STUDENT ADMISSIONS SUB-COMMITTEE RECOMMENDATIONS

1. **Goal**

   To generate recommendations to the Colleges in the Health Sciences for best-practice policies to promote equity, diversity, inclusion, and anti-racism (EDIAR) in student admissions and recruitment

2. **Areas of Focus**

   2.1 Training and Education

   I.   Provide mandatory implicit bias, anti-racism/anti-sexism training for all students, residents, faculty, and staff:
       a. Require a centralized implicit bias training for all University of Utah Health Sciences students, residents, faculty, and staff. This training must include opportunities for small group discussion and simulation scenarios to practice bias interventions. This training will be required a minimum of once per academic year (perhaps as part of the annual required training list for students and employees).

       b. Appoint a central arbiter to have the final say on training logistics and potentially partnering with the Office for Inclusive Excellence.

       c. Implement a mandatory feedback survey for participants to evaluate the implicit bias training. The aim of the survey is to measure students' knowledge of their racial biases and longitudinal growth in awareness of racial disparities, especially in the Health Sciences.

   II. Provide mandatory education in health and educational equity and justice: including, but not limited to, the history of racism specifically as it pertains to healthcare, science education and medicine with some foundation in general history, and the ideologies underlying continued oppression of black, indigenous and people of color (BIPOC) as evidenced by disparities in educational opportunities, opportunities for career advancement and health outcomes of BIPOC.
       a. Increase the number and frequency of lectures and discussions on anti-racism in basic science disciplines and in medicine. Students in the health sciences should understand the history of racism in the health science and medicine, and should provide evidence of racially tied health outcomes in medicine today. Students in basic science disciplines should be aware of disparities in education and career opportunities.

       b. Strengthen program objectives to include knowledge of social determinants of health and education such as race and socioeconomic status. Hold patient perspective sessions about race and racism in medicine and how racism/sexism causes some social

determinants that increase health disparities and inequities in access to healthcare and education.

    c. Curriculum committees should explicitly encourage interested underrepresented or minority faculty and students, and/or EDIAR Allies/Advocates to participate in curricular development any time that a new curriculum is being designed or the current curriculum reviewed. This can be in addition to the representatives that are selected from each class/department/program. To ensure this does not become overburdensome to underrepresented/minority faculty and students, we encourage their participation in these committees to be balanced and equitable with that of other faculty and student representatives at large at the U (beware of over involvement of certain individuals or engaging in 'tokenism').

    d. Reinforce and evaluate specific skills that will prepare students to take action against systemic racism and oppression.

    e. Update course evaluations to allow students to give course directors and presenters feedback regarding their ability to create a non-racist, inclusive environment within the classroom. This should be done as a formative midterm evaluation to give instructors a chance to discuss perceptions with the class and take corrective action if necessary.

    f. A domain expert should develop objectives about how students can take action against systemic racism, as well as how students can reflect and iterate on their actions.

2.2 Student Recruitment and Pipeline

I. Include statements on EDIAR on websites of each the Health Sciences colleges with links for EDIAR activities and support system:
    a. Publicize and frequently update all diversity and inclusion efforts in addition to a mission statement and stance on discrimination on the respective website and/or social media platforms for each of the Health Sciences colleges
    b. Partner with the student Diversity and Inclusion Committee. Explore the possibility of hosting virtual roundtables and other social/informational gatherings intended to advertise the program to diverse individuals
    c. New dedicated staff efforts (i.e. Program Manager or Associate Director) with a scientific/clinical higher degree (or relevant work experience) with passion for EDI, preferably with relevant cultural background: Empower a liaison between recruits, students, staff, upper administration and cultural STEM/Clinical communities.

II. Strategies for marketing and recruitment to increase applications from underrepresented/minority students:
    a. Actively work on establishing a Diversity Excellence Scholarship for incoming minority students which will be awarded based on the student's activities to promote diversity and understanding in their school or anticipated

profession." (The number and amount of each scholarship to be based on the availability of scholarship money.)

    b. Establish a program that will actively collaborate with the university office of student finances to seek-out and connect minority students with available money and scholarships.

    c. Marketing to students participating in summer programs (research, clinical)

    d. Recruitment at National Meetings, especially ones that focus on increasing underrepresented groups to pursue STEM/Medical/Biomedical careers (SACNAS, ABRCMS)

    e. Faculty recruit and Advanced graduate student visits to targeted/alumni/universities (pipeline relationships) with high number of Underrepresented Undergraduates to encourage, mentor and bring greater awareness of graduate programs at the UofU

    f. FREE Application for all applicants to all Basic Science and Clinical Programs

    g. Targeted Email campaign to relevant groups, societies

    h. Participation in targeted University Recruitment Forums

    i. Include efforts of Student Leadership & Hosts/Staff support/Director & Program Community Involvement (e.g. host reception during recruitment at the end of interviews –message & highlight professional and cultural communities that foster diversity & inclusion

    j. UR (Underrepresented) focused Interview Recruit weekends; highlight UR community that is here by encouraging their participation in these focused interview/recruit activities, during and after interviews.

