T. (2003). *Thicker than Blood*. <https://www.upress.umn.edu/book-division/books/thicker-than-blood>

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Resources for Pedagogy and the Science of Teaching

Relevant Literature

- Dewsbury et al., (2022). Inclusive and active pedagogies reduce academic outcome gaps and improve long-term performance. PLoS ONE. https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0268620&utm_source=lterable&utm_medium=email&utm_campaign=campaign_4608976_nl_Teaching_date_20220707&cid=te&source=ams&sourceid=#.Y8CNEezMikh
- Estefan et al., (2023). From inclusive to equitable pedagogy: How to design course assignments and learning activities that address structural inequalities. Teaching Sociology. <https://journals.sagepub.com/doi/10.1177/0092055X231174515>
- Howansky et al., (2021). Identity Safety Cues Predict Instructor Impressions, Belonging, and Absences in the Psychology Classroom. Society for the Teaching of Psychology. <https://journals.sagepub.com/doi/abs/10.1177/098628321990362?journalCode=topa>
- Peoples et al., (2023). Working Toward Health Equity Requires Anti-Racist Teaching. American Journal of Preventive Medicine. <https://www.sciencedirect.com/science/article/abs/pii/S0749379722005566?dgcid=author>
- University of Michigan, Center for Research on Learning and Teaching. The Research Basis for Equity-based Teaching. <https://crlt.umich.edu/equity-focused-teaching/research-basis>

Resources for Practice

- Blonder et al (2022). Advancing Inclusion and Anti-Racism in the College Classroom: A rubric and resource guide for instructors https://zenodo.org/record/5874656?utm_source=lterable&utm_medium=email&utm_campaign=campaign_5901283_nl_Teaching_date_20230112&cid=te&source=ams&sourceid=#.Y8CNEezMikh
- Boston University. (2021). Inclusive Teaching. <https://www.bu.edu/sph/faculty-staff/teaching-and-learning/inclusive-teaching/>
- Carnegie Mellon University. (2023). Eberly Center: Teaching Excellence and Educational Innovation: “Classroom Climate” <https://www.cmu.edu/teaching/designteach/teach/classroomclimate/>
- Center for New Design in Learning and Scholarship. (n.d.). Inclusive Pedagogy <https://cndls.georgetown.edu/inclusive-pedagogy/>
 - Inclusive Pedagogy Toolkit <https://cndls.georgetown.edu/ip-toolkit/>
 - Universal Design for Learning <https://cndls.georgetown.edu/universal-design-for-learning/>
- Donawho, N. (2023). Scaffolding Skills—what does it look like? <https://thedualprofessor.wordpress.com/2023/07/20/scaffolding-skills-what-does-it-look-like/>
- Equity Accelerator. (2022). Classroom Practices Library. <https://collegetransitioncollaborative.org/sep-practices-library/>
- Frank, J. (2022). *An Evidence-based way to improve student participation and how to grade it* <https://sites.stlawu.edu/cita/2022/12/31/quest-post-alanna-gillis-an-evidence-based-way-to-improve-students-participation-and-how-to-grade-it/>
- Gorski, P. (2020). Guide for Setting Ground Rules. <http://www.edchange.org/multicultural/activities/groundrules.html>
- Sathy, V. (nd). Using structured office hours to improve student engagement <https://onehe.org/resources/using-structured-office-hours-to-improve-student-engagement/>
- Student Experience Project: Supportive Instructor and Course Interactions <https://studentexperienceproject.org/supportive-instructor-course-interactions/>
- Vanderbilt University Center for Teaching. “Increasing Inclusivity in the Classroom.” <https://cft.vanderbilt.edu/guides-sub-pages/increasing-inclusivity-in-the-classroom/>

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Resources for Pedagogy and the Science of Teaching

