
Strategic Action Plan for Increasing Student Diversity at Touro University California

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Introduction to diversity at Touro University California

A message from the Student Government Association sponsored Committee on Diversity & Inclusion

This report will attempt to lay the preliminary foundation for which further investigation, strategizing, and implementation of programs and initiatives dedicated to increasing diversity at Touro University, California can be done. This work should be taken on in a collaborative effort, both at the individual college level by dedicated faculty members, administrative leaders, staff, and students, but more importantly by a full-time University sponsored position dedicated to the role of Diversity Coordinator - a person equipped with the training and experience required to tackle the complex task of cultivating an institutional culture that supports inclusion and diversity at the University level. Moreover, the success of such a culture relies on a profound commitment by University leaders to pursue an academic environment that undeniably values diversity.

A message from Dr. Marilyn Hopkins, COO & Provost

A message from Dr. Alan Kadish, President of Touro College's

The civil rights movement has taught us that interaction across racial lines promotes meaningful relationships, mutual respect and exchange of ideas that increase our collective potential to improve our world. Colleges and universities have a responsibility to heed these lessons and strive for diversity on our campuses among students, faculty and staff. It is imperative that we make a conscious and forceful effort to open the doors of learning to more blacks and other minorities.

A message from Rabbi Tennebaum: Social justice, diversity & Judaic values

Historical background of diversity at Touro University California

Diversity in Osteopathic Medicine

The practice of whole-person care and musculoskeletal manipulation in Osteopathic medicine has pushed the boundaries of traditional medicine since its inception in the late nineteenth century. In 1892, the first American School of Osteopathy was founded in Kirksville, Missouri by Osteopathic pioneer Andrew Taylor Still, MD, DO. The healthcare education provided in this two-room frame building not only challenged traditional beliefs about preventive and clinical medicine, but also changed the face of *who* would be invited to practice. Now known as A.T. Still University, its webpage confirms that the first class of the American School of Osteopathy consisted of five women and 16 men. Demonstrating an openness to diversity and inclusion during a time when women were regularly barred from attending medical school. In John Lewis' biography *A.T. Still: From the Dry Bone to the Living Man*, when asked if a woman would be able to learn osteopathy Dr. Still reportedly replied without hesitation, that "a woman could learn to do anything a man could" (pg, 144). Lewis further expounds on Dr. Still's conviction regarding equal access to medical education by explaining that he felt:

"Lincoln's equality proclamation was incomplete and that the U.S. Constitution should be amended to read, 'There shall be no disabilities on account of race, color, sex, or previous condition of servitude.' Women had access to very few medical colleges at the time, but his institution would be open to all without prejudice" (Lewis, 144).

Still's attitude towards diversity & inclusion is unfortunately absent from many academic institutions today, as evidenced by the dearth of underrepresented minorities matriculating in such schools. A return by such institutions to the prioritization of diversity in student admissions would not only result in the institutional benefits that a diverse range of perspectives and life-experiences brings, but would also be a return to Dr. Still's original Osteopathic philosophy of equal access to the education of Osteopathic medicine.

White Coats for Black Lives and the SGA committee on Diversity & Inclusion at Touro University, California

In early December of 2014, hundreds of communities around the country were participating in mass protests of the recent killings of African American people at the hands of police. As a result the “Black Lives Matter” movement was born, sparking the formation of a number of organized protest groups such as The White Coats for Black Lives (WC4BL) national organization. The WC4BL student group consisted of medical students across the nation dedicated to raising awareness of the public health epidemic that police violence against African American and other marginalized communities has become.

Soon thereafter, the WC4BL student group at the University of California San Francisco sent out a call for medical students across the nation to express solidarity with African American communities disproportionately targeted by police violence in a National Day of Action. On Wednesday December 10th, 2014, students were called to stage a “Die-In” at their medical schools to raise awareness of the unique role and responsibility that medical institutions have in responding to systemic racism and the resulting violence that impacts vulnerable patient communities. On that day, more than fifty Touro medical students lay across the steps of the campus’ centrally located Lander Hall for 4.5 minutes to represent the 4.5 hours that Michael Brown, a resident of Ferguson, Missouri, lay in the street without medical attention after being fatally shot by police.

As a result of the event, and in light of the University’s specific commitment to social justice under the Jewish auspices that guide the colleges of the Touro University system, a student-led committee to promote diversity and inclusion within the university was formed. With the support of the Student Government Association the committee is dedicated to working towards addressing issues of social justice in the medical school curriculum. With the hope that future physicians will be well equipped with the awareness and knowledge necessary to provide culturally competent health care, as well as the skills to play meaningful roles as leaders in efforts to end healthcare disparities and improve community outcomes.

Mission, Vision, & Goals of the SGA committee on Diversity & Inclusion

The **Vision** of the Touro University California Student Government Association’s Committee on Diversity and Inclusion is to collaborate with University leadership in creating a comprehensive educational environment for health professionals that prioritizes the needs of underserved communities in all aspects of its institutional culture, including: curriculum development, admissions policies, inter-professional experiences, hiring practices, professional development, extracurricular activities, campus environment, and research priorities.

To achieve this Vision, the **Mission** of this committee is to bring together students, faculty and staff from across all colleges to engage in the process of understanding how each of us can be agents of change in eliminating health disparities and to take action in support of social justice and health equity.

Our foundational **Goals** include:

1. Work to institutionalize a university-wide Policy for Diversity and Inclusion (to be developed through the collaborative efforts of students, faculty and staff) together with dedicated infrastructure and resources needed to effectively implement this policy.
2. Support the implementation of best practices to ensure that TUC has a student body, faculty, curriculum and research programs that prioritize the inclusion of underrepresented minorities, cultural competence and the eradication of health disparities.
3. Help to cultivate an institutional culture that recognizes the importance of diversity and effectively supports and sustains students of diverse backgrounds in becoming excellent health care professionals prepared to challenge health disparities.

Diversity in healthcare education: A look at the literature

In the 2013 Supreme Court Case, No. 14-981 FISHER v UNIVERSITY OF TEXAS AT AUSTIN, et al., the Association of American Medical Colleges (AAMC) wrote a brief in support of the respondents (U. of Texas), and more generally, in support of diversity and inclusion as an essential element to health professional schools' admissions and training.

The Association of American Medical Colleges was joined in this brief by twelve organizations whose members include schools, residency programs, and other institutions involved in educating and training health care providers and administrators: the American Association of Colleges of Nursing, American Association of Colleges of Osteopathic Medicine, American Association of Colleges of Pharmacy, Physician Assistant Education Association, and others; fifteen organizations whose members include physicians and other health care providers: the American Medical Association, American Academy of Physician Assistants, American College of Physicians, American Osteopathic Association, American Public Health Association; and others. An excerpt of the brief follows:

As the gatekeepers to the medical profession, medical schools have obligations that extend beyond their individual students to society at large. Those obligations include redressing current disparities in health care, where minority patients tend to receive less and lower quality care. The Nation's medical schools must ensure not only that graduating physicians will be able to practice medicine at the highest levels, but also that competent medical care in different practice areas will reasonably be available to all who need it.

Medical schools have learned over many decades of experience that these goals cannot be accomplished unless physicians are educated in environments that reflect the ever-increasing diversity of the society they serve.

Significant health disparities exist along lines of socio-economic status, urban or rural residence, and, most notably, race and ethnicity (4). Minority populations continue to disproportionately suffer from numerous health conditions. Non-Hispanic black adults, for example, are at least

50% more likely to die prematurely (i.e., before age 75) of heart disease or stroke than their non-Hispanic white counterparts. The prevalence of adult diabetes is higher among Hispanics, non-Hispanic blacks, and those of other or mixed races than among Asians and non-Hispanic whites. And the infant mortality rate for non-Hispanic blacks is more than double that for non-Hispanic whites (5).

