

Contribution to Diversity and Inclusion
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In my professional and personal life, I am committed to constructing and maintaining a welcoming, authentic environment where I encourage individuals of all backgrounds to engage, ask questions, share concerns, and celebrate successes. I strive to ensure that individuals' perspectives and experiences are heard and valued, and challenges and solutions are openly discussed to address the needs of our diverse university community. To foster inclusivity and growth, it is imperative that I continue my own development through self-reflection, continuous learning, receiving mentorship and sponsorship, and model my values.

I have a deep respect and appreciation for the diversity of contributions that team members bring from their lived experiences. They help shape our identities, values, goals, and behaviors. My lived experience growing up as a student in the Cincinnati Public School system, attending Cincinnati Recreation Center after-school programs and summer camps, helped me to engage and form friendships with children and young adults whose backgrounds varied greatly from mine. My parents nurtured a culture of giving back to the community and engaging in small acts of kindness, such as helping parents with transportation needs, volunteering and tutoring in schools and community groups, collecting and donating goods, and treating everyone with the same level of respect regardless of their background or life circumstances. I was able to observe how we positively impacted individuals and families which still resonates in my actions today.

Recently, I led our efforts to create a Student Success Circle model focused on increasing 1st and 2nd year retention and reducing the achievement gap in five populations (First Gen, Pell, CPS, URM, and males). I allocated college resources for the creation of a new position, Student Success Coach, and led the successful application for an Inclusive Leadership grant from the Office of Equity and Inclusion. Specifically related to student success as a data-informed administrator, I utilize dashboards and other resources to identify areas where specific populations may be below or above benchmarks that may impact success. Conversations with those involved led to the development of strategies, including curricula revision, increase in advising support, partnership with UC units, addition of supplemental instruction and coaches, and resource allocation to improve success across our diverse student backgrounds. When we accept students into our programs, we are responsible for doing all we can to support their journey and success at UC.

As a faculty member and later supervisor of our instructional design group, I led efforts to increase the accessibility of course materials within my program and unit. Later, it was expanded to the college through educating faculty on how to utilize software tools to remediate materials. Collaborating with the Office of Accessibility to establish procedures to support students in courses, analyzing course offerings to identify high impact courses, allocating resources for additional captioning and faculty training, and prioritizing remediation steps, increased the college's overall accessibility ratings and reduced delays in providing materials to students.

Pathway building has been a mainstay of many of my efforts in CAHS to provide opportunities in allied health for students of diverse socioeconomic backgrounds, underrepresented students, and varied academic preparation through partnerships with UC colleges, community colleges, and high schools. I helped to create and launch the Greater Cincinnati Tech Prep Biotechnology Pathway curating biotechnology activities and competencies implemented in the high schools with a ladderized 2+2 curriculum to UC Blue Ash and Cincinnati State culminating at CAHS. I nurtured our relationship with Woodward High School to create opportunities for high school students to participate in a Medical

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Laboratory Science course and successfully complete safety trainings. Recently this focus has shifted to LaunchUC initiatives and collaboration with our Office of Diversity, Equity, and Inclusion to build opportunities for CPS students, and other local high schools, through the creation of guided pathways, campus experiences, and relationship building.

Focusing on equity and inclusion for staff is crucial to maintain a supportive and diverse space where all feel valued and respected. I led the process to assess salary, responsibilities, and promotion opportunities across several position types in the college, along with advocating for equity and promotion salary adjustments. Through the budget process I have allocated resources for staff development which includes planning for the creation of a Staff Council to broaden staff inclusion in the college governance process. Currently, we are embarking on evaluating our equity and inclusion infrastructure and administrative office priorities to prepare for future growth and action in the areas of diversity and inclusion.

Personal development actions focus on attending DEI development opportunities, improving my communication using inclusive language and transparency, learning more about the cultures of our diverse students, staff, and faculty, reducing barriers, and creating pathways and partnerships to recruit and retain underrepresented students.

In summary, I believe my greatest strength in this area centers on my commitment to valuing differing opinions, respecting all individuals, creating safe spaces, advocating for inclusion, equity, and success. Additional strengths include creating opportunities for diverse contributions, engaging in continuous quality improvement, and leading with empathy. Cultivating a culture of transparency, communication and respect while consistently demonstrating my values, helps to strengthen my team which is essential to forward movement.