OSU and On-Campus Resources

- OSU Center for Teaching and Learning: Inclusive Teaching <https://ctl.prod.acquia.cws.oregonstate.edu/inclusive-teaching>
- OSU Center for Teaching and Learning: Interactive Techniques https://ctl.oregonstate.edu/sites/ctl.oregonstate.edu/files/101_in_teractive_techniques.pdf
- OSU Center for Teaching and Learning: Quality Teaching Framework <https://ctl.prod.acquia.cws.oregonstate.edu/qt-framework>
- OSU Center for Teaching and Learning: Scholarship of Teaching and Learning <https://ctl.prod.acquia.cws.oregonstate.edu/scholarship-teaching-and-learning-sotl>
- OSU Center for Teaching and Learning: Teaching Guides & FAQ <https://ctl.dev.oregonstate.edu/resources/teaching-guides-faqs>
- OSU Difference, Power, and Discrimination Program <https://dpd.oregonstate.edu/dpd-academy>
- OSU DPD Program: Teaching to Everyone: Pedagogical Resources <https://dpd.oregonstate.edu/teaching-everyone-pedagogical-resources>
- OSU DPD Program: Discussion Starters <https://dpd.oregonstate.edu/discussion-starters>

Books and Other Media Recommendations

- **Ambrose, S. (2010). How learning works: Seven Research-Based Principles for Smart Teaching.**
- Anti-Oppressive Teaching Practice (Video) <https://umbc.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=f38fd0bb-0d18-401d-8e7e-ae0b014045ab>
- Feldmen, J. (2019). Grading for Equity: what it is, why it matters, and how it can transform schools and classrooms. https://search.library.oregonstate.edu/permalink/01ALLIANCE_OSU/1c3q896/alma99777079001865
- **Freire, P. (1970). Education for Critical Consciousness.**
- **Freire, P. (1968). Pedagogy of the Oppressed.**
- **Hogan & Sathy. (2022). Inclusive Teaching: Strategies for Promoting Equity in the College Classroom.**
- **hooks, b. (1994) Teaching to Transgress: education as the practice of freedom.**
- **Kozol, J. (1981). On Being a Teaching.**
- **LeBlanc, P. (2022). Students First: Equity, Access, and Opportunity in Higher Education.**
- Sullivan, L. (2019). Teaching Public Health. https://search.library.oregonstate.edu/permalink/01ALLIANCE_OSU/1c3q896/alma99328912642701451
- **Thompson & Carello. (2022). Trauma-Informed Pedagogies: A Guide for Responding to Crisis and Inequality in Higher Education.**

Resources for Mentorship

Relevant Literature	Resources for Practice
<ul style="list-style-type: none"> Brown, W.C., Magana, L., [...] White, W.B. (2021). Mentoring Underrepresented Minoritized Students for Success. <i>Pedagogy in Health Promotion</i>. https://journals.sagepub.com/doi/10.1177/23733799211054086 Cho, C., Ramanan, R., Feldman, M.D. (2011). Defining the Ideal Qualities of Mentorship: A Qualitative Analysis of the Characteristics of Outstanding Mentors. https://www.sciencedirect.com/science/article/pii/S0002934311000088 Gillani et al (2023) Sites of Possibilities: A Scoping Review to Investigate the Mentorship of Marginalized Social Work Doctoral Students https://www.tandfonline.com/doi/full/10.1080/26408066.2023.2171328 Samaria, GS, Bryant, M., Grilo, S. (2022). An Anti-Racism Public Health Graduate Program: Mentoring of Students and Igniting Community. <i>Pedagogy in Health Promotion</i>. https://journals.sagepub.com/eprint/VV2BEYSEQHDDFX7CQ4AS/full Yun, J., Baldi, B., & Sorcinelli, MD. (2016). Mutual Mentoring for Early-Career and Underrepresented Faculty: Model, Research, and Practice https://link.springer.com/article/10.1007/s10755-016-9359-6 	<ul style="list-style-type: none"> National Center for Faculty Development and Diversity. (n.d.). Mentor Map https://www.facultydiversity.org/ncfddmentormap Raj, Arun (n.d.) Resources for graduate school https://docs.google.com/document/u/0/d/1jBGk-u5auVCvI5EMaQnptMWbxHHL3nclhKglgEzjylw/mobilebasic A Crowdsourced Effort to Develop a Lab Manual Template https://docs.google.com/document/u/1/d/1LqGdtHg0dMbj9lsCnC1QOoWzIsnSNRTSek6i3Kls2Ik/mobilebasic Center for New Design in Learning and Scholarship. (n.d.). Mentoring Students. https://cndls.georgetown.edu/mentoring-students/ Anderson, L., Silet, K., Fleming, M. (2011). Evaluating and Giving Feedback to Mentors: New Evidence-Based Approaches https://ascpt.onlinelibrary.wiley.com/doi/full/10.1111/j.1752-8062.2011.00361.x#t3 APHA Mentor Match https://lead.apha.org/mentoring Northwest Center for Public Health Practice. Managing Up Checklist (Word) Northwest Center for Public Health Practice. Sample Individual Development Plan (Word) Northwest Center for Public Health Practice: Mentoring Matters in Public Health https://www.nwcp.org/training/mentoring-matters-in-public-health
OSU and On-Campus Resources	Books and Other Media Recommendations
<ul style="list-style-type: none"> OSU Beaver Connect https://eop.oregonstate.edu/beaver-connect OSU Graduate School Faculty Resources: Mentoring at Oregon State University https://gradschool.oregonstate.edu/faculty/graduate-mentoring 	<ul style="list-style-type: none"> Brown et al., (2020). Identity-conscious supervision in student affairs: building relationships and transforming systems Fletcher, S.J. and Mullen, C.A. (2012). <i>The SAGE Handbook of Mentoring and Coaching in Education</i>. https://sk.sagepub.com/reference/hdbk_mentorcoachedu

