Efforts at University of Nevada, Reno School of Medicine

Background and General Information

In 2017 UNR Med conducted a survey and focus group with all of our constituents (faculty, staff, residents, students, and community faculty) to gather input on how to better define diversity with respect to our mission. Mission-Based Diversity Groups (MBDGs) were determined in order to better align our efforts with our mission and to more strategically focus our diversity and inclusion initiatives. The Mission-Based Diversity Groups (MBDGs) for faculty and students were defined as: Black/African-American, Hispanic/Latino, Rural, and First-Generation and/or Low-SES. Females were added as a MBDG for faculty. The UNR Med community identified these groups as the most aligned with the UNR Med missions. The school’s community and also cited:

- a desire to better represent those who have been traditionally underrepresented in medicine (such as African-American and Hispanic Latino individuals)
- an aspiration to have student and faculty composition better reflect the population of Nevada (a high population of individuals from rural backgrounds and those from educationally underserved areas, such as first generation students and those from low-SES backgrounds)
- a motivation to better align demographics with the missions around diversity and serving rural populations.

Council on Diversity Initiatives

The Council on Diversity Initiatives (CDI) was established in 2012 and charged with expanding UNR Med’s initiatives to promote diversity and inclusion. The CDI is currently co-chaired by Drs. Jacobs (Associate Dean for Diversity and Inclusion) and Torres (Assistant Dean for Admissions, Diversity and Inclusion). The CDI is a foundational resource for UNR Med’s preparation, recruitment and retention programs. The CDI is comprised of faculty from UNR Med, the UNR School of Community Health Sciences, the UNR Center for Student Cultural Diversity (The Center), and UNR Med student leadership from minority student groups (Asian Pacific American Medical Student Association, Latino Medical Student Association, Student National Medical Association, and the Lesbian Gay Bisexual Transgender Queer Intersex Asexual Special Interest Group). The CDI functions as an advisory, consulting and policy-making group. They are charged with reviewing data on the effectiveness of diversity programs and initiatives and making recommendations for quality improvement using the institutional continuous quality improvement (CQI) process. This committee meets twice a month, with sub-groups meeting more frequently to complete specific tasks and initiatives. Faculty from the Office of Continuous Institutional Assessment are members of the CDI and assist the group with data analysis and developing CQI targets. The CDI conducts annual climate surveys and produces an annual report of survey findings. We are currently in the data collection phase for the 2017 survey and expect results by the end of the calendar year.
Office of Diversity and Inclusion

Nicole Jacobs, Ph.D. continues to serve as the Associate Dean for Diversity and Inclusion and oversees the UNR Med Office of Diversity and Inclusion. The office is also staffed with a full-time administrative assistant and works collaboratively throughout UNR and UNR Med to support programs related to diversity. The associate dean for diversity and inclusion is the co-chair of the CDI and chair of the Standing Search Committee (SSC; see below), is a liaison to the Provost’s UNR Faculty Senate Diversity Task Force, the UNR Faculty Diversity Committee and participates other in UNR diversity efforts. At UNR Med, the associate dean for diversity and inclusion is a voting member of the Executive Committee and the LCME Accreditation Steering Committee. The ODI has developed the Strategic Plan for Faculty Diversity and Inclusion with goals and metrics in the areas of 1) promoting an inclusive culture, 2) recruiting and retaining diverse faculty, 3) establishing external and internal faculty pipelines, 4) providing faculty development opportunities to faculty from mission-based diversity groups, 5) promoting research and scholarly activities related to diversity, and 6) expanding training in diversity-related topics for faculty, staff, residents and students.

The Office of Diversity and Inclusion regularly communicates with stakeholders to enhance the culture of diversity and inclusion, including annual meetings with departments and units for discussion of the relationship between diversity and excellence, the centrality of diversity in UNR Med’s values and mission, and ways in which each department can promote diversity and inclusion for faculty, staff, and learners. In addition, the associate dean for diversity and inclusion attends new faculty orientation to discuss the UNR Med mission, diversity statement, the relationship between diversity and excellence, and resources related to diversity and inclusion available at UNR Med and UNR. In addition, all new faculty receive a brief training on implicit bias at the orientation.

The ODI hosts a monthly Diversity Dialogue for faculty, staff, and students. These meetings offer students, residents, faculty and staff an opportunity to discuss issues related to diversity which intersect with the field of medicine. Attendance at these sessions ranges from 5-40.

