ROADMAP FOR DIVERSITY AND INCLUSION AT THE UNIVERSITY OF ILLINOIS COLLEGE OF MEDICINE ROCKFORD

AD HOC COMMITTEE ON DIVERSITY AND INCLUSION

CO-CHAIRS: DR. ALESIA JONES, INTERIM ASSISTANT DEAN FOR DIVERSITY AND INCLUSION
DR. HANA HINKLE, ASSOCIATE DIRECTOR, NATIONAL CENTER FOR RURAL HEALTH PROFESSIONS
Ad Hoc Committee on Diversity and Inclusion

June 2020, Dean Alex Stagnaro-Green formed an Ad Hoc Committee on Diversity and Inclusion (CDI) to:

• Address racism, discrimination and bias on our campus.

• Support the university-wide commitment to improving diversity and inclusivity.

• Respond to the medical student body who voiced their concerns and expressed the need to address diversity, equity, and inclusion at our university.
Ad Hoc Committee on Diversity and Inclusion

The CDI was comprised of UICOMR students, residents, staff, and faculty. The charge of the CDI was to:

1) Assess the culture of UICOMR as it relates to racism, discrimination, and bias.

2) Provide specific recommendations including strategies and short- (within a year), intermediate- (1 to 5 years), and long- (more than 5 years) term goals toward improving the culture at UICOMR.

3) Recommend a process by which UICOMR can evaluate success in accomplishing the identified goals and create a plan of sustainability.
Anti-Racism Urgent Action Committee

• A systems-level approach to addressing racism.

• Partnership between UIC College of Medicine Office of Diversity and Inclusion led by the Associate Dean for Diversity and Inclusion Dr. Gloria Elam.

• Multiple subcommittees with members representing the UICOM campuses.

• Provide recommendations across the UICOM system.
Anti-Racism Urgent Action Committee

Diversity and Inclusion

Anti-Racism Urgent Action Committee (College Wide Steering Committee)

*Student Learning Environment
*Resident Recruitment and Concerns
*Student/Faculty/Staff Recruitment & Retention
*Faculty/Staff Development
*Faculty/Staff Environment

Across Campuses

Medical School Curriculum

External Impact

Chicago - ARUAC Subcommittees
Peoria - Diversity, Equity, Inclusion Task Force
Rockford - ad hoc Committee on Diversity and Inclusion
Urbana - Racial Reform and Social Justice Task Force
Ad Hoc Committee on Diversity and Inclusion

- Student Learning Environment
- Student/Faculty/Staff Recruitment and Retention
- Resident Recruitment and Concerns
- Faculty/Staff Environment
- Assessment and Evaluation

System-Wide Representation
- External Impact
- Medical Curriculum
- Faculty and Staff Development
Framework to Inform CDI Work

Mobilizing for Action through Planning and Partnerships:
• A community-driven strategic planning process.

• Helps communities apply strategic thinking to prioritize public health issues and identify resources to address them.

• Six phases include: Organizing, Visioning, Assessments, Strategic issues, Goals/strategies, and Action cycle.
Data Sources

• Evaluation results from student clerkships through the Department of Medical Education and Evaluation
• UICOMR 2015 Strategic Plan
• AAMC Medical School Graduation Questionnaire 2019 Individual Campus Report
• Student/Trainee Climate Survey 2020

• Student Committee of Diversity and Inclusion
• Rockford Medical Student Council
• Latino Medical Student Association
• Student Medical National Association
• Report recommendations from the subcommittees of the Ad Hoc CDI
• To assess the experiences of current students and trainees as it relates to racism, discrimination and bias during their time at UICOMR.

• To provide an opportunity to share experiences and provide ideas/suggestions to improve diversity and inclusion.

• Inform Ad Hoc CDI development of recommendations for the campus.
Survey Development

- 9 questions
- Survey sent via email link to:
  - Medical Students
  - MBT Students
  - Residents
  - Postdocs
- Total of 99 responses
## Demographics of Participants

