

# NATIONAL ACADEMY OF KINESIOLOGY

## 90<sup>th</sup> ANNUAL MEETING

SEPTEMBER 22–24, 2021  
(Wednesday–Friday)

### THEME OF THE MEETING

#### *Kinesiology's Social Justice Imperative*

Kinesiology is a field focused on physical activity and its impact on health, society, and quality of life. But do *all* people have equal opportunities to access and experience physical activity? Do physical activity settings allow people to freely express themselves? Are the benefits of physical activity universally shared by *all* people? If the answer to any of these questions is “no,” then these questions demand not only our immediate attention, but also our collective action. During the National Academy of Kinesiology’s 90<sup>th</sup> anniversary meeting these questions – among others – will be explored using a multitude of investigative approaches that display a “cell to society” orientation whereby multiple sub-disciplines, including the integration of subdisciplines, contribute to the discourse. As stewards of the discipline, we are all part of something larger than ourselves with a duty and obligation to “*Pass it on.*” What we pass on and to whom are important. As such, the speakers may be seeking to not merely raise awareness, increase knowledge, or point out problems, but to genuinely move the needle by disrupting the status quo through more intentional efforts aimed at overcoming social injustices that have been observed.

This year also marks the Academy’s 90<sup>th</sup> anniversary meeting. While tangential to the meeting’s main theme, this is an auspicious occasion. As such, a special session was developed to provide a sweeping overview of the Academy’s history. We hope it informs, inspires affinity, and allows all in attendance to reflect on where we come from, what we are part of, and perhaps help guide where we are going.

<b>Program Advisory Committee</b>	<b>NAK@90 Presidential Committee</b>
Bradley J. Cardinal, Chair, #475, Oregon State University	Ronald F. Zernicke, Chair, #503, University of Michigan
Ketra L. Armstrong, #547, University of Michigan	Douglas J. Casa, #556, University of Connecticut
Dana Brooks, #406, West Virginia University	Kim Graber, #526, University of Illinois, Urbana-Champaign
George B. Cunningham, #558, Texas A&M University	Kevin M. Guskiewicz, #466, University of North Carolina, Chapel Hill
Louis Harrison, Jr., #520, University of Texas, Austin	Mary E. Rudisill, #564, Auburn University
Vikki Krane, #479, Bowling Green State University	Thomas J. Templin, #473, University of Michigan
Mary E. Rudisill, #564, Auburn University	Daniel J. Weeks, International Fellow (Int’l), University of Northern British Columbia, Canada
Deborah Riebe, #580, University of Rhode Island	Maureen R. Weiss, #360, University of Minnesota-Twin Cities
Ronald F. Zernicke, #503, University of Michigan	Nancy I. Williams, #513, Pennsylvania State University
Susan Zieff, #494, San Francisco State University	

## DAY 1

Wednesday, September 22, 2021

**(Note: All times are listed for the Central time zone.)**

### WELCOME

12:00 Noon Welcoming Remarks and Introductions  
**Ronald F. Zernicke, President (#503)**  
University of Michigan

### SESSION I

#### **NAK@90: Background and Significance**

12:15 PM *“The National Academy of Kinesiology: Its Founding, Focus, and Future”*  
**Bradley J. Cardinal, Program Committee Chair and Historian (#475)**  
Oregon State University

1:00 PM **15-minute break**

### SESSION II

#### **Kinesiology’s Social Justice Imperative**

*In Honor of NAK Fellows Daryl Siedentop (#264) & Lawrence F. Locke (#240)*  
*[Supported by NAK Pedagogy Fellows]*

1:15 PM Introduction of the Conference Theme and Invited Lecturer  
**Bradley J. Cardinal, Program Committee Chair and Historian (#475)**  
Oregon State University

1:30 PM **The Rainer and Julie Martens Invited Lecture:**  
*“Physical Activity: Taking Steps Toward Health Equity”*  
**NiCole R. Keith (New Fellow), Past-President, American College of Sports  
Medicine; Professor and Associate Dean, Indiana University-Purdue University  
Indianapolis**

2:00 PM **15-minute break**

*Day 1 continues on next page*

## SESSION III:

*In Honor of Canadian NAK International Fellows  
[Supported by a Consortium of Canadian Universities]*