Despite lower rates of uninsured individuals, “disparities in quality and outcomes by income and race and ethnicity are large and persistent”(6). When new technologies emerge to fight disease, minorities experience substantially slower and fewer benefits than non-minorities. While some of these disparities are due to lower levels of health care in minority communities, the disparities persist even where access is universal, such as in veterans’ care (7).

Moreover, minority communities are both medically underserved and served disproportionately by physicians of their own race or ethnicity. Communities with high proportions of African-American and Hispanic residents are far more likely to have a physician shortage, regardless of income levels (8, 9). Underserved residents also rely heavily on underrepresented minority physicians for their care, because relatively few non-minority physicians practice in those areas (10, 11).

African-American and Hispanic/Latino medical school graduates are more likely than their white and Asian counterparts to consider serving underserved communities. A recent study revealed that, by the time of graduation, 56% of African-American and 42% of Hispanic/Latino students were willing to serve the underserved as compared with only 21% of Asian and 23% of white students (12). A recent Senate Report reached the similar conclusion that “[d]iversity among medical school students is associated with *** greater willingness to serve diverse populations,” and found evidence to suggest that “minority health professionals are more likely to serve in areas with high rates of uninsured and areas of underrepresented racial and ethnic groups”(13).

The benefits of diversity in health professional education have been recognized by Congress, finding that “diversity in the faculty and student body of health professions schools enhances the quality of education for all students attending the schools” (14); by students: medical school students overwhelmingly reported that contacts with diverse peers greatly enhanced their educational experiences (15); and by faculty: according to medical school faculty, students selected through holistic review are “more collegial, more supportive of one another, more engaged in the curriculum, and more open to new ideas and to perspectives different from their own” (16). “[I]t is not too much to say that the ‘nation’s future depends upon leaders trained through wide exposure’ to the ideas and mores of students as diverse as this Nation of many peoples.” Bakke, 438 U.S. at 313 (Powell, J.).

<https://www.aamc.org/download/447744/data/aamcfilesamicusbriefinfishervutaustin.pdf>

The Case for Diversity, continued..

**24. In choosing the medical school you now (or will) attend, how important were the following factors?
 Note: Only those who responded "Yes" to Q23 could respond to this item. (Continued)**

		Percentage of Respondents Selecting Each Rating					
		Not applicable	Not important	Somewhat important	Important	Very important	Count
General Factors							
Diversity of the student body							
All Medical Schools	2015	1.4	21.7	28.9	30.9	17.1	6,411
All Medical Schools	2014	2.2	23.4	30.0	29.4	15.1	7,020
All Medical Schools	2013	0.7	20.4	30.0	31.4	17.6	7,075
Diversity of the faculty							
All Medical Schools	2015	1.7	29.3	31.5	26.3	11.2	6,391
All Medical Schools	2014	2.8	31.9	32.1	23.6	9.6	7,006
All Medical Schools	2013	0.8	26.7	32.3	28.0	12.2	7,063

The current status of diversity at Touro University, California

A snapshot of the University as a whole

We aim to align this document and plan with the already established TUC Strategic Plan. Here we have highlighted the values, goals, and objectives which further support diversity and inclusions efforts at Touro.

Excerpt of Touro University California’s Strategic Action Plan, 2015-2020:

VALUES

Touro University California is a university under Jewish auspices founded upon the universal *values of commitment to social justice*, intellectual pursuit, and service to humanity. As such, Touro University California is dedicated to the following:

- Respect for the inherent value and dignity of each individual
- Intellectual inquiry, discovery, and passion for life-long learning
- *Acceptance and appreciation of diversity*
- Compassion and service to society
- Student-centered education
- *Collaboration and sense of community*
- Promotion of interprofessionalism

STRATEGIC GOALS

GOAL 2: Promote student and employee achievement and excellence

IMPACT STATEMENT

This goal is focused on attracting and recruiting superior students and employees. Correspondingly, TUC's thriving reputation will resonate with a supportive and progressive scholarly environment for employees, which in turn will improve the student learning experience. We will ensure the TUC learning experience is student-centered, enriched by focused research and scholarship, and prepares professionals for rewarding lives in service to others both locally and around the globe. TUC will graduate satisfied and high-quality alumni who will maintain positive lifelong relationships with TUC.

OBJECTIVES

1. Attract and retain academically talented students who desire to develop skills to serve diverse communities
2. Annually examine data on employee turnover and identify factors which need to be addressed to ensure retention of outstanding faculty and staff.
3. Improve student campus experiences and promote cultural events to enrich student life.
4. Enhance human resources functions to promote employee excellence.
5. Expand connections with employers to create more internship and employment opportunities for Touro students.

GOAL 3: Adapt academic programs by enhancing and expanding current programs and selectively adding new disciplines.

IMPACT STATEMENT

This goal is focused on strengthening existing academic programs and providing guidance for selectively adding new programs with consideration to current programs. TUC culture supports teaching excellence, pedagogical innovation, and commitment to program mission. The adaptation and enhancement of the current academic programs will ensure that TUC graduates continue to be well prepared for the ever-changing demands on professionals in Health Sciences, Public Health, and Education. The selective expansion of programs allows for university growth without sacrificing the current student learning needs and opportunities.

OBJECTIVES

1. Strengthen existing academic programs and support services.
2. Support strategic growth of current programs.
3. Selectively add new academic and cocurricular programs.

GOAL 7: Foster a welcoming University culture that promotes health and wellness

IMPACT STATEMENT

This goal is focused on development of a welcoming campus that promotes health and wellness. All TUC constituents will benefit by improving the campus morale, increasing the retention of employees, reducing student attrition rates, and attracting additional talented employees and students. Improved wellness has the potential to increase student attendance and participation, as well as decreasing employee absences related to illness and stress. A focus on campus health and wellness will serve as a strong role model for the local community for increasing the quality and quantity of community partnerships.

OBJECTIVES

1. *Promote the health and well-being of students*, faculty, and staff as a foundation for academic and life success.
2. Establish a campus health and wellness program.

Diversity at Touro, by the numbers:

Table 1: Total TUC Enrollment by Race/Ethnicity & Program: 5-year history

	Academic Year				
	2011-12 N (%)	2012-13 N (%)	2013-14 N (%)	2014-15 N (%)	2015-16 N (%)
College of Osteopathic Medicine					
Doctor of Osteopathic Medicine (D.O)					
American Indian or Alaska Native	1 (0.2)		1 (0.2)	1 (0.2)	1 (0.2)
Asian	225 (41.2)	208 (38.4)	221 (41.2)	218 (40.4)	227 (42.0)
Black or African American	2 (0.4)	3 (0.6)	3 (0.6)	4 (0.7)	3 (0.6)
Hispanics of any race	16 (2.9)	7 (1.3)	8 (1.5)	11 (2.0)	13 (2.4)
Native Hawaii or Pacific Islander			1 (0.2)	1 (0.2)	1 (0.2)
Race and Ethnicity Unknown	13 (2.4)	18 (3.3)	25 (4.7)	33 (6.1)	38 (7.0)
White	282 (51.7)	299 (55.3)	270 (50.4)	263 (48.8)	247 (45.7)
Two or more races	7 (1.3)	6 (1.1)	7 (1.3)	8 (1.5)	10 (1.9)
Total	546	541	536	539	540
Master of Science in Medical Health Sciences (MSMHS) -COM					
Asian	5 (45.4)	10 (66.6)	7 (46.7)	10 (66.7)	7 (46.6)
Black or African American	1 (9.1)				
Hispanics of any race	1 (9.1)	1 (6.7)	2 (13.3)		
Race and Ethnicity Unknown		1 (6.7)		2 (13.3)	4 (26.7)
White	3 (27.3)	2 (13.3)	6 (40.0)	2 (13.3)	4 (26.7)
Two or more races	1 (9.1)	1 (6.7)		1 (6.7)	
Total	11	15	15	15	15
College of Pharmacy					
Doctor of Pharmacy (Pharm D)					
Asian	278 (69.3)	290 (70.2)	283 (70.2)	288 (70.2)	291 (72.0)
Black or African American	10 (2.5)	15 (3.6)	15 (3.7)	13 (3.2)	15 (3.7)
Hispanics of any race	15 (3.7)	11 (2.7)	10 (2.5)	16 (3.9)	19 (4.7)
Native Hawaii or Pacific Islander	1 (0.2)	2 (0.5)	3 (0.7)	4 (1.0)	5 (1.2)
Race and Ethnicity Unknown	3 (0.8)	11 (2.7)	20 (5.0)	25 (6.1)	25 (6.2)
White	86 (21.5)	76 (18.4)	64 (15.9)	54 (13.2)	44 (10.9)
Two or more races	8 (2.0)	8 (1.9)	8 (2.0)	10 (2.4)	5 (1.2)
Total	401	413	403	410	404
Master of Science in Medical Health Sciences (MSMHS) -PS					
American Indian or Alaska Native		1 (10.0)			
Asian		8 (80.0)	9 (81.8)	9 (60.0)	6 (40.0)
Black or African American		1 (10.0)		2 (13.3)	
Hispanics of any race	NA		1 (9.1)	1 (6.7)	
White				3 (20.0)	4 (26.7)
Two or more races			1 (9.1)		1 (6.6)
Race and Ethnicity Unknown					4 (26.7)
Total		10	11	15	15

