

**College of Health Sciences
Diversity Quality Review
June 2017**

College of Health Sciences Diversity and Inclusion Goals, Mission, and Structure

The College of Health Sciences is committed to engaging in efforts to promote diversity and inclusion in our College, consistent with the University of Delaware Diversity Action Plan. Increasing the diversity of the health care workforce is essential for the adequate provision of culturally competent care to our nation's burgeoning, diverse communities. A diverse healthcare workforce will help to expand healthcare access for the underserved, foster research in neglected areas of societal need, and enrich the pool of trained individuals to meet the needs of a diverse population.

In the College of Health Sciences, we believe that diversity and inclusion are key drivers of academic excellence, impactful research, and proficient practice. We are committed to developing and implementing strategies to recruit and retain highly qualified students, faculty, and staff from diverse backgrounds, experiences, and perspectives, and nurture an inclusive environment with a sense of belonging and engagement. *As a leader in health sciences training, it is our mission to train and mentor future scientists and clinicians who understand and appreciate diversity and have the cultural competence to interact effectively in a diversifying nation and world.*

The College has recently begun intentional efforts to increase diversity and inclusion, building upon smaller initiatives that began within individual departments in the recent past. A vital part of this recent work has been the appointment of an Associate Dean for Diversity to promote and guide diversity efforts, the development of a Diversity and Inclusion Working group and a working group devoted to expanding pipeline initiatives. A diagram of the diversity and inclusion structure can be found in Appendix A.

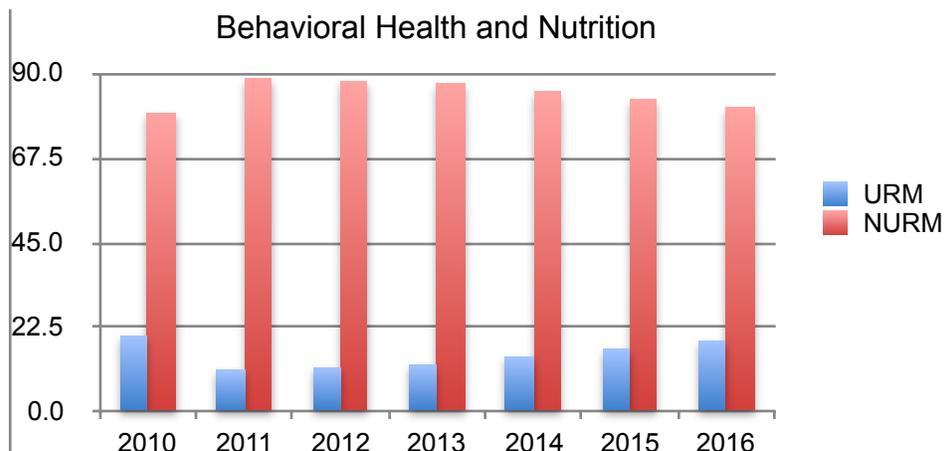
The Diversity and Inclusion Working Group was formed in September 2016 and consists of representatives from units within the College of Health Sciences (i.e., Kinesiology and Applied Physiology, Physical Therapy, Behavioral Health and Nutrition, Medical Laboratory Sciences, School of Nursing), representatives from the Dean's office team (i.e., financial analyst, HR manager), and the Deputy Dean of the College. The working group is led by the Associate Dean for Diversity who also serves as the Chief Diversity Advocate and UD ADVANCE fellow for the College.

A less formal working group also emerged during the 2016-2017 academic year that has been actively developing pipeline initiatives to increase diverse student recruitment and exposure to the university. This working group consists of the Associate Dean for Diversity, Associate Dean for Administration and Operations, Communications Specialist, Special Projects Assistant, and Academic Program Manager.

