



ZOMBIE DEI:

WHEN IDEOLOGY CIRCUMVENTS STATE LEGISLATION - AND COMES BACK TO LIFE AGAIN AND AGAIN

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DoNoHarmMedicine.org

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INTRODUCTION

Editor's note: Medical school policies and state laws are constantly changing and evolving. The information contained in this report is current as of May 20, 2025.

Since 2022, several states have taken legislative action to eliminate diversity, equity, and inclusion (DEI) initiatives promoted by public entities. These bills and executive orders have laid a solid foundation for the permanent restoration of merit-based processes in academic institutions and other state facilities. Some states have recently taken measures to clarify and augment their original anti-DEI legislation.

However, several public colleges and academic medical centers that are subject to the provisions of anti-DEI legislation have openly continued to promote ideologies and divisive concepts in contravention of state laws. Upon review of their healthcare education websites, it is evident that some DEI initiatives simply rebrand themselves – **much like zombies that just won't die** – and the ideological infection continues to spread.

For example, in recent years, special interest groups have seized upon opportunities in the social and political environment to promote DEI ideology. Many claim the structure of the healthcare system adversely impacts “marginalized populations” and fails to meet their needs because of “**systemic racism**” or inherent **biases** on the part of certain healthcare providers. Within this context, the concept of “**health equity**” was launched. While this notion is designed to sound like a noble cause, it is in reality based on divisive DEI concepts that extend beyond access to care. *Health equity demands equal outcomes*, not just equal opportunities to receive appropriate healthcare. Disparities do exist among diverse patient populations due to barriers related to **access to care**, for example, but **not because of rampant racism within the healthcare system**. Despite the facts and evidence that explain the differences in health outcomes, “health equity” is nevertheless touted as a necessary (and permanent) fixture in academic medicine and patient care.

Under the guise of “health equity” and similar concepts, public universities and medical schools continue to promote discriminatory and divisive practices and policies, despite state laws prohibiting these activities.

Do No Harm has monitored the actions of public universities in states that have passed and enacted anti-DEI legislation or executive orders. While more than a dozen states have taken such action since 2022, this report focuses on the evidence of continued DEI efforts in the following states:

- Tennessee
- Florida
- Texas
- Indiana
- Kansas
- Iowa
- Utah

ZOMBIE DEI IN STATES THAT HAVE PASSED ANTI-DEI LEGISLATION

States are presented in chronological order according to the date of effectiveness for the law or executive order (EO) that has been enacted. Evidence **of zombie DEI – i.e., ideologically-driven initiatives that continue to take place since the policy was adopted** – follows a short description of the provisions of each law or EO. For some schools, notable information regarding salaries for faculty who engage in DEI efforts (acquired from publicly available sources) is included.

TENNESSEE

Bill/Executive Order	HB 1376/SB 0817
Date signed by Governor	April 28, 2023
Effective date	July 1, 2023

The basic provisions of HB 1726/SB 0817 declare that **DEI statements in applications for employment and admissions are prohibited** and that **state funds cannot be spent for initiatives that promote a divisive concept**. Yet, two public universities with medical education programs continue to promote DEI.

EAST TENNESSEE STATE UNIVERSITY (ETSU)

After July 1, 2023, ETSU maintained an **Office of Equity and Inclusion**, led by Keith Johnson, PhD, Vice President for Equity and Inclusion, until at least **February 5, 2025**. In April 2025, the Office of Equity and Inclusion webpage directed the user to the **Compliance Review** page: “Following the issuance of several recent federal executive orders as well as guidance issued by the U.S. Department of Education, ETSU’s legal counsel is conducting an audit and review of university materials, including our website, to ensure compliance with all applicable regulations. The content on the page you were attempting to access is currently under review and unavailable at this time.” As of May 12, that page has also been taken down.

However, a university resource (linked from the former Office of Equity and Inclusion page) that is still live on the website is the **Black Faculty & Staff Association**. The mission statement says the organization exists “to **aid in the recruitment and welcoming of Black faculty, staff and students**, to be a supportive network for new and continuing Black faculty, staff and students, and to **improve the retention and quality of life of African-Americans** and others at ETSU.”



FIGURE 1. FROM THE BLACK FACULTY & STAFF ASSOCIATION PAGE AT EAST TENNESSEE STATE UNIVERSITY.

UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER (UTHSC)

UTHSC has also taken recent measures to modify or remove DEI-related material from its publicly available website. For example, the Office of Inclusion, Equity, and Diversity was renamed to the **Office of Access and Compliance**, and references to DEI-related programming, DEI Faculty Awards, and affirmative action that were previously seen on the office's page have been removed. The **Black Student Association** webpage is still active, though it does state that the association is open to all students. And, the *Diversity Matters* newsletter has been renamed to *Engagement Matters Newsletter*, but old issues with DEI-inspired materials are still available.

However, not all evidence of ongoing DEI initiatives has been scrubbed from the UTHSC website:

- Pages on "diversity scholarships" have been taken down, but the **Scholarship Application** for **Visiting Under-represented in Medicine** Fourth Year Medical Students webpage is still live.
- The Office of Access and Compliance is still offering **courses with updated titles and descriptions** that use terms such as "**assumptions**," "**cultural humility**," and "**cognitive bias**" instead of referring to the materials as "implicit bias training."

Educational Program Package

- **Diversity and Inclusion: Workplace, Workforce, and Marketplace**
 - Did you know that diversity and inclusion is more than policies, programs, or headcounts? Organizations now realize that inclusion unlocks diversity, and we will discuss how and why this is important.
- **Observations, Assumptions, and Patterns: What Do We Know?**
 - Have you ever wondered about your unconscious mind compared to the conscious mind? What are your triggers, and what are the observations, assumptions, and patterns that influence our attitudes, beliefs, expectations, and experiences about others and gaining comfort with difference? We will look at ways to be more aware and how to demonstrate positive human relations.
- **CREATE: A Guide to Practicing Cultural Humility**
 - This course explores how we acquire culture, what culture means, and how to bridge cross-cultural interactions using a more comprehensive and ongoing framework. The acronym CREATE will be used to demonstrate an approach to practicing cultural humility in your daily lives using only 6 practical steps.

FIGURE 2. FROM THE "REQUEST AN EDUCATION PACKAGE" SECTION OF THE UTHSC OFFICE OF ACCESS AND COMPLIANCE.

- The **Inclusive Engagement Program** application opens in August 2025. This program "is the **revamped Diversity Passport Program**," and it "advocates self-discovery and/or using various

resources to **expand one's understanding of intersectional ideas** regarding unique aspects of human experience."

- The *Student Social Justice and Diversity Healthcare Leadership Award* has been **rebranded** as the **Student Impact and Advocacy Leadership Awards**, listing DEI as one of its "foundational priority areas."

The **Student Impact and Advocacy Leadership Awards** (formerly known as the Student Social Justice and Diversity Healthcare Leadership Award) recognizes UTHSC students (i.e., undergraduate/graduate) from the colleges of dentistry, graduate health sciences, health professions, medicine, nursing, and pharmacy, whose actions demonstrate impact and advocacy at UTHSC and our community which supports UTHSC's Strategic Plan.

Impact and Advocacy will be evaluated based on the Strategic Pillars:

- Engaging Communities
- Educational Excellence
- Expanding Research
- Advancing Health
- Developing Talent

and will be supported by five cross-cutting and foundational priority areas:

- Campus Culture and Work Environment
- Communications
- Data and Data Governance
- Diversity, Equity, and Inclusion
- Philanthropy



Previous Recipients

FIGURE 3. FROM THE "AWARDS AND ACHIEVEMENT" " SECTION OF THE UTHSC OFFICE OF ACCESS AND COMPLIANCE.

- The **Inclusion, Equity and Diversity Research Guides** are still available in the UTHSC Health Sciences Library, with access to multiple **resources that promote divisive concepts**. Examples include:
 - *Health Equity, Diversity, and Inclusion: Context, Controversies, and Solutions* by Patti R. Rose: "Updated and enhanced coverage on men's health, demographic data, the importance of cultural proficiency, maternal mortality and Black women, and much more."
 - *Racism, Microaggressions, and Allyship in Healthcare*, edited by Ifeolorunbode Adebambo and Adam T. Perzynski: "The narratives include personal experiences of racism in health care, explicit and implicit bias, microaggressions and experiences of anti-racist efforts and allyship. There are clear instructions on how to use the narratives for teaching and to facilitate discussion."
 - *How to Be an Antiracist* by Ibram X. Kendi: "At its core, racism is a powerful system that creates false hierarchies of human value; its warped logic extends beyond race, from the way we regard people of different ethnicities or skin colors to the way we treat people of different sexes, gender identities, and body types."
 - *White Fragility: Why It's So Hard for White People to Talk About Racism* by Robin DiAngelo: "Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence."
 - *White Rage: The Unspoken Truth of Our Racial Divide* by Carol Anderson: "Since 1865 and the passage of the Thirteenth Amendment, every time African Americans have made advances towards full participation in our democracy, white reaction has fueled a deliberate and relentless rollback of their gains."

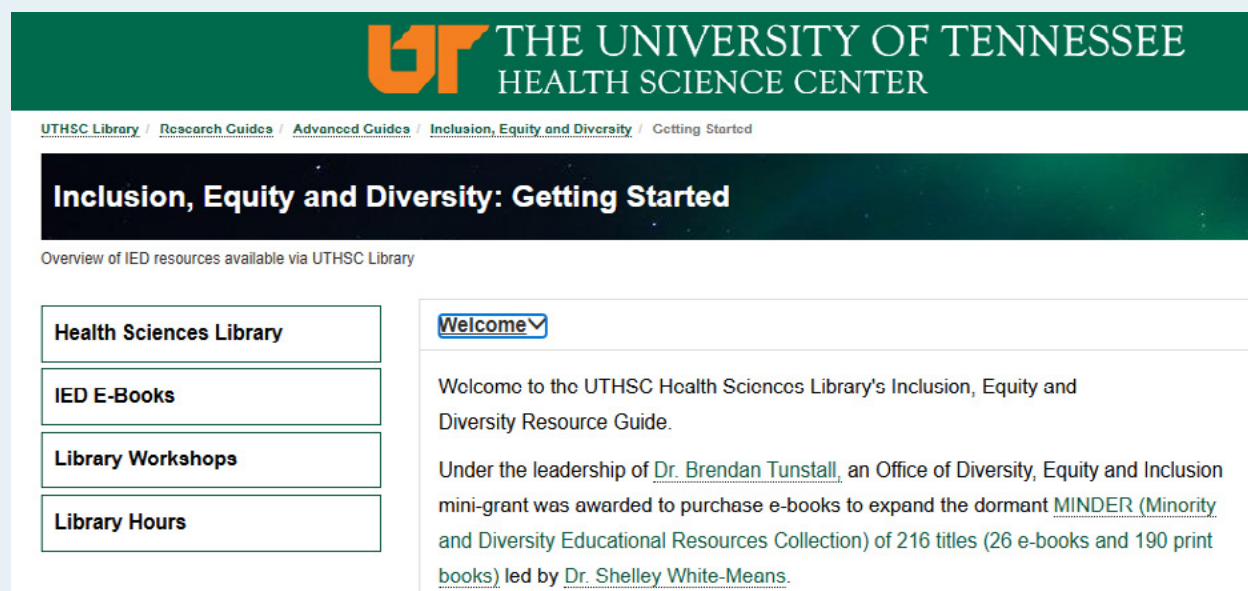


FIGURE 4. FROM THE “RESEARCH GUIDES” SECTION OF THE UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER LIBRARY.