Each year the ODI hosts one or more large-scale diversity-related event(s). These events promote a culture of inclusion for students, residents, faculty and staff. In 2017, the ODI hosted a screening of a film followed by a Q&A panel with the subject and director of the film on the UNR campus. The ODI co-hosted the event with the Sanford Center for Aging, the Associated Students of the University of Nevada, the Chief Diversity Officer at UNR, The Center, the Disability Resource Center, the Gender, Race, and Identity Program, and UNR Med’s LGBTQIA student group.

The ODI hosts a quarterly lecture series on topics related to diversity in healthcare. The objectives of the series are: educating the community about diversity and inclusion in healthcare, bringing together groups of people who are interested in diversity-related topics, promoting retention and creating outreach/recruitment opportunities by inviting undergraduate students from diverse backgrounds. Topics include transgender health, healthcare disparities, implicit bias in healthcare, Safe Zone training and healthcare for patients with disabilities.
Faculty and Staff

Academy for Development in Academic Medicine (ADAM)
The Office of Graduate Medical Education, the Office of Faculty Development, the Office of Diversity and Inclusion, and the Office of Professional Recruitment developed a pilot internal faculty pipeline program to prepare and recruit medical residents/ fellows and graduate students / post-doctoral scholars for careers in academic medicine. This program, called the Academy for Development in Academic Medicine (ADAM) launched in July of 2017. The program pairs students with faculty mentors to develop the skill sets required for careers in academic medicine. The program includes didactic components and an academic “product” by the end of their program, such as new curricular content, a publishable paper, and/or a research project. Participants representing UNR Med’s mission-based diversity groups are actively recruited for participation in this program. UNR Med currently has 21 participants enrolled in this program who identify with the UNR Med mission-based diversity groups.

Active Search Practices to Target and Recruit Diverse Applicants
The Office of Professional Recruitment (OPR) follows an Academic Faculty and Clinician Recruitment Plan, with the recruitment policy, goals, strategies, and activities for the office. The OPR routinely uses a list of diversity advertising resources targeted to source candidates from UNR Med’s MBDGs, and assists search chairs and coordinators in recruiting diverse candidates. Recruitment of mission-based diversity candidates includes posting of ads on diversity sites and list serves individualized solicitation letters and phone calls to candidates, sourcing using social media (such as LinkedIn, Twitter, Facebook and others), and attendance at professional conferences and career fairs with UNR Med recruitment materials. Personnel in the Office for Professional Recruitment are trained on unconscious bias and how it may affect the search process. The Office for Professional Recruitment offers examples and templates of how to employ best practices in searches and how to promote diversity and inclusion at each stage of the hiring process. Best practices include: diversity statements in all advertisements, avoidance of gendered language, questions to assess a candidate’s cultural experiences and competency, de-identified tables for search committees to compare candidates, on-campus interview itineraries that feature cultural community resources, and evaluation tools that minimize bias.

Other Hiring Programs and Procedures to Promote Diversity
The Standing Search Committee (SSC) conducts searches for senior administrative staff positions, such as chairs, deans, and directors, and is chaired by the associate dean of diversity and inclusion. The dual role or search committee chair and associate dean for diversity allows for a systematic approach to promoting diversity in all leadership hires and ongoing review of position descriptions for opportunities to add elements promoting diversity. The director of the office of professional recruitment (OPR) and committee members from UNR Med departments have protected time to serve on the search committee for leadership searches. Standing Search Committee members apply best practices from the
literature and from AAMC, such as *Finding Top Talent: How to Search for Leaders in Academic Medicine* (AAMC, 2009) and *Recruiting: Proven Search and Hiring Practices for the Best Talent* (AAMC, 2017). The committee developed and disseminates trainings for all UNR Med search committees on the relationship between diversity and excellence. The training includes: a review of the literature on unconscious bias and the effects of this bias in decision-making, an experiential component to expose participants to their potential implicit biases, and methods of managing bias in the search process.

In all UNR Med faculty searches, the search coordinator uses a checklist to ensure that policies and processes to increase diversity are followed during the hiring process. The Office of Professional Recruitment reviews these checklists for adherence to the Faculty Search Policy to Create Excellence and Diversity and provides guidance for consistent processes.

**Faculty Development Support Funding**

Funding from the Office of Faculty Development (OFD) encourages discovery, diversity and excellence in teaching, research and clinical skills for all UNR Med faculty. Funding award recipients give presentations on completed projects and research at an annual event. In order to promote the retention and advancement of UNR Med’s diverse community, the OFD actively recruits applications from faculty and senior administrative staff from UNR Med’s MBDGs and encourages faculty to attend conferences such as the AAMC Minority Faculty Career Development and the AAMC Organizational Leadership Conference.

