**College of Health Sciences**

**Diversity Quality Review**

**June 2017**

**Introduction**

The College of Health Sciences (the) is committed to engaging in efforts to promote diversity and inclusion in the 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.

**College of Health Sciences Diversity and Inclusion Mission**

In the CHS, 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.*

Historically, we have been active in recruiting and supporting minority students throughout the CHS. Our Doctor of Physical Therapy program has provided significant scholarship support for underrepresented students for many years. Similarly, the Department of Behavioral Health and Nutrition has provided financial awards to first generation college and/or under-represented minority Nutrition graduate students to support graduate education and promote diversity.

From July 2014 to May 2017, faculty from the School of Nursing conducted a comprehensive, 3-year evidence-based program that focused on recruitment and retention of underrepresented/disadvantaged undergraduate nursing studies. The overarching goal of the Nursing Workforce Diversity grant, funded by the Health Services Resource Administration (HRSA), was to increase diversity in the nursing workforce in Delaware. The program featured financial support, academic support, social and emotional support, peer support, mentoring, and community experiences in medically underserved areas with underserved populations. Twenty-nine students matriculated through the program. Of the 29, 93% remained in the nursing program, All students achieved the minimum GPA to remain in the program, and advising and mentoring was highly valued. Several students held leadership positions in the Student Nurses and Minority Nurses organizations and one became an officer in the Men in Nursing program.

**Organizational structure for current diversity efforts**

The CHS has recently committed significant efforts to increase diversity and inclusion, building upon smaller initiatives that began within individual departments. 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 CHS (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. 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 CHS.

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.

The CHS plans to commit even more significant resources to pipeline development, including hiring a Program Coordinator for Pipeline/Affinity Programs. This role will provide direct management of our pipeline initiatives, including the Health Sciences Summer Camp, UD/Newark High School mentoring program, dual-credit UD/high school course offerings, and our memorandum of understanding with HOSA Future Healthcare Professionals. More details on these programs appear below. In addition, the Program Coordinator will host local high school and middle schools students for various tours of STAR Health and opportunities to interact with faculty teaching and doing research.

**College of Health Sciences diversity snapshot**

One of the first tasks for the Associate Dean for Diversity was to identify where the CHS stands with respect to faculty, staff, and student diversity and to present those data to the Diversity Working Group to identify opportunities for improvement.

**Student Racial Composition**

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’ underrepresented minority student composition increased from 22.8% in 2012 to 26.7% in 2016. Therefore, with respect to underrepresented minority enrollment, the CHS is lagging behind the Newark campus, on average, but student composition in the departments of Medical Laboratory Sciences and Behavioral Health Nutrition show promise.

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, that is 37% underrepresented minority, as we develop goals for recruiting students into the CHS.

In addition to limited racial/ethnic diversity, we are well aware that our student body is largely female. In the fall of 2016, among 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 will be important to 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 CHS lags behind the university. The university is composed of 22.9% full time underrepresented minority faculty (without an administrative appointment), while in the CHS, self-reported, underrepresented minority faculty make up 12% of the full time faculty body (without administrative appointment). However, among chairs/directors in the CHS, 20% represent underrepresented minority groups.

**2016-2017 Activities 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 the CHS. 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 significant efforts and resources on building a diverse pipeline of undergraduate 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 the 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 (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 was designed to 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 Delaware counties were represented at the camp.
* Also in fall 2016, theCHS began offering dual-credit, introductory level health sciences courses in Delaware high schools, beginning with St. Mark’s High School in Newark. Students take field trips to UD, hear from a variety of lecturers from across the CHS and the community, and are engaged in other experiential learning opportunities. They receive university credit for the course, have access to Sakai, are assigned a UD email, and receive a UD ID. In the fall, ‘Intro to Health Sciences’ was offered, with 7 students earning college credit. In spring 2017, 7 students earned credit in ‘The Language of Medicine’ and 9 in ‘Nutrition Concepts.’ This initiative will be expanded and offered at Newark High School during the 2017-2018 academic year.
* Concurrently, the pipeline initiatives working group began developing a CHS student to high school student mentoring program for underrepresented students at Newark High School that will be launched in the fall of 2017.
* Each year, beginning in the early 2000s, CHS faculty member Dr. Tom Kaminski has led a group of underrepresented minority student athletic training majors to recruiting events at inner-city Wilmington high schools. These efforts have been successful in assisting with the recruitment of underrepresented minority students to the athletic training major.
* In 2010, the AdaPT program, a collaboration between the departments of Kinesiology and Applied Physiology and Physical Therapy, was founded to provide strong mentorship and funding for minority undergraduate students interested in physical therapy. AdaPT has helped a number of students qualify for admission to Physical Therapy programs at UD and other institutions and the program continues to grow and thrive.