FLORIDA

Bill/Executive Order	Senate Bill 266 (companion bill HB 1035)
Date signed by Governor	May 15, 2023
Effective date	July 1, 2023

Florida was among the states that led the way on reforming higher education by removing DEI concepts in the Florida College System. According to SB266, **state universities may not expend state or federal funds to promote activities that advocate for DEI**, and they are **prohibited from engaging in political or social activism**. This prompted a rebrand of former DEI offices, such as the renaming of the Office of Equity, Inclusion, and Compliance to the **Office of Civil Rights and Title IX** at **Florida Atlantic University**. However, other elite universities continued their dedication to DEI after July 1, 2023, despite the Governor’s clear directive on eliminating DEI from higher education.

Following the implementation of SB 266, Do No Harm submitted public records requests to determine if Florida’s state-supported medical schools were complying with the new law. It soon became apparent that some universities were being deliberately opaque.

UNIVERSITY OF FLORIDA (UF)

In February 2024, the UF College of Medicine(UFCOM)hosted “**Health Equity and Diversity Day**,” presented by **Dr. Dikea Roussous-Ross**. A similar “**Health Equity Day**” event was offered by the UFCOM Continuing Medical Education department in February 2025, with objectives of recognizing “**structural racism**” and how “**structural discrimination**” affects clinical practice. It is important to note that Dr. Roussous-Ross received a **2024 salary** of **\$360,620** while organizing these DEI-related activities.

Objectives

At the conclusion of this activity, learners will be able to:

Recognize structural racism and/or minority stressors

Identify the impact of environmental factors on different disease percentages

Illustrate how structural discrimination (due to race/ethnicity/immigration status/sexual orientation/gender identity) affects clinical practice

Revise current practice to create a welcoming environment to all patients and colleagues

FIGURE 5. OBJECTIVES FOR “HEALTH EQUITY DAY 2025” AT THE UFCOM DEPARTMENT OF PSYCHIATRY.

Other materials that are still live on the public webpages include:

- **UFCOM Code of Ethics**, which urges students to minimize their “implicit and explicit biases.”
- A continuing medical education offering titled **Psychiatry Grand Rounds: Microaggressions and Overcoming Prejudice in the Workplace**.



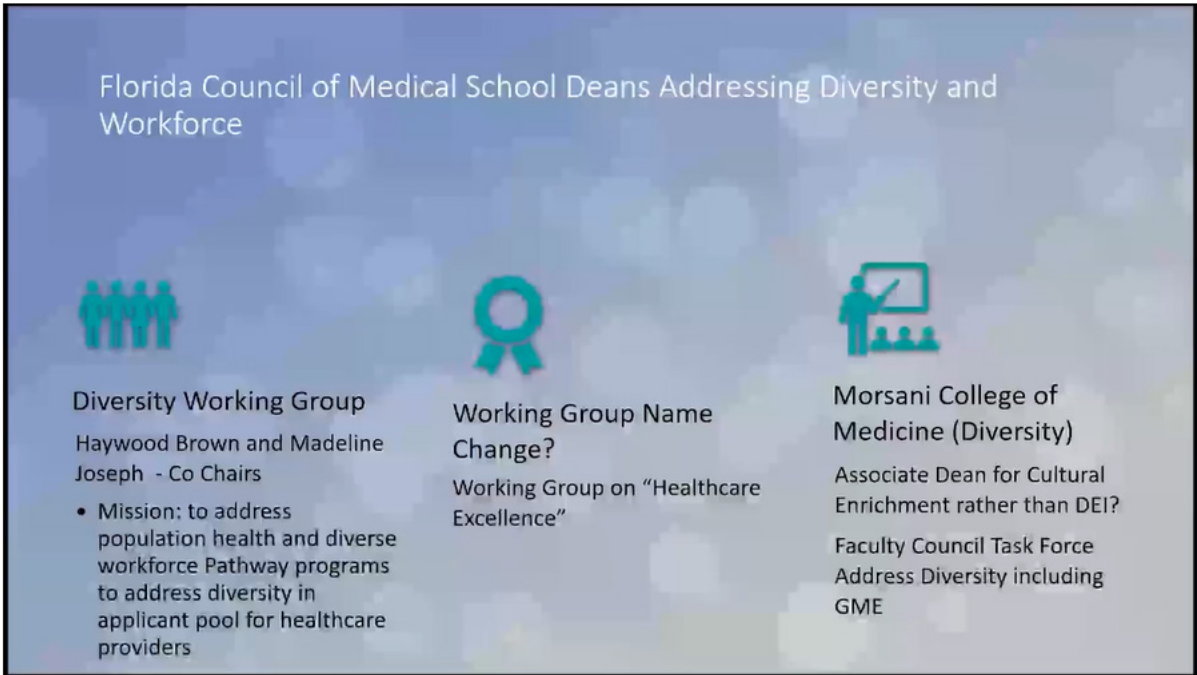
FIGURE 6. FROM THE UFCOM CONTINUING MEDICAL EDUCATION DIVISION.

FLORIDA STATE UNIVERSITY (FSU)

Do No Harm requested documents from FSU for “records showing any staff who have been terminated or reassigned because of programs being inconsistent with Section 1004.06 Section (2)(b) of SB 266.” The Office of General Counsel responded on March 4, 2024, by stating, “There are no records responsive to your request. No such written guidance has been issued. **We are not aware of any staff who have been terminated or reassigned at this time.**” However, on March 13, the *Tallahassee Democrat* published an article noting that FSU “quietly dismantled its DEI office...**mainly by changing title names and reclassifying positions of employees who were already working in DEI to give them different roles – an approach that did not require laying anyone off.**”

UNIVERSITY OF SOUTH FLORIDA

A shocking example of subverting the provisions of SB 266 was seen at a **grand rounds session** hosted by Virginia Commonwealth University. **Dr. Haywood Brown**, then-Associate VP of Academic Affairs at the University of South Florida, was the presenter at the grand rounds. “I really want to discuss the **threat of the anti-woke movement to medical education and training and health equity**,” Brown said during the recorded lecture. **“Even though I eliminated my title, I didn’t eliminate my job,”** he said, referring to his previous position at USF, and adding, “That didn’t change anything that I was doing already.” Brown explained that he has “learned **how slippery you need to be when you’re talking to legislators.**” Although Brown quickly resigned from his position at USF following the media coverage, his actions are a glaring example of how zombie DEI finds a way to survive – even with the most sweeping legislation in a state with steadfast executive leadership.



Unearthed audio shows Florida university doctor boasting about skirting anti-DEI laws
University of South Florida doctor Haywood Brown resigned after audio of him discussing how to work around anti-DEI laws was released (Fox News Digital)

FIGURE 7. FROM “UNIVERSITY DOCTOR RESIGNS AFTER UNEARTHED AUDIO EXPOSES HIM BOASTING ABOUT SKIRTING ANTI-DEI LAWS” (FOX NEWS DIGITAL, MARCH 18, 2025).

TEXAS

Bill/Executive Order	Senate Bill 17
Date signed by Governor	May 29, 2023
Effective date	January 1, 2024

Texas was also a leader in crafting legislation to eliminate DEI in its public universities by passing Senate

Bill 17 in 2023. The provisions of SB 17 called for:

- **Elimination of DEI offices** in public colleges and universities
- **No mandatory DEI training** for students and staff
- **Prohibiting diversity statements** in faculty hiring
- **Empowering students** and staff to bring a lawsuit if forced to take DEI training
- **Imposing penalties** on schools that violate the law, including denying future funding increases

But, as [Center Square Texas](#) reported in March 2025, lawmakers were prompted to open an investigation following numerous complaints about state-funded schools that were not complying with the law. Their findings, reported to the boards of regents, found that **compliance efforts in some of Texas' public universities "were not found to be satisfactory."**

Do No Harm has also found evidence of ongoing DEI initiatives in schools that were mentioned in the investigation – and some of those initiatives come with a sizeable price tag.

UNIVERSITY OF TEXAS AT AUSTIN DELL MEDICAL SCHOOL

In compliance with SB 17, webpages for the former Office of Diversity, Equity, and Inclusion and Health Equity, Diversity, and Inclusion have been taken down. However, Dell Med continues to maintain its **Office of Health Equity** (OHE) and is clear about "health equity" being a **core component of instruction** and faculty development. [Jewel Mullen, MD, MPH](#), is the **Associate Dean for Health Equity** at Dell Med. In addition to serving as the director of health equity and quality for Central Health (the public health district of Travis County), Dr. Mullen is the director of health equity for the Ascension Seton healthcare system. Her **2023 annual wages** totaled **\$403,024.56**.

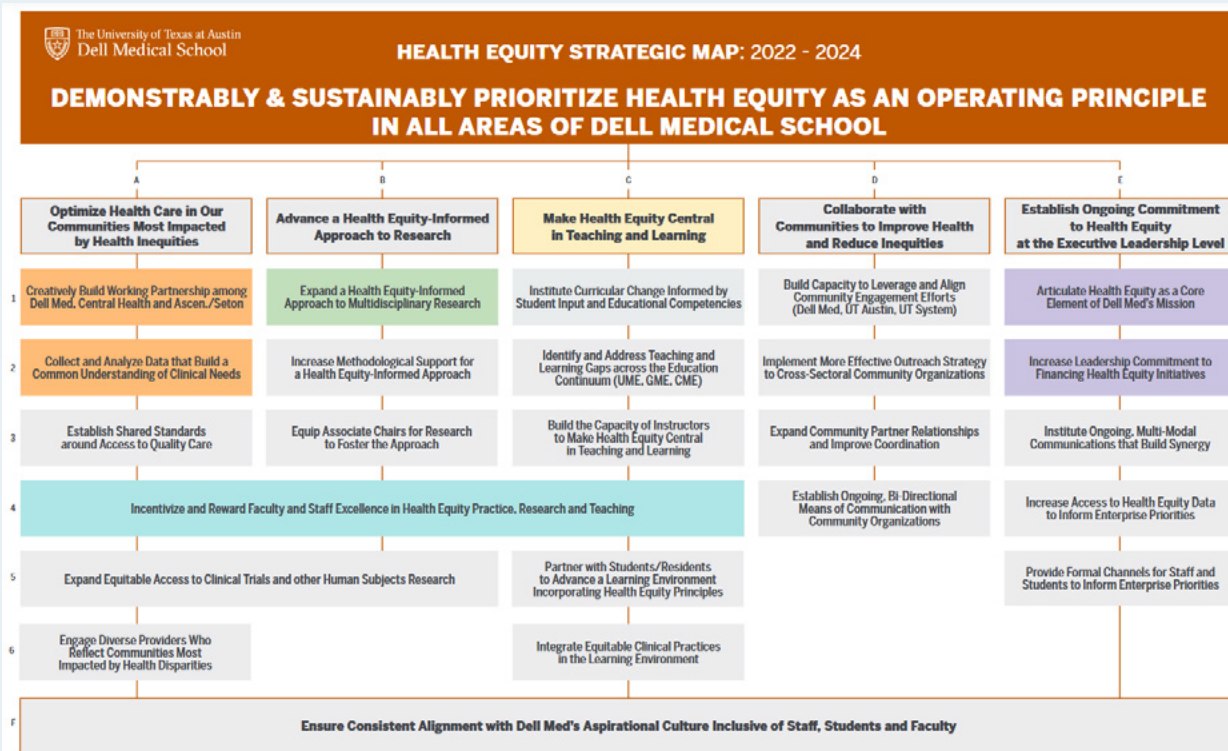


FIGURE 8. DELL MED "HEALTH EQUITY STRATEGIC PLAN 2022-2024."