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Resources for Research

Relevant Literature

- Krieger, N., Boyd, R., De Maio, F., Maybank, A. (2021). Medicine's Privileged Gatekeepers: Producing Harmful Ignorance About Racism and Health. HealthAffairs. <https://www.healthaffairs.org/content/forefront/medicine-s-privileged-gatekeepers-producing-harmful-ignorance-racism-and-health>
 - Related: Boyd, R., Krieger, N., De Maio, F., Maybank, A. (2021). The World's Leading Medical Journals Don't Write about Racism. That's a Problem. Time. <https://time.com/5956643/medical-journals-health-racism/>
- Brown et al., 2019. Confronting Structural Racism in Research and Policy Analysis. The Urban Institute. <https://www.urban.org/research/publication/confronting-structural-racism-research-and-policy-analysis>
- Homan et al., (2021) Structural Intersectionality as a New Direction for Health Disparities Research. Journal of Health and Social Behavior. <https://journals.sagepub.com/doi/abs/10.1177/00221465211032947?journalCode=hsbb>
- Lett et al., 2022. Health Equity Tourism: Ravaging the Justice Landscape. Journal of Medical Systems. <https://link.springer.com/content/pdf/10.1007/s10916-022-01803-5.pdf>
- Taffe, M.A. & Gilpin, N.W. (2021). Equity, Diversity, and Inclusion: Racial inequity in grant funding from the US National Institutes of Health. <https://elifesciences.org/articles/65697>

Resources for Practice

- Allen, L., O'Connell, A., & Kiermer, V. (2018). How can we ensure visibility and diversity in research contributions? How the Contributor Role Taxonomy (CRedit) is helping the shift from authorship to contributorship. <https://onlinelibrary.wiley.com/doi/epdf/10.1002/leap.1210>
- Johns Hopkins University. (2023). Early Career Funding Opportunities. <https://research.jhu.edu/rdt/funding-opportunities/early-career/>

Resources for Research

OSU and On-Campus Resources

- OSU College of Health Research Projects, Programs, and Laboratories <https://health.oregonstate.edu/research/projects-programs-and-labs>
- OSU Research Office: Training Resources <https://research.oregonstate.edu/prrp/training-resources>
- OSU URSA Create a Mentoring Agreement <https://academicaffairs.oregonstate.edu/research/creating-mentoring-agreement>
- OSU URSA Remote Mentoring Strategies <https://academicaffairs.oregonstate.edu/research/remote-mentoring-strategies>
- OSU Undergraduate Research, Scholarship and the Arts URSA Engage <https://academicaffairs.oregonstate.edu/research/ursa-engage>