**Undertake curricular and co-curricular transformation**

* The 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 the 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.
* The CHS boasts 18 courses that fulfill between two and six of the characteristics put forward in the Center for Diversity’s Diversity Competency-6 (DC-6) model. Those courses are listed by characteristic in Appendix B.

**Prioritize educational/professorial development and training**

* In spring 2016, the 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, the 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.
* The 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 C.
* The CHS Executive Team, composed of department chairs and other administrators attended the ABCs of Diversity and Micro-aggressions training facilitated by Ms. Jennifer Daniels of the Office of Equity and Inclusion.

**Build community and improve campus climate within UD**

* The Associate Dean for Diversity began disseminating diversity programming and events occurring campus-wide on a bi-weekly basis to the CHS via email.
* The Diversity and Inclusion working group compiled a working list of diversity and inclusion activities occurring in each department in the CHS 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 CHS 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.

**Develop, support, and sustain community outreach and engagement**

* The CHS provides leadership in the multidisciplinary Partnership for Healthy Communities, which promotes research, instruction and public service on health disparities across different racial, ethnic and income groups. Working in conjunction with community-based organizations and state and local agencies, as well as students and colleagues across the University, the partnership faculty seek to improve the health and well-being of Delaware residents, especially those living in communities that experience social and economic disadvantages.
* To help diversify the healthcare workforce in the state, the CHS has developed an educational pathway that enables aspiring nurses in southern Delaware to receive the diploma in Professional Nursing from the Rollins School of Nursing at the Beebe Hospital and the Associate of Arts degree from UD. Following successful completion of the program, students are eligible to enter the University of Delaware’s Baccalaureate Program for the Registered Nurse.
* Since summer 2016, the Associate Dean for Diversity has regularly attended and contributed to the Nemours Health Equity Commission (NHEC). NHEC is comprised of diverse community stakeholders who provide feedback and strategies for the implementation of the Nemours Office of Health Equity and Inclusion. Currently, the Associate Dean for Diversity has been working with the Youth Pipeline Workforce subcommittee to help develop and execute plans for exposing middle school and high school youth to careers in healthcare. This has been a tremendous mechanism for sharing our pipeline initiatives with school superintendents and other community leaders.
* 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.

**Lessons learned from 2016-2017**

The 2016-2017 academic year was a busy and successful year for introducing the CHS-wide diversity efforts for the first time. Overall, members of the CHS 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 CHS, 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 CHS to consider ways that our impact can be measured; 3) The CHS-wide pipeline initiatives have been fully embraced by the CHS administration and may hold promise for diversifying our student body and developing a more diverse pool of future faculty applicants. Much of our time and 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 CHS must work to reflect an inclusive environment in all aspects of diversity. Addressing climate and strategic hiring may help to enhance our diversity and inclusivity.

**Next steps: 2017-2018 Diversity and Inclusion goals**

The following goals are proposed for our diversity and inclusion work for the 2017-2018 academic year:

**Goal 1:** Sustain current undergraduate student pipeline initiatives

The pending hire of a Program Coordinator for Pipeline/Affinity programs will help ensure that undergraduate student pipeline initiatives continue to be a major and sustainable focus of our diversity efforts. During the summer, we will host our first annual Health Sciences Summer Camp designed to expose Delaware high school students to majors, careers, and research opportunities in the health sciences. Building on best practices from other successful high school camps, our goal is to provide this camp as an opportunity to showcase the CHS and the university to primarily low income, underrepresented, and first generation college students each summer for low to no cost. During the 2017-2018 academic year, we will expand our dual-credit course offerings to Newark High School and sustain our offerings at St. Mark’s High School students, again offering Delaware high school students an opportunity to experience the health sciences both in a didactic setting and through experiences on campus. Lastly, a new mentoring program between UD and Newark High School students will provide students with guidance from current college students about majors, the college experience, the college application experience, and other relevant topics. The CHS has pledged financial support to sustain each of these initiatives on annual basis as well as administrative support from the CHS staff. Once these initiatives have been sustained successfully, the Associate Dean plans to focus more efforts to better recruit and retain a diverse graduate student body.

