

# IOWA

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## College of Public Health

### Strategic Plan for Diversity, Equity, and Inclusion 2019-2021

#### BACKGROUND

The University of Iowa College of Public Health was formed in 1999 as part of a statewide initiative to improve public health education and practice. The College of Public Health (CPH) is organized into five departments: Epidemiology; Biostatistics; Community and Behavioral Health; Health Management and Policy; and Occupational and Environmental Health. The College has identified three areas of collective excellence in research, teaching, and service: (1) rural health; (2) comparative effectiveness research; and (3) community engagement. The College of Public Health's resources are extensive, including 20 interdisciplinary centers and programs that focus research efforts on critical public health topics and on developing the outreach, service, and policy activities for which the College is widely known. Additionally, the College's commitment to global health has increased significantly over the past several years.

The College's mission is to promote health and to prevent injury and illness through commitment to education and training excellence in research, innovation in policy development, and devotion to public health practice. Accordingly, its vision is to serve Iowa and the Midwest as one of the nation's premier state-assisted schools of public health and to lead the global community in rural public health education and training, research, and practice. We see diversity, equity, and inclusion (DEI) as essential to the successful accomplishment of our mission and vision through teaching, research, and service activities. In addition, the College's self-study for the Council on Education for Public Health re-accreditation recognized that "diversity is key to a vibrant intellectual environment. Respect for, and inclusion of, all persons and valuing their unique experiences and contributions is essential to achieving the CPH mission." Further, the College's website affirms, "the College believes that diversity in the classroom is a vital component of educating future public health professionals and scientists. A well-rounded, culturally competent public health workforce is required to meet the health needs of the nation's growing ethnic and racial populations and to address the pressing health disparities faced by many groups. The College is committed to facilitating an atmosphere rich in cultural perspectives and actively supports and promotes diversity, equity, and inclusion in the College and public health workforce."

#### MISSION

In recognition of the importance of diversity, equity, and inclusion, the Diversity, Equity, and Inclusion (DEI) Committee is a standing collegiate committee comprised of faculty, staff, and students with the following mission:

The DEI Committee provides leadership to foster a culture of inclusion and collaboration in which all members of our community can thrive.

In fulfilling this mission, the DEI Committee engages in efforts to increase the diversity of our faculty, staff, and students. Diversity includes, but is not limited to, race, nationality, color, creed, religion, age, disability, veteran status, sexual orientation, gender identity, socio-economic status, and associational preference. By engaging difference and developing cultural humility, our students, staff, and faculty will be better equipped to successfully tackle the current and future population health challenges facing our global society.

## PROCESS

We collected data for this report using the following quantitative and qualitative instruments:

- The 2018 Faculty and Staff Diversity Equity and Inclusion Survey administered by the Chief Diversity Office. The College of Public Health had a 48% response rate (55% for faculty and 46% for staff) compared to a 22% overall university response rate.
- The 2018 Student Experience in the Research University (SERU) administered to undergraduate and graduate students by Institutional Research and Assessment. The undergraduate SERU had a unit response rate of 46% compared to a 19% campus response rate. The graduate SERU had a unit response rate of 52% compared to a 35% campus response rate.
- A March 2019 Town Hall conducted following student activism on campus (#DoesUIowaLoveMe) and a subsequent survey instrument to collect ideas for short- and long-term action steps related to diversity, equity, and inclusion.

### *Key Findings*

The committee's recommended DEI objectives (Table 1, page 6) were established from the review of the aforementioned data and are listed below in conjunction with supporting results:

#### Goal 1

Enhance educational offerings related to diversity, equity, and inclusion for all learners within the College of Public Health.

##### Objective 1a

Review and revise curricula within the College of Public Health to ensure all students receive diversity, equity, and inclusion focused content.

##### Survey results

- Forty-nine percent of CPH undergraduates have participated in academic experiences with a diversity focus similar to 49% of undergraduates across the University of Iowa.
- Seventy-nine percent of CPH undergraduates have appreciated the world from someone else's perspective in the classroom over the last academic year compared to only 63% of undergraduate students across the University of Iowa.

##### Objective 1b

Increase amount of and participation in co-curricular diversity, equity, and inclusion learning opportunities for students, staff, faculty, and community members within and outside the College of Public Health.