    k. Ensure sustained institutional funding and support is given to these organized groups that amplifying EDIAR efforts.

    l. Connect with McNair Scholars Graduate Network at the state and national level

III. Collaborations:

    a. Invite cultural STEM/Clinical/Institutional groups to community recruit events (e.g. SACNAS UofU Chapter, Latino Medical Student Association (LMSA), Graduate Diversity Office, Center for Equity and Student Belonging (formerly known as Center for Ethnic Student Affairs)

2.3 Student Admissions

I. Consider removing GRE/standardized test requirement, especially if studies do not correlate test scores with success in the program. Instead, consider holistic review of application: Recommendations, Research Months/Experience, Personal statement, Passion & Motivation, Unique circumstances, Upward GPA trajectory. Suggested steps to creating department specific holistic admissions process:

    a. Review Department Mission and Vision Statements to create process that is aligned with these statements.

b. Review, if they are in place, department and/or college diversity and inclusion mission statements to create process that is aligned with these statements.

c. Create list of skills, attributes, and experience valued in students and alumni by the program/department. Examples include volunteer, employment and leadership experience, experience in proposed field of study, research experience, cultural humility, ethical integrity, leadership abilities, self-discipline, resilience, first gen college student, bilingual.

d. Consider where each valued factor is located in the application process and note where valued factors are not included.

e. Create locations for each missing factor in the application process. Some could be located in a personal statement.

f. Create missing scores or rubrics for each factor to be considered for acceptance.

g. Modify the weight of factors in the application process to include new areas of skill, experience, and attributes.

2.4 Student Retention

I. Mentoring: Provide community resources for students (inter-program program student-mentor pairing/groups); Network building skillset

a. Individualized coaching: These programs help college students identify strategies to overcome both academic and "real-life" barriers. Rigorous evidence indicates that individualized mentoring and coaching — distinct from academic advising — can increase the odds that college students remain enrolled in school. Mentoring and coaching might be particularly helpful for first-generation students who are less familiar with the institutional structure of higher education.

b. The practice of a near-peer mentor "cascading mentorship" model suggests that students/trainees demonstrate enhanced skill development when an individual at the next step of the academic ladder actively engages in their education. In addition to interacting in class cohorts, engineering 'cascading mentor matrix' cohorts (5-6 people): a mix of students/trainees ranging from year 1-5+ and a faculty mentor. A peer 'manager' internal to the group will coordinate monthly meet-ups (e.g. shared meals, outings, hikes, coffee breaks) to foster community, check-ins, and a mutually inclusive, beneficial relationship: Early & Advanced students receive enthusiastic near-peer mentorship and gain further experience mentoring and relevant role models and support to overcome obstacles, build networks, and envision a successful STEM career.

II. Create Immersive Learning Experiences to complement in-house professional development.

a. First-year experience programs, which support the academic performance and social development of college students and increase students' sense of campus community and connection to their institutions, can improve academic achievement and credit-earning.

b. Summer bridge programs, which ease students' transition to college and help students develop academic skills and social resources to succeed, can also improve persistence and completion for participants. For example, the Center for Academic Reinforcement at Howard University identifies academic difficulties experienced by students who enter the university, providing a pre-summer college preparation program, a pre-college orientation program for entering freshmen, individualized peer mentoring and tutoring in mathematics, mini courses in areas such as critical thinking and essay writing, and intervention courses for students who do not pass the Graduate School's Expository Writing Examination.

III. Equitable access to Mental Health & Well-being and other support services for all students: Resiliency Skills, Scientific Identity and Growth Mindset Training:

a. Many underrepresented and minority students also encounter challenges outside of the classroom that may affect their success in school, such as housing insecurity, hunger, transportation to school, and affording textbooks. Underrepresented or minority students may disproportionately encounter these issues. Institutions have experimented with various strategies to support students with housing insecurities and living costs, such as establishing a campus single point of contact, connecting students with federal benefits, and providing emergency aid or micro grants.

b. Mentors and Program staff should actively communicate the extensive support networks that are available to students, and to encourage students to seek assistance as needed. The U of U has a wide variety of resources, including the University Counseling Center, Health and Wellness Center, Center for Student Wellness, and Women's Resource Center. Counselors are available free of charge to students. Group counseling sessions, including some specific for undergraduate and graduate student issues, are available, as are one-on-one sessions. Of particular relevance to the current pandemic situation, student telehealth resources (beyond the U) are covered by student health insurance.