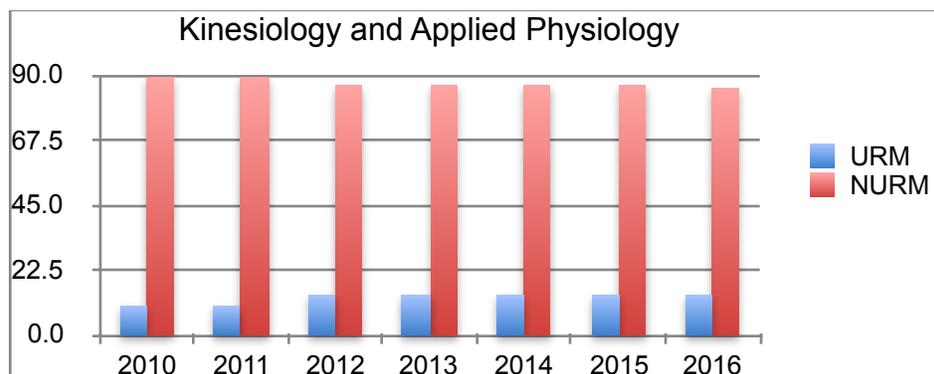
Current Efforts in the College of Health Sciences

One of the first tasks for the Associate Dean for Diversity was to identify where the College stands with respect to faculty, staff, and student diversity and to present those data to the Diversity Working Group to identify opportunities for improvement. Here, we present a snapshot of two aspects of diversity – student racial diversity and faculty racial diversity.

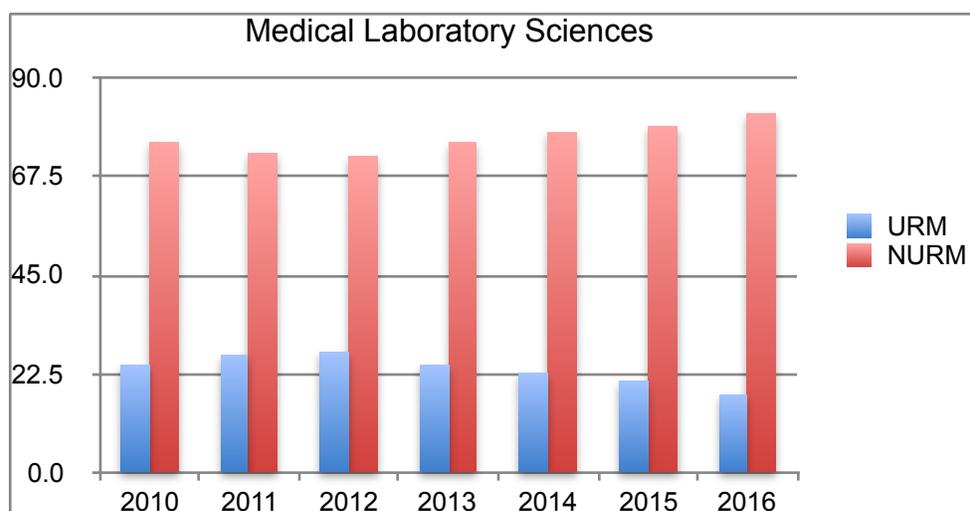
Underrepresented minority and non-underrepresented minority undergraduate and graduate student data by department/school, 2010-2016



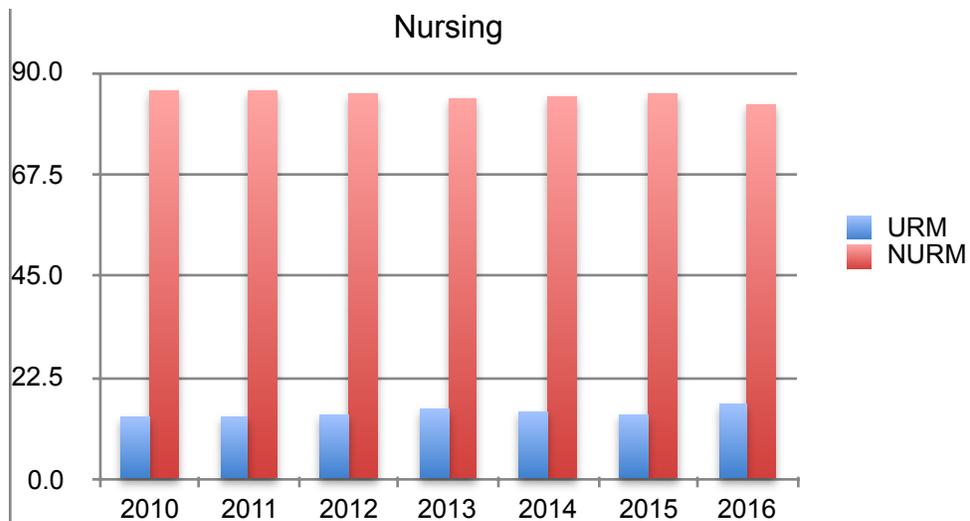
*URM=underrepresented minority
NURM=non-underrepresented minority