### **Deconstructing the Biology of Social Justice**

**Moderator: Ira Jacobs (Int'l), University of Toronto, Ontario, Canada  
(The 2014 C. Lynn Vendien International Lecturer)**

2:15 PM **C. Lynn Vendien International Lecturer**  
*“The human genome, physical activity, fitness and health”*  
**Claude Bouchard (Int'l)**  
**Boyd Professor, Louisiana State University System**  
**John W. Barton Sr. Endowed Chair in Genetics and Nutrition**  
**Director of the Human Genomics Laboratory**  
**Pennington Biomedical Research Center in Baton Rouge, Louisiana**  
**Professor Emeritus, Université Laval, Quebec City, Quebec, Canada**

2:45 PM *“Race, Cardiovascular Disease and Vascular Health”*  
**Michael Brown (#537)**  
**Auburn University**

3:15 PM Q&A discussion with Session III speakers

3:30 PM **15-minute break**

### **HETHERINGTON AWARD CEREMONY 2020**

3:45 PM Presentation of Hetherington Award, **Thelma S. Horn (#565)**  
Introduction of Hetherington Award Recipient, **Maureen R. Weiss (#360)**  
Acceptance of Hetherington Award, **Beverly D. Ulrich (#375)**

### **End of Day 1 Meet and Greet Social**

4:15 PM Four breakout rooms: (1) Emeriti, (2) 2020 Hetherington, (3) International, (4)  
*Kinesiology Review* and/or Welcome Guests of the Academy

### **Today's Featured 'TED' Talk-Style Presentations (Pre-recorded)**

1. Panteleimon “Paddy” Ekkekakis (#585), Iowa State University
2. Timothy P. Gavin (#586), Purdue University
3. Thomas W. Kaminski (#587), University of Delaware
4. Duane V. Knudson (#588), Texas State University
5. Murray G. Phillips (Int'l), University of Queensland, Australia
6. Shawn M. Arent (#589), University of South Carolina

## DAY 2

Thursday, September 23, 2021

**(Note: All times are listed for the Central time zone.)**

### SESSION IV

*In Honor of NAK Fellows from Auburn University  
[Supported by Auburn University]*

#### **The Body as a Place of Controversy**

**Moderator: Mary E. Rudisill (#564), Auburn University**

- 12:00 Noon      *“Female Testosterone: Contested Terrain”*  
**Vikki Krane (#479)**  
**Bowling Green State University**
- 12:30 PM      *“Creating Inclusive Sport Spaces for Transgender Athletes.”*  
**George Cunningham (#558)**  
**Texas A&M University**
- 1:00 PM      Q&A discussion with Session IV speakers
- 1:15 PM      **15-minute break**

### SESSION V

*In Honor of NAK Fellows from Big 10 Universities  
[Supported by the CIC, Big 10 Universities]*

#### **Inclusivity in Physical Activity Settings and the Occupation of Space**

**Moderator: Deborah Riebe (#580), University of Rhode Island**

- 1:30 PM      *“Promoting Health and Active Living Through Inclusive Urban Communities”*  
**Susan Zieff (#494)**  
**San Francisco State University**
- 2:00 PM      *“Inclusion of Overweight/Obese Individuals in Physical Activity Settings”*  
**Paul Rukavina**  
**Adelphi University, Garden City, NY**

*Day 2 continues on next page*

2:30 PM *“Examining Inclusion of Individuals with Disabilities in Physical Activity Through a Social Justice Lens”*  
**Martin Block (#573)**  
**University of Virginia**

3:00 PM Q&A discussion with Session V speakers

3:15 PM **15-minute break**

### **2021 FELLOW INDUCTION CEREMONY**

3:30 PM New Fellow Induction, **Jeffrey Woods (#533)**  
New Fellow Response, **NiCole R. Keith (New Fellow)**

### **End of Day 2 Meet and Greet Social**

4:30 PM Four breakout rooms: (1) New Fellows Class of 2020 with family names beginning with A-H; (2) New Fellows Class of 2020 with family names beginning with K-S; (3) New Fellows Class of 2021 with family names beginning with D-J; (4) New Fellows Cl