### Survey results

- Forty-five percent of faculty and 61% of staff in the College of Public Health have participated in diversity-related professional development opportunities offered on campus in the last 12 months compared to 53% of faculty and 37% of staff at the University of Iowa overall. Of those that participated within the College of Public Health, 91% of faculty and 96% of staff agree that the opportunity increased their effectiveness in promoting diversity, equity, and inclusion.
- Ninety-five percent of faculty, 89% of staff, 97% of undergraduate students, and 90% of graduate students in the College of Public Health feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments.

## Goal 2

Recruit, retain, and advance a diverse collegiate community of students, staff, and faculty.

### Objective 2a

Increase the number of underrepresented students applying to and enrolling in CPH degree programs.

#### Survey results

- 72% of CPH undergraduate students report feeling valued as individuals at the University of Iowa compared to 79% of University of Iowa undergraduates overall.

### Objective 2b

Improve recruitment and retention of underrepresented staff and faculty.

#### Survey results

- About 26% of CPH staff report they have observed employment practices at the University of Iowa that they perceive are unfair and get in the way of diversifying the faculty, staff, and administration compared to only 12% of CPH faculty and compared to 32% of faculty and 27% of staff at the University of Iowa.
- Ninety percent of faculty and 86% of staff in the College of Public Health believe the College makes genuine efforts to recruit and retain female faculty/staff. The faculty level is slightly higher than, and the staff level is approximately equivalent to, the University of Iowa at-large.
- 83% of faculty and 77% of staff in the College of Public Health believe the College makes genuine efforts to recruit and retain underrepresented U.S. racial/ethnic minority faculty/staff compared to 73% of faculty and 77% of staff at the University of Iowa.
- Seventy percent of CPH faculty and 59% of CPH staff believe efforts to increase the diversity of UI faculty, staff, and/or administrators positively influence the campus climate. The faculty level is slightly higher than, and the staff level is approximately equivalent to, the University of Iowa at-large.

### Objective 2c

Ensure accessibility of the College of Public Health buildings.

Hawkeye Accessibility Ambassadors did an assessment of the College of Public Health building in 2017 and made recommendations to improve the physical environment. Select results include:

- Poor pedestrian connectivity for people with mobility challenges;
- Limited parking for people who have mobility challenges; and
- Lack of power door openers for main level lecture halls and restrooms.

Other buildings utilized by College of Public Health have not been assessed.

### Goal 3

Strengthen and support collegiate administrative structures and processes that enhance and recognize our commitment to DEI, with particular emphasis on accountability and communication for transparency.

#### Objective 3a

Review and revise DEI Committee structure and processes.

#### Objective 3b

Review and revise collegiate policies and processes.

##### Survey results

- Ninety-six percent of CPH graduate students believe rules and regulations are fair, compared to 92% of graduate students across the University of Iowa.
- Eighty-six percent of graduate students agree that rules and regulations are equitably applied, compared to 85% of graduate students across the University of Iowa.

#### Objective 3c

Create structures and processes to support accountability and communication for transparency.

##### Survey results

- A higher percentage of undergraduate students in the College of Public Health report experiences of discrimination on the basis of several characteristics compared to their peers across the University of Iowa.
  - a. Thirty-one percent of CPH undergraduates report experiences of discrimination on the basis of gender identity compared to 22% of UI undergraduates.
  - b. Thirty-four percent of CPH undergraduates report experiences of discrimination on the basis of racial or ethnic identity compared to 17% of UI undergraduates.
  - c. Forty-four percent of CPH undergraduates report experiences of discrimination on the basis of their political opinions, beliefs, or ideology compared to 35% of UI undergraduates.
  - d. Twenty-two percent of CPH undergraduates report experiences of discrimination on the basis of age compared to 17% of UI undergraduates.
- One hundred percent of faculty, 91% of staff, 97% of undergraduate students, and 95% of graduate students in the College of Public Health agree that achieving diversity, equity, and inclusion at the University of Iowa is a personally important to

them. The faculty level is slightly higher than, and the staff level is slightly lower than, the University of Iowa at-large.

