

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

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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

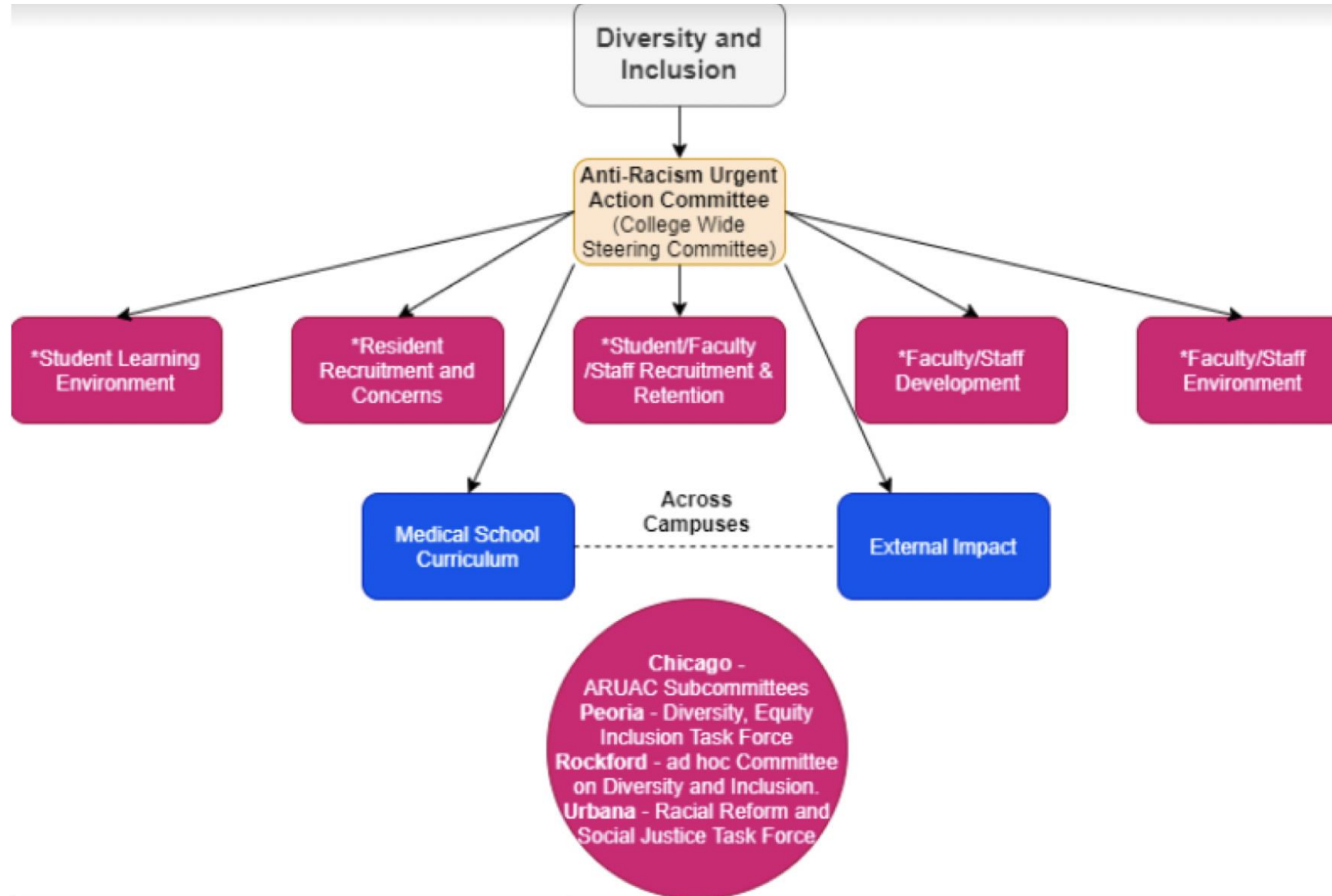
The CDI was comprised of UICOMR students, residents, staff, and faculty. The charge of the CDI was to:

- 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



# 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





# Student/Trainee Climate Survey

Fall 2020

- 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

| Respondents                           | N=99 |
|---------------------------------------|------|
| <b>Student/Trainee Type (n=87)</b>    |      |
| <i>Medical Students</i>               | 43   |
| M2                                    | 17   |
| M3                                    | 12   |
| M4                                    | 14   |
| <i>Medical Biotechnology Students</i> | 21   |
| <i>Family Medicine Residents</i>      | 10   |
| R1                                    | 3    |
| R2                                    | 6    |
| R3                                    | 1    |
| <i>Postdoctoral Fellows</i>           | 2    |
| Prefer Not to Say                     | 11   |
| <b>Race (n=87)</b>                    |      |
| Asian                                 | 30   |
| URM (AA, Latino, American Indian)     | 8    |
| White                                 | 35   |
| Prefer Not to Say                     | 14   |
| <b>Gender Identity (n=87)</b>         |      |
| Male                                  | 26   |
| Female                                | 53   |
| Prefer Not to Say                     | 8    |
| <b>Age (n=87)</b>                     |      |
| 20-25 years                           | 48   |
| 26-30 years                           | 23   |
| 31 and older                          | 8    |
| Prefer Not to Say                     | 8    |

\*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.