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N=99</th>
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</thead>
<tbody>
<tr>
<td><strong>Student/Trainee Type (n=87)</strong></td>
<td></td>
</tr>
<tr>
<td>Medical Students</td>
<td>43</td>
</tr>
<tr>
<td>M2</td>
<td>17</td>
</tr>
<tr>
<td>M3</td>
<td>12</td>
</tr>
<tr>
<td>M4</td>
<td>14</td>
</tr>
<tr>
<td>Medical Biotechnology Students</td>
<td>21</td>
</tr>
<tr>
<td>Family Medicine Residents</td>
<td>10</td>
</tr>
<tr>
<td>R1</td>
<td>3</td>
</tr>
<tr>
<td>R2</td>
<td>6</td>
</tr>
<tr>
<td>R3</td>
<td>1</td>
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<tr>
<td>Postdoctoral Fellows</td>
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<tr>
<td>Prefer Not to Say</td>
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<tr>
<td><strong>Race (n=87)</strong></td>
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<tr>
<td>Asian</td>
<td>30</td>
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<tr>
<td>URM (AA, Latino, American Indian)</td>
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<tr>
<td>White</td>
<td>35</td>
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<tr>
<td>Prefer Not to Say</td>
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<tr>
<td><strong>Gender Identity (n=87)</strong></td>
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</tr>
<tr>
<td>Male</td>
<td>26</td>
</tr>
<tr>
<td>Female</td>
<td>53</td>
</tr>
<tr>
<td>Prefer Not to Say</td>
<td>8</td>
</tr>
<tr>
<td><strong>Age (n=87)</strong></td>
<td></td>
</tr>
<tr>
<td>20-25 years</td>
<td>48</td>
</tr>
<tr>
<td>26-30 years</td>
<td>23</td>
</tr>
<tr>
<td>31 and older</td>
<td>8</td>
</tr>
<tr>
<td>Prefer Not to Say</td>
<td>8</td>
</tr>
</tbody>
</table>

*Numbers within demographic characteristic will not sum to the total due to missing values*
Survey Results*

• Under-represented minority (URM) students were four times as likely to report direct experiences of racial/ethnically offensive remarks, names, insults, and jokes compared to white students. These students were also more likely to report:

• Denial of opportunities for training or rewards due to race/ethnicity (28%)
• Feeling ignored or excluded from group activities (37.5%)
• Receiving negative offensive behavior based on personal characteristics other than race/ethnicity, sexual orientation, gender identity (50%)
• Public embarrassment (62.5%) and humiliation (25%)
• Derogatory comments or behaviors (50%)

*Refer to table in the Roadmap report for all data
Frequency of having witnessed another student, postdoctoral fellow, or resident at UICOMR experience these behaviors

- Racially/ethnically offensive remarks, names, insults, jokes (45%)
- Publicly embarrassed (40.4%)
- Publicly humiliated (32.6%)
- Derogatory comments or behaviors (36%)
Qualitative Responses

- Increase student and faculty diversity.
- Mandatory training and increased oversight of faculty and preceptors.
- Faculty and staff development.
- Implementation of an anti-racism curriculum for students.
- Need for safe and inclusive classrooms including use of bystander training.
- Address diversity and inclusion needs without overtaxing URMs and other marginalized trainees.
- Identify protocols to address patient racism, discrimination, and bias.
Recommendations and Progress

- 10 Priorities to Improve Diversity and Inclusion
- Highlight Rockford Campus Specific Needs
- Current Progress
Recommendation Based Priorities

Priority 1 (Assessment and Evaluation): Establish a sustainable committee structure related to ongoing diversity and inclusion efforts:

*Diversity, Equity, and Inclusion Advisory Council*

- **Mission:** The Diversity, Equity, and Inclusion Advisory Council will proactively advance the mission of the UICOMR and the diversity and inclusion efforts.

- Advise the Office of the Regional Dean.

- Partner with departments, student council and organizations to ensure an inclusive campus community where individuals are valued and empowered to reach their highest potential.
Recommendation-Based Priorities

**Priority 2** (Faculty/Staff Environment, Student Learning Environment): Identification of reporting of mistreatment related to discrimination, racism and bias.

**Priority 3** (Faculty/Staff Environment, Student Learning Environment): Increase knowledge and awareness of resources and treatment options for behavioral health needs of students and faculty on campus, and expand campus-based services.
Recommendation-Based Priorities

**Priority 4** (Student Learning Environment): Assess basic needs of students that include food, housing, and clothing.

**Priority 5** (Curriculum): Implement curriculum-based changes as part of the system-wide committee recommendations.
Recommendation-Based Priorities

**Priority 6** (Faculty/Staff/Student/Resident Recruitment & Retention): Assess current policies and procedures around recruitment and retention efforts of under-represented minorities (URMs).