### **Today’s Featured ‘TED’ Talk-Style Presentations (Pre-recorded)**

1. Debra A. Bembem (#590), University of Oklahoma
2. Douglas George Booth (Int’l), Thompson Rivers University, Canada
3. Jacqueline D. Goodway (#591), The Ohio State University
4. Chris J. Hass (#592), University of Florida
5. Jay Hertel, (#593), University of Virginia
6. Jeff Horowitz, (#594), University of Michigan

**DAY 3**

**Friday, September 24, 2021**

**(Note: All times are listed for the Central time zone.)**

***“Pass it on” Ceremony***

12:00 Noon      **David H. Perrin, Past-President (#401)**  
**Ronald F. Zernicke, President (#503)**  
**Melinda A. Solmon, President-Elect (#472)**

12:30 PM      **15-minute break**

**SESSION VI**

*In Honor of NAK Fellows from University of North Carolina at Chapel Hill*  
*[Supported by UNC at Chapel Hill]*

**Agents of Change and Social Activism**

**Moderator: Maureen M. Smith (#543), California State University, Sacramento**

12:45 PM      *“Kinesiology: Moving Toward Social Justice?”*  
**Diane L. Gill (#331)**  
**University of North Carolina, Greensboro**

1:15 PM      *“‘Teaching to Transgress’: Race and a Pedagogy of Empowerment in Kinesiology”*  
**Ketra L. Armstrong (#547)**  
**University of Michigan**

1:45 PM      Q&A discussion with Session VI speakers

2:00 PM      **15-minute break**

*Day 3 continues on next page*

## SESSION VII

*In Honor of Prof. Elizabeth M. Roberts, University of Wisconsin—101<sup>st</sup> Birthday  
[Supported by her former students, advisees, and faculty colleagues]*

### **Next Steps for Advancing Kinesiology's Social Justice Imperative and Disrupting the Status Quo**

**Moderator: James Jianhui Zhang (#545), University of Georgia**

- 2:15 PM      *"Achieving a Socially Just Society: Kinesiology's Role and Responsibility"*  
**Karen P. DePauw (#379)**  
**Virginia Polytechnic Institute and State University**
- 2:45 PM      *"Feeling Black: A Conversation about Justice Imperatives in Education, Health, and Disability"*  
**Louis Harrison, Jr. (#520)**  
**University of Texas, Austin**  
**and**  
**Samuel R. Hodge (#562)**  
**The Ohio State University**
- 3:30 PM      Q&A discussion with Session VII speakers
- 3:45 PM      **15-minute break**

### **HETHERINGTON AWARD CEREMONY 2021**

- 4:00 PM      Presentation of Hetherington Award, **Lynda B. Ransdell (#579)**  
Introduction of Hetherington Award Recipient, **Cesar Torres (#531)**  
Acceptance of Hetherington Award, **R. Scott Kretchmar (#330)**

### **End of Day 3 Meet and Greet Social**

- 4:30 PM      Four breakout rooms: (1) 2021 Hetherington, (2) 2021 Conference Reflections, (3) 2022 Conference: Looking Ahead, (4) Emeriti and New Fellows

### **Today's Featured 'TED' Talk-Style Presentations (Pre-recorded)**

1. Jill Kanaley, (#595), University of Missouri
2. Yu Liu, (Int'l), Shanghai University of Sport, China
3. Ann MacPhail, (Int'l), University of Limerick, Ireland
4. Linda S. Pescatello, (#596), University of Connecticut
5. Karin Allor Pfeiffer, (#597), Michigan State University
6. Kathryn Schmitz, (#598), Pennsylvania State University

## **‘TED’ Talk-Style Presentations**

In these sessions the Fellow classes of 2019 and 2020 share their innovative ideas, perspectives, and insights derived from their respective scholarly and/or professional contributions to Kinesiology. To the extent possible, and while it may not be a direct focus of their work, all were requested to make an effort to acknowledge the conference theme in their talks.<sup>1</sup> Each individual presentation is ≤15 minutes in duration.