Table 1: Total TUC Enrollment by Race/Ethnicity & Program: 5-year history - Continued

	Academic Year				
	2011-12 N (%)	2012-13 N (%)	2013-14 N (%)	2014-15 N (%)	2015-16 N (%)
College of Education & Health Sciences					
Graduate School of Education					
American Indian or Alaska Native	2 (1.1)	1 (0.6)			
Asian	18 (9.8)	20 (12.3)	15 (10.3)	14 (9.7)	9 (5.1)
Black or African American	18 (9.8)	20 (12.3)	20 (13.7)	18 (12.5)	23 (12.9)
Hispanics of any race	18 (9.8)	16 (9.8)	15 (10.3)	9 (6.3)	8 (4.5)
Native Hawaii or Pacific Islander				3 (2.1)	1 (0.6)
Race and Ethnicity Unknown	10 (5.5)	10 (6.1)	14 (9.6)	9 (6.3)	17 (9.6)
White	116 (63.4)	94 (57.7)	77 (52.7)	88 (61.1)	114 (64.0)
Two or more races	1 (0.5)	2 (1.2)	5 (3.4)	3 (2.1)	6 (3.4)
Total	183	163	146	144	178
Public Health Program (MPH)					
American Indian or Alaska Native				1	
Asian	46 (34.8)	36 (31.3)	36 (29.3)	35 (34.3)	16 (28.6)
Black or African American	17 (12.9)	14 (12.1)	18 (14.6)	17 (16.7)	8 (14.3)
Hispanics of any race	11 (8.3)	14 (12.1)	14 (11.4)	9 (8.8)	4 (7.1)
Race and Ethnicity Unknown	7 (5.3)	8 (7.0)	14 (11.4)	9 (8.8)	3 (5.4)
White	48 (36.4)	38 (33.1)	33 (26.8)	26 (25.5)	20 (35.7)
Native Hawaii or Pacific Islander					1 (1.8)
Two or more races	3 (2.3)	5 (4.4)	8 (6.5)	5 (4.9)	4 (7.1)
Total	132	115	123	102	56
Joint Program (MSPAS/MPH)					
American Indian or Alaska Native	1 (0.8)	1 (0.8)	2 (5.7)	1 (0.8)	
Asian	27 (20.8)	26 (20.0)	27 (22.0)	23 (19.2)	32 (26.2)
Black or African American	8 (6.2)	7 (5.4)	1 (0.8)	1 (0.8)	3 (2.5)
Hispanics of any race	17 (13.1)	20 (15.4)	18 (14.6)	19 (15.8)	12 (9.8)
Race and Ethnicity Unknown	2 (1.5)	7 (5.4)	7 (5.7)	8 (6.7)	3 (2.5)
Native Hawaii or Pacific Islander			1 (0.8)	1 (0.8)	1 (0.8)
White	64 (49.2)	57 (43.8)	43 (35.0)	49 (40.8)	53 (43.4)
Two or more races	11 (8.5)	12 (9.2)	24 (19.5)	18 (15.0)	18 (14.8)
Total	130	130	123	120	122
Nursing Program (MSN)					
American Indian or Alaska Native				1 (3.0)	1 (1.8)
Asian				4 (12.1)	5 (8.9)
Black or African American				2 (6.1)	3 (5.4)
Hispanics of any race				6 (18.2)	8 (14.3)
Race and Ethnicity Unknown		NA		3 (9.1)	7 (12.5)
White				16 (48.5)	28 (50.0)
Two or more races				1 (3.0)	4 (7.1)
Total				33	56
Total Enrolled Students					
American Indian or Alaska Native	4 (0.3)	3 (0.3)	3 (0.2)	4 (0.3)	2 (0.1)
Asian	599 (42.7)	598 (43.0)	598 (44.1)	601 (43.6)	593 (42.8)
Black or African American	56 (4.0)	60 (4.3)	57 (4.2)	57 (4.1)	55 (4.0)
Hispanics of any race	78 (5.6)	69 (5.0)	68 (5.0)	71 (5.2)	64 (4.6)
Native Hawaii or Pacific Islander	1 (0.1)	2 (0.2)	5 (0.4)	9 (0.7)	9 (0.6)
Race and Ethnicity Unknown	35 (2.5)	55 (4.0)	80 (5.9)	89 (6.5)	101 (7.3)
White	599 (42.7)	566 (40.7)	493 (36.3)	501 (36.4)	514 (37.1)
Two or more races	31 (2.2)	34 (2.5)	53 (3.9)	46 (3.3)	48 (3.5)
Total	1,403	1,387	1,357	1,378	1,386

Touro University California on the national stage

Individual Colleges: Accreditation requirements, demographics, programs & initiatives

Below we highlight each of the three colleges of Touro University California, (the College of Osteopathic Medicine, the College of Education and Health Sciences, and the College of Pharmacy), as well as their mission statements, diversity statements from their Deans, class demographics, and programs and initiatives aimed at increasing diversity and inclusion within their college. We hope by this exercise of both celebrating the work and efforts taking place, as well as looking critically at areas for improvement, will allow all colleges to collectively work together towards this shared vision of excellence.

1. College of Osteopathic Medicine

a. Mission

Michael B. Clearfield, D.O., F.A.C.O.I.
Dean, College of Osteopathic Medicine

Mission Statement:

The Mission of Touro University Osteopathic Medicine Program is to prepare students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and post-doctoral education, research, community service, and multidisciplinary and osteopathic clinical services.

Touro University College of Osteopathic Medicine Diversity Statement

In order to aspire to and attain the vision of Touro University California (TUC) for "inspirational teaching and scholarship, transformative leadership and exemplary service" we must embrace and dedicate ourselves to the acceptance and appreciation of diversity. Likewise, we believe that the only way we can achieve the Touro College of Osteopathic Medicine's vision "to prepare outstanding osteopathic physicians for the future needs of their patients and communities" is to create a culture and environment that is fully inclusive representing a diverse group of students, staff, faculty and leaders. To establish meaningful solutions, encourage important innovation, and thoroughly address the needs of a broadly diverse society, we must ensure that we are fostering inclusion, educating about disparity and social determinants of health, understanding of multi-cultural issues, and examining solutions that include the full spectrum of perspectives, experiences and opinions.

Our approach to achieve our vision with respect to diversity is twofold.