- Seventeen percent of faculty, 31% of staff, 41% of undergraduate students, and 32% of graduate students within the College of Public Health believe too much emphasis is put on issues of diversity, equity, and inclusion. The faculty level is lower than, and the undergraduate student level is higher than, the University of Iowa at large.
- Ten percent of faculty, 20% of staff, 22% of undergraduate students, and 27% of graduate students within the College of Public Health believe attention to diversity, equity, and inclusion distracts us from achieving our academic mission. The faculty and undergraduate levels are lower than the University of Iowa at-large.
- Eighty-one percent of faculty, 77% of staff, 72% of undergraduate students, and 81% of graduate students in the College of Public Health are somewhat or very satisfied with the overall campus climate/environment that they have experienced at the University of Iowa. These levels are higher than the University of Iowa at-large.

### **SUPPORTING AND UPDATING THE DEI STRATEGIC PLAN**

The DEI Committee proposes this strategic plan as an interim document. It is intended to reflect the recent paradigmatic shift on the UI campus and to begin a process of infusing DEI initiatives into all College activities. Thus, goals and strategies have been proposed with a short-term timeframe in mind. This strategic plan is also a living document. It is intended to be revised as goals are accomplished, new needs are identified, and the collegiate, campus, and community contexts change.

At present, the College is pursuing the FY2016-FY2020 strategic initiative, and this DEI strategic plan is intended to supplement ongoing work on tactical initiatives and performance outcomes related to goals for education, research, and impact. Moving forward, the DEI strategic plan should be infused with the College of Public Health strategic initiative beginning FY2021.

### **LONGER-TERM GOALS**

As part of an ongoing effort, the DEI Committee suggests the following long-term activities, which may be undertaken immediately but will also need to be sustained over time.

- Extend recruitment pipelines to include historically Black colleges and universities, tribal colleges, and Hispanic serving institutions outside the Midwest region.
- Review pay structures for faculty and staff across the College of Public Health to ensure pay equity

Table 1. Strategic Objectives and Action Steps	Timeline	Measure of Success	Point Person(s) (* = lead)
<b>1. Enhance educational offerings related to diversity, equity, and inclusion for all learners (i.e., students, staff, faculty, community members) within the College of Public Health</b>			
<b>1a. Review and revise curricula within the College of Public Health to ensure all students receive diversity, equity, and inclusion focused content</b>			
i. Review graduate and undergraduate courses for DEI content using the College’s Global Public Health Committee’s rubric as a template	Due: May 2021	Document outlining DEI content in all core courses	Assoc. Dean for Academic Affairs *  DEI Committee  CPH Curriculum Committee  Undergraduate Program Committee
ii. Create and distribute a list of recommendations for faculty to infuse diverse perspectives in reading lists	Due: December 2020	List of recommendations/best practices provided to CPH faculty	Assoc. Dean for Academic Affairs *  DEI Committee  Executive Committee
iii. Review and revise required course syllabi (e.g., undergraduate core, MPH core, Essentials of Public Health) to increase visibility of diverse perspectives, non-US perspectives, health equity topics, principles of cultural humility, and so on	Due: Spring 2021	Completed review of core courses and revisions (as needed) for DEI content	Assoc. Dean for Academic Affairs *  DEI Committee  CPH Curriculum Committee  Undergraduate Program Committee

Table 1. Strategic Objectives and Action Steps	Timeline	Measure of Success	Point Person(s) (* = lead)
<b>1b. Increase amount of and participation in co-curricular diversity, equity, and inclusion learning opportunities for students, staff, faculty and community members within and outside the College of Public Health</b>			
i. Promote participation in campus-wide educational opportunities related to DEI among faculty, staff and students	Due: Ongoing	10% increase in reported participation in DEI training/development opportunities reported in climate surveys # of annual self-reported hours of completed training # of staff, faculty participating	DEI Committee DEOs * DGSs
ii. Formalize collegiate policy on required training around DEI issues for faculty, and staff	Due: August 2020	100% compliance	Assoc. Dean for Faculty HR Director DEOs
iii. Formalize and implement collegiate policy on required DEI training for students	Due: December 2020	100% compliance	Assoc. Dean for Academic Affairs * DSS DGS
iv. Identify and adopt or develop skills-based training on various topics related to DEI for College-wide Spotlight Series	Due: Ongoing	3 sessions per semester with at least 20 people in attendance	DEI Committee HR Director Faculty Council Staff Council