UT SOUTHWESTERN (UTSW) MEDICAL CENTER (DALLAS)

The "Diversity & Inclusion" page for the medical school has been renamed to the **Office of Student Empowerment & Engagement (OSEE)**. **Norberto Rodriguez-Baez MD** is the Associate Dean for Student Affairs in the OSEE, and his **2023 annual wages** were **\$382,596.98**.

Do No Harm **reported** in January 2025 that, according to an **email** obtained through a public records request, the UTSW hospital's residents voted on leadership positions in February 2024 – after SB 17 had gone into effect – **including for a DEI position**. UT Southwestern is also maintaining its "**UTSW-Parkland Health Equity Scholars Program**," noting that scholars will have access to "training in **implicit bias mitigation**."

UTSW-Parkland Health Equity Scholars Program

The UTSW-Parkland Health Equity Scholars Program is a **2-year initiative that funds 20% of a faculty member's salary** and is designed to equip Clinician-Educator or Clinician track faculty with practical tools and experience to engage the community in activities that promote health and support health equity. For example, faculty may design programs that enhance uptake of vaccines in minority communities, cardiopulmonary resuscitation education in zip codes with high prevalence of cardiac arrest, develop activities that promote exercise and good nutrition in children and adults, training community health workers, etc.

Training to become independent investigators is not a goal or requirement of the program.

At the end of the 2-year period, one of three results are anticipated: 1) the home departments will continue to finance 20% of the faculty members' time for community engagement/health equity work, 2) the faculty will obtain external funding to continue the community engagement/health equity work, or 3) the faculty member and chair will decide on how the 20% time is split, with many taking on more clinical work.

Eligibility

- Full-time UT Southwestern faculty on the Clinician-Educator or Clinician academic tracks
- Primary clinical appointment may be at Parkland Hospital, Clements University Hospital, or Children's Medical Center.
- Associate, assistant, and instructors may apply.
- Have a stated career goal of clinical service to underserved and disadvantaged communities

Available Support

Scholars will have 20% of their salary supported for protected time to pursue a mentored health equity/community outreach project. Scholars will also have access to:

- training in implicit bias mitigation
- training in project implementation
- leadership coaching
- becoming a participant in the Office of Faculty Development's leadership development cohort-[LEAD](#)
- direct mentorship for their community outreach/health equity project

FIGURE 9. FROM THE UTSW-PARKLAND HEALTH EQUITY SCHOLARS PROGRAM.

Prior to the enactment of SB 17, Do No Harm became aware of components of the **Structural Disadvantage Curriculum (SDC)** that were in use at the medical school in 2023. Responsive documents came in the form of recorded lectures on topics such as "Weight, Obesity, and **Fatphobia**;" "Structural Disadvantages Faced by **LatinX Patients**;" and "**Anti-Black Racism in Medicine**." Currently, the UTSW Department of Surgery maintains a [webpage](#) for a past SDC event, where "**the interface of healthcare and mass incarceration**" was discussed.

UT HEALTH SCIENCE CENTER HOUSTON MCGOVERN SCHOOL OF MEDICINE

The [Strategic Plan for Education](#) at McGovern School of Medicine, Goal 1, Objective 4 states: "**Support initiatives that promote health equity**." Goal 2, Objective 1 states: "**Develop a speaker series that addresses** clinical skills, research, and **health equity**." Goal 2, Objective 1 Outcomes state: "By 2024, a school-wide **award for faculty recognizing leadership, research, and service promoting equity** and equal opportunity will be created."

UT MEDICAL BRANCH (UTMB) (GALVESTON) JOHN SEALY SCHOOL OF MEDICINE

UTMB presented an event on June 18, 2024 called **Towards Excellence in Advancing Population Health and Shaping a Future with Health Equity for All** at the medical school.

The School of Nursing offers the **BSN Honors Program Health Equity & Advocacy Track**, which focuses on topics such as “**Health Equity and Social Justice**” and “**unconscious bias training**.” And, the mission statement of the **Doctor of Nursing Practice program** is “to prepare nurses to participate in the transformation of health care with an emphasis on improving access to quality care and **health equity** for diverse populations.”

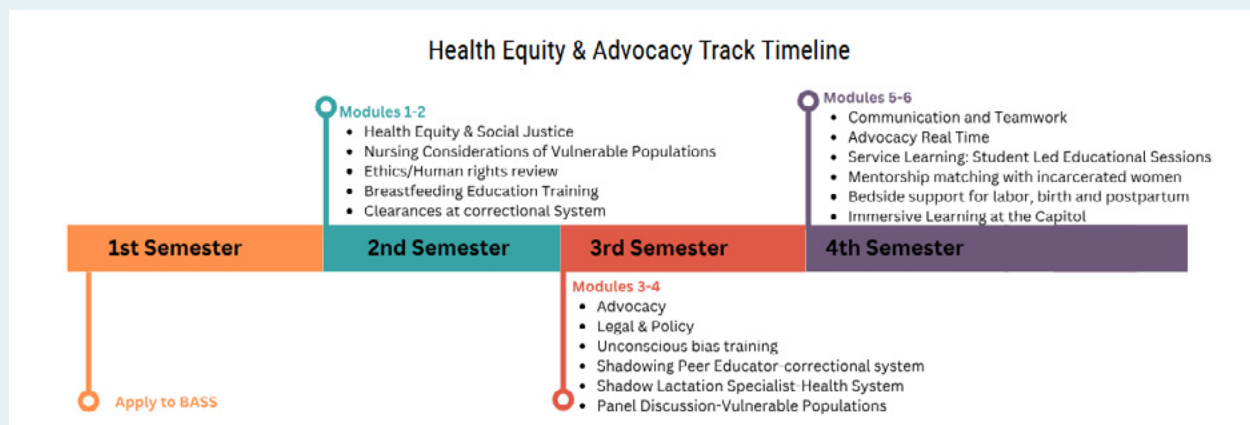


FIGURE 10. FROM THE UTMB BSN HONORS PROGRAM HEALTH EQUITY & ADVOCACY TRACK PROGRAM.

UT HEALTH RIO GRANDE VALLEY SCHOOL OF MEDICINE

The Office of Institutional Equity & Diversity is now the **Office of Title IX & Equal Opportunity**, and other links that were featured in Do No Harm’s report titled *The Progressive Takeover of Texas Medical Education* (February 2023) have been taken down from the UTRGV School of Medicine website. However, a panel discussion from 2020 titled “**Promoting equity and social justice highlight virtual summer conference cohosted by UTRGV**” is still posted in the Newsroom.

UTRGV participates in the **Health Equity Data Repository**. Project goals say the purpose is “to advance research in understanding and eliminating healthcare disparities,” but when mentioning training for new researchers, they state, “**especially from under-represented groups.**”

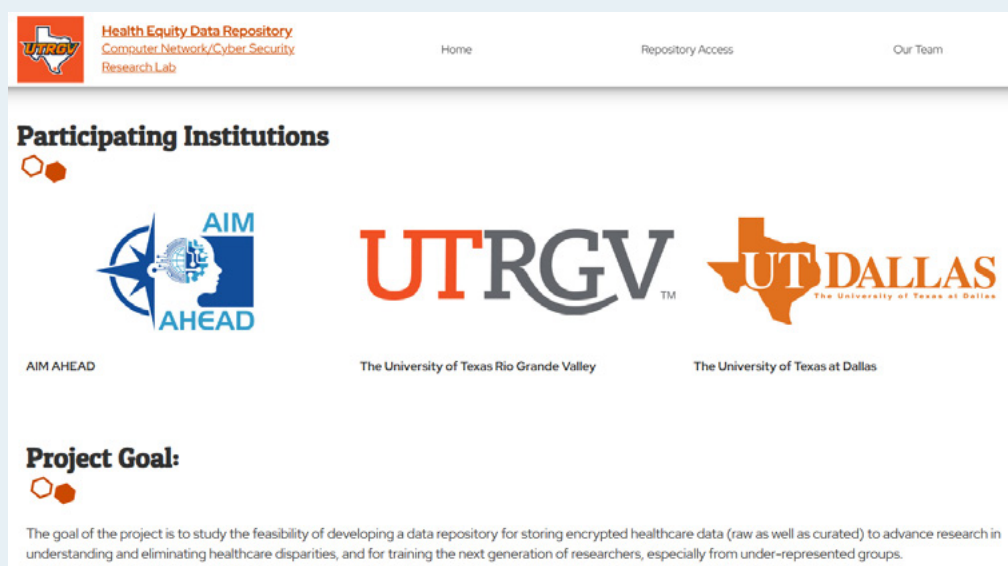


FIGURE 11. FROM THE HEALTH EQUITY DATA REPOSITORY HOMEPAGE.

INDIANA

Bill/Executive Order	Senate Bill 289
Date signed by Governor	May 6, 2025
Effective date	May 6, 2025 (Public Law 196)

Senate Bill 202 became Public Law 113 upon receiving the Governor’s signature on March 13, 2024. This sweeping piece of legislation **prohibited mandatory DEI statements or adherence to DEI-related tenets** in educational institutions. Regardless, Indiana University, the Indiana University School of Medicine (IUSM), and Purdue University apparently did not get the memo. With ongoing DEI initiatives taking place in higher education, the Indiana General Assembly acted in May 2025 to present Senate Bill 289 to the Governor, which became Public Law 196. This law **specifically targets “unlawful discrimination”** affecting public employment and professional licensing, as well as **DEI committees** in the state’s public universities. It clarifies eligibility criteria for **“minority scholarships”** and bans mandates for DEI-related training as a condition of licensure.

INDIANA UNIVERSITY (IU)

Indiana University has already made modifications to its website, as it maintained its **Division of Diversity, Equity & Inclusion** on the Indianapolis campus **until May 6, 2025** (when SB 289 was signed). Up until that time, the school was “proud to receive the **Insight Into Diversity Higher Education Excellence in Diversity (HEED) Award**, recognizing colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.” The **Mission, Vision & Goals** statement contained a “representational diversity” section which indicated an **intent to recruit based on DEI**.