**Priority 7** (Student Learning Environment): Establish long-term education and training to faculty, staff, and community preceptors on racism, discrimination and bias.
Recommendation-Based Priorities

Priority 8 (Faculty/Staff Recruitment and Retention): Creation of a centralized database to foster inclusiveness of the search process when recruiting URM faculty and staff.

Priority 9 (External Impact): Creation of a centralized database to increase community partnerships related to diversity and inclusion.

Priority 10 (Assessment and Evaluation): Strategic planning around diversity and inclusion.
Five Rockford Campus-Specific Needs

1. Increase the number and access to Black and Brown mental health therapists.

2. Assess and address basic needs of students (e.g., food insecurity).

3. Rockford-specific internal funding for scholarship and research.

4. Develop pipeline programs to improve recruitment and retention of URM students.

5. Provide in-person student/resident/staff/faculty diversity and associated training.
Progress

Development of DEI Advisory Council as a standing committee at UICOMR

- Proposal submitted

- Invitations will be sent out upon approval
Cross-Campus Curricular Changes

Anti-Racism Curriculum Tutor Program

• Train medical students to serve as peer-to-peer educators and mentors in the shared work of dismantling internalized, interpersonal and institutional racism in the UICOM community.

Brittani James, MD, Antiracism Curriculum Tutor Lead, Antiracism Curriculum Committee Co-chair
Maureen Richards, PhD - Assistant Dean, Medical Education and Evaluation, Rockford
Gloria Elam, MD - Associate Dean, Diversity and Inclusion, Chicago
Heather Heiman, MD - Associate Dean for Medical Education, Chicago
Jessica Hanks, MD - Interim Associate Dean for Academic Affairs, Peoria
Congratulations to the selected ARC Tutors!

Rockford Campus Reps

- Corey Hazekamp
- Noemi Moreno
- Emily Nepomuceno
- Gerardo Rubio

Cross-Campus Reps

- Porsha Pilot
- Kaan Raif
Progress

Student Learning Environment

- Telehealth services via UIC Resilience Center
  - Access to Black and Brown therapists
  - Student Health and Wellness
Progress

• Food cupboard and partnership with Rockriver Valley Pantry

• Restorative Justice Circles

Deans Terri Blevins and Maureen Richards
Progress

Expanding Research Opportunities

• The goal of the *UICOMR Underrepresented Minority Students in Research Program* is to provide UICOMR students a funded opportunity to engage in basic, clinical, community, and/or translational research projects.

• Mentorship by experienced researchers and principal investigators.

Dr. Kayeromi Gomez
Acknowledgement

Ad Hoc Committee on Diversity and Inclusion
Rockford Subcommittees

Student Learning Environment Subcommittee
Amy Haban, BA
Tatiana Betancur, M2
Paul Chastain, PhD
Aftab Merchant, MBBS, FCPS
Marissa Davis, MD
Anne Zuba, MSW, LCSW
Koren Ganas, PsyD, MSCP
Christian Schmidt, M4

Student, Faculty and Staff Recruitment and Retention Subcommittee
Mayra Ernster, MBA, SHRM-SCP
Paul Chastain, PhD
Marissa Davis, M4
Khalifa Sidik, PhD
Tatiana Betancur, M2
Sonia Gilani, M3
Acknowledgement

Ad Hoc Committee on Diversity and Inclusion
Rockford Subcommittees

Resident Recruitment and Concerns Subcommittee
Mischelle Nelson, MD
Deniane Johns, MD
Divya Mani, MD
Kenton Lee, MD
Kirk Stewart, MD
Farah Auckbaralle, MD

Faculty and Staff Environment Subcommittee
Stephanie Calato, MS, LCPC
Sam Pope, PhD, JD
Amy Haban, BA
Diane Potts, MA
Koren Ganas, PsyD, MSCP

Assessment and Evaluation Subcommittee
Manorama Khare, PhD
Kristine Zimmermann, PhD
Acknowledgement

Ad Hoc Committee on Diversity and Inclusion
College-wide Subcommittees

Faculty and Staff Development Subcommittee
Brenda Fisher, MA
Aftab Merchant, MBBS, FCPS

Medical School Curriculum Subcommittee
Koren Ganas, PhD, MSCP
Maureen Richards, PhD

External Impact Subcommittee
Sam Pope, PhD, JD
Manorama Khare, PhD
Diane Potts, MA
Carol Schuster, MS
Carrie Foust, JBA, BA
Won Huh, M3
Any Questions?

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