- First, in developing our programs we actively seek those from all walks of life who are the best and brightest while embracing our values of social justice, intellectual pursuit and service to humanity.
- Second, our educational focus is to prepare students for the practice of medicine not only for today for decades to come. To accomplish this requires an understanding of the importance of diversity that extends beyond race, gender, ethnicity, age, religion, sexual orientation, socio-economic status but also encompasses other qualities that embody all that we as a global society represent.
- Specifically, we have developed robust programs in primary and preventative care, global health, public health and inter-professionalism all based on a hands-on osteopathic approach that emphasizes empathy, mindfulness and the need to effectively communicate with all individuals. Utilizing this approach we hope to close the loop from recruitment to practice, such that we will attract a diverse group of professionals who want to learn how to

DO what we DO to benefit and aid our diverse constituency. This is what we call the D.O. difference in diversity.

b. Accreditation Standards:

- i. The Touro University California College of Osteopathic Medicine program is accredited by the Commission on Osteopathic College Accreditation; standards found here: www.osteopathic.org/inside-aoa/accreditation/predoctoral%20accreditation/Documents/COM-accreditation-standards-current.pdf ; We have extracted standards relevant to guiding diversity initiatives below:
- ii. "A diverse student body provides the richness necessary for osteopathic medical education. A [school] should make every effort to recruit students from a diverse background to foster that richness while meeting its mission and objectives." Comm'n on Osteopathic Coll. Accreditation, Accreditation of Colleges of Osteopathic Medicine: COM Accreditation Standards and Procedures, at 18 (2015) (Guideline to Rule 5.3.2).

Programs & Initiatives

c. Current and Future Initiatives in Diversity: TUCOM CA

Health care disparities persist in both the burden of disease and access to healthcare among minorities; gender, racial and ethnic minorities, the uninsured, non-English speakers and migrant populations suffer disproportionate unjust, unnecessary and preventable health problems. Shortage of medical providers in communities where disadvantaged populations live adds to the lack of access to healthcare for minorities. Minority needs will likely grow commensurately with demographic trends showing marked increases in disadvantaged populations. These needs call for a proportional increase in the minority physician workforce, particularly in view of the increasing access to healthcare afforded by the Patient Protection and Affordable Care Act that is already taking place and that will likely increase in the next few years.

Historically ongoing and planned efforts to increase diversity in each college at TUC has resulted in a diverse staff and faculty; however, this diversity is not as robustly reflected in the student body from the perspective of underrepresented minorities. (See table)

Entering Class Demographics				
COM CLASS	2012	2013	2014	2015
White, non-Hispanic	50%	61%	42%	43%
Asian	40%	33%	44%	55%
Native American	1%	0%	1%	0%
African American	2%	1%	0%	0%
Hispanic/Latino	1%	0%	1%	2%
Unknown	7%	5%	12%	1%
Underrepresented minorities	4%	1%	2%	2%

Recruitment efforts focused on attracting and enrolling students into the COM from underrepresented minorities have been both a priority and a challenge due to competition from three very highly regarded and prominent medical schools in the region: Stanford University, UCSF and UC Davis. Realizing attracting underrepresented minorities students is highly competitive, TUCOM's approach is multi-pronged.

- The core focus is to attend recruitment events at virtually all of the UC and CSU campuses in the Bay Area. Examples include but are not limited to, UC Davis (two times each year),

CSU East Bay (Hayward, two to three times each year), and San Francisco State University (two times each year) – all of which have diverse student bodies. TUCOM also attends many recruitment events in Southern California, including UC San Diego, UC Irvine, UCLA, San Diego State University, and Cal Poly Pomona – each visited at least once each year. Other institutions and recruitment events attended include the “Es El Momento” event held at Sacramento State University, which focuses on High School and College aged students of Hispanic origins and their families.

- Another recruitment strategy was the development of Master of Science in Medical Health Sciences program in 2010, which was primarily designed to enrich a student’s academic knowledge base as well as to strengthen prospective medical student’s credentials for admission to medical school. A secondary goal of the MSMHS program was to attract a number of candidates from a diverse background. Unfortunately to date, although very successful in its primary goal, the secondary goal has been less successful. To that end, we have increased the number of students in this program from 15 to 63 for 2016-17. We are hopeful that this will provide additional opportunities for underrepresented minority students.

- To enhance recruitment efforts and enhance diversity within the TUCOM student body additional options are being investigated.

A. Scholarships: TUCOM requested scholarships which will focus on three specific groups:

- 1) Under-represented minorities
- 2) Those who are socioeconomically disadvantaged, and
- 3) Those with very high academic records.

B. Provide the opportunity for the applicants to indicate their socioeconomic status. This information would aid in identifying and recruiting socioeconomically disadvantaged applicants.

In June 2016, TU conducted a Diversity fundraising effort which generated approximately \$8000 for each of the TUC schools. The Dean of the COM has appointed Dr. Eduardo Velasco, Associate Dean of Preclinical Education, as the representative before AACOM. A Diversity meeting will take place on December 4 and 5, in Washington, D.C. At this meeting, AACOM will issue Diversity guidelines and recommendations for COM to consider.

TUCOM curriculum includes topics on ethnic disparities and Social Determinants of Health; additional topics on Diversity are being identified for inclusion in our curriculum for both MSMHS and DO students.

- The importance of collaboration between student and faculty leadership in the aforementioned efforts. In the COM we have focused on several aspects of diversity that includes:

- 1) Global Program that has for over the past decade provided our students an opportunity to better understand global multi-cultural issues and global health care disparities.

- 2) A strong focus on Public Health as evidence by our dual degree DO/MPH program becoming the largest dual degree program in our profession. Also our affiliation with the three FQHCs in our county allows our faculty to practice and train our students in the areas most at need and to those representing one of, if not the most, diverse populations in our country.

- 3) Our recent evaluation of our students has suggested that our students may demonstrate a higher degree of empathy toward their patients. We are exploring how understanding diversity issues may be a pivotal role in this effort.

4) Other current diversity related initiatives include:

- o The Social Justice elective (offering opportunities for all of our students to learn more about social determinants of health and healthcare inequities)
- o Increasing local high school and undergraduate students' knowledge about and interest in the healthcare degrees offered at Touro (very diverse populations rich in underrepresented minorities):
- o High School Student Summer internship program
- o Annual Teen Life Conference
- o Annual participation in UC Berkeley's Minorities in Health Conference
- o Touro faculty & students see patients in the community clinic in Solano County
- o Touro faculty provides the medical director for the Vallejo Unified School District's School-Based Clinics
- o Establishment of a COM Diversity Coordinator: H. Eduardo Velasco MD, PhD
- o Participation in TUC campus-wide Diversity and Inclusion Committee

Diversity benefits all; TUCOM makes a concerted effort to increase diversity of the student body. Minority students and faculty perspectives are key factors to improve communication, identify initiatives to foster diversity and seek funds to attract minority students. Minority physicians will serve TUCOM's mission to serve communities; we are already among the top schools graduating primary care physicians who serve minority populations and rural areas in California.

2. College of Pharmacy

a. Mission

- i. Rae R. Matsumoto, Ph.D.
Dean, College of Pharmacy

Mission Statement

- To benefit society through its programs in pharmacy education, research, scholarship, and service.
- To prepare our students to become competent, caring and ethical pharmacists dedicated to optimizing health care outcomes.
- To develop students and faculty to be leaders and provide them with the tools to practice effectively and be role models in a wide variety of professional settings.
- To promote life-long learning in a culture of collegiality, respect, and diversity.
- Educating caring professionals to serve, to lead, to teach.

placeholder for Dean Diversity Statement

b. Accreditation

- i. The Touro University California College of Pharmacy Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE), standards found here <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>, and diversity relevant standards outlined below:
- ii. Standard 16: Admissions

The college or school develops, implements, and assesses its admission criteria, policies, and procedures to ensure the selection of a qualified and diverse student body into the professional degree program.

- iii. Standard 25: Assessment Elements for Section II: Structure and Process
The college or school develops, resources, and implements a plan to assess attainment of the Key Elements within Standards 5–23.
Specific Key Elements:
25.9. Admission criteria – The college or school regularly assesses the criteria, policies, and procedures to ensure the selection of a qualified and diverse student body, members of which have the potential for academic success and the ability to practice in team-centered and culturally diverse environments.