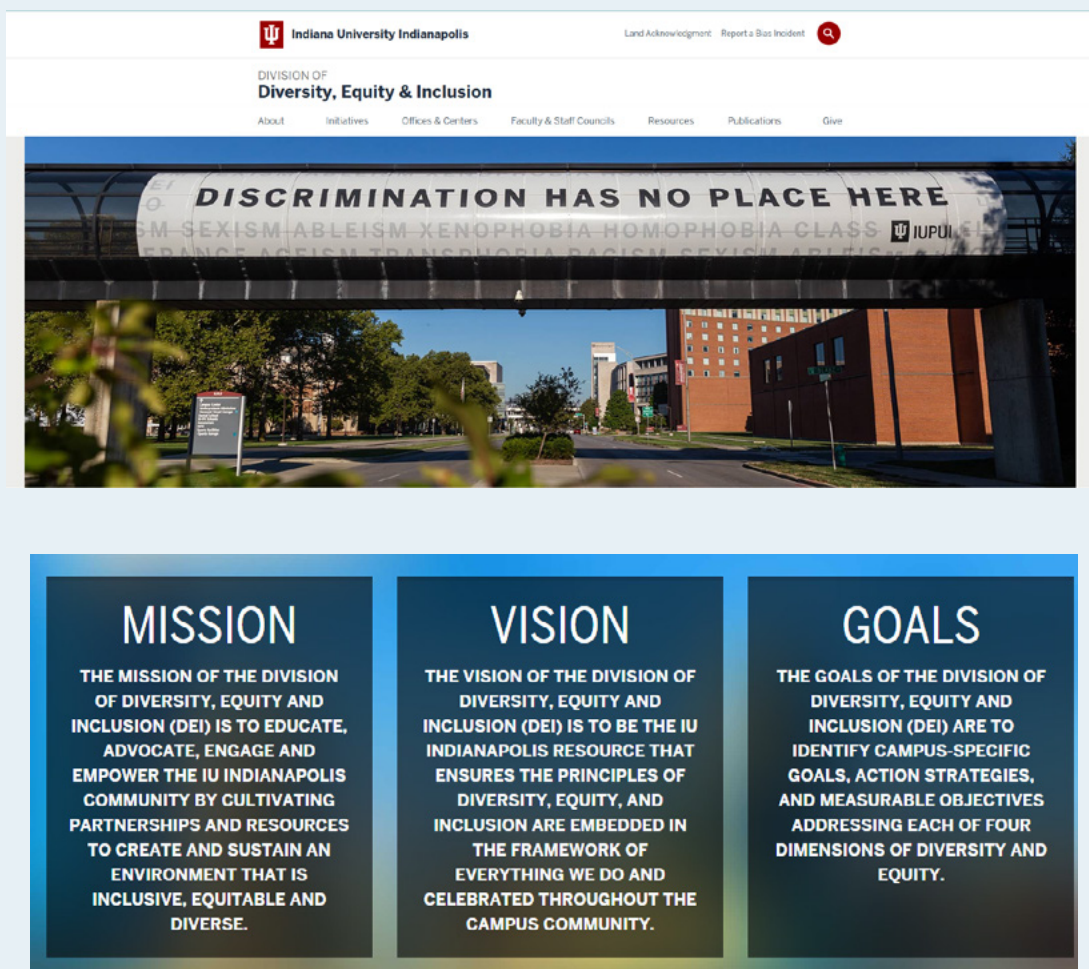


FIGURE 12. FROM THE INDIANA UNIVERSITY INDIANAPOLIS DIVISION OF DIVERSITY, EQUITY, & INCLUSION HOME PAGE AS IT APPEARED ON MAY 6, 2025.

Despite this recent cleanup on the Indianapolis campus, numerous other DEI-related initiatives are still evident at IU's Bloomington campus:

- **Inclusion, Equity, Diversity & Justice** (Jacobs School of Music)
- **Diversity Equity and Inclusion Committee** (Faculty Council)
- **Diversity, Equity & Inclusion** (IU Libraries)
- **Equity in Education** (Indiana Disproportionality Resource Center)
- **Allies for Equity** (Center of Excellence for Women & Technology)

IU Libraries Diversity Strategic Plan

Purpose and Our Diversity, Equity, Inclusion, Justice, and Accessibility (DEIJA) View

The IU Libraries Diversity Strategic Plan acknowledges the inequitable and oppressive systems in which we all live and the ways we can change those systems within our spaces. The history of Indiana University and the United States includes racism, sexism, homophobia, transphobia, ableism, and other exclusionary ideologies and practices. These exclusionary ideologies and practices have also shaped the history of academic libraries and librarianship. Based on this history, we at IU Libraries understand that to be antiracist and intersectional in our purposes, goals, and actions means we are on a continuous path of learning and working to counter our inherent biases, bigotry, white supremacy, and the ongoing structural oppression and disenfranchisement of marginalized communities. At IU Libraries, our Diversity Strategic Plan is an iterative tool to help all employees to learn, to confront and disrupt, and to improve future practices and procedures.

FIGURE 13. FROM THE IU LIBRARIES DIVERSITY STRATEGIC PLAN.

INDIANA UNIVERSITY SCHOOL OF MEDICINE (IUSM)

The enthusiasm for DEI carries over into IU's medical school with its focus on health equity, and it has not yet followed the lead of the main university. For example, IUSM still maintains the **Health Equity, Advocacy and Leadership** (HEAL) competency as part of its curriculum, which "will enable students to recognize the importance of **historical, cultural, social and structural contexts of medicine and their relationship to health equity**." The competencies include instruction on "**systemic racism, bias, and microaggressions**."

Home / MD Program / Curriculum / Competencies / Health Equity, Advocacy and Leadership

Health Equity, Advocacy and Leadership

The Health Equity Advocacy and Leadership (HEAL) competency will enable students to recognize the importance of historical, cultural, social and structural contexts of medicine and their relationship to health equity. They will become leaders and agents for change who recognize societal problems impacting local communities and health care systems including health disparities, systemic racism, bias and microaggressions. Students will utilize this knowledge to provide equitable care for diverse populations and create solutions that result in optimal health outcomes for all.

FIGURE 14. FROM THE IUSM HEAL COMPETENCY PAGE (MAY 19, 2025).

The IUSM curriculum contains "scholarly concentrations" in **Ethics, Equity and Justice**: "[F]or students who are drawn to care for underserved populations by **a commitment to social justice**, participation in this scholarly concentration will help them in that professional trajectory." With health equity as "foundational to our core mission," the **residency programs** subscribe to similar commitments, including the discriminatory notion that **racial concordance** produces better health outcomes. "Data demonstrates that patients do better when they see themselves reflected in the care they receive," IUSM declares. In

other words, the school is subscribing to a politicized (and **repeatedly debunked**) **notion** that minority patients have better health outcomes when treated by physicians who share their race/ethnicity. This page also features a link to the **GME Recruitment Toolkit**, which contains a **"List of Common Definitions Used in DEI."**

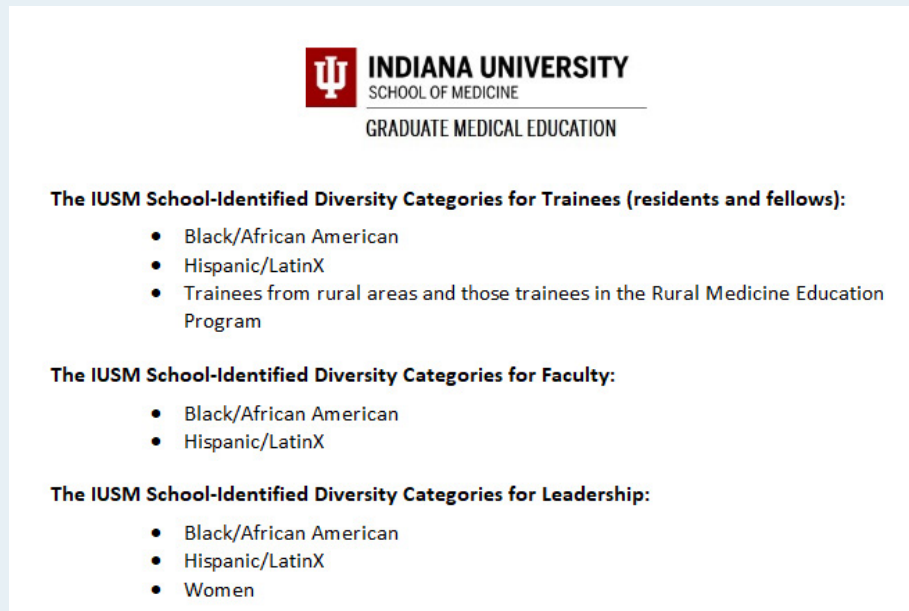


FIGURE 15. FROM THE IUSM GME "LIST OF COMMON DEFINITIONS USED IN DEI."

Among other resources, the GME Toolkit provides a self-paced course titled **"Inclusive Practice in GME Recruitment"** with an objective to help the learner **"understand how embedding diversity, equity, inclusion, and justice will impact every step of recruitment."** The accompanying **"10-Step Inclusive Recruitment Checklist"** – removed from the IUSM public website sometime between April 26 and May 1, 2025 – offers **implicit bias/cultural humility training**, a guide on **"proper use of pronouns,"** and an article titled **"Interviewed while Black"** among its top recommendations.

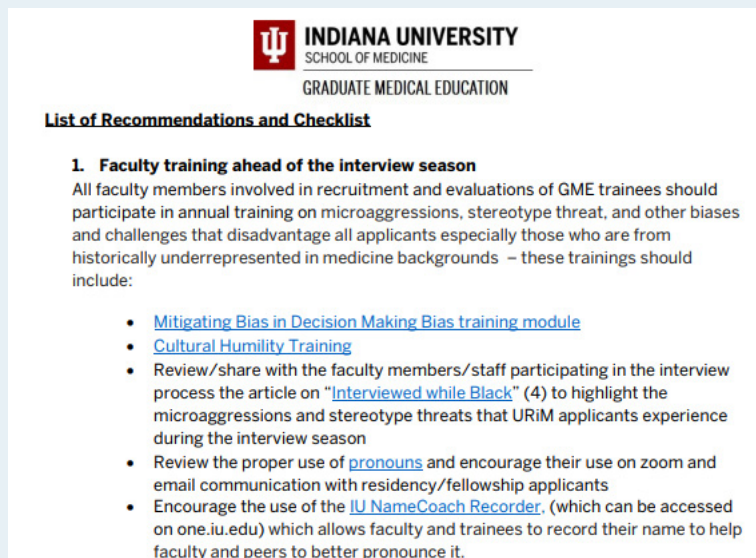


FIGURE 16. FROM THE IUSM GME RECRUITMENT TOOLKIT'S "10-STEP INCLUSIVE RECRUITMENT CHECKLIST" AS IT APPEARED ON THE PUBLICLY AVAILABLE WEBSITE IN LATE APRIL, 2025.

It's not surprising to find this content on the IUSM website, considering the messaging that was distributed to the deans and department chairs by Willie Miller, Assistant Vice Chancellor for Faculty Affairs on February 17, 2025. According to an [email](#) obtained by Do No Harm, Miller advised faculty members that, in revising promotion and tenure (P&T) standards post-SB 202, "Intellectual diversity has been added to the **institutional value of DEI**" and "**Faculty may continue DEI work** in research, teaching, or service."

Revising School P&T Standards: Academic Affairs is asking all schools to revise their P&T standards in alignment with the updated campus guidelines by the end of the academic year.

Highlights of the changes:

- Intellectual Diversity has been added to the institutional value of DEI.
- The Balanced, Integrative DEI case has been merged into the Balanced, Thematic case.
- The Balanced, Integrative DEI case for Lecturer-track faculty has been removed.
- References to DEI philosophy statements have been removed.
- The Chair or faculty member's supervisor determines the faculty member's likely intellectual diversity performance in the Chair's letter using annual review evaluations for evidence.
- Faculty may continue DEI-related work in research, teaching, or service. The campus may not award promotion or tenure based on a candidate's viewpoints but rather on the outcomes of their work (books, articles, patents, courses, etc.).

FIGURE 17. FROM A FEBRUARY 17, 2025, EMAIL SENT TO MULTIPLE FACULTY MEMBERS BY THE INDIANA UNIVERSITY ASSISTANT VICE CHANCELLOR FOR FACULTY AFFAIRS.

Miller was certain to include his pronouns in the signature line of the email.

It's apparent that, while IUSM has made some improvements in recent months, the DEI zombie continues to live on campus and in the medical education curriculum.

PURDUE UNIVERSITY

Purdue University has also preserved several DEI-related initiatives and resources that have remained active since the original Indiana anti-DEI law was enacted. The main campus has an **Office of Diversity, Inclusion and Belonging** and is maintaining its **Equity Task Force**, which places “a specific focus on the experience of Black Boilermakers.”