**Medical Students**

**Advisor and Counselor Information Sessions:**

*Overview of Program:* Information sessions are facilitated by the Admissions and Student Affairs Recruitment & Outreach staff to support K-12 counselors and undergraduate advisors in guiding students who are interested in a career in medicine. Advisors are targeted who work with students from UNR Med’s mission-based diversity groups on undergraduate campuses. These include advisors working with Student Support Services, McNair Scholars and TRIO at UNLV and Pre-Professional and science major advisors at both UNR and Truckee Meadows Community College (TMCC); STEM advisors at Nevada State College (NSC), (a Hispanic-serving institution with a large number of first generation students) and high school counselors who work in schools with student populations with a large proportion of students from UNR Med’s mission-based diversity groups. These schools include East Career Technical Academy (ECTA), Northwest Career & Technical Academy (NWCTA) and Bridger Middle School in Las Vegas, as well as Hug High School and Reed High School in Northern Nevada.

**Annual Recruitment Events:**

*Preview:* An information session for undergraduate students is hosted on both UNR and UNLV campuses each fall. Each preview includes: presentations on the admissions process, financial planning for medical
school, medical student and faculty perspectives, opportunity to ask questions to UNR Med faculty/staff/students, and an information fair including undergraduate pre-health clubs, local clinical volunteer opportunities, and special programs. All interested undergraduate students are invited and students from STEM-related fields at Nevada State College and students who attend the College of Southern Nevada (CSN) INBRE workshop, the INBRE Program at Great Basin College, and TMCC as these programs enroll a large number of students from UNR Med’s MBDGs.

Premedical Conference: A day-long conference and tour is held each January. Designed for undergraduate students from all Nevada institutions to visit the Reno Campus and learn more about UNR Med. Students attending receive information on preparation for medical school and the opportunity to experience the UNR Med campus, curriculum, professors and students. This conference includes students enrolled in UNR Med’s Post-Baccalaureate Program from Las Vegas and students pursuing pre-medical majors at UNLV, TMCC, and GBC, which include students from UNR Med’s MBDGs.

High Sierra, Desert Meadows, and Frontier Area Health Educators Center (AHEC)

The mission of Area Health Education Center (AHEC) is outreach to rural and urban underserved areas to train and retain a healthcare workforce for those areas. The AHEC centers serve as the bridge between academic health programs and the community in all 17 Nevada counties. The Nevada AHEC program has three statewide centers that work together to address the needs of the distinct service areas of the state: Desert Meadows AHEC in Las Vegas, Frontier AHEC in Elko, and High Sierra AHEC in Reno. They provide specific pipeline programs and training experiences for medical and health professions students in those underserved communities and provide linkages to enhance practice opportunities for health practitioners to work in those rural and underserved communities. The High Sierra AHEC produces the Health Care Careers in Nevada, which is a biennial publication which is distributed to schools throughout the state to provide information on opportunities, in health careers (4,874 copies distributed in FY16 & FY17). With the new emphasis by the Health Resources and Services Administration on diversity, AHEC now focuses on under-represented students through pipeline activities to meet the needs of rural and urban underserved students in Nevada. The following activities represent partnerships with AHEC and UNR Med in programs that promote the preparation, recruitment and retention of students from mission based diversity categories.

1. CampMED is a three-day intensive immersion experience held in the summer for students entering the ninth grade. This program was designed to stimulate interest in basic sciences, apply science to health care, and expose students to health care careers. The program includes “hands-on” experiences in biomedical science with workshops related to research, clinical problem-solving and clinical medicine. Students are recruited for CampMED from rural schools with student populations that include a large number of student from UNR Med’s mission-based diversity groups.

2. AHEC TEACH consists of presentations, workshops, and parent engagement events for the Las Vegas and surrounding rural high schools and middle schools. These schools have student populations that include a large number of students from UNR Med’s mission-based diversity groups. The TEACH program’s goals are to develop a pipeline of healthcare worker for Nevada, address provider shortages
and healthcare disparities in at-risk populations. Students have the opportunity to participate in activities facilitated by UNR Med students to foster interest in science, medicine, and healthcare.

3. **Operation Healthcare Bound** is a free event for middle school and high school students. Event participants explore many available healthcare careers and participate in hands-on demonstrations and breakout sessions. Event participants also have the opportunity to interact with local health professionals and university and community college representatives. Participants include students from UNR Med’s mission-based diversity groups. The program reaches roughly 3,000 eighth grade students each year in partnership with the Washoe County School District.