3. College of Education & Health Sciences

c. Physician Assistant (Joint MSPAS/MPH Program)

i. Mission

- 1. Jim O'Connor, Ph.D.
Dean, College of Education & Health Sciences

Program Mission:

Through the integration of the Physician Assistant and Public Health disciplines, the mission of the Joint MSPAS/MPH Program is to:

- 1) train quality PAs to work with underserved populations,
- 2) recruit applicants from these communities or individuals with a demonstrated interest in serving these communities, and
- 3) increase access to care for underserved populations

placeholder for Dean Diversity Statement

ii. Accreditation Standards

- 1. The Accreditation Review Commission on Education for Physician Assistants (ARC-PA) has granted Continued Accreditation to the Touro University California PA Program. Continued accreditation is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards, found at: <http://arc-pa.org/documents/Standards%204th%20Ed%20March%202016.pdf>

d. Public Health

i. Mission

- 1. Gayle Cummings, PsyD(c), MPH
Program Director & Associate Professor

Directors Message:

We are dedicated to reducing health disparities in local and global communities with an unwavering focus on *social justice*. Our mission is to promote the health and well being of local and global communities through education, service, and research with a focus on under served populations. This mission is achieved by employing a multidimensional program of study that combines a broad public health base with specific training in two specialty tracks: Community Health and Global Health.

ii. Accreditation Standards

- 1. The Master of Public Health (MPH) Program is fully accredited by the Council on Education for Public Health (CEPH) and standards are found at <http://ceph.org/assets/PHP-Criteria-2011.pdf>

e. Nursing

i. Mission

1. Ann D. Stoltz, RN, PhD
Director, School of Nursing

Our Mission:

To serve the community and larger society through the preparation of professional nurses as transformational leaders to meet the needs of the complex and diverse health care environment.

ii. Accreditation Standards

1. The Touro School of Nursing is a member of the American Association of Colleges of Nursing (AACN) with the intent of pursuing national accreditation by the Commission on Collegiate Nursing Education (CCNE). Accreditation is retro-active and all steps are being taken in the creation and initiation of the program to comply with the requirements set forth by the AACN Essentials of Master's Education in Nursing found at <http://www.aacn.nche.edu/ccne-accreditation/Standards-Amended-2013.pdf>

f. Education

i. Mission

1. Justin Heard, Ed.D.
Director of the Graduate School of Education

Our Mission

To promote social justice by serving the community and larger society. To prepare and continuously support professional educators to meet the needs of a constantly changing and diverse student population.

ii. Accreditation

1. The Graduate School of Education (GSOE) is granted the authority to offer Masters of Arts in Education (MA. Ed) and Masters of Education (M.Ed.) degrees by the WSCUC. The next accreditation review is scheduled for spring 2018.
2. The GSOE is granted the authority to recommend and authorize teacher credentials by the California Commission on Teacher Credentialing (CCTC), as outlined at <http://www.ctc.ca.gov/>

Preliminary Strategic Action Plan for *Student* Diversity at Touro University, California: Looking forward 3 years at Touro University, California

Overview

The vision, goals and strategies included in this plan reflect both the professional and personal wishes of the TUC student body, and are based on life-experiences within institutions of higher education, as well as classroom experiences at TUC where student perspectives from particular socio-economic backgrounds and ethnicities are noticeably absent. This preliminary strategic

plan is only one step in a student-led process to encourage a University wide effort towards creating a more long-term and sustainable commitment to increase diversity and inclusion across TUC.

<p><i>Vision</i></p> <p>Build upon Touro University California’s commitment to diversity by working to increase the diversity of the student body across colleges at TUC</p>
<p><i>Goal 1: Provide an institutional climate that is equitable and inclusive for all students at TUC</i></p>
<p>Strategy 1: Implement an assessment of campus climate to identify areas of success and define priorities, both on a University wide and college specific level</p> <p>Strategy 2: Establish a University wide committee dedicated to promoting diversity and inclusion where students are invited to collaborate with faculty and staff</p> <p>Strategy 3: Creation of a University wide policy on Diversity</p>
<p><i>Goal 2: Increase the diversity of the student population to minimally reflect the national averages of enrollment of underrepresented students at healthcare education institutions similar to TUC</i></p>
<p>Strategy 1: Conduct a regular survey of underrepresented students who are granted an interview at TUC but do not enroll, in order to evaluate factors in this process</p> <p>Strategy 2: Conduct community outreach programs to facilitate academic pathways to students from underrepresented groups</p> <p>Strategy 3: Utilize best practices in admissions to promote diversity in student body</p> <p>Strategy 4: Provide competitive financial packages for qualified candidates</p>
<p><i>Goal 3: Retain underrepresented students throughout the various colleges at TUC</i></p>
<p>Strategy 1: Provide an institutional climate that is equitable and inclusive</p> <p>Strategy 2: Establish a University wide Student Diversity Coordinator position</p> <p>Strategy 3: Provide a peer-to-peer mentorship program with academic supports</p>
<p><i>Goal 4: Develop an institutional culture that celebrates and supports the work being done across various colleges to cultivate diversity at TUC</i></p>
<p>Strategy 1: Expand interprofessional community engagement opportunities across colleges</p> <p>Strategy 2: Work collaboratively with the Office of Admissions in online efforts to promote Touro’s commitment to diversity</p>

Strategy 3: Create a “diversity & inclusion” homepage on tu.edu which highlights and makes accessible the broad range of D&I efforts taking place at TUC

Goal 5: Ensure that TUC provides opportunities for students to learn to recognize and appropriately address gender, racial, and cultural biases in themselves, in others, and in the health care delivery process

Strategy 1: valuing and hiring expertise in community-engaged scholarship, cultural competence, and health disparities

Strategy 2: The curriculum includes instruction about The manner in which people of diverse cultures and belief systems perceive health and illness and respond to various symptoms, diseases, and treatments

- The basic principles of culturally competent health care
- The recognition and development of solutions for health care disparities
- The importance of meeting the health care needs of medically underserved populations
- The development of core professional attributes (e.g., altruism, accountability) needed to provide effective care in a multidimensionally diverse society.

Strategy 3: Support ongoing implementation of interprofessional trainings that address the unique needs of unconscious bias, racism and cultural competency in healthcare education for staff, faculty and students

Defining Diversity

According to its website “Touro University California is a university under Jewish auspices founded upon the universal values of commitment to social justice, intellectual pursuit, and service to humanity”. As such, amongst a number of values, Touro University California is “dedicated to the acceptance and appreciation of diversity”. However, the lack of a shared definition of “diversity” across colleges at TUC prompts us to attempt a working definition here now for the sake of discussing how it might then be appreciated within the student body.

For the sake of this document, we will define diversity as the wide range of perspectives, values, and worldviews that arise from differing life experiences. Wherein such experiences are attributable to race, ethnicity, gender, age, religion, sexual orientation, socioeconomic status, geographic region and abilities/disabilities, among others.

Vision

Build upon Touro University California's commitment to diversity by working to increase the diversity of the student body across colleges at TUC.

Goals

1. Provide an institutional climate that is equitable and inclusive for all students at TUC
2. Increase the diversity of the student population to minimally reflect the ***national averages of enrollment*** of underrepresented students at healthcare education institutions similar to TUC
3. Retain underrepresented students throughout the various colleges at TUC
4. Develop an institutional culture that celebrates and supports the ***work*** being done across various colleges to cultivate diversity at TUC
5. Scholarship & Curriculum: *Ensure that TUC provides opportunities for students to learn to recognize and appropriately address gender, racial, and cultural biases in themselves, in others, and in the health care delivery process*

Goals & Strategies

Goal 1: Provide an institutional climate that is equitable and inclusive for all students at TUC

Strategy 1: Implement an assessment of campus climate to identify areas of success and define priorities, both on a University wide and college specific level

Strategy 2: Establish a University wide committee dedicated to promoting diversity and inclusion where students are invited to collaborate with faculty and staff

Strategy 3: Creation of a University wide policy on Diversity

Strategy 4: Establish a Campuswide scorecard on Diversity that is published annually

Implementation of the *Diversity Engagement Survey*, a collaborative project of the University of Massachusetts Medical School (UMMS), DataStar and Association of American Medical Colleges

According to the AAMC the DES is 22 items long, and with a “minimal response burden” can be used to develop a “meaningful inclusion scorecard” upon administration to students, faculty and staff. Indicative of the University’s progress toward creating an inclusive campus environment. The implementation of the DES across colleges at TUC could serve as both an initial assessment of the current campus climate around diversity & inclusion, as well as an ongoing tool to evaluate the progress made in the pursuit of diversity and inclusion at TUC. Please see appendix for more information about the DES.