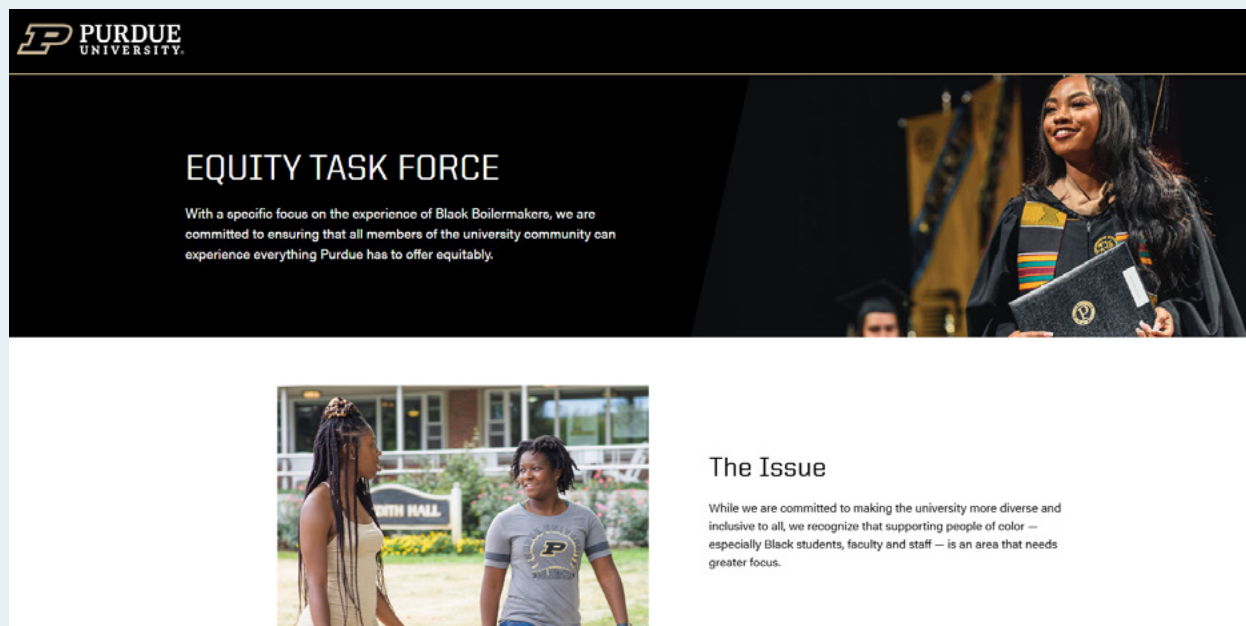


FIGURE 18. PURDUE UNIVERSITY EQUITY TASK FORCE.

As noted in a **November 2021 news posting** by the school, **Purdue dedicated \$75,000,000 to the Equity Task Force and “cluster hires”** to diversify the faculty and staff.

The efforts of the Equity Task Force and Purdue’s dedication to DEI extend into the **College of Veterinary Medicine**. Candidates for **job openings** at the school are instructed to submit “a separate **Diversity and Inclusion Statement**” with their applications.

Our Commitment

Purdue University’s College of Veterinary Medicine is committed to advancing diversity in all areas of faculty effort, including scholarship, instruction, and engagement.

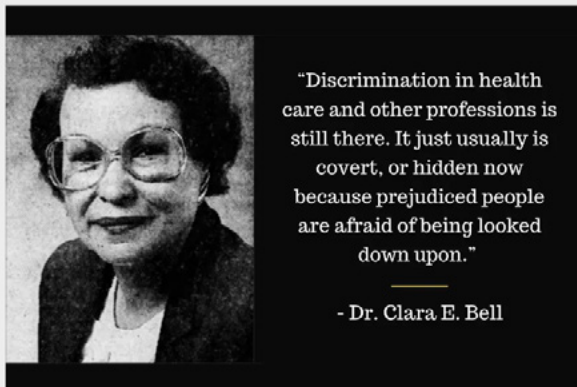
Job applicants should address at least one of these areas in a separate Diversity and Inclusion Statement, indicating their past experiences, current interests or activities, and/or future goals to promote a climate that values diversity and inclusion.

As a national leader in the graduation of Black doctorates in veterinary medicine over the past five years, Purdue has a track record of supporting diversity that dates back well over a century and is rooted in our land-grant mission.

In 2021, Purdue University has embarked upon a comprehensive 5-year, \$75 million plan to further increase the diversity of the faculty, staff, and student body.

FIGURE 19. FROM THE PURDUE UNIVERSITY COLLEGE OF VETERINARY MEDICINE CAREERS PAGE.

Not to be outdone, the School of Nursing boasts its mission to “[uphold] the principles of diversity, equity, and inclusion” on the [Diversity, Equity, and Inclusion](#) page. “Nursing stands at the intersectionality of healthcare and social justice,” the mission statement declares.



As Dr. Clara E. Bell recognized 40 years ago, systemic racism is still pervasive in healthcare and nursing. The Purdue School of Nursing (NUR) acknowledges the amount of work still to be done in this field, and we strive to carry on the legacy left by NUR's first Black professor.

Our Mission

Nursing stands at the intersectionality of healthcare and social justice. Nursing knowledge, research and practice must be anchored in acceptance and cultural humility. The Purdue University School of Nursing represents the communities we serve and upholds the principles of diversity, equity and inclusion (DEI). We promote a safe environment to ensure the human dignity of all.

The School of Nursing's DEI position is undoubtedly influenced by its parent department, the College of Health and Human Sciences. The [Diversity, Equity, and Inclusive Excellence](#) mission statement claims, "Diversity, equity and inclusion (DEI) are core to the mission and values of the College of Health and Human Sciences (HHS) – and integral to our excellence in discovery, learning, engagement and community." In a short [YouTube video](#) posted to the site, Margo Monteith, Associate Dean for DEI, proclaims that the College has "really baked in diversity, equity, and inclusion into the way that we operate."

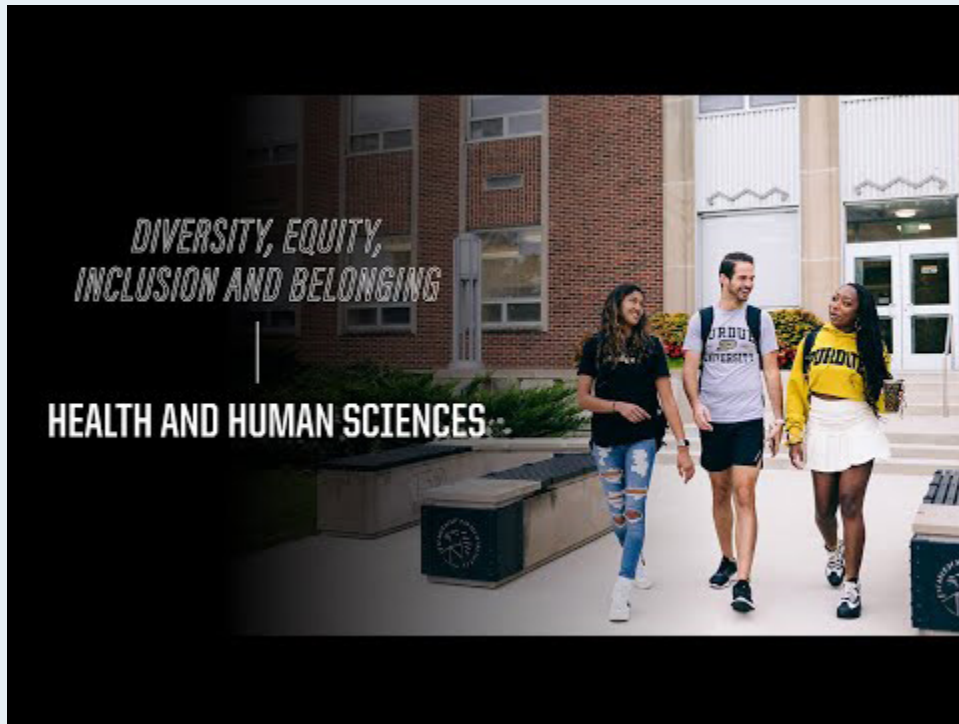


FIGURE 20. FROM A VIDEO MESSAGE ON THE PURDUE UNIVERSITY COLLEGE OF HEALTH AND HUMAN SCIENCES “DIVERSITY, EQUITY, AND INCLUSIVE EXCELLENCE” PAGE (CLICK IMAGE TO PLAY).

DEI officials at Purdue were compensated quite generously for their services in 2024:

- **John F. Gates, PhD**, Vice Provost for Diversity, Inclusion and Belonging - **2024 annual salary: \$294,976.20 executive**; \$70,920.07 continuing lecturer
- **Margo Monteith**, Associate Dean for DEI, College of Health and Human Sciences - **2024 annual salary: \$278,352.34**
- **Patrick J. Wolfe, PhD**, Provost and Executive Vice President for Academic Affairs and Diversity - **2024 annual salary: \$525,541.32 executive**; \$61,466.60 service

KANSAS

Bill/Executive Order	House Bill 2105
Date signed by Governor	Not signed, but allowed to become law, April 19, 2024
Effective date	July 1, 2024

House Bill 2105 prohibited the requirement of “pledging allegiance to or making a statement of personal support for or opposition to any political ideology or movement, **including a pledge or statement regarding diversity, equity or inclusion**, or to request or require any such pledge or statement from an applicant or faculty member.” When presented with HB 2105 on April 19, 2024, Governor Laura Kelly

allowed the bill to become law **without her signature**, because she did not believe “that the conduct targeted in this legislation occurs in our universities.”

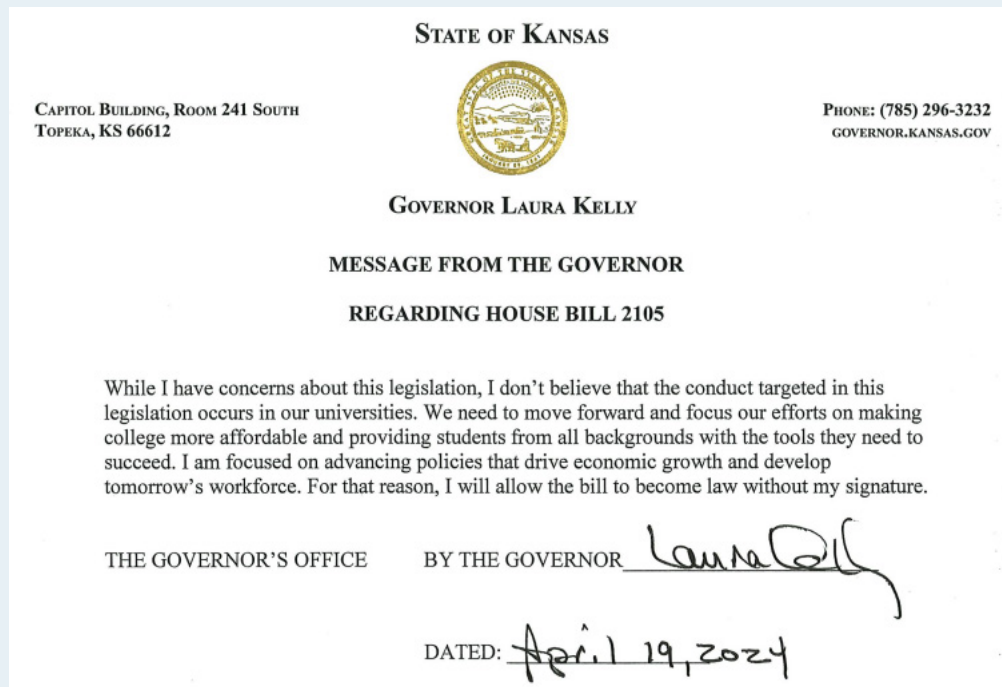


FIGURE 21. MESSAGE FROM KANSAS GOVERNOR LAURA KELLY REGARDING HOUSE BILL 2105 (APRIL 19, 2024).