### **2019 Fellow “TED” Talks**

- Panteleimon “Paddy” Ekkekakis (#585), Iowa State University
- Timothy P. Gavin (#586), Purdue University
- Thomas W. Kaminski (#587), University of Delaware
- Duane V. Knudson (#588), Texas State University
- Murray G. Phillips (Int’l), University of Queensland, Australia

### **2020 Fellow “TED” Talks**

- Shawn M. Arent (#589), University of South Carolina
- Debra A. Bembien (#590), University of Oklahoma
- Douglas George Booth (Int’l), Thompson Rivers University, Canada
- Jacqueline D. Goodway (#591), The Ohio State University
- Chris J. Hass (#592), University of Florida
- Jay Hertel, (#593), University of Virginia
- Jeff Horowitz, (#594), University of Michigan
- Jill Kanaley, (#595), University of Missouri
- Yu Liu, (Int’l), Shanghai University of Sport, China
- Ann MacPhail, (Int’l), University of Limerick, Ireland
- Linda S. Pescatello, (#596), University of Connecticut
- Karin Allor Pfeiffer, (#597), Michigan State University
- Kathryn Schmitz, (#598), Pennsylvania State University

<sup>1</sup>These presentations will be pre-recorded and available “on demand” approximately 1 week before the National Academy of Kinesiology meeting. During the meeting, six of the presentations will be featured daily. Opportunities to interact with presenters is encouraged during the end-of-day social events.



## Readings and Resources

(Not an exhaustive list)

*Note:* In the Academy's "Pass it on" spirit and to encourage further self-study and reflection, members of the Program Advisory Committee compiled a list of articles, books, chapters, and other resource documents pertaining to the meeting's theme. The materials range from academic, scholarly, and scientific, to applied, professional, and practical. Many are freely available.

The American Psychological Association (APA) has several resources on a wide array of identities, bias, and advocacy. See:

- APA (2020). *Multicultural training resources*. Retrieved from <https://www.apa.org/pi/oema/resources/multicultural-training>
- APA (2020). *Lesbian, gay, bisexual, transgender*. Retrieved from <https://www.apa.org/topics/lgbt/index.html>
- APA (2020). *Transgender people, gender identity and gender expression*. Retrieved from <https://www.apa.org/topics/lgbt/transgender>

American Psychological Association, APA Task Force on Race and Ethnicity Guidelines in Psychology. (2019). *Race and Ethnicity Guidelines in Psychology: Promoting Responsiveness and Equity*. Retrieved from <http://www.apa.org/about/policy/race-and-ethnicity-in-psychology.pdf>

Anderson, G. (2021, April 5). Ensuring LGBTQ inclusion in sports. *Inside Higher Education*. Retrieved from [https://www.insidehighered.com/news/2021/04/05/athlete-ally-releases-lgbtq-equality-ratings-division-i-institutions?utm\\_source=Inside+Higher+Ed&utm\\_campaign=b1620d4f98-DNU\\_2021\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fcbc04421-b1620d4f98-197344705&mc\\_cid=b1620d4f98&mc\\_eid=a77d08c190](https://www.insidehighered.com/news/2021/04/05/athlete-ally-releases-lgbtq-equality-ratings-division-i-institutions?utm_source=Inside+Higher+Ed&utm_campaign=b1620d4f98-DNU_2021_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-b1620d4f98-197344705&mc_cid=b1620d4f98&mc_eid=a77d08c190)

Benjamin, R. (2019). Assessing risk, automating racism: A health care algorithm reflects underlying racial bias in society. *Science*, 366(6464), 421–422. doi: 10.1126/science.aaz3873

Bustamante, E. E., Sawyer, C., Brown, M. D., Suman, O. E., & Keith, N. R. (2019). The American College of Sports Medicine (ACSM) Leadership and Diversity Training Program (LDTP). *Journal of Best Practices in Health Professions Diversity*, 12(2), 165–180. Retrieved from <https://www.jstor.org/stable/10.2307/26954207>

Clark, L. (2021). Dare the discipline(s) to build a new academy: The future of kinesiology and health in higher education. *Quest*, 73(2), 141–150. doi: 10.1080/00336297.2021.1903518

Culkins, H. (2020, June 5). How you can be more culturally competent. *APA Practice Update*. Retrieved from <https://www.apaservices.org/practice/good-practice/becoming-culturally-competent.pdf>

Culp, B. (2020). Physical education and anti-Blackness. *Journal of Physical Education, Recreation & Dance*, 91(9), 3–5. doi: 10.1080/07303084.2020.1811618

Erosheva, E. A., Grant, S., Chen, M-C., Linder, M. D., Nakamura, R. K., & Lee, C. J. (2020). NIH peer review: Criterion scores completely account for racial disparities in overall impact scores. *Science Advances*, 6(23). doi: 10.1126/sciadv.aaz4868 Retrieved from <https://advances.sciencemag.org/content/6/23/eaaz4868>

