

Diversity Efforts at University of Nevada, Reno School of Medicine, 2016

Admissions and Student Affairs

- UNR Med continues to maintain and expand our efforts to promote the percentage of diverse students matriculating into the first year class through implementation of the AAMC's Holistic Admissions Review initiative. Under this initiative, we conduct multiple mini-interviews (MMI) for admissions and incorporate holistic marker scores more aggressively into ranking applicants for review. Nationally, use of the MMI has been shown to enhance diversity in admissions. In addition, multiple pipeline programs have been created and we actively recruit applicants through these programs. Admissions initiatives have been coupled with merit scholarship awards aligned with the institutional diversity objectives and goals to assist admitted applicants from groups underrepresented in medicine (URM).
- As UNR Med has increased the number of students representing different groups, existing student interest groups have become increasingly active. Our current interest groups, listed below, are active in outreach efforts and pipeline programs to attract applicants as well as creating a more inclusive and supportive learning environment for all students.
 - Student National Medical Association (SNMA)
 - Latino Medical Student Association (LMSA)
 - Asian and Pacific Islander American Medical Student Association (APAMSA)
 - Minorities in Medicine Student Interest Group
 - Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual/Ally Special Interest Group (LGBTQIA SIG).
- With respect to curricular training on diversity, first year medical students currently receive over 20 hours of classroom time, including lectures and small group activities, devoted to developing 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 below).
- In July of 2016 the Office of Admissions and Student Affairs added a position to lead the admissions process and to the promotion of diversity and inclusion for students in admissions, retention, and student affairs. Dr. Wilfredo Torres, an alumnus of our institution, was recruited to fill this position. Because of the overlap between student and faculty diversity and inclusion efforts, Dr. Torres serves as a co-Chair for the Council for Diversity Initiatives and is active in diversity efforts related to faculty as well as

students. Dr. Torres also serves as faculty mentor to the Latino Medical Student Association and the Student National Medical Association.

Standing Search Committee and Faculty Recruitment

- The Standing Search Committee (SSC), led by Dr. Nicole Jacobs who also heads the Office of Diversity and Inclusion, has continued to run searches for leadership positions at UNR Med, employing best practices for inclusive recruitment of new faculty. The SSC has refined a training on managing unconscious bias in search committees and has implemented this training to various faculty groups across campus. The training includes a review of the literature on unconscious bias and the effects of this bias in decision-making, an experiential component designed to expose participants to their potential implicit biases, and methods of managing bias in the search process. As a pilot to this study, the SSC completed an analysis of the diversity of SSC versus non-SSC searches and found that SSC searches had more diverse pools of candidates for both first and second interviews. These data were presented at the AAMC's Group on Faculty Affairs 2016 Annual Meeting and generated great interest.
- Another exciting development in 2016 for the SSC has been the development of the Office of Professional Recruitment (OPR) and our close association with the staff in this office for our recruitment activities. The director of the OPR, Anne Larson, is a regular member of the SSC and is able to provide assistance with targeted and active outreach to diverse candidate pools for SSC searches as well as all UNR Med searches. She has training on unconscious bias and how to avoid it in searches, and is able to provide support and resources to departments in carrying out inclusive searches.

Institutional Diversity

- In July of 2016, the Office of Diversity and Inclusion (ODI) was established, under the leadership of Dr. Nicole Jacobs. Dr. Jacobs is co-chair of the Council for Diversity Initiatives and Chair of the Standing Search Committee, and has been involved in diversity activities at UNR Med since 2007. She serves as liaison between UNR Med and UNR Diversity Council as well as the UNR Faculty Diversity Committee. The Office of Diversity and Inclusion is responsible for the development and implementation of policies, procedures, and programming related to diversity and inclusion at UNR Med. Dr. Jacobs also serves as faculty mentor to the APAMSA and LGBTQIA student groups. The Council for Diversity Initiatives (CDI), co-chaired by Drs. Jacobs and Torres, provides a vital and active resource for UNR Med and our community with respect to assessment and promotion of institutional diversity, inclusion, and cultural competency. The CDI is comprised of faculty from UNR Med, the School of Community Health Sciences, The Center, and student leadership from our minority student groups. The CDI has conducted surveys assessing diversity and inclusion at our SOM and we have partnered

with external organizations to enhance cultural offerings within our community. One annual event is a student-run, two-day event called Cultural Considerations in Healthcare, which takes place at UNR.

- Our Office of Faculty Development, under the leadership of Dr. Jennifer Hagen, supports minority faculty every year in their career development by offering mentoring programs and funding to attend national conferences.
- Departmental Activities: Parallel with faculty annual evaluations and activities plans, in 2015 UNR Med implemented a requirement that every department submit an annual report to the Dean. Chairs were asked to report on all activities related to diversity and inclusion for the year and plans for the upcoming year.