While the legislation takes an important step toward eliminating DEI pledges, Governor Kelly may be interested in knowing that Kansas State University still maintains a **Committee on Diversity, Equity, Inclusion and Belonging**, which maintains a robust list of DEI-related “**trainings, policies, and guidelines**.” **Rana Johnson**, who has served as vice president for diversity, equity, inclusion and belonging since in 2022, pulled in a **2024 annual salary** of **\$236,250**.

However, the largest collection of evidence by far for zombie DEI is seen at the University of Kansas in the School of Medicine and the KU Medical Center.

UNIVERSITY OF KANSAS/KU MEDICAL CENTER (KUMC)

The School of Medicine at the University of Kansas (KUSOM) provides **Health Equity Medical Education Consults**: “This opportunity is for the School of Medicine faculty who interface with learners at all stages (post-baccalaureate and medical students, residents, fellows and other faculty) to seek guidance in making your teaching more equitable and inclusive.” As explained in the accompanying **PDF document**, “Race and Ethnicity” is at the top of the list of topics that faculty members can receive guidance on. Do No Harm reported on the KUSOM’s **penchant for politicized education** in late 2023, and the school still has related **objectives** from the **Diversity, Health Equity, and Inclusion Committee** posted on its website. The document describes concepts such as **racialized medicine**; **structural racism**; **intersectionality**; **implicit/institutional bias**; and **cultural humility**.

- **To define structural violence and structural vulnerability and identify examples of how they influence health outcomes and healthcare**
 - Define structural vulnerability, intersectionality, structural violence and structural racism
 - Critically explore structural racism as an example of structural violence
 - Discuss the influence of structural violence/vulnerability in cases from their clinical or personal experience
- **To identify the processes through which inequality is naturalized and examine three implicit frameworks: culture/ stereotypes, individual implicit bias, institutional bias.**
 - Identify how physician bias and stereotyping can affect medical decision-making and the interaction with patients, families, communities, and other members of the health-care team.
 - Recognize how physician biases impact the quality of health care
 - Describe strategies for reducing physician's own biases
 - Identify the impact of institutional bias impacts processes and decision making in healthcare
 - Describe the origins and potential implications of racialized medicine

FIGURE 22. FROM OBJECTIVES OF THE DIVERSITY, HEALTH EQUITY, AND INCLUSION COMMITTEE AT KUSOM/KUMC.

In January 2025, the KUMC Office of Diversity, Equity, & Inclusion joined the Office of Civil Rights & Title IX (OCRTIX) at KU. “We are **recruiting more trainers** for the Fostering Diversity, Inclusion, Accessibility and Belonging training,” the organization said in a January 2025 [announcement](#). This page has since been [taken down](#), as the school is conducting reviews of website content “in light of recent changes to federal guidance.” However, the [Ensuring Compliance with HB 2105](#) page (last updated November 25, 2024) is still live, which spelled out the school’s **intent to rebrand its DEI initiatives** (as well as the school’s plan to maintain past materials) in several statements:

- “As of August 16, 2024, DEI Committees can resume their activities. However, there are a few important caveats to keep in mind as activities resume.”
- **“DEI Committees are welcome to explore renaming their committee.** New committee names may be more specific to the work the committee does, and/or may align with language shifts currently happening across the institution using words like access, belonging, respect, success, and/or impact.”
- **“The law does not prevent faculty members from teaching, researching or writing publications about diversity, equity, inclusion or other topics,** and it does not prohibit the University from considering a faculty member’s scholarship, teaching or subject-matter expertise in such faculty member’s academic field.”

DEI Committees are welcome to explore renaming their committee. New committee names may be more specific to the work the committee does, and/or may align with language shifts currently happening across the institution using words like access, belonging, respect, success, and/or impact. Additional guidance regarding HB 2105's impact on this was provided in the provost's message on 8/16/24.

Communication Guidance

Past News Articles and Archived Messages

- Many online uses of the words “diversity,” “equity,” “inclusion,” “belonging,” “DEIB” or “DEI” appear in archived news releases and messaging. There is no need to update historical references to diversity, equity, inclusion and belonging, the DEIB office or employee job titles, that viewers find in a news release or archived office memo, e.g., a news or feature story that highlights the work of a student, faculty member or student organization.

FIGURE 23. FROM “ENSURING COMPLIANCE WITH HB 2105,” KU OFFICE OF CIVIL RIGHTS & TITLE IX.

But perhaps the most concerning piece of zombie DEI at the KU Medical Center is the [REPAIR Project](#) within the Center for African American Health.

A poster for the REPAIR Project. At the top, the title "REPAIR Project" is centered in a bold, dark blue font against a background of a desert landscape with mountains. Below the title, a paragraph of text asks: "How do we repair the harms caused by centuries of neglect, exploitation and abuse in clinical encounters? How do we repair the harms caused by teachings and educational content that have justified this mistreatment of people of color by circulating and upholding theories of race, racial difference and racial inferiority?" Below this text is the title "Envisioning Racism and REPAIR Oral History Project" in a bold, dark blue font. Underneath that is another paragraph: "Did you grow up in the Kansas City area? We'd like to invite you to participate in a focus group as part of our oral history research project." To the right of the text is a circular logo featuring a grey silhouette of a hand holding a wrench, with a circular arrow around it.

REPAIR Project

How do we repair the harms caused by centuries of neglect, exploitation and abuse in clinical encounters? How do we repair the harms caused by teachings and educational content that have justified this mistreatment of people of color by circulating and upholding theories of race, racial difference and racial inferiority?

Envisioning Racism and REPAIR Oral History Project

Did you grow up in the Kansas City area? We'd like to invite you to participate in a focus group as part of our oral history research project.

FIGURE 24. FROM THE KUMC CENTER FOR AFRICAN AMERICAN HEALTH.

As Do No Harm [reported](#) in April 2023, KUMC partnered with the University of California San Francisco (UCSF) on this project. Despite the provisions of HB2105, KUMC still catalogs many of UCSF's [resources](#) on the website, such as “**Imagining Medical Abolition**” and “**Imagining Medical Reparations**.” According to [UCSF](#), “**REPAIR** is an acronym for **RE**parations and **Anti-Institutional Racism**.”

Reading Lists

- [Crowd-sourced Syllabus: Race and Racism in Medicine](#)
- [Medical Reparations](#)
- [Resource Repository](#)

Teach-ins (from our Partners at UCSF)

- [Imagining Medical Abolition](#)
- [Health and Carceral Violence](#)
- [Reproductive Justice](#)
- [Black Lives and Food Insecurity](#)

FIGURE 25. SAMPLE RESOURCES FROM THE KUMC CENTER FOR AFRICAN AMERICAN HEALTH.

Additional examples of zombie DEI are found in other healthcare departments. For example, the Hoglund Biomedical Imaging Center at KUMC maintains its [Diversity, Equity and Inclusion](#) page. This vision statement says, among other things, that it will:

- Reflect on **unconscious bias, racism, and discrimination**
- Practice **anti-racism** and dismantle racist policies and practices
- Advocate for **diversity, equity, and inclusion**
- Incorporate diversity, equity, and inclusion into our activities

And yet more examples from the health sciences include:

- **Birth Equity Clinical Scholar Training Program (BEST)**: This program has a vision for the care of “every birthing person” as it provides participants with “birth equity training” – although that term is not defined.
- **Communities Organizing to Promote Equity (COPE)**: “Communities Organizing to Promote Equity (COPE) was born from the 2020 COVID pandemic that inflamed the health disparities across many communities in Kansas. Our goal is to engage with communities as the health experts to address equity issues.”

IOWA

Bill/Executive Order	Senate Amendment 5190 (Senate File 2435)
Date signed by Governor	May 9, 2024
Effective date	July 1, 2024

When the Iowa General Assembly passed the Education Appropriations bill in April 2024, it created one

of the most robust pieces of legislation to date. Senate Amendment 5190 prohibits public colleges and universities from **maintaining DEI offices**, compelling individuals **to provide DEI statements**, and giving **preferential treatment based on DEI principles** – and the schools have largely complied. However, the **University of Northern Iowa (UNI)** still offers a **certificate of Diversity, Equity and Inclusion** as part of its general education program.

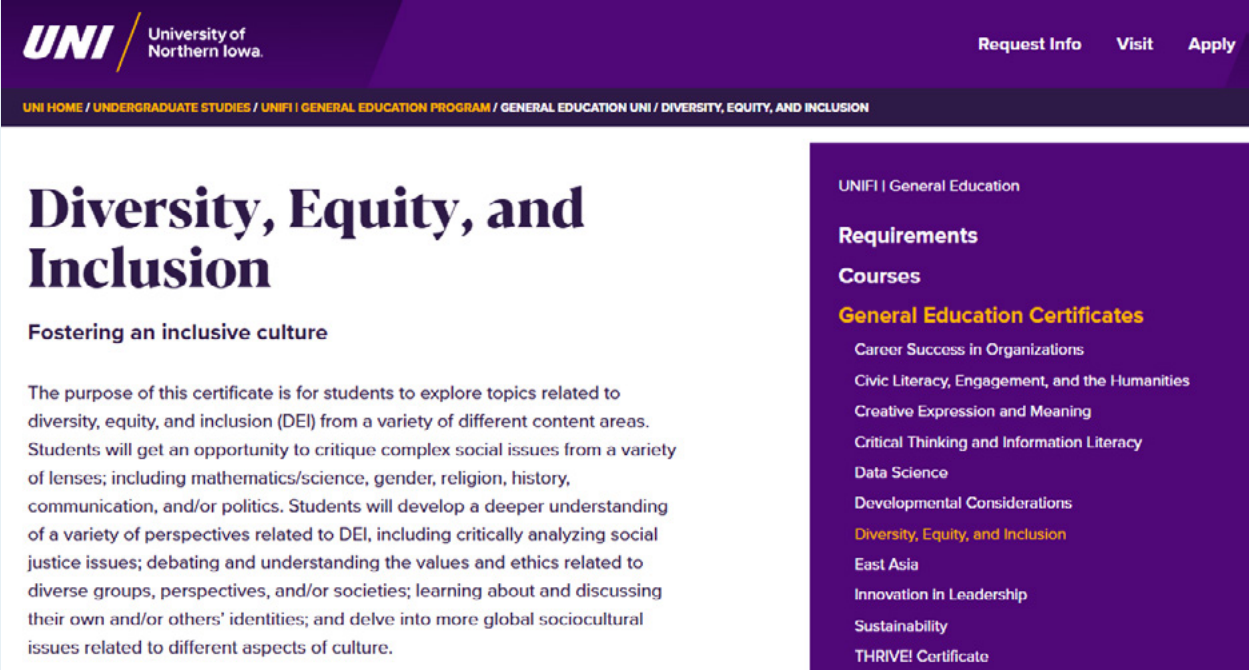


FIGURE 26. DEI CERTIFICATE PROGRAM AT THE UNIVERSITY OF NORTHERN IOWA MAY 16, 2025).

Earlier this year, the Iowa Board of Regents directed the **University of Iowa** to close the **Division of Access, Opportunity, and Diversity**, effective March 27, 2025, and the old link now goes to the **Civil Rights Compliance** office. Overall, the school has done a lot of cleanup on the website. While keywords like “equity” and “implicit bias” may produce results using the site’s search feature, the links to those pages are broken. **Dr. Liz Tovar**, formerly listed as the “Executive Officer for Access, Opportunity, and Diversity and Associate Vice President” is not a part of the leadership team in the Civil Rights Compliance office and now holds the title of “Director of Strategic Partnerships” in the Office of the Executive Vice President and Provost. Her **2023 annual salary** in the former role was **\$267,016.00**.