Books and Other Media Recommendations

- **Zuberi, T. (2008). White logic, white methods: racism and methodology.**

Resources for Faculty Recruitment and Retention

Relevant Literature

- Jimenez et al., (2019). Underrepresented faculty play a disproportionate role in advancing diversity and inclusion <https://www.nature.com/articles/s41559-019-0911-5>
- Flaherty, C. (2020). The Souls of Black Professors. Inside Higher Ed. <https://www.insidehighered.com/news/2020/10/21/scholars-talk-about-being-black-campus-2020>
- Flaherty, C. (2019). Undue Burden. Inside Higher Ed. <https://www.insidehighered.com/news/2019/06/04/whos-doing-heavy-lifting-terms-diversity-and-inclusion-work>
- Goodman et al. (2020). Racial/Ethnic Diversity in Academic Public Health: A 20-Year Update. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7119260/>
- Jeffries-EI, M. (2022). How do we mitigate the impact of systemic bias on faculty from underrepresented groups? <https://aaas-iuse.org/mitigate-the-impact-of-systemic-bias/>
- Kreitzer & Sweet-Cushman (2022). Evaluating Student Evaluations of Teaching: a Review of Measurement and Equity Bias in SETs and Recommendations for Ethical Reform <https://link.springer.com/article/10.1007/s10805-021-09400-w>
 - Summary by Kreitzer <https://www.rebeccakreitzer.com/bias/>
- Matias et al., (2021). Universities Say They Want More Diverse Faculties. So Why is Academia Still So White? <https://fivethirtyeight.com/features/universities-say-they-want-more-diverse-faculties-so-why-is-academia-still-so-white/>
- Sameer Khan, M. et al (2019). More talk than action: gender and ethnic diversity in leading public health universities. The Lancet. [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(18\)32609-6/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(18)32609-6/fulltext)
- Uttl et al (2017). Meta analysis of faculty's teaching effectiveness: Student evaluation of teaching ratings and student learning are not related <https://www.sciencedirect.com/science/article/abs/pii/S0191491X16300323>

Resources for Practice

- International Moms Group <https://www.internationalmoms.net>
- Kognito: Recognizing and Supporting Students in Distress Training <https://counseling.oregonstate.edu/suicide-risk-reduction-prevention/training>
- National Center for Faculty Development and Diversity Membership <https://facultyaffairs.oregonstate.edu/national-center-faculty-development-and-diversity-membership>
- Racial Equity Tools: Caucus and Affinity Groups <https://www.racialequitytools.org/resources/act/strategies/caucus-and-affinity-groups>

Resources for Faculty Recruitment and Retention

OSU and On-Campus Resources

- OSU Office of Institutional Diversity: Faculty Recruitment Toolkit <https://diversity.oregonstate.edu/faculty-recruitment>
- OSU Search Advocate Program <https://searchadvocate.oregonstate.edu/home/search-advocate-workshops#remain>
- OSU Work Life Diversity and Cultural Resources <https://hr.oregonstate.edu/work-life/diversity-and-cultural-resources>
- Faculty and Staff Affinity Groups
 - Association of Faculty and Staff for the Advancement of People of Color (AFAPC)
 - President's Commission on Indigenous Affairs (PCIA)
 - President's Commission on the Status of Black Faculty and Staff Affairs (PCSBFSA)
 - President's Commission on the Status of Women (PCOSW)
 - QueerPros: Please email the Office of Institutional Diversity at diversity@oregonstate.edu to connect with QueerPros

Books and Other Media Recommendations

- Dicky, C. (2017). Tenure and Diversity: An Interview with Patricia Matthew <https://lareviewofbooks.org/article/tenure-diversity-interview-patricia-matthew/>
- **Matthew, P. (2016). *Written/Unwritten: Diversity and the Hidden Truths of Tenure***