FACULTY RECRUITMENT & RETENTION SUB-COMMITTEE RECOMMENDATIONS

1. Background

1.1 A Note from the Subcommittee

If any recommendation listed in this report is already being done, already a policy/procedure, the very fact that it is listed in this report should signal that there is a disconnect between reality/impact and intention. It should not be assumed that a problem is covered/solved merely by the fact that a solution is offered. If it is offered and inaccessible, unpublicized, well-hidden, only available if you ask, or does not meet the actual needs of the faculty, then it might as well not exist. These criteria apply equally to career-line and tenure-line faculty.

2. Report Recommendations

2.1 Institutional structure changes required to assure effectiveness of the Office of the Associate Vice President for Health Equity, Diversity & Inclusion (Health EDI)

I. A major concern is the ability of Health EDI to assume a leadership role in developing EDI policies and act as an independent watchdog overseeing implementation of policies. An effective oversight structure is needed to assure the University of Utah is responsible to all under-represented communities it serves, including the BIPOC, LGBTQ+, Disability, and women.
   a. Authority
      i. Grant Health EDI independence and autonomy from the HSC administration so that it can be an effective monitor and advisor to carry out EDI oversight responsibilities.
   b. Funding
      i. Sufficiently fund Health EDI for oversight role and current priority management.
   c. Staffing
      i. Health EDI must be well-staffed to do this work and actively create an environment that will attract and retain the best candidates from all communities.
   d. Infrastructure
      i. Develop and implement an effective EDI organizational structure.

2.2 Hiring mechanisms for increasing diversity of faculty

I. Hands-on and active commitment (direct role) is required from the entire HSC (and University) administration in building a diverse and welcoming environment.
   a. Make an active effort of improvement in hiring related to faculty diversity.

b. Provide institutional funds and incentives that support flexibility in the hiring of faculty from URM backgrounds to increase diversity in the make-up of the faculty at an institutional level.
   i. For example, the University of Colorado has committed $25 million in institutional funds to address faculty diversity hiring.
c. Mechanisms must be established at the institutional level that are dedicated to supporting the success of the young faculty from underrepresented backgrounds.
   i. For example, EDI service, in terms of help with recruitment of other faculty and staff, or graduate students, or mentoring, or representing the University, needs to be regarded as service to the University. This could be accomplished by allowing faculty to apply for funds that provide waivers for teaching or other in-kind services.
   ii. The University should acknowledge the extraordinary burdens that are likely to confront these colleagues and therefore make directed efforts to invest in their success at many levels, including: help with settling in Utah (buying a home); help with enabling new faculty to raise and school their family safely; peer support opportunities; opportunities to apply for supplemental funding to attend conferences and training; tangible recognition of the EDI service and leadership contributions of these faculty.
d. Equitable compensation and support for on-boarding must be incorporated into the hiring practice at the University of Utah. A mentored career development plan that includes orientation, leadership training, and leadership opportunities needs to be implemented upon hiring. The U of U needs to rectify its history of gender and race inequities in compensation as well as the inequities in compensation between faculty that were trained at other institutions and then hired at the U of U vs. faculty that were trained and hired from within the University of Utah, are factors that can and do negatively impact faculty retention.

2.3 Retention of Faculty

I. Appropriately value current faculty
   a. Acknowledge gender and minority taxes
II. Retention and Tenure
   a. Acknowledge the impact that the RPT process has on faculty retention.
III. Ensure excellence in mentoring and sponsorship of faculty across the academic lifespan (particularly early career and mid-career)
   a. Peer support/Affinity groups
IV. Create and fund leadership and career development opportunities
V. Issue a clear and updated policy in which trainees, staff and faculty subjected to racism, harassment, and other forms of mistreatment have a direct and immediate avenue to (anonymously if desired) report the incident(s).
VI. Complete exit surveys with every faculty member who leaves the U and ask questions which specifically aim to understand whether issues of EDI caused the faculty member to leave the U of U

2.4 Promotion of Faculty

I.   Develop a salary equity process and procedures to assure salary equity across the board for all colleges/schools/libraries/departments/programs/units.
     a.   EDI Criteria Respected and Reflected in RPT
II. Standardize RPT Process
     a.   Address challenges of:
          i.   Quality vs. Quantity
          