Flaherty, C. (2020, October 21). The souls of black professors. *Inside Higher Education*. Retrieved from [https://www.insidehighered.com/news/2020/10/21/scholars-talk-about-being-black-campus-2020?utm\\_source=Inside+Higher+Ed&utm\\_campaign=a0cabd9f49-DNU\\_2020\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fcbc04421-a0cabd9f49-197344705&mc\\_cid=a0cabd9f49&mc\\_eid=a77d08c190](https://www.insidehighered.com/news/2020/10/21/scholars-talk-about-being-black-campus-2020?utm_source=Inside+Higher+Ed&utm_campaign=a0cabd9f49-DNU_2020_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-a0cabd9f49-197344705&mc_cid=a0cabd9f49&mc_eid=a77d08c190)

Flory, S. B., & Landi, D. (2020). Equity and diversity in health, physical activity, and education: connecting the past, mapping the present, and exploring the future. *Physical Education and Sport Pedagogy*, 25(3), 213–224. doi: 10.1080/17408989.2020.1741539

Harawa, N. T. (2019, December 13). What black faculty need from our white and Asian allies: Provides eight recommendations for how to promote justice, inclusivity and diversity within your institution. *Inside Higher Education*. Retrieved from

- [https://www.insidehighered.com/advice/2019/12/13/recommendations-how-white-and-asian-scholars-can-support-their-black-colleagues?utm\\_source=Inside+Higher+Ed&utm\\_campaign=b23d665d80-DNU\\_2019\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fcbc04421-b23d665d80-197344705&mc\\_cid=b23d665d80&mc\\_eid=a77d08c190](https://www.insidehighered.com/advice/2019/12/13/recommendations-how-white-and-asian-scholars-can-support-their-black-colleagues?utm_source=Inside+Higher+Ed&utm_campaign=b23d665d80-DNU_2019_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-b23d665d80-197344705&mc_cid=b23d665d80&mc_eid=a77d08c190)
- James, J. (2021). It is a movement, not a moment: Utilizing hope theory to situate kinesiology in the path for social justice. *Quest*, 73(2), 123–137. doi: 10.1080/00336297.2021.1903955
- Johnson, A. G. (2018). *Privilege, power, difference* (3rd ed.). NY: McGraw-Hill.
- Johnson, A. G. (2018). The social construction of difference. In M. Adams, W. J. Blumenfeld, D. C. J. Catalano, K. S. DeJong, H. W. Hackman, L. E. Hopkins, B. J. Love, M. L. Peters, D. Shlasko, and X. Zúñiga (Eds.), *Readings for diversity and social justice* (4<sup>th</sup> Ed.) (pp. 16–21). New York, NY: Routledge.
- Joseph, J., & Kriger, D. (2021). Towards a decolonizing kinesiology ethics model. *Quest*, 73(2), 192–208. doi: 10.1080/00336297.2021.1898996
- Kachani, S., Ross, C., & Irvin, A. (2020, February 19). 5 principles as pathways to inclusive teaching. *Inside Higher Education*. Retrieved from [https://www.insidehighered.com/advice/2020/02/19/practical-steps-toward-more-inclusive-teaching-opinion?utm\\_source=Inside+Higher+Ed&utm\\_campaign=384d709711-DNU\\_2019\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fcbc04421-384d709711-197344705&mc\\_cid=384d709711&mc\\_eid=a77d08c190](https://www.insidehighered.com/advice/2020/02/19/practical-steps-toward-more-inclusive-teaching-opinion?utm_source=Inside+Higher+Ed&utm_campaign=384d709711-DNU_2019_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-384d709711-197344705&mc_cid=384d709711&mc_eid=a77d08c190)