Table 1. Strategic Objectives and Action Steps	Timeline	Measure of Success	Point Person(s) (* = lead)
<b>2. Recruit, retain, and advance a diverse collegiate community of students, staff, and faculty.</b>			
<b>2a. Increase the number of underrepresented students applying to and enrolling in CPH degree programs.</b>			
i. Develop recruitment pipelines with tribal colleges (e.g., College of Menominee Nation) and Historically Black Colleges and Universities (e.g., Wilberforce University) and Hispanic Serving Institutions	Due: Ongoing	Number of contacts between CPH and these institutions  Establishment of partnerships between CPH and these institutions  Number of applications by students from these institutions  Number of enrollees from these institutions	Director of Student Services *  DEI Committee  Assoc. Dean for Academic Affairs
ii. Explore and develop plan for K-12 diversity and enrichment pipelines that increase engagement of prospective students	Begin: Summer 2020  Due: Spring 2021	Plan developed and implemented  Number of applications and enrollees of those engaged	Director of Student Services
iii. Draw on existing resources to develop and disseminate a best-practices guide to enhance equity in admissions processes	Due: December 2020	Best practices guide created  Deliver at least one education session on best practices for key participants (e.g., DGS, program coordinators, admissions staff)	Director of Student Services *  DEI Committee  Assoc. Dean for Academic Affairs

Table 1. Strategic Objectives and Action Steps	Timeline	Measure of Success	Point Person(s) (* = lead)
iv. Evaluate and formalize existing student aid practices (eligibility criteria, review rubric and guidelines) to ensure they are in support of strategic enrollment management goals.	Due: January 2021	Eligibility criteria and review guidelines developed	Director of Student Services *  Assoc. Dean for Academic Affairs  DEI Committee
v. Add a question to SOPHAS application that will allow students to opt into consideration for the Diversity Recruitment Scholarship	Completed	Question added	Assoc. Dean for Academic Affairs *  Director of Student Services
vi. Develop an Alumni Advisory Board of under-represented minority (URM) graduates to advise the Dean and provide mentorship and support to URM students	Due: January 2021	-Board developed and operationally	Alumni Coordinator  Dean
<b>2b. Improve recruitment and retention of underrepresented staff and faculty.</b>			
i. Embed DEI best-practices in the talent acquisition process practices for faculty and staff recruitment plans	Document completed; practices ongoing	Talent Acquisition summary document produced that includes a diversity plan	DEOs *  HR director
ii. Increase proportion of new staff and faculty hires from traditionally underrepresented groups	Due: Ongoing	Annual report of proportion of URM applications for each position  Annual report of proportion of URM staff and faculty hires	DEOs *  HR Director  Search Committee Chairs  Departmental Administrators

<b>Table 1. Strategic Objectives and Action Steps</b>	<b>Timeline</b>	<b>Measure of Success</b>	<b>Point Person(s) (* = lead)</b>
iii. Review mentoring programs and develop plan to strengthen support for under-represented minority faculty	Due: Spring 2021	At least one meeting with key constituencies (e.g., DEOs, URM staff and faculty) to assess practices and unmet needs	Assoc. Dean for Faculty
iv. Examine current onboarding process for staff with a DEI lens to ensure support and mentoring for all staff, particularly under-represented minority staff	Due: Spring 2021	Review and revise current onboarding and stay process, as needed	HR Director
<b>2c. Ensure accessibility of College of Public Health Buildings.</b>			
i. Review accessibility assessment of the College of Public Health Building and develop a strategy to address items	Completed	Deliver suggested strategies to Dean	CPH Facilities *  DEI Committee
<b>3. Strengthen and support collegiate administrative structures and processes that enhance and recognize our commitment to DEI, with particular emphasis on accountability, and communication for transparency.</b>			
<b>3a. Review and revise DEI committee structure and processes</b>			
i. Draft and adopt a DEI Committee mission statement	Completed	Mission statement in place	DEI committee *  CPH Exec committee  CPH Faculty council
ii. Develop a budget for DEI Committee activities, including related projects (e.g., pilot research, service projects, or educational events) to be awarded annually	Completed	Budget developed	Assoc. Dean for Academic Affairs *  DEI Committee Chair  Dean