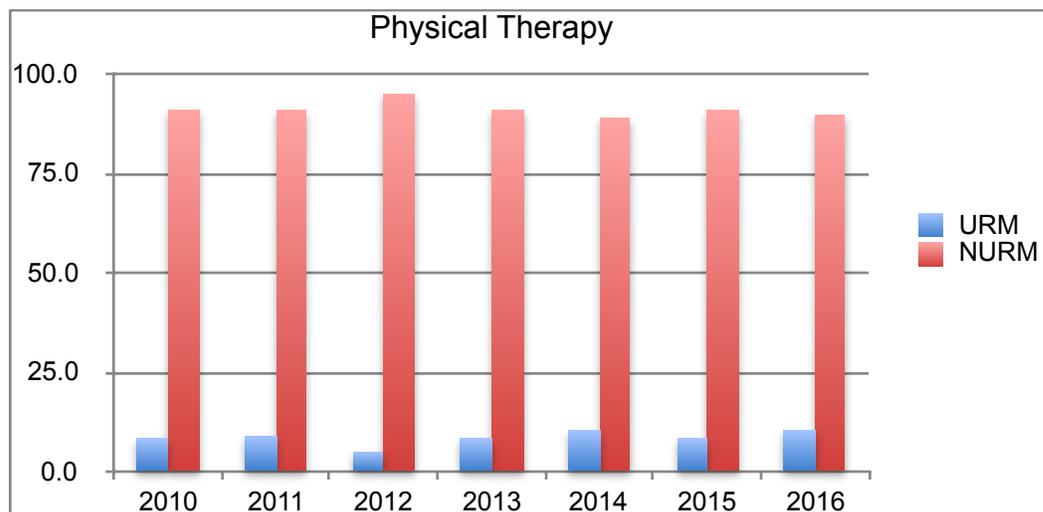
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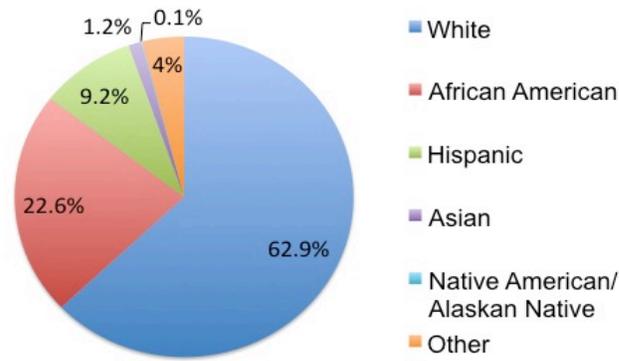


*URM=underrepresented minority
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Across all departments, from 2010-2016, the percentage of underrepresented minority undergraduate and graduate students fell consistently below 20%, with the exception of Medical Laboratory Sciences. This department is the most diverse with respect to underrepresented minorities; however, it has experienced a slight decrease in diversity since a high of 27.7% in 2012. By comparison, the Newark campus' increasing underrepresented minority student composition ranged from 22.8% in 2012 to 26.7% in 2016. Therefore, with respect to underrepresented minority enrollment, all department are keenly aware of their diversity profiles and many have implemented new strategies to recruit and retain more students from underrepresented groups.

In the field of healthcare, there is a burgeoning body of literature that suggests that healthcare delivery is more effective and healthcare outcomes are more positive when the diversity of healthcare professionals mirrors the diversity of the patient population. With this in mind, it is important to consider the demographics of Delaware as we develop goals for recruiting students into the College of Health Sciences.