**IDea Networks of Biomedical Research Excellence (INBRE) Partnership**

The IDeA Networks of Biomedical Research Excellence (INBRE) Partnership is an NIH sponsored program that targets community college students throughout the state who are from groups that are underrepresented in medicine (including cultural and ethnic minorities as defined by the National Institutes of Health), first generation college students, economically and/or educationally disadvantaged, and students from urban and rural underserved areas. The statewide program advises and mentors underrepresented and first-generation high school graduates who enroll at either Truckee Meadows Community College (TMCC) in Reno or the College of Southern Nevada (CSN) in Las Vegas.

The INBRE partnership with UNR Med focuses on enrichment programs that provide undergraduate students interested in medical school or careers in science with faculty resources. Specific activities include physician shadowing, dissection workshops, clinical problem-solving courses, undergraduate research experiences, and exposure to biomedical research laboratories. A cohort program is underway at Great Basin College (GBC) in Elko. A mentored undergraduate research program began AY16-17 at Western Nevada College (WNC) in Carson City and Sierra Nevada College (SNC) in Incline Village. These programs focus on the preparation and recruitment of students to careers in science, including those from UNR Med’s mission-based diversity groups.

**K-16 Outreach**

UNR Med’s K-12 preparation programs target Nevada schools with student populations with large proportions of students from our MBDGs Appendix 3.3-5 Demographics of K-12. A complete list of UNR Med’s events and the demographics for these schools can be found in the Appendix 3.3-6 Outreach Events. K-16 outreach is supported by the Med 661R course a fourth-year, year-long medical student elective for those interested in helping high school students foster an interest in healthcare careers.

**Tours:** School and community groups regularly visit UNR Med for tours of the anatomy lab (Reno) or simulation center activities (Las Vegas) with medical student facilitators, plus either a medical student panel, or another activity from UNR Med’s Outreach Menu.

**Site visits:** Students in the MED 661R elective (described below) facilitate campus visits to K-12 students throughout the state. These students work most often with high school science programs. Site visits are also provided to middle school classrooms and community programs such as the Discovery Museum and Washoe County Public Libraries. See the Outreach Menu for additional programming details.
Career Fairs: UNR Med provides information tables at college, high school, and middle school career fairs to provide information about medical careers and to the path to medical school.

Multiple Mini Interview (MMI) Recruitment Programming:

UNR Med’s MMI interview days are preceded by programming the evening before the interviews. This a reception with students, faculty, and staff, a curriculum presentation, financial aid workshop, campus tour, research facilities tour, anatomy lab activity and a medical student-led tour of the Student Outreach Clinic. To recruit students from mission-based diversity groups, applicants learn about UNR Med’s diversity-based student organizations and student-led activities, as well as have the opportunity to meet current students and faculty from UNR Med’s mission-based diversity groups.

Second Look

UNR Med invites students with multiple acceptances to take a second look at UNR Med and become better acquainted with what makes UNR Med’s school unique. Students stay up to three nights in Reno and are invited to observe either Match Day or the Student Outreach Clinic. They receive in-depth presentations on curriculum, resources and facilities, meet with faculty and staff, visit local attractions, and attend social events with current medical students. Two Second Look events are held in each spring. UNR Med preferentially invite applicants to Second Look from mission-based diversity groups and offer them scholarships during or after the event to recruit and retain them as students.

Workshops for premedical undergraduates

UNR Med provides up to 25 workshops each year to pre-professional students. These are typically coordinated through the student leaders of pre-health interest groups and the pre-professional advisors on undergraduate campuses. These workshops cover topics related to preparation for medical school, the admissions process, and the AMCAS application. They also include hands-on activities (suturing, clinical skills) and tours of the anatomy/simulation labs. Workshops are open to all undergraduate students, and are concentrated on UNLV and NSC, which have student population reflecting UNR Med’s MBDGs. UNR Med also liaisons with the advisors for undergraduate and student organizations who oversee students and clubs, organizations, and groups whose demographics align with UNR Med’s MBDGs.

Student Organizations

UNR Med supports the Asian Pacific American Medical Student Association (APAMSA), the Latino Medical Student Association (LMSA), and the Student National Medical Association (SNMA) chapters with funding and faculty mentorship for outreach activities and events. Students from these organizations conduct workshops, college and science fairs, medical student discussion panels, campus tours, team-based learning activities, case studies, and mentorship for high school and college students.
In 2014, students in APAMSA and LMSA partnered to hold a medical school open house tour for high school students and their parents. LMSA also works with the Center for Student Diversity at UNR to recruit first generation college students. LMSA members mentor students in Las Vegas at East Career Technical Academy. The LMSA is working with the Consulate of Mexico to create informational pamphlets and live sessions geared toward students interested in the healthcare field.