<b>Table 1. Strategic Objectives and Action Steps</b>	<b>Timeline</b>	<b>Measure of Success</b>	<b>Point Person(s) (* = lead)</b>
iii. Designate a permanent contact person for student DEI issues (e.g., ombudsperson type role)	Completed	Contact person named	Director of Student Services *  Assoc. Dean for Academic Affairs
iv. Hire at least 0.5 FTE permanent DEI liaison responsible for ensuring compliance and support of DEI Issues	Due: Fall 2020	Position hired	Associate Dean for Academic Affairs *  Director of Student Services
v. Develop and implement procedures to increase the visibility of the DEI Committee and its activities	Due: Implemented and Ongoing	Development of procedures  Tracking implementation of procedures	*CPH Communications Office
<b>3b. Review and revise collegiate DEI policies and processes</b>			
i. Develop departmental level DEI processes that describe how the department will address DEI in curriculum, departmental procedures for faculty, staff and students, and in admissions, recruitment, development, and promotion	Begin: Fall 2020  Due:	Processes developed and implemented	DEOs*  Dean
ii. Require DEI education within CPH leadership and incorporate regular updates on Executive Committee agendas	Due: Ongoing	Percent of executive committee members participating in at least one DEI related training session per year	Dean
iii. Review operations manual and procedures for ways to incorporate DEI training, promotion, and other activities into annual performance reviews for faculty	Due: December 2020	Revised performance review documents in place	Assoc. Dean for Faculty *  HR director

Table 1. Strategic Objectives and Action Steps	Timeline	Measure of Success	Point Person(s) (* = lead)
			Executive Committee  Faculty Council
iv. Educate supervisors on how to provide feedback to staff related to DEI Universal Competencies and goals in conjunction with the annual staff performance review	Begin: Summer 2020  Due: Spring 2021	Education and expectations communicated	HR Director*  Supervisors
v. Draft a collegiate statement that recognizes DEI as critical to achieving its teaching, research, and service missions	Due: Completed	Statement in place  Presentations to CPH community	DEI Committee *  CPH Executive Committee
vi. Review and revise CPH DEI-related statements, including the CPH core values list, to achieve consistency and to ensure that equity and inclusion are included in addition to diversity	Due: August 2020	Revisions completed	DEI Committee *  Executive Committee
<b>3c. Create structures and processes to support accountability and communication for transparency</b>			
i. Create departmental level and undergraduate program DEI plans that detail how the unit will respond to and implement the activities and actions of the DEI collegiate plan.	Due: January 2021	- plans submitted and implementation begun.	*DEOs  Associate Dean for Academic Affairs
i. Formalize and communicate avenues to report an incident of bias or DEI related concerns among faculty, staff and students.	Due: September 2020	Process is disseminated within CPH and posted on the website.	Assoc. Dean for Academic Affairs *  Director of Student Services  Assoc. Dean for Faculty
ii. Create and promote channels for students, staff, and faculty to provide feedback on collegiate climate in order to facilitate discussions of DEI topics or issues	Begin: Fall 2019  Due: Ongoing	Identify DEI point person among Dean's	DEI Committee *

Table 1. Strategic Objectives and Action Steps	Timeline	Measure of Success	Point Person(s) (* = lead)
		cabinet (Associate Dean for Academic Affairs)  Review biennial Campus Climate Survey when completed  Hold one town hall meeting per semester	Associate Dean for Academic Affairs  Dean
iii. Develop a DEI question that the College could add to the ACE evaluation	Due: Fall 2020	Question developed	Assoc. Dean for Academic Affairs
iv. Develop and include a DEI question on the recent graduate satisfaction survey	Due: December 2020	Question added	Director of Student Services
v. Conduct climate exit interviews with doctoral students	Due: Implement AY 2020	Interviews completed	Assoc. Dean for Academic Affairs  Director of Student Services*
vi. Review and update the DEI pages of the CPH website	Due: Ongoing	Review completed at least annually	DEI Committee  CPH Communications Office*
vii. Create a collegiate DEI annual report to document activities, progress on the strategic plan (e.g., measures of success), any shortcomings over the past year, and new directions to pursue	Begin: January 2021 Due: Ongoing	Develop report structure  Issue report each fiscal year	DEI Committee  Associate Dean for Academic Affairs