2016 Racial Demographics for Delaware (N=952,065)



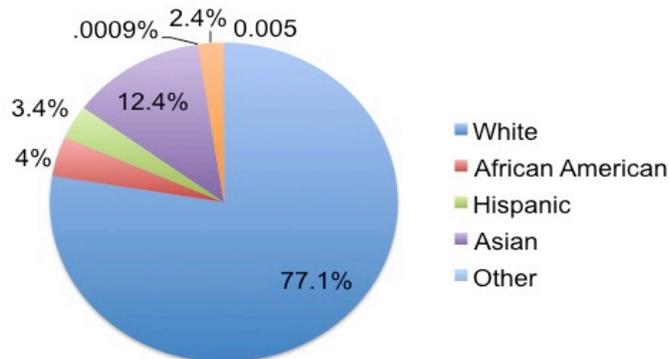
In addition to limited racial diversity, the College of Health Sciences' student body is largely female. In the fall of 2016, of 3,008 undergraduate and graduate students enrolled in our departments, 2,402 (79.9%) were female. For the aforementioned reasons related to the healthcare workforce in Delaware, it is vital that we target prospective male students in our recruiting efforts.

To add to an effective healthcare workforce, it is vital that the composition of our graduates match the population that they are likely to serve as healthcare professionals. Based on 2016 U.S. Census data for Delaware, where 37.1% of the population was underrepresented minority or other, it is clear we have much work to do to match the local patient population.

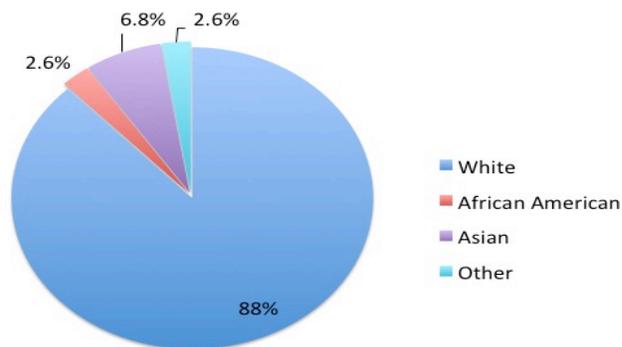
Faculty Racial Composition

With respect to faculty racial/ethnic composition, the College of Health Sciences lags behind the university. The university is composed of 22.9% full time underrepresented faculty (without an administrative appointment), while in the College of Health Sciences, underrepresented minority faculty make up 12% of the full time faculty body (without administrative appointment).

UD Full Time Faculty w/o Administrative Appointment by Race All Ranks, 2016 (N=1,136)



CHS Full Time Faculty by Race All Ranks, 2016 (N=117)



2016-2017 Efforts by Guiding Principle of Action

This academic year's diversity and inclusion activities were guided by the 2015-2016 Diversity Action Plan and its *Six Guiding Principles for Action*. We tailored our activities to the particular needs and strengths of our College. For example, due to the homogeneous pipeline of potential faculty in some of our academic disciplines, in addition to taking a hard look at our recruiting practices, we have focused tremendous

effort and resources on building a diverse pipeline of students to eventually help fill these shortages.

Recruit, develop, retain and promote a diverse faculty and staff

- Prior to the start of the academic year, in conjunction with UD ADVANCE, the Associate Dean for Diversity facilitated two faculty search committee training workshops that incorporated best practices for diverse faculty hiring. A UDaily article highlighting these campus-wide training sessions can be found at <http://www.udel.edu/udaily/2016/november/ud-advance-search-committee-training/>.
- Following the conclusion of faculty searches, The Associate Dean for Diversity held a meeting with all search committee chairs to discuss successes and challenges during the 2016-2017 searches. Challenges and recommendations will be incorporated into the 2017-2018 faculty search committee training workshops.
- The Associate Dean for Diversity served as a point of contact for underrepresented faculty candidates both within CHS and in the larger university to discuss opportunities and climate on campus.