UTAH

Bill/Executive Order	House Bill 261 : Equal Opportunity Initiatives
Date signed by Governor	January 30, 2024
Effective date	July 1, 2024

The provisions of HB 261 include prohibitions on race-based discrimination and compelling individuals to adopt a particular ideology. Yet, **Utah's public universities continue to emphasize equity** in education and operations that target the student body.

UNIVERSITY OF UTAH

The Office of Student Affairs Assessment and Analytics posts its **"Equity, Diversity, Inclusion" (EDI) statement** on its publicly available website. "It is imperative for the Office of Student Affairs Assessment & Analytics to **prioritize equity, diversity, and inclusiveness**," the EDI Statement notes.

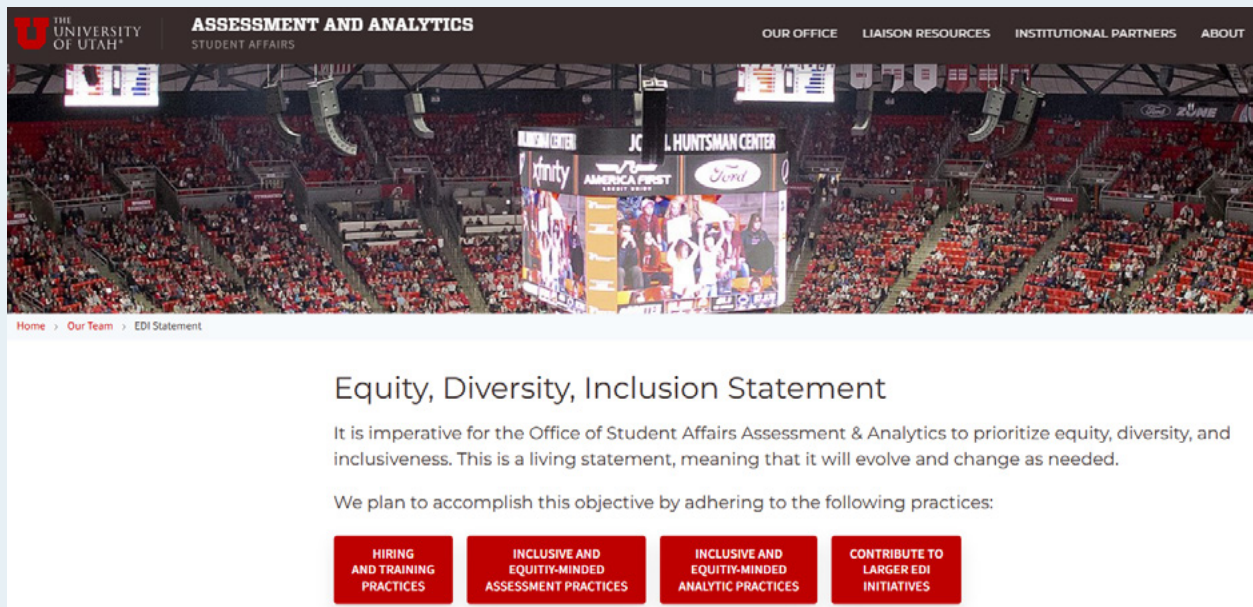


FIGURE 27. FROM THE ASSESSMENT AND ANALYTICS DIVISION OF THE UNIVERSITY OF UTAH STUDENT AFFAIRS OFFICE.

Practices for meeting this objective are outlined in additional statements on Hiring & Training (addressing **"systems of bias, power, and oppression"**) and Assessment/Analytics ("our assessment efforts and analytic methods **will strive to meet all Equity, Diversity, and Inclusion (EDI) initiatives**" set by the university). Student Affairs Vice President Lori McDonald's **annual salary for 2024** was **\$339,221**.

In the Spencer Fox Eccles School of Medicine (UUSOM), these concepts are carried over into its **Medical Education Mission Statement**: "Engaging in scholarly research to advance knowledge, innovation, well-being, and **health equity for all people**." And, while the former DEI office has been renamed the "Office of Academic Culture and Community," its **website** still featured the University of Utah "U" depicted as a **"progress pride" flag** until mid-April 2025.

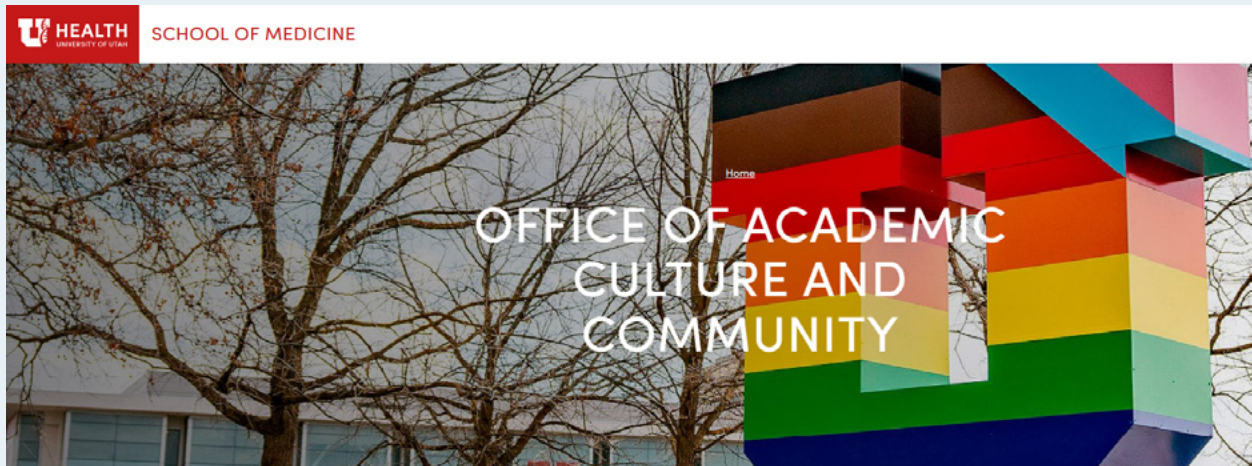


FIGURE 28. UUSOM OFFICE OF ACADEMIC CULTURE AND COMMUNITY HOMEPAGE AS IT APPEARED ON FEBRUARY 14, 2025.

Earlier this year, Do No Harm was made aware of an egregious example of race-based discrimination at UUSOM. On February 5, 2025, an [email](#) went out to the medical student cohorts from the Student Wellness program manager regarding “a space **just for BIPOC medical students** to come together.” A link takes users to a [Google Form](#) to RSVP for this group, which is described as “A space for medical students **who identify as Black, Indigenous, People of Color** to check-in, share and connect.” This link was still live and accepting responses as of May 16, 2025.

A Confidential Space for BIPOC Medical Students

BIPOC Medical Student Support Group- Facilitated by Emma Barcenas

Description: A space for medical students who identify as Black, Indigenous, People of Color to check-in, share and connect. There is no pressure to verbally participate, you are more than welcome to listen and silently support.

FIGURE 29. FROM THE “CONFIDENTIAL SPACE FOR BIPOC MEDICAL STUDENTS” GOOGLE FORM (MAY 16, 2025).

Another posting that remains on the website is the UUSOM’s [call for participation](#) in a **White Coats for Black Lives** (WC4BL) demonstration.



FIGURE 30. ANNOUNCEMENT ON THE UUSOM PUBLIC WEBSITE FROM DECEMBER 28, 2021.

Do No Harm has **publicized** the **radical nature** of WC4BL, an offshoot of **Black Lives Matter**, as well as the University of Utah's **refusal to submit communications** about the group among key leaders at the school.

But it doesn't end there. UUSOM has preserved its posting for the February 26, 2020, "**report and recommendations**" from the **Anti-Racism Committee (ARC)**. This 13-page document was produced with heavy influence from the UUSOM chapter of WC4BL, which can be seen in the overarching recommendation to declare that "**Racism is a Public Health Crisis.**"

Background

Following nationwide protests on diversity, equity, and inclusion, the leadership of the University of Utah School of Medicine (UUSOM) received recommendations from the UUSOM Chapter of White Coats 4 Black Lives (WC4BL) on June 12, 2020. Dr. Good formed the Anti-Racism Commission (ARC) and met with students on June 24, 2020. The recommendations encompass four major domains: 1) Law enforcement; 2) Admissions; 3) Support for Black, Indigenous, and/or Persons of Color; and 4) Curriculum. The first ARC Steering Committee meeting was held on June 25, 2020 and created four subcommittees to address specific recommendations. The final recommendations by the ARC Steering Committee and Subcommittees were presented at the SOM Executive Committee meeting on December 9, 2020 and approved by the group.

FIGURE 31. FROM THE UUSOM ANTI-RACISM COMMISSION (ARC) REPORT AND RECOMMENDATIONS, FEBRUARY 26, 2020.

Examples of specific – and often inexplicable – demands from the “four major domains” in the report (Law enforcement; Admissions; Support for Black, Indigenous, and/or Persons of Color; and Curriculum) include:

- *End relationship with local law enforcement, including the University of Utah Police Department, and eliminate the budget for campus police: “Policing is incompatible with education.”* Further, UUSOM was to “publicly commit not to collaborate with ICE enforcement actions.” Funds previously budgeted for campus safety are to be reallocated to programs supporting “BIPOC” individuals.

Recommendation 1: Law Enforcement

General Recommendation

“Policing is incompatible with education; police do not ensure safety and instead compromise the security of some of our most vulnerable community members. The University of Utah School of Medicine must take the following actions in order to ensure all individuals are safe on campus.”

FIGURE 32. FROM RECOMMENDATION 1 OF THE UUSOM ANTI-RACISM COMMISSION (ARC) REPORT AND RECOMMENDATIONS.

- *Commit to admitting incoming classes in 2021 with **over-representation of Black, Latinx, and Native American students**: UUSOM must publicly report that this was accomplished, “built with an **Anti-Racist framework**.”*

Recommendation 2.a.

“Publicly release a detailed plan about how the institution will matriculate a first-year class in 2021 with overrepresentation of Black, Latinx, Native American and Pacific Islander/Native Hawaiian students.”

FIGURE 33. FROM RECOMMENDATION 2 OF THE UUSOM ANTI-RACISM COMMISSION (ARC) REPORT AND RECOMMENDATIONS.

- *Create policy that shows support for Black, Indigenous, and People of Color: Demands to **increase spending and hiring rates in this area by 50%** were not accepted by the university. However, demands for a BIPOC-only “autonomous environment” and removal of “names and images of those found to have supported **eugenics or other white supremacist causes**” were accepted.*

Recommendation 3.c.

“Increase the funding dedicated specifically to supporting BIPOC students by at least 50 percent, including mentorship, scholarship, and dedicated support staff.”

- **Acceptance:** No

FIGURE 34. FROM RECOMMENDATION 3 OF THE UUSOM ANTI-RACISM COMMISSION (ARC) REPORT AND RECOMMENDATIONS.

- *Add **mandatory implicit bias training and education on health equity and justice** to the curriculum: The university must also hire BIPOC educators with expertise in these topics.*

Recommendation 4.a.

“Provide mandatory implicit bias training for all students, residents, faculty, and staff”

Recommendation 4.b.

“Provide mandatory education in the foundational aspects of health equity and justice: including, but not limited to, the history of racism specifically as it pertains to medicine, the framework of intersectionality, the ideologies behind the creation and continuation of oppression as evidenced by the disparities in health outcomes of BIPOC, and theories of resistance and liberation to eliminate racism and other forms of oppression.

Recommendation 4.c.