Research Program on Implicit Bias

- The Implicit Bias Research Group, consisting of faculty from UNR Med in partnership with faculty and graduate students from the Department of Psychology and the Department of Journalism at UNR, has advanced our research and medical education program in 2016. We have refined the Implicit Relational Assessment Procedure (IRAP), continue to assess our undergraduate medical students on implicit bias at various stages across their training, and have developed a training program to reduce bias that has been embedded into their curriculum in the first year. We plan to expand this training for use with faculty in the future.
- A list of scholarly activity in 2016 related to our research on implicit bias is below:
 - Baker, T., Smith, G.S., Jacobs, N.N, Houmanfar, R.A., Tolles, R., Deborah, K., Piasecki, M. (2016). A deeper look at implicit weight bias in medical students. *Advances in Health Sciences Education*, 21(4), 1-12. DOI: [10.1007/s10459-016-9718-1](https://doi.org/10.1007/s10459-016-9718-1)
 - Smith, G.S., Houmanfar, R., Szarko, A., Baker, T., Jacobs, N.N., Kuhls, D. Piasecki, M. The Adaptation of the Implicit Behavioral Assessment Technology to Guide Curriculum Development. Symposium conducted at the Association for Behavior Analysis International Annual Convention. Chicago, IL. May 2016.
 - Szarko, A., Brayko, C., Houmanfar, R., Smith, G.S., Jacobs, N.N., Baker, T., Kuhls, D., Piasecki, M. Determining the Effects of ACTraining on Measures of Implicit Attitudes and Burnout: A New Spin on Curriculum Training in Medical Education. Symposium conducted at the Association for Behavior Analysis International Annual Convention. May 2016.
 - Jacobs, N., Baker, T., Piasecki, M., Kuhls, D., Croswell, L., Smith, G., Brayko, C., Candido, A., Szarko, A., Houmanfar, R. The implicit relational assessment (IRAP): How implicit bias is assessed and addressed at UNSOM. UNR Diversity Summit, Reno, NV, Spring 2016.

- Accepted abstracts at national and international meetings for 2017 are listed below
 - Piasecki, M., Brayko, C. Integrating a behavior analytic framework into a school of medicine’s strategic planning process. To be presented at Association for Behavior Analysis International 9th International Conference in November 2017.
 - Schwenk, T.L. Burnout of medical students: A rising epidemic. To be presented at Association for Behavior Analysis International 9th International Conference in November 2017.
 - Szarko, A.J., Houmanfar, R.A., Jacobs, N.N, Smith, G.S., Brayko, C., Froehlich, M. A behavioral systems approach toward assessing and alleviating burnout among medical students. To be presented at Association for Behavior Analysis International 9th International Conference in November 2017
 - Maraccini, A., Houmanfar, R.A., Slonim, A., Piasecki, M. An interprofessional approach to the training and assessment of interprofessional communication with medical and nursing students. To be presented at Association for Behavior Analysis International 9th International Conference in November 2017.
 - Smith, G.S., Houmanfar, R.A., Szarko, A.J., Esquierdo-Leal, J., Jacobs, N.N., Froelich, M., Baker, T., Piasecki, M. The role of implicit attitude assessment in a behavior analytic intervention of social issues. To be presented at Association for Behavior Analysis 43rd Annual Convention in May 2017.

UNR Med Diversity and Inclusion Focus Groups and Survey

- As part of our LCME accreditation self-study, in 2016 UNR Med conducted a school-wide survey and focus groups to gather input on how our community views the effectiveness of our current diversity and inclusion efforts as well as how they would like to see diversity defined moving forward. Ten focus groups were conducted with students, faculty, community faculty, and staff. The focus groups were facilitated by one member of our Office of Continuous Institutional Assessment along with an “external” facilitator from the main campus UNR community, such as staff from The Center. Themes emerging from these focus groups included the desire to increase the diversity of the faculty and staff in order to provide mentoring and safe spaces to our students, the wish for expansion of pipeline programs to recruit students from underrepresented groups in medicine, the request for additional diversity training in the curriculum and for faculty, and the wish for better integration into diversity programming offered by main campus UNR. The Council for Diversity Initiatives and the Office for Diversity and Inclusion will work to implement some of these themes in the upcoming year.
- The online survey was open to all UNR Med students, residents, faculty, community faculty, and staff. We received 400 responses for a response rate of 33.5%. Respondents were asked to rate, on a 5-point Likert scale, how effective they thought UNR Med has been in creating a diverse and inclusive environment. In general, a

majority (66%) of respondents reported that UNR Med had been either “moderately” or “very” effective in creating both a diverse and inclusive environment. While these data are positive, they also highlight room for improvement, and we will be working over the next year to improve perceptions around diversity and inclusion at UNR Med.

Relationship with UNR’s The Center, Every Student, Every Story

- UNR Med enjoys a close relationship with UNR’s The Center, Every Student, Every Story (The Center). The director of The Center, Blane Harding, is a member of the CDI and a standing agenda item on the CDI agenda is to discuss cultural events put on by The Center and how UNR Med can promote participation in these events in our community. For example, some of our medical students, faculty and staff participate in The Center’s Black Male Initiative. We are also working with The Center to adopt a medical version of the Safe Zone training and incorporate it into the first year medical student curriculum. Our minority student groups are involved in outreach efforts along with The Center, such as providing tours of UNR Med to students from the Andre Agassi College Preparatory Academy, a K-12 school devoted to the education of underserved communities.

Strategic Planning

- With our mission and vision statements at the heart of our process, we engaged our school of medicine community to guide UNR Med in planning our next three years. The planning process focused on the theme of transformation and our community identified key themes to shape the plan, such as institutional climate, diversity and inclusion. In the initial strategic planning needs assessment, 14% of the 537 respondents specifically indicated that the mission pillar representing diversity and cultural inclusion should be a top priority for our institutional plan.
- To commit to our values around diversity, our strategic plan includes proactive steps to increase our faculty diversity at UNR Med. For example, by academic year 2019, we will require all members of our faculty search committees to receive training on implicit bias. Also we will begin strategically promoting and recruiting our position listings in alignment with our newly defined diversity categories.
- The strategic planning process itself strove to be as inclusive as possible. Approximately 600 UNR Med faculty, students, staff, and residents played a role in developing the plan either by participating in surveys, serving on sub-committees, or participating in promotional events. We did not specifically track the extent to which diverse faculty were involved, however all faculty were encouraged to participate to promote a representation of the UNR Med voices.