Continue to create a diverse student body

- In October of 2016, a pipeline initiatives working group began working on plans for our inaugural Health Sciences Summer Camp that will take place in August of 2017 (chs.udel.edu/camp). The camp targets rising 10th, 11th, and 12th grade Delaware students that fall into the categories of underrepresented minority, first generation college, or low income. The camp will immerse students in the health sciences majors in all of our departments as well as expose them to careers in healthcare. Students from all three counties will be represented at the camp.
- Also in fall 2016, CHS began offering dual-credit courses at St. Mark's High School in Newark. This dual-credit program has been expanded and will be offered at Newark High School during 2017-2018. Provided there are enough resources and faculty there is a plan to expand to other high schools in the future.
- Concurrently, the pipeline initiatives working group began developing a college student to high school student mentoring program for underrepresented students at Newark High School that will be launch in the fall of 2017.
- Dr. Tom Kaminski and underrepresented minority student athletic training majors recruitment annually at inner-city Wilmington high schools, which has assisted in successfully recruiting more underrepresented minority students to the athletic training major.
- The AdaPT program, a collaboration between Kinesiology and Applied Physiology and Physical Therapy continues to provide strong mentorship and funding for undergraduate students interested in physical therapy and has recruited several students into the department post-graduation.
- A Nursing Workforce Diversity grant funded by the Health Services Resources Administration (HRSA) enabled the University of Delaware School of Nursing (UDSON) to develop a comprehensive evidence-based program of recruitment and retention focused on minority and underrepresented/disadvantaged undergraduate nursing students

Undertake curricular and co-curricular transformation

- CHS launched a new Center for Global Health and will launch a new minor in Global Health designed to help students develop understanding of the influences of culture, environment, and nutrition on health practices and healthcare delivery throughout the world. An important course within the minor that will eventually be required for all undergraduate students in CHS is a new course entitled, *Introduction to Global Health*.
- In spring 2016, the Diversity and Inclusion working group promoted summer multi-cultural course offerings to faculty and staff to encourage diversity and inclusion learning.

Prioritize educational/professorial development and training

- CHS supported the Minority Association of Pre-Medical Students (MAPS) to engage in two impactful educational opportunities: a) MAPS officers were provided funds to travel to the Student National Medical Association (SNMA) conference in April in Atlanta. They learned professional and networking skills from African-American physicians, residents, and medical students; and b) Based on a request to interact with more African-American physicians, CHS and MAPS co-hosted a lecture on the Cancer Moonshot geared towards pre-medical students, given by Dr. Edith Mitchell of Thomas Jefferson University. This lecture was the third installment of our Diversity and Inclusion Lecture Series.
- CHS presented its first Diversity and Inclusion Speaker Series during the fall and spring semesters. The lectures were intended to expose faculty, staff, and students to important issues of diversity in health sciences and healthcare. In the fall, we hosted Dr. Crystal Glover, a psychologist and assistant professor at Rush University that presented a lecture on health disparities and cultural competency in healthcare. In February, we hosted Dr. Stephanie Kerschbaum, associate professor in English, who gave a lecture that discussed disability signage and other issues of exclusion for those with disabilities. In March, we hosted Dr. Karla Bell from the Department of Physical Therapy who gave a lecture on LGBTQ cultural competency in the healthcare curriculum. Our last installment of the speaker series was the aforementioned lecture by Dr. Edith Mitchell. A copy of the lecture series flyers can be found in Appendix B.

Build community and improve campus climate within UD

- The Association Dean for Diversity began disseminating diversity programming and events occurring campus-wide on a bi-weekly basis to the College via email.
- The Diversity and Inclusion working group compiled a working list of diversity and inclusion activities occurring in each department in the College to begin to understand current activities and impact.
- Two college-wide sessions were held after the presidential election to allow space for dialogue and listening to concerns of faculty, staff, and students.
- A Diversity and Inclusion webpage was developed to communicate our efforts to the university and community, as well as be a portal to other diversity-focused offices and efforts on campus. The webpage can be found at <http://chs.udel.edu/diversity/>.
- The College has begun plans to work with the Office of Equity and Inclusion to offer a series of bystander training workshops for faculty to help sensitize them to inappropriate remarks or behaviors that detract from an inclusive climate.