Establish a University wide Diversity & Inclusion task force responsible for establishing a regular and transparent campuswide process for planning, budgeting and allocating resources towards supporting a diverse and inclusive climate at TUC

This task force will work under the guidance and supervision of TUC Provost and COO, and include the Dean of each college at TUC, or an associated representative for each Dean, and at least two student representatives from each college. TUC consists of three separate colleges each working to meet the unique needs of their respective communities, students, and patients. Despite these differences, each college shares the common goal of building a student body diverse enough to meet the needs of our nation’s quickly changing patient and student demographics, especially within the underserved communities with whom TUC is dedicated to work. A campuswide task force dedicated to strategizing ways to cultivate a diverse and inclusive institutional culture, where student voices and perspectives are not only valued but sought out, could harness and focus the efforts made by each college, prioritizing collaboration and the sharing of resources and best practices.

Individual Diversity Committee in Each College

Creation of a University wide Diversity Policy

Under the direction of the Diversity & Inclusion task force, a University wide diversity policy will be drafted and employed as groundwork for future policies and procedures employed to increase diversity among each college. Ensuring that all segments of TUC are in agreement with a shared definition of diversity that is central to campus wide efforts to create a culture that values and supports diversity. Please see appendix for a preliminary policy suggested by this plan.

Establish a Campuswide Scorecard on Diversity

A Campuswide Scorecard on Diversity that is published annually will create both an institutional measure of accountability for increasing diversity, as well as public acknowledgement of the ongoing work to provide a climate of equity and inclusion for current and future students. Such a scorecard would include demographic data on new and retained members of the student body as well as information about outreach efforts made to recruit underrepresented students and the supports made available to them once they begin matriculation at TUC.

Goal 2: Increase the diversity of the student population to minimally reflect the national averages of student enrollment at healthcare education institutions similar to TUC

Strategy 1: Conduct a regular survey of underrepresented students who are granted an interview at TUC but do not enroll to evaluate factors in this process

Strategy 2: Conduct community outreach programs to facilitate academic pathways to students from underrepresented groups

Strategy 3: Utilize best practices in admissions to promote diversity in student body

Strategy 4: Provide competitive financial packages for qualified candidates

Conduct a regular survey of all students who self-identify as belonging to a minority student group who were considered for admission at any one of TUC's three colleges but failed to enroll

In conjunction with the Universitywide Task Force on Diversity and Inclusion, the office of admissions will design and conduct a regular survey of all students who self-identify as belonging to a minority student group who were considered for admission at any one of TUC's three colleges but failed to enroll. Either following an interview at TUC or without participating in an admissions interview. The survey will be designed to assess factors influencing a student's decision whether or not to interview at TUC, and then subsequently accept or decline enrollment in any one of TUC's college. Information collected from the survey can then be used by the task force to prioritize areas of development for increasing diversity amongst the student body at TUC.

Implement new, and strengthen already existing, community outreach programs and activities to facilitate academic pathways to students from underrepresented groups to TUC

Each college at TUC conducts student recruitment activities in a different way, specifically outreach to underrepresented students. Furthermore, the presence of a single staff position dedicated to this process in specific colleges, highlights the absence of such a position in other colleges at TUC. Demonstrating the disparity of resources committed to increasing diversity amongst the student body across colleges at TUC. Community outreach programs dedicated to recruiting underrepresented students to TUC should be prioritized by each college at TUC and regularly evaluated for their impact. Not only for their role in potentially increasing the diversity of the student body at TUC but also for providing students with opportunities to promote TUC via community outreach programs and activities. Moreover, programs already in place at TUC such as the Masters in Medical Health Sciences program both within the Colleges of Medicine and Pharmacy should be reevaluated as potential pipeline programs for underrepresented students who may require additional support with strengthening their applications for graduate programs at TUC.

Utilize best practices in admissions across colleges including holistic review, welcoming interview and second look opportunities

Assess current admission guidelines and procedures across colleges at TUC to identify best practices for increasing student diversity. Implement policies and procedures that have proven successful at similar healthcare education institutions for increasing student diversity while ensuring compliance with accreditation standards.

Develop competitive financial packages to increase the enrollment of accepted underrepresented students at TUC

Goal 3: Retain underrepresented minority students throughout the various colleges at TUC

Strategy 1: Provide a peer-to-peer mentorship program with academic supports

Strategy 2: Provide an institutional climate that is equitable and inclusive

Strategy 3: Establish a University wide Student Diversity Coordinator position

Establish a structured, peer-to-peer mentorship program for all students identified at risk for academic underperformance, regardless of their minority status

Various interpretations of the purpose and role of mentorship programs in higher education abound in the literature. For our purposes, we will focus on the role of mentoring in supporting diverse student populations, such as that studied in a 2001 research project by Davidson and Foster-Johnson entitled *Mentoring in the Preparation of Graduate Researchers of Color*. The study found that effective mentoring to support the retention of minority students in graduate education relied on a relationship between a mentor “diversity ally” and student that focused on achievement and the acquisition of knowledge by the mentee. Such that students experience an opportunity to develop while being in a potentially non-inclusive institutional environment. Potential factors contributing to the experience of non-inclusion by all students at TUC may range from the dearth of students with shared characteristics such as race, socioeconomic status, academic standing or class status. Factors that are of increased salience for underrepresented students at TUC faced with adapting to a campus whose demographics do not reflect an environment to which they feel they belong. With the experience of non-inclusion manifesting as barriers to academic success unique to the minority student experience as identified by Smedley, Myers & Harrell’s (1993) research on Minority Status Stresses (MSS). Stressors such as heightened concerns over their academic preparedness, questions about their legitimacy as students, perceptions of negative expectations from White peers and faculty. Thus the challenge of acclimating to a culture where students may feel that they are ill-prepared to succeed, unsupported, not welcome or their life experiences made irrelevant by the absence of prioritizing diversity among the student body, becomes integral to the role of a successful mentorship program aimed at supporting student retention at TUC.

Develop a paid Student Diversity Coordinator position dedicated to implementing Campus Programming that facilitates a supportive & inclusive climate, and/or provides specialized services needed to support the retention of underrepresented students at TUC

In conjunction with services and programs already provided by student support services, the Student Diversity Coordinator, would be responsible for the implementation of student support programs, faculty/staff training on issues of diversity and professional development in cultural

sensitivity, as well as partner in the evaluation and implementation of strategies to enhance University wide engagement in such programming.

Goal 4: Promote an institutional culture that celebrates and supports the work being done across various colleges to cultivate diversity and inclusion at TUC

Strategy 1: Establish a student coalition to expand interprofessional community engagement in all capacities, and especially on efforts to advance diversity and inclusion within the University.

Strategy 2: Work collaboratively with the Office of Admissions in online efforts to promote Touro's commitment to diversity

Strategy 3: Create a "diversity & inclusion" homepage on tu.edu which highlights and makes accessible the broad range of D&I efforts taking place at TUC

Establish a student coalition to expand interprofessional community engagement opportunities across colleges and foster a campus wide culture that values diversity & inclusion

Develop a student coalition, led by the SGA Committee on Diversity & Inclusion, to facilitate collaboration in community engagement projects across colleges, and streamline efforts to expand the reach of TUC into diverse local communities. The development of such a coalition will also improve communication amongst student groups, allowing for increased support of student-led efforts to engage the campus community in issues of diversity, health care equity and inclusion. Examples of such initiatives and projects benefiting from shared campus support might include community health fairs, health equity campaigns, K-12 partnership programs, faith-based community partnerships and other efforts that will create a meaningful relationships between TUC and the surrounding community.