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# 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 trainings.

# Progress

Development of DEI Advisory Council as a standing committee at UICOMR

- Proposal submitted

- Invitations will be sent out upon approval

# Progress

## 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 Auckbarallee, 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

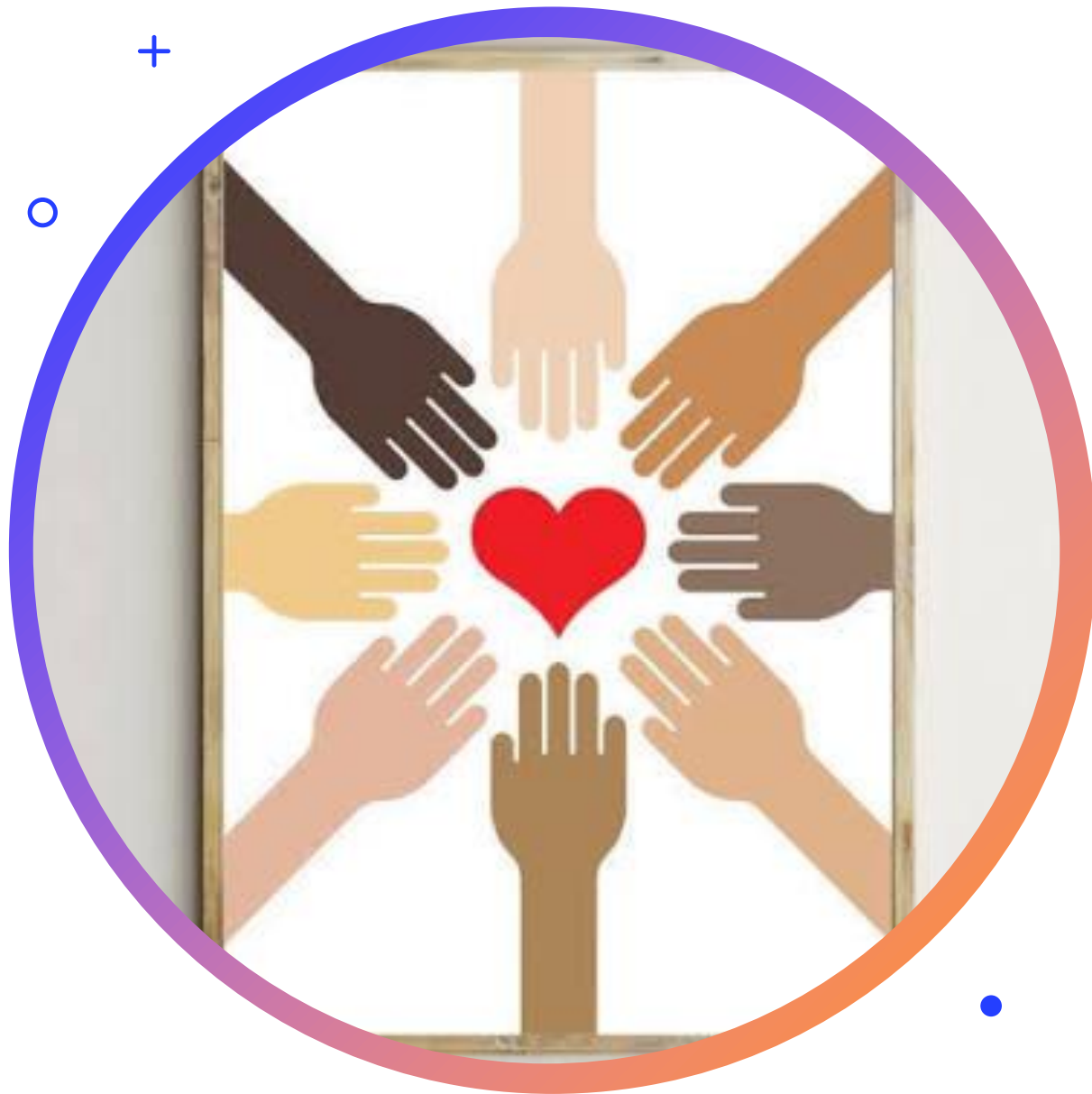
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Diane Potts, MA

Carol Schuster, MS

Carrie Foust, JBA, BA

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*Any  
Questions?*

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