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

The role of UD ADVANCE fellows across campus has provided a blueprint for diversifying faculty hiring pools. While it is too soon to determine if these efforts have made a difference in faculty hiring in the CHS, the UD ADVANCE fellow will continue to host faculty search committee workshops on best practices for diverse and inclusive faculty hiring. We also plan to provide faculty candidates with rich interview experiences that include meetings and other opportunities across campus to promote understanding of university offerings, climate, and our mission of Inclusive Excellence. Also, during the 2017-2018 academic year, we will begin creating a mentoring plan for new faculty to the university.

**Goal 3:** Formalize the structure and work of a CHS-wide diversity and inclusion committee

led by the Associate Dean for Diversity with input from faculty and staff volunteers from each department. While the input from the committee was valuable, meeting attendance was low and the impact was modest. In the 2017-2018 academic year, the Associate Dean for Diversity will improve upon the structure and function of this committee by proposing a standing CHS Diversity and Inclusion Committee that would primarily consist of faculty from each department and include the Program Coordinator for Pipeline/Affinity Programs and the Deputy Dean. With this structure, faculty will get service credit for participation that will hopefully incentivize attendance and hard work. Within this structure, the Associate Dean for Diversity intends to get committee members focused on faculty, staff, graduate, and undergraduate student diversity issues and projects. The CHS will vote on this proposed committee after the fall CHS meeting in December 2017.Appendix A: Organizational structure for diversity and inclusion efforts

Diversity and Inclusion Working Group

* 1 faculty/staff from each department/school
* 2 staff from Dean’s Office Team
* Deputy Dean

Pipeline Working Group

* Associate Dean for Diversity
* Associate Dean for Administration and Operations
* Communications Specialist
* Academic Program Manager
* Special Projects Assistant

Associate Dean for Diversity

Dean

Appendix B. CHS courses that reflect characteristics of Diversity Competency-6 (DC-6) model

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Diversity Self-Awareness | Perspective Taking | Cultural Intelligence & Communication | Personal & Social Responsibility | Understanding Global Systems | Knowledge Application |
| BHAN164 | Inclusive Activity Seminar | X | X |  | X |  |  |
| BHAN322 | International Community Health |  |  |  |  |  |  |
| BHAN342 | Introduction to Adapted Physical Activity | X | X |  | X |  | X |
| BHAN342 | Introduction to Adapted Physical Activity | X | X |  |  | X | X |
| BHAN403 | Practicum in Adapted Physical Activity |  |  |  |  |  |  |
| BHAN445/645 | Health, Physical Activity, & Disability | X | X |  | X |  | X |
| NTDT301 | Cultural Perspectives on Food and Nutrition |  |  |  |  |  |  |
| NTDT301 | Cultural Perspectives on Food and Nutrition | X | X |  |  |  |  |
| NTDT455 | Issues in International Nutrition |  |  | X |  | X |  |
| NTDT475/675 | Transcultural Foods and Nutrition | X | X | X |  |  | X |
| HLPR233/UAPP233 | Introduction to Global Health | X |  |  |  | X |  |
| HLTH245 | Cultural Awareness in Health & Healthcare | X |  |  |  |  | X |
| HLTH320 | Chronic Illness in America |  | X |  | X |  | X |
| HLTH605 | Supports for Disabilities | X | X | X | X | X | X |
| HLTH241 | Ethical Aspects of Healthcare | X | X | X | X |  | X |
| KAAP484 | Women in Sports | X |  | X | X | X | X |
| NURS235 | Health, Vulnerability, & Diversity | X | X | X | X | X | X |
| NURS414 | Women and Gender in Healthcare | X | X | X |  | X | X |

Appendix C: Diversity and Inclusion Speaker Series flyers