Resources for Student Recruitment and Retention

Relevant Literature

- Cohen, J., Gabriel, B., and Terrell, C. (2002). The Case for Diversity in the Health Care Workforce. Health Affairs. https://www.healthaffairs.org/doi/full/10.1377/hlthaff.21.5.90?casa_token=kP6PXh_3bkcAAAAA%3AQhpfzyje1W6HiP-ACqAVH1ZQNq6vbatnqbnkvkKLVLixmpqk_0u3FB2eDH8lfP7xWsn6e27cKYQ
- Ellsworth, D., Harding, E., Law, J., and Pinder, D. (2022). Racial and ethnic equity in US higher education: Students and faculty. McKinsey and Company. <https://www.mckinsey.com/industries/education/our-insights/racial-and-ethnic-equity-in-us-higher-education-students-and-faculty>
- Goodman et al. (2020). Racial/Ethnic Diversity in Academic Public Health: A 20-Year Update. Public Health Reports. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7119260/>
- Gwayi-Chore et al., (2021) “Being a Person of Color at this Institution is Exhausting”: Defining and Optimizing the Learning Climate to Support Diversity, Equity, and Inclusion at the University of Washington School of Public Health. Frontiers in Public Health. <https://www.frontiersin.org/articles/10.3389/fpubh.2021.642477/full>
- Edwards, M., Jackson, J., Meyer, J., Venable, V. (2022). Oregon State University Food Security Study. https://liberalarts.oregonstate.edu/sites/liberalarts.oregonstate.edu/files/oregon_state_university_food_security_study.pdf
- Leider et al., 2023. The State of the US Public Health Workforce: Ongoing Challenges and Future Directions. Annual Review of Public Health. <https://www.annualreviews.org/doi/pdf/10.1146/annurev-publhealth-071421-032830>
- Mitchell & Lassiter, 2005. Addressing Health Care Disparities and Increasing Workforce Diversity: The Next Step for the Dental, Medical, and Public Health Professions. American Journal of Public Health. <https://ajph.aphapublications.org/doi/full/10.2105/AJPH.2005.082818>

Resources for Practice

- Student Experience Project: Community of Practice Handbook <https://studentexperienceproject.org/handbook/>
- Student Experience Project: Revise early alerts notifications emails to normalize academic difficulty https://studentexperienceproject.org/change_idea/revised-messaging-in-centralized-communications-to-normalize-academic-difficulty-and-encouraging-seeking-support/
- Student Experience Project: Student Centered Institutional Structures & Policies. Utilize student experience data to improve classroom and campus environment. https://studentexperienceproject.org/change_idea/utilize-student-experience-data-to-improve-classroom-and-campus-environment/

Resources for Student Recruitment and Retention

OSU and On-Campus Resources

- OSU College of Health Experiential Learning Scholarship
<https://health.oregonstate.edu/success/scholarships/experiential-learning>
- OSU College of Health Graduate Student Emergency Grant Request
https://oregonstate.qualtrics.com/jfe/form/SV_6JqwN1CgE48mJVj
- OSU College of Health Undergraduate Emergency Funding Request
https://oregonstate.qualtrics.com/jfe/form/SV_6JqwN1CgE48mJVj
- OSU Graduate School: Graduate Application Fee Waivers
<https://gradschool.oregonstate.edu/admissions/graduate-application-fee-waivers>
- OSU Graduate School: Resources for Dreamers and Undocumented Students
<https://undocumented.oregonstate.edu/paying-college/graduate-student-resources>
- OSU Office of the Dean of Students Basic Needs Center
<https://studentlife.oregonstate.edu/bnc>
 - Food Resources <https://studentlife.oregonstate.edu/bnc/food-resources>
 - Housing <https://studentlife.oregonstate.edu/bnc/housing>
 - Textbook Lending Program
<https://studentlife.oregonstate.edu/bnc/textbook-lending-program>
- OSU Student Child Care Assistance-Corvallis Campus
<https://familyresources.oregonstate.edu/student-financial-resources>

Books and Other Media Recommendations

- **Margolis, E. (2001). *The Hidden Curriculum in Higher Education*.**