## APPENDIX A: GLOSSARY OF TERMS

**Cultural Humility:** Cultural humility is a lifelong commitment to self-evaluation and self-critique, a desire to fix power imbalance where none ought to exist, and to an aspiration to develop partnership with people and groups who advocate for others. Cultural humility implies a deeper retrospection of one's self and how personal reflection and understanding impacts our interactions and views of other cultures.

**Diversity:** Diversity refers to all aspects of human difference, social identities, and social group differences, including, but not limited to race, ethnicity, creed, color, sex, gender, gender identity, sexual identity, socioeconomic status, language, culture, national origin, religion/spirituality, age, (dis)ability, military/veteran status, political perspective, and associational preferences.

**Discrimination:** The unequal allocation of goods, resources, and services, and the limitation of access to full participation in society based on individual membership in a particular social group; reinforced by law, policy, and cultural norms that allow for differential treatment based on identity.

**Equity:** Equity refers to fair and just practices and policies that ensure all campus community members can thrive. Equity is different from equality in that equality implies treating everyone as if their experiences are exactly the same. Being equitable means acknowledging and addressing structural inequalities—historic and current—which advantage some and disadvantage others. Equal treatment results in equity only if everyone starts with equal access to opportunities.

**Health Equity:** Equity is the absence of avoidable, unfair, or remediable differences among groups of people, whether those groups are defined socially, economically, demographically or geographically or by other means of stratification. "Health equity" or "equity in health" implies that ideally everyone should have a fair opportunity to attain their full health potential and that no one should be disadvantaged from achieving this potential.

**Implicit Bias:** Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. In addition to early life experiences, the media and news programming are often-cited origins of implicit associations.

**Inclusion:** Inclusion refers to a campus community where all members are and feel respected, have a sense of belonging, and are able to participate and achieve to their potential. While diversity is essential, it is not sufficient. An institution can be both diverse and noninclusive at

the same time, thus a sustained practice of creating inclusive environments is necessary for success.

**Oppression:** When an agent group, whether knowingly or unknowingly, abuses a target group. This pervasive system is rooted historically and maintained through individual and institutional/systematic discrimination, personal bias, bigotry, and social prejudice, resulting in a condition of privilege for the agent group at the expense of the target group.

**Prejudice:** Prejudice refers to irrational, preconceived opinion that leads to preferential treatment to some people and unfavorable bias or hostility against others, due to ignorance (or in direct contradiction) of facts.

**Privilege:** Unearned access to resources (social power) that are only readily available to some people because of their social group membership; an advantage, or immunity granted to or enjoyed by one societal group above and beyond the common advantage of all other groups. Privilege is often invisible to those who have it.

**Structural Racism:** The term structural racism refers to a system in which public policies, institutional practices, cultural representations, and other norms work in various, often reinforcing ways to perpetual racial group inequity. The structural racism lens allows us to see that as a society, we more or less take for granted a context of white leadership, dominance, and privilege. This dominant consensus on race is the frame that shapes our attitudes and judgments about social issues. It has come about as a result of the way that historically accumulated white privilege, national values, and contemporary culture have interacted to preserve the gaps between white Americans, and Americans of color.

**Social Justice:** includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.

**APPENDIX B. DIVERSITY, EQUITY AND INCLUSION COMMITTEE MEMBERS,  
ACADEMIC YEAR 2018-2019**

Gwen Archibald \*  
Knute Carter\*  
Mary Charlton  
Anna Correa\*  
Alton Croker  
Anjali Deshpande  
Robyn Espinosa  
Paul Gilbert (chair)  
Justin Goodchild  
Cassie Harrington\*  
Chelsea Hicks  
Samantha Keuter  
Adriana Maldonado  
Uchechukwu Nwoke  
Sefonobong Obot  
Jonathan Ortega\*  
Patrick O'Shaughnessy  
Kay Shie  
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Winnie Uluochoa\*  
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