During AY15-16, the LMSA chapter in Las Vegas held outreach events for UNLV’s Latino Pre-Medical Student Association. In 2015, LMSA sponsored a “Road to Medicine” event at UNR for pre-medical students featuring the assistant dean of admissions, diversity, and inclusion. LMSA also provided tours of the UNR Med Simulation Center to highlight advanced technologies and simulations such as suturing and surgical simulation to interested premedical students. Lastly, in fall of 2016, LMSA held a mixer for LPMSA students to discuss the application process to medical school and an opportunity to talk with medical students about the realities of medical school.

In 2016-2017, the LMSA chapter in Reno began a mentorship program for first-generation, low income college students. Additional information about the “Premedical Advising Clinics” mentorship program is discussed in the Pipeline Programs section, below.

Scholarships

The Office of Admissions and Student Affairs works closely with the director of development to increase scholarship endowments targeted to diverse matriculating students. UNR Med solicits annual scholarships from associations, alumni, and other donors. The development focus for the scholarship program is on major gift solicitation and the establishment of endowed scholarships. Currently, scholarship support covers on average 35% of UNR Med’s students’ tuition burden, and UNR Med has a goal of increasing this to 50% through fundraising initiatives that include individuals, corporations, health systems and foundations, as well as specific campaigns for alumni, faculty and staff. There is currently one scholarship directed towards supporting Hispanic students. UNR Med receives access funds from tuition dollars. These funds are used for dean’s Merit scholarships that are awarded to students from UNR Med’s mission-based diversity groups as part of the Second Look program. The dean’s Merit scholarships provide full in-state tuition plus $4,000 to each student and are renewable for four years. In 2017 UNR Med also secured a significant increase in scholarship support from a foundation which provides full-tuition, renewable scholarships for 17 UNR Med students annually from northern Nevada based on financial need. This scholarship was also used to recruit students from UNR Med’s MBDGs who participated in the 2017 Second Look program.

Fellowships

None

Curriculum
First year medical students currently have over 20 hours of classroom time, including lectures and small group activities, devoted to cultural competence. This includes learning about unconscious bias, healthcare disparities, and how to manage bias in healthcare. Students are asked to take a test of implicit bias, the Implicit Relational Assessment Procedure (IRAP), at various points throughout the curriculum. This year we have embedded Acceptance and Commitment Training modules into their curricular content to help students learn how to manage their bias. We are active in researching implicit bias as it relates to our students and faculty (see Scholarly Activity, below).

Safe Zone Training Program

UNR Med collaborated with UNR’s The Center, Every Student, Every Story (The Center for Cultural Diversity) to create a medical student version of the general Safe Zone training. This objectives of the program are to define LGBTQIA+ terminology, describe the spectrum of gender identity and sexuality, discuss patient and provider expectations for “coming out,” identify how heterosexism exists in healthcare and describe how to counter this bias, describe strategies for culturally sensitive interviewing of LGBTQIA+ patients, and describe how to be a healthcare ally. This training was incorporated into the first-year medical student curriculum starting in March of 2017. Course evaluation data indicate that it was well received by students. Safe Zone training is also offered to faculty and staff groups on campus.

Scholarly Activity

The Implicit Bias Research Group is a UNR Med partnership with the Departments of Psychology and Journalism at UNR. The group has advanced UNR Med’s research and medical education program around diversity using a research tool (the Implicit Relational Assessment Procedure: “IRAP”) to assess medical student bias across their training. The findings are applied in curriculum planning to reduce bias. This program is embedded in the first-year curriculum and will be expanded into the curriculum of the Context of Patient Care block in 2018. The same bias measurement tool (IRAP) is used with search committees as part of implicit bias education and training for search committees.

Future Plans

As part of the strategic plan for faculty diversity and inclusion, UNR Med will be expanding our recruitment and retention efforts, including developing external pipeline programs to recruit faculty from our MBDGs. We will also be expanding the curriculum in graduate medical education to include more topics related to diversity. Beginning in 2018, the Associate Dean of Diversity and Inclusion will work with department/unit leadership to help them develop diversity and inclusion goals specific to their needs, and these leaders will be reporting on their efforts at the end of 2018 as part of their annual reports to the Dean. The Office of Diversity and Inclusion will also continue to work on enhancing the culture of inclusivity at UNR Med and will address any issues identified in the climate survey currently underway. The Office of Admissions and Student Affairs will implement the use of tracking systems to
better assess the impact of their recruitment and outreach efforts and continue to develop outreach connections with undergraduate campuses and advisors. They will also continue to support existing pipeline programs and grow developing programs to accomplish our strategic plan goals.