“Provide transparency in curriculum decisions and actively recruit and hire BIPOC educators who are experienced in meeting the demands of point 4b; the UUSOM must demonstrate intentional placement of educators in learning spaces.”

Recommendation 4.d.

“Reinforce and evaluate specific skills that will prepare medical students to take action against systemic racism and oppression.”

FIGURE 35. FROM RECOMMENDATION 4 OF THE UUSOM ANTI-RACISM COMMISSION (ARC) REPORT AND RECOMMENDATIONS.

UTAH STATE UNIVERSITY

Through March 2025, USU maintained an **Office of Equity**, with a **mission** to “institutionalize affirmative action/equal opportunity concepts and actions into everyday operations and activities.” The link now redirects the user to the **Civil Rights and Title IX Office**, with many of the same staff listed in the About Us tab. Most staff bios still describe their pronouns, including the bio for Executive Director **Matt Pinner**, which has not been modified since the office changed its name. “Matt enjoys working with faculty, staff, students, and the local community to promote **USU’s diversity, equity, and inclusion efforts**,” it states. As the Executive Director of the Office of Equity, Pinner’s 2024 **annual salary** was **\$180,200**.

Matt Pinner, JD

Civil Rights & Title IX Office

Executive Director



Contact Information

Phone: 435-797-1266

Email: matthew.pinner@usu.edu

Biography

He/him/his

Matt has served as the Executive Director of the Civil Rights & Title IX Office since February 2022. Matt enjoys working with faculty, staff, students, and the local community to promote USU's diversity, equity, and inclusion efforts. When he is not working Matt enjoys exploring Utah, travel, and spending time with his family.

FIGURE 36. SHORT BIO FOR MATT PENNER, JD OF THE UTAH STATE UNIVERSITY CIVIL RIGHTS & TITLE IX OFFICE.

WHY IT'S IMPORTANT FOR LEGISLATORS TO BE AWARE OF WORKAROUNDS AND BARRIERS

The legislation put forward by these states during 2023 and 2024 was ground-breaking in many aspects, some states' lawmakers are working to strengthen the provisions of those laws. However, as we have shown throughout this report, many universities in these states have discovered workarounds to the intent of the legislation and have found ways to put up walls protecting their DEI initiatives. The most common method for doing so is by sidestepping and stonewalling in response to requests made via the federal Freedom of Information Act (FOIA) and the public records laws of the individual states.

Since 2023, Do No Harm has used public records requests to provide oversight of the actions of institutions of higher education in states that have passed anti-DEI legislation. However, in response to appropriate open records requests submitted by Do No Harm, some schools attempt to **delay, subvert, or outright refuse** to provide responsive documents in an effort to stonewall our efforts. Some instances have required legal intervention to obtain the records.

TENNESSEE

On April 5, 2024, Do No Harm's request for the syllabi, pre/post quizzes, and the recorded lectures for **a course that presented divisive concepts** (such as **implicit bias** and **"environmental racism"**) was rejected. The request was "denied in its entirety" because a third party claimed ownership of the content as "intellectual property," objecting to any public disclosure of the materials. The university also claimed that "the requested records are exempt from disclosure under the Tennessee Public Records Act to avoid infringement upon individual faculty members' exercise of their First Amendment right to academic freedom." We were referred to the **Comptroller's advisory opinion 09-04**, which notes that the fair-use doctrine might apply, but concedes that it's uncertain if a Tennessee court would agree.

FLORIDA

On May 24, 2024, Do No Harm submitted a request for documents related to a discriminatory scholarship that underwent a name change at **Florida International University**. We received a two-page document on the “Mission Scholarship,” but had previously been informed that it was formerly called the “Diversity Scholarship.” A follow-up request was sent in June 2024 for documents indicating the former name. When there was no movement on that request by September, Do No Harm issued a demand letter, as the electronic record showed the request was opened multiple times by the recipient at FIU. A **fee of \$267.65** was assessed and was paid on September 11, 2024. When there was still no production by December 18, an additional demand was made, which prompted FIU to send documents that confirmed the award was indeed called the **Diversity Scholarship Award** from 2020-2024. An accompanying **spreadsheet** was included, but FIU had redacted all information except the student’s class year and the number of the awardees who were from the state of Florida. Data about the awardees’ **race and sex were fully redacted**. When this information was requested again, the General Counsel’s office replied, “Florida public records law requires us to redact confidential/exempted information and we have done so (e.g. *students’ identifying information, etc.*) pursuant to section 119 of the Florida Statutes and in compliance with the Federal Educational Rights and Privacy Act.” This decision was reached despite the fact that only the aggregate race and sex data – which would not identify any individual students – was requested.

TEXAS

Texas universities routinely submit our requests to the Attorney General’s Office for an opinion regarding whether or not they have to comply. One such case was **Texas Tech University**, which sought an AG opinion when Do No Harm requested **materials from a lecture** that presented **Critical Race Theory** concepts and “**intersectionality**.” The university responded with **49 pages of 100% redacted text** and a copy of the **AG’s letter** citing attorney-client privilege as the justification. The **same opinion** was obtained by the **University of Texas** following our request for documents related to compliance with SB17. **UT Southwestern** complied only after receiving the AG’s ruling that they must release portions of the Structural Disadvantage Curriculum materials described in a previous section of this report.

Texas A&M University was among the first public universities to announce that it would dismantle its DEI offices – even before SB 17 went into effect – and was largely responsive to our requests for documents. However, as the *Washington Examiner* reported on January 11, 2024, “Faculty at Texas A&M University are looking to **restrict the school’s responsiveness to public records requests** after an inquiry into its diversity, equity, and inclusion initiatives, claiming the requests are threatening and amount to harassment.”

INDIANA

In March 2025, Do No Harm received documents responsive to our request related to communications among key leaders in the **Indiana University School of Medicine** regarding compliance with SB 202. Only **two messages** were produced – but the short conversation between **IUSM Dean Jay Hess** and **Chief**

Diversity Officer Chemen Neal was intriguing. On January 31, Neal contacted Hess about the passage of amendments to the bill. Hess replied, “We can discuss in person.”

Was Dean Hess purposefully avoiding the creation of an email record discussing legislation that bans DEI ideology in public universities?

KANSAS

Since May 2024, Do No Harm has attempted to obtain documents from the **University of Kansas School of Medicine/KU Medical Center** (KUSOM/KUMC) regarding an endowed fund to “**provide scholarships for Black or African American medical students.**” Information about the school’s commitment to raise **\$6,000,000** (\$1.5M per year for four years) for such scholarships was seen in its **2021 full LCME survey report**.

Page 48 of the LCME report provided details of the intent to provide scholarships to certain medical students:

The school also holds a Premedical Students Conference as well as a Primary Care Workshop. Applicants from school-identified diversity categories (SIDC) who interview at KUSOM meet with an Office of Diversity and Inclusion (ODI) representative and are invited for interviews on common interview dates. In addition, they attend a reception at the end of the interview day to enable them to network with existing students, faculty, ODI staff, and institutional leaders. In spring 2021, an endowed fund was established by the school to provide full scholarships to seven Black or African American medical students. This endowment nearly doubled the number of Black or African American matriculants for AY 2021-22 and increased the representation in the M1 class to 7%.

This information was affirmed on page 262 of the report, along with details of the fundraising goals:

KUSOM supports an ongoing fundraising initiative in partnership with the KU Endowment. These efforts are directed to maintaining and increasing scholarship funding for medical students across all three campuses. The DCI provided the following information regarding its current FY 2020-21 fundraising efforts:

- There is a goal to raise \$1.7M in endowed funds to provide \$95K annually in perpetuity for scholarships.
- As of January 31, 2021, over \$1.1M has been raised toward this goal. These fundraising efforts continued through June 30, 2021.
- In spring 2021, a four-year \$6M commitment was made to the school that resulted in a \$1.5M annual gift to establish an endowed fund to provide scholarships for Black or African American medical students. This fund will provide full scholarships for the seven Black or African American medical students who matriculated in July 2021.

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Considering KUSOM’s **history** of supporting discriminatory scholarships and programs (and the **ringing endorsements** of them from past members of the Kansas State Legislature’s House Health and Human

Services Committee), Do No Harm requested records showing the current funding balance of the fundraising initiative and the number of awards that have been made from the fund. **The university refused the request**, citing that the KU Endowment is a private organization. Despite this response, the University is certainly obligated to search its own records about the endowment and provide them as requested. After months of going back and forth with school officials, **the documentation had not been provided as of May 16, 2025.**

IOWA

On June 10, 2024, Do No Harm submitted a request to the **University of Iowa** for communications and emails regarding compliance with Senate Amendment 5190. After more than nine months of attempting to obtain the documents (or at least an update on the status of the request), **the university has not produced responsive documents as of May 16, 2025**, requiring submission of a new request.

UTAH

UNIVERSITY OF UTAH

UUSOM has a history of stonewalling Do No Harm's public records requests, often citing the Government Records Access and Management Act (GRAMA) as justification for withholding production. For example, UUSOM participated in the Association of American Medical Colleges (AAMC) **Diversity, Inclusion, Culture, and Equity (DICE) Inventory**. On November 21, 2022, Do No Harm requested a copy of the Excel spreadsheet containing the responses to the DICE Inventory questions that were submitted to the AAMC. Completion of the request was estimated to be January 13, 2023, then was extended to February 3, 2023. However, on January 31, 2023, the **request was closed**, citing the GRAMA law and copyright exemption. Of all the public medical schools that Do No Harm requested the DICE Inventory for, **UUSOM is the only one that refused to produce the document**. However, the university posted a "**scorecard**" of sorts with *DICE Inventory* results for all health education departments - although the AAMC created the survey for use in medical schools only. This is curious behavior from a university that has consistently parroted copyright laws when presented with requests for information. These "DICE Inventory results" are still available on the UHealth website.

More recently, Do No Harm's efforts to monitor compliance with state law have been obstructed. The university received our request for post-HB 261 communications and documentation regarding the position descriptions for staff in the rebranded Office of Academic Culture and Community, as well as the written guidance provided by the Office of General Counsel noted on August 30, 2024 (**University regroups after changes to diversity efforts - @theU**). We were given estimated production dates of January 3, 2025; February 28, 2025; and April 4, 2025. The information related to guidance from General Counsel was denied under attorney/client privilege, but the documents related to the position descriptions were finally submitted to Do No Harm on May 9, 2025. The **list of staff position descriptions** includes multiple references to "knowledge of" and a commitment to promoting DEI principles such as **anti-racism** and **health equity**.

As noted above, the university also **withheld communications** among university leadership regarding the Hamas attack on Israel, again citing the GRAMA statute as justification. “The University cannot respond to your request without more specific information concerning the particular records you seek,” the school told Do No Harm. Additionally, follow-up messages to the General Counsel’s office also went unanswered.

CONCLUSION

DEI initiatives in healthcare education have downstream effects on the rest of the industry, as hospital systems adopt similar schemes as a condition of employment. Several state licensing authorities require “implicit bias training” as a condition of licensure and still more have considered implementing comparable requirements. Experienced healthcare personnel either leave the profession because of it or are terminated if they don’t comply. People who may be considering a healthcare-related career may abandon that idea if they don’t want to be indoctrinated by identity politics. This dynamic plays out in a climate of present and future healthcare workforce shortages – reducing the number of professionals available to care for America’s growing patient population.

While substantial progress has been made by state legislatures and governors to rid their public colleges and universities of divisive and discriminatory DEI rhetoric and radical ideologies, additional action is needed to close loopholes and augment existing laws. It’s time to eliminate zombie DEI in higher education and end its long-term negative consequences on the healthcare industry once and for all.



Do No Harm