Continue to build on previous years' incorporation of the "Diversity Shuffle" into the College of Osteopathic Medicine's OMS I orientation program, encouraging expression of identity and implicit bias awareness. This orientation program may be used as a platform for interdisciplinary education among the different healthcare and educational programs at TUC. Raising issues of discrimination and cultural sensitivity at the very beginning of all programs will affirm the importance of diversity and inclusion within the campus wide culture.

Work collaboratively with the Office of Admissions in online efforts to promote Touro's commitment to diversity:

By engaging with diversity issues through the online medium, greater transparency will provide prospective applicants with direct insights into student life at TUC, as well as showcase TUC's institutional excellence through transparency on the initiatives taking place to address all forms of health inequity, including racial inequity in health care. This will provide applicants with the

opportunity to better understand how they will participate in implementing TUC's written mission of educational excellence, should they matriculate to TUC.

The following two steps will begin this process:

- Create a portal for student narratives within the office of admissions web site, to document the experience of pursuing education in the fields of education, nursing, public health, osteopathic medicine, pharmacy, and physician assistant studies at TUC. Further, a demographics
- Provide a central demographics database for all colleges and programs, accessible from the Admissions home page, to promote transparency and pride as it relates to the gender, race/ethnicity, age, educational background and other identifying factors of the incoming classes.

Create a “diversity & inclusion” homepage on tu.edu which highlights and makes accessible the broad range of D&I efforts taking place at TUC

As previously mentioned in this document, TUC has an engaged presence within our campus and the wider Vallejo community, that contribute to our culture of diversity and inclusion and are worthy of celebrating in a dedicated space. This includes: the Teen Life Conference, Community Outreach efforts by multiple clubs and interest groups, the Student Run Free Clinic, Scholarships awarded specifically for diversity, Volunteerism, the SGA D&I Committee and its advocacy events, as well as updates and contact info for campus bodies engaged in ongoing diversity initiatives.

Goal 5: Scholarship/curriculum

Strategy 1: valuing and hiring expertise in community-engaged scholarship, cultural competence, and health disparities

Strategy 2: The faculty ensure that the curriculum provides opportunities for students to learn to recognize and appropriately address gender and cultural biases in themselves, in others, and in the health care delivery process.

The curriculum includes instruction about:

- The manner in which people of diverse cultures and belief systems perceive health and illness and respond to various symptoms, diseases, and treatments
- The basic principles of culturally competent health care
- The recognition and development of solutions for health care disparities
- The importance of meeting the health care needs of medically underserved populations
- The development of core professional attributes (e.g., altruism, accountability) needed to provide effective care in a multidimensionally diverse society.

Strategy 3: Support ongoing implementation of interprofessional trainings that address the unique needs of unconscious bias, racism and cultural competency in healthcare education for staff, faculty and students

Work to support the design and facilitation of student-led course electives aimed at exploring issues of social-justice, equity and culture in the delivery of healthcare and community outcomes.

Expected Outcomes

Over the next 3 years TUC can expect improvement in the follows areas based on implementation of the strategies for increasing diversity in the student body outlined in this preliminary plan.

TUC Expected Outcomes 2019-2020
Campus members will report an enhanced climate that reflects an increased appreciation and commitment to diversity and inclusion campus wide over the 2016-2017 response.
Intergroup disparities in professional student enrollment, retention and graduation rates will be eliminated.
Already existing pathways to enrollment in professional student programs at TUC for underrepresented students will increase in efficacy and notoriety on both a local and national level, leading to increased student demand.
Strengthening of relationships between TUC and health-equity based community partners and local academic institutions, leading to the potential for increased funding by donors to sustain long-term diversity and inclusion programs and initiatives.

Timeline

Foundation Building: 2016-2017 academic year

1. Establish the Universitywide Diversity & Inclusion task force to include the Dean of each college at TUC or an associated representative for each Dean, and a student representative
2. Adaptation of a University wide Diversity Policy
3. Develop a University wide response plan based on the priorities identified by the Diversity Engagement Survey
4. Establish a Campus Diversity scorecard that is published annually and is based on the following available data:
 - a. Demographic data on new and retained members of student community

- b. Outreach efforts made to recruit underrepresented students across colleges at TUC
 - c. College supports made available to underrepresented students upon matriculation at TUC
5. Hire a Student Diversity Coordinator tasked with supporting campuswide efforts to increase diversity amongst the student body at TUC

Maintenance: 2017-2018 academic year

Achieving the aforementioned goals and implementing the prescribed strategies will require maintenance and accountability for success. Below is a simple table designed to help track the global status regarding specific efforts. More detailed and updated metrics should be developed and utilized by the respective overseeing bodies.

<i>Goal 1: Provide an institutional climate that is equitable and inclusive for all students at TUC</i>	Not Started	Underway	Completed
Strategy 1: Implement an assessment of campus climate to identify areas of success and define priorities, both on a University wide and college specific level		X	
Strategy 2: Establish a University wide committee dedicated to promoting diversity and inclusion where students are invited to collaborate with faculty and staff		X	
Strategy 3: Creation of a University wide policy on Diversity		X	
Strategy 4: Establish a Campuswide scorecard on Diversity that is published annually	X		

Evaluation & Planning: 2018-2019 academic year

Assessment Tools

1. Diversity Engagement Survey: Assessment of campus climate
2. Annual Report: Increased enrollment of underrepresented students across colleges
3. Office of Admissions Survey: Factors influencing the decision of underrepresented students to interview and/or subsequently enroll at TUC
4. Impact of Community Outreach Programs and Activities on Student Enrollment at TUC
 - a. Role of MSMHS program in COP & COM on matriculation of underrepresented students at TUC

Roadmap

Conclusion

While the day-to-day medical school curriculum focuses on increasing student clinical knowledge, diagnostic ability and physician-patient interactions, this strategic action plan challenges TUC students, faculty and staff with improving patient outcomes outside the clinical setting. The plan requires a collective evaluation of the physician-patient relationship from a more comprehensive lens that includes the various determinants for how underrepresented physicians from diverse backgrounds arrive to the clinical setting. More specifically by considering the need for improved access and inclusion in medical education. Which can be accomplished at TUC by the prioritization of a culture of diversity and supports for underrepresented students. Reflecting Dr. Still's original Osteopathic philosophy of equal access to the education of Osteopathic medicine as was previously discussed in the section on the history of diversity in Osteopathic medicine.

According to a recent AACOM report, “greater diversity in the healthcare workforce is likely to improve access to high-quality care for the medically underserved, produce a more culturally competent workforce, broaden and deepen medical research, and expand the pipeline of leaders for the future health care system.” It is our hope that this plan provides clear examples for strategies to increase student diversity at TUC and tangible goals for cultivating an institutional culture where diversity efforts are valued and sustained. Ensuring that TUC becomes a leader in improving access to high-quality patient care for the medically underserved, by increasing access to medical education for students from these same communities and life backgrounds.

Concluding statement:

The following sections contain material pertinent to continue this work at TUC, and include: Resources, including guides and reports; an Appendix, which contains an adapted University diversity policy model, and further outlines current initiatives taking place at Touro; References for work cited throughout this document.