- Learning Scientists for Racial Justice. (2020, November 18). ‘Dear Professor’” On anti-Blackness and learning. *Inside Higher Education*. Retrieved from [https://www.insidehighered.com/views/2020/11/18/group-non-black-scholars-invites-other-professors-help-strengthen-teaching-support?utm\\_source=Inside+Higher+Ed&utm\\_campaign=e9c9ea3b8e-DNU\\_2020\\_COPY\\_02&utm\\_medium=email&utm\\_term=0\\_1fcbc04421-e9c9ea3b8e-197344705&mc\\_cid=e9c9ea3b8e&mc\\_eid=a77d08c190](https://www.insidehighered.com/views/2020/11/18/group-non-black-scholars-invites-other-professors-help-strengthen-teaching-support?utm_source=Inside+Higher+Ed&utm_campaign=e9c9ea3b8e-DNU_2020_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-e9c9ea3b8e-197344705&mc_cid=e9c9ea3b8e&mc_eid=a77d08c190)
- McIntosh, P. (1995). White privilege: Unpacking the invisible backpack. In A. V. Kesselman, L. D., McNair, and N. Schniedewind (Eds.), *Women: Images and realities: A multicultural anthology* (pp. 264-267). Mountain View, CA: Mayfield.
- Mosley, D. V., Neville, H. A., Chavez-Dueñas, N. Y., Adames, H. Y., Lewis, J. A., & French, B. H. (2020). Radical hope in revolting times: Proposing a culturally relevant psychological framework. *Social and Personality Psychology Compass*, 14, e12512. doi: <https://doi.org/10.1111/spc3.12512>
- Nelson Laird, T. F. (2014, Fall). Reconsidering the inclusion of diversity in the curriculum. *Diversity and Democracy*. Retrieved from <https://www.aacu.org/diversitydemocracy/2014/fall/nelson-laird>
- Obermeyer, Z., Powers, B., Vogeli, C., & Mullainathan, S. (2019). Dissecting racial bias in an algorithm used to manage the health of populations. *Science*, 366 (6464), 447–453. doi: 10.1126/science.aax2342
- Phillips, K. W., Medin, D., Lee, C. D., Bang, M., Bishop, S., Lee, D. E. (2014, October). How diversity works. *Scientific American*, 311(4), 42–47. Retrieved from [https://www.scientificamerican.com/index.cfm/\\_api/render/file/?method=inline&fileID=9F4FCD-B9-A5B3-40AB-A9A525FDC71156AB](https://www.scientificamerican.com/index.cfm/_api/render/file/?method=inline&fileID=9F4FCD-B9-A5B3-40AB-A9A525FDC71156AB)
- Sathy, V., & Hogan, K. A. (2019, July 22). Want to reach all of your students? Here’s how to make your teaching more inclusive: Advice guide. *The Chronicle of Higher Education*. Retrieved from [https://www.chronicle.com/interactives/20190719\\_inclusive\\_teaching](https://www.chronicle.com/interactives/20190719_inclusive_teaching)
- Sathy, V., Hogan, K. A., & Sims, C. M. (2020, July 1). A dozen-plus ways you can foster educational equity. *Inside Higher Education*. Retrieved from [https://www.insidehighered.com/advice/2020/07/01/list-practical-ways-non-black-faculty-members-can-help-dismantle-educational?utm\\_source=Inside+Higher+Ed&utm\\_campaign=4be655a9dc-](https://www.insidehighered.com/advice/2020/07/01/list-practical-ways-non-black-faculty-members-can-help-dismantle-educational?utm_source=Inside+Higher+Ed&utm_campaign=4be655a9dc-)

DNU\_2020\_COPY\_01&utm\_medium=email&utm\_term=0\_1fbc04421-4be655a9dc-197344705&mc\_cid=4be655a9dc&mc\_eid=a77d08c190

Thomas, J. D., Uwadiae, A. Y., & Watson, N. M. (2021). Towards equitable communication of kinesiology: A critical interpretive synthesis of readability research. *Quest*, 73(2), 151–169. doi: 10.1080/00336297.2021.1897861

Tilghman, S., Alberts, B., Colón-Ramos, D., Dzirasa, K., Kimble, J., & Varmus, H. (2021). Concrete steps to diversify the scientific workforce. *Science*, 372(6538), 133–135. doi: 10.1126/science.abf9679

University of Wisconsin Population Health Institute. (2018). *County health rankings key findings*.

Retrieved from

[https://www.countyhealthrankings.org/sites/default/files/media/document/key\\_measures\\_report/2018CHR\\_KFR\\_0.pdf](https://www.countyhealthrankings.org/sites/default/files/media/document/key_measures_report/2018CHR_KFR_0.pdf)