- The Executive Team in the College (department chairs and other administrators) has begun receiving Office of Equity and Inclusion training sessions. We aim to provide one training session per semester during our meetings.

Develop, support, and sustain community outreach and engagement

- In spring 2017, in collaboration with Dr. Barret Michalec, Associate Dean for Interprofessional Education and Practice and community partners from Christiana Care, we submitted a proposal to the Robert Wood Johnson Foundation (RWJF) to promote healthcare equity in LGBTQ patient populations across the state. The proposal was not funded, but we continue to work with community partners to understand pressing issues related to LGBTQ patients in Delaware and brainstorm potential goals.

Measurement of success

Evaluation strategies for our diversity and inclusion efforts are not fully developed. We are aware of some measurable successes highlighted below:

- The School of Nursing held in-person interviews for several underrepresented minority faculty candidates and made offers to several of these candidates.
- The AdaPT program has provided support and mentoring to several underrepresented minority students from KAAP that matriculated into the Physical Therapy Department.
- Within the work of the Nursing Workforce Diversity grant, 27 of 29 participants remained in the program (93.1%). Two students left the program, but not for academic reasons. All students achieved at least the minimum GPA to remain in the nursing program.
- Faculty search committee training received positive written feedback from faculty for content and usefulness of the best practices presented.

While many of our initiatives are new and their impact is yet to be determined (e.g., pipeline initiatives translating to more diverse applicants to the College), we must be thoughtful about setting measurable goals and assessing impact as we work. The Associate Dean for Diversity will work with the Vice Provost for Diversity and Chief Diversity Advocates to develop evaluation strategies that will capture our successes and highlight our needs. In addition, she will work with departments to develop a system for measuring and reporting successful and challenges.

Building on challenges and successes

The 2016-2017 academic year was a busy and successful year for introducing College-wide diversity efforts for the first time. Overall, members of the college were willing to engage in conversations around diversity and many faculty and staff were happy to participate in some meaningful way to these efforts. Reflecting on lessons learned, a few realizations arose that should be addressed for future planning: 1) faculty and staff are very busy – the Diversity and Inclusion Speaker Series competed poorly against the saturation of lectures within and outside the College, as well as heavy workloads of faculty and staff. In the future, one seminal lecture that incorporates another entity, such as our research office, may increase attendance and impact; 2) the impact of our diversity and inclusion efforts should be objectively measured, where possible. The Associate Dean for Diversity will work with the office of the Vice Provost for Diversity and Deputy Dean for the College of Health Sciences to consider ways that our impact can be measured; 3) College-wide pipeline initiatives have been fully embraced by College

administration and hold promise for diversifying our student body and developing a more diverse pool of future faculty applicants. The College regularly hires its former graduates, so much of our diversity and inclusion resources will be devoted to pipeline efforts; 4) Many aspects of diversity must be present to promote an excellent university environment – our focus has mainly surrounded racial diversity, sexual orientation, and disability, but the College must work to reflect an inclusive environment for all aspects of diversity. Addressing climate and strategic hiring may help to enhance our diversity and inclusivity.

The following specific goals are proposed for our continuing work for the 2017-2018 academic year:

Goal 1: Sustain current undergraduate and graduate student pipeline initiatives

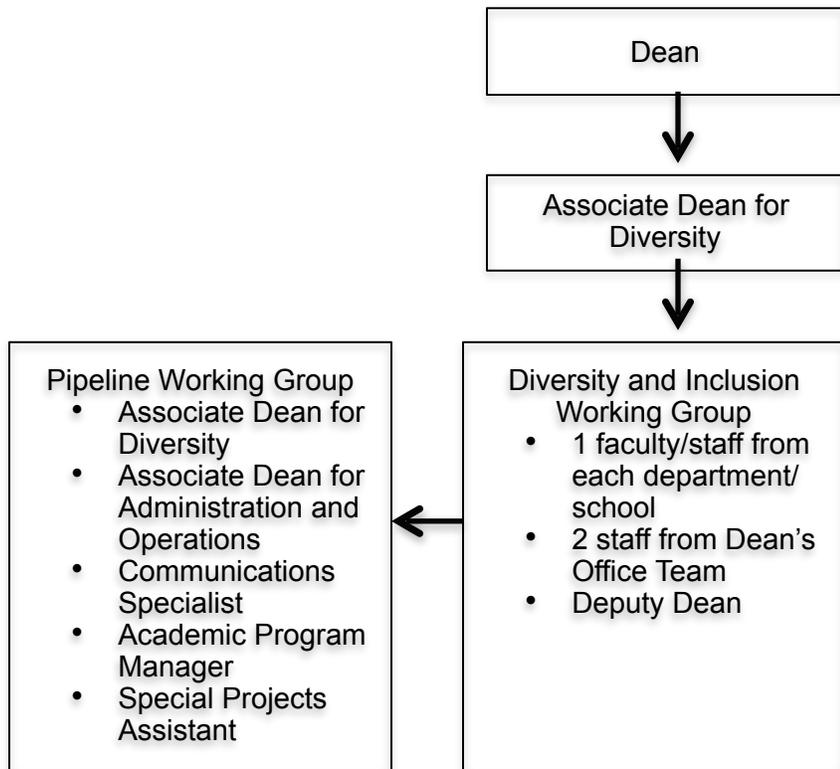
Goal 2: Continue to promote efforts that yield diverse faculty hiring pools

Goal 3: Further develop initiatives designed to promote the academic success of underrepresented student majors (e.g., the AdaPT program in KAAP)

Resources needed to assist in achieving diversity and inclusion goals

Several resources would be helpful to assist the College of Health Sciences in achieving its diversity and inclusion goals. First, training and education on specific best practices for diversity and inclusion that have been successful in comparable universities or units would be extremely helpful. Second, providing specific tools and methods for evaluation, that have been used successfully in comparable universities or units would be invaluable. We would also benefit from bridge funding to help support programs that have been particularly impactful, but lack further funding, such as the Nursing Workforce Diversity grant, that was successful in attracting and retaining more underrepresented minority nursing students. In addition, seed funding for potentially impactful efforts would be beneficial.

Appendix A: Organizational structure for diversity and inclusion efforts



Appendix B: Lecture flyers

| College of Health Sciences

CHS Diversity and Inclusion Speaker Series
presents

**Health Disparities and Cultural Competency:
The Power of the Patient Perspective
and the Role(s) of Practitioners in Patient Care**

Crystal M. Glover, PhD

Assistant Professor
Rush Alzheimer's Disease Center
Chicago, IL

Wednesday, November 30th
11:00 am – 12:00 noon

STAR Atrium
Health Sciences Complex
540 South College Avenue,
Newark, DE 19713

Light refreshments will be served

Dr. Glover is a health disparities researcher and mixed-methodologist with the Rush Alzheimer's Disease Center (RADC) and an Assistant Professor in the Department of Behavioral Sciences. She received her doctorate in Social Psychology (major) and Neuropsychology (minor) from Howard University in 2008 and completed her postdoctoral research fellowship at the Dartmouth Psychiatric Research Center in 2011. Dr. Glover's areas of interest include health disparities; intersectionality as a conceptual framework and methodology; social cognitive processes such as attitudes, beliefs, and related behaviors; and mixed-methods research.



College of
Health Sciences



Spring Diversity and *Inclusion* Speaker Series



"Signs of Disability in the Health Sciences"

Stephanie Kerschbaum, PhD
Associate Professor, English
11:00 am, February 22, 2017



**"Interprofessional Cultural Competency Curricular
Changes for Improving Health Care Delivery for
LGBTQ Patients in Rehab and Nursing"**

Karla Bell, PT, DPT
Assistant Professor/Clinical Education Team
11:00 am, March 15, 2017



**"The Cancer Moonshot: Perspectives from a Blue
Ribbon Panelist"**

Edith Mitchell, MD, FACP
Thomas Jefferson University
5:00 pm, April 26, 2017

*All events will be located at the STAR Atrium.
Light refreshments to be served.*