Resources

AAMC Documents

1. Roadmap to Diversity Integrating Holistic Review
2. The Role of the Chief Diversity Officer in Academic Health Centers
3. Diversity Strategic Planning 2016

TUC Strategic Action Plan for Diversity

4. Culture Climate Webcast Guide
5. AAMC Assessing Change
6. Holistic Review 2013

Appendix

Diversity Policy

Touro University California Diversity Policy
(Adapted from University of Texas, SOM)

We believe that inclusion of all aspects of education and medicine encompassing diversity augments the richness of an academic community, and fosters intellectual excellence. Similarly, we believe that equity and inclusion are essential to building and sustaining leadership in academic medicine, and critical to advancing health and health care. Thus, we strive to:

- Cultivate and ingrain throughout the academic environment a culture that respects equity and nurtures inclusion, allowing an active demonstration of diversity and pluralism as priorities in the fulfillment of each part of TUC's mission.
- Recognize and embrace a broadly defined spectrum of diversity including race, ethnicity, national origin, age, gender, culture, religion, physical abilities, veteran status, sexual orientation, socioeconomic class, lifestyle preference, and political conviction. In consideration of our obligation to California, we have a specific commitment to diversity as it relates to the recruitment and retention of underrepresented minorities in our faculty, staff and students communities.
- Uphold all Touro Human Resources' policies and practices for non-discrimination in recruitment and employment of any administrative and professional employee, classified staff and other employees, as well as trainees.
- Uphold all equity policies and practices for faculty recruitment and non-discrimination, and employ best practices for ensuring broad outreach and inclusive searches.
- Uphold all equity policies and practices for faculty retention, professional development, advancement, and transitions across the faculty career 'life-span,' incorporating best practices to provide effective mentoring and a respectful, inclusive and supportive environment.
- Establish valid and reliable metrics to gauge diversity accomplishments; insure accuracy of required reports and other data management. Employ continuous quality improvement methods to ensure periodic reassessment of the Touro Diversity Policy and the Touro Diversity Action Plan

TUC's inclusive culture continues to seek, attract, retain, educate, train, develop and advance (although is not limited to) individuals with any of the following:

- Life experience and/or professional expertise related to health inequities and/or healthcare disparities, including women's health and healthcare needs;
- Family of origin background inclusive of any of the following:
 - poverty
 - low educational attainment
- Female gender;

- Jewish heritage;
- Military veteran status;
- Race/ethnicity of any groups historically underrepresented in medicine, including:
 - Hispanic or Latino, particularly of Cuban, Mexican or Puerto Rican origin, and of any race
 - Black or African American
 - American Indian or Alaskan Native
 - Native Hawaiian or Other Pacific Islander

To be approved by the TUC Diversity Committee

Current Initiatives

1) Black & Latino Health Outreach Coalition (BLHOC)

This program showcases the type of collaborative, student-led initiative which has the ability to directly support students in their pursuit of medicine, enhance the standing of Touro in the eye of prospective students, connect TUC with the community in a meaningful way, and do so with modest investment from the University.

**Touro University CA - Community College - Kaiser - Internship Program
Black & Latino Health Outreach Coalition (BLHOC)
Imran Masood, MS4**

Purpose:

The purpose of our program is to both improve patient health outcomes and increase the clinical exposure of pre-medical community college students from underrepresented backgrounds. More specifically, we aim to evaluate the effect of culturally-sensitive, group-based health education on the health of patients at Touro University Student Run Free Clinic, and the changes that occur in volunteers participating in this program.

Studies have shown disproportionate health disparities among underserved African American and Latino populations. Many inciting factors have been presented, including, but not limited to: language barriers, cultural barriers, poor knowledge of health, lack of access to care and poor community resources. Various studies have shown improved health outcomes with culturally competent health education programs. (see attached studies)

Furthermore, the underrepresentation of African American and Latino physicians greatly amplifies this health disparity. Patient populations in California and the rest of the nation are increasing in ethnic, cultural and social diversity, presenting complex cultural issues that must be addressed appropriately. This is no different for our minority patients. Moreover, the Latino population of California is growing rapidly, and the number of new Latino physicians entering the workforce has not been able to match that demand. Focusing our attention towards Latino pre-medical students will address this problem. The majority of minority students living in the underserved regions of Napa and Solano Counties suffer from poor access to resources, mentorship, and poor self-efficacy. Without proper pre-medical guidance, evidence of colleague

success, and volunteer/internship opportunities, these motivated students will not be accepted into medical school, further exacerbating the situation.

Our goal with this program is to not only improve health outcomes in the patients that visit our clinic, but also to arm African American and Latino pre-medical students with the proper knowledge and experience that will launch their careers as future physicians. Ultimately, our project will not only benefit the patients at Touro University Student Run Free Clinic, but also the pre-medical volunteers from Napa and Solano Counties, as well as the current Touro University volunteers.

Goals:

- To address the underrepresentation of minority physicians in today’s workforce by providing mentorship, internship opportunity, clinical experience, and lifelong learning skills.
- To motivate and encourage future physicians to work with underserved communities
- To promote the ability of minority students to network and collaborate with other health professionals
- To alleviate the burden of work on current Touro University students, and redirecting more energy towards patient care
- To foster interest in the field of medicine and to garner interest for Touro University, CA.
- To improve health knowledge for patients of the underserved community in Solano County
- To improve health outcomes and quality of life for patients of the underserved community in Solano County

Methods:

Collaboration and a memorandum of understanding between Kaiser Permanente Napa-Solano County, Napa Valley College, and Touro University, California will make this program possible and ensure it’s longevity.

Proposed protocol for the program:

1. Establish pre-program baselines for students and patients enrolled in the program
 - a. See below
2. Health Education
 - a. Educate students on diseases (HTN & DM)
 - b. Educate students on how to be effective health educators
 - c. Allow students to help develop culturally-sensitive health education materials
 - d. 2 proposed mechanisms of delivery
 - i. Students will deliver health education presentations to groups of patients while they are waiting
 - ii. Patients with specific diseases will enroll in health education sessions, to be led by the students in the community center
3. Medical Translation
 - a. Educate students on how to be effective medical translators

4. Patient intake
 - a. Educate students on how to take blood pressure, temperature, height, weight, blood glucose
5. Clinic flow
 - a. Educate students on how to room patients and manage patient flow

Role of Pre-medical Student Volunteers:

Pre-medical students at Napa Valley Community College will be selected to join the program and will be trained on how to deliver health education materials to groups of patients. The two main topics will be personal management of hypertension (HTN) and type 2 diabetes mellitus (DM2). Health education sessions will be offered in English or Spanish. The goal of our project is to observe any changes in our pre-medical volunteers as they progress through our program.

Student Measurable Outcomes

- Self-efficacy
- Interest in working with the underserved
- Knowledge of community medicine needs
- Interest in the medical field

Role of the Patients

Patients at risk or previously diagnosed with HTN and DM2 will be enrolled in a series of health education sessions designed and led by the pre-medical students (with oversight), and will be assessed on both physical and attitudinal outcomes as they progress through our program.

Patient Measurable Outcomes

- Knowledge of disease
- HgA1c levels
- BP levels
- Cholesterol levels
- Weight

Conclusions:

This program is an exciting opportunity for TUC to continue to build its partnerships with local businesses and the surrounding community, in an effort to address health disparities, access to culturally appropriate services, development of underrepresented minorities in medicine, and student training and mentorship opportunities. For further details on the expanded protocol and status of this project, please contact Imran Masood, MS4, at imran.masood@tu.edu.

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2) The MSMHS program as a pipeline program? → F/U with Hopkins about this official goal for the program?

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3) Dr. Murakami's Summer high-school program?

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4) Research (Imran + Diana's)?

5) **Touro New York COM Initiatives:**

1. Director of *Director of Community Affairs and Diversity*

2. The Master's program

This is a unique program that offers direct acceptance into the DO program if you maintain a 3.5 gpa and a pass a comprehensive exam at the end. The Master's class typically contains at least 15-20% minority students. Approximately, half of the master's students matriculate into the DO class.

3. MedAchieve

This is a program created by our students that mentor inner city high school students. We teach them about Osteopathic Medicine via live lecture and labs. The majority of students who participate this program are minorities. Students that complete this program are offered acceptance upon graduation from undergrad if they maintain the gpa requirement.

4. COMPASS (Creating Osteopathic Minority Physicians who achieve Scholastic Success)

Also created by one of our students. This programs focuses on working with administration to identify potential applicants who are minorities. Programs and mixers are created to help guide students in the application process and peak their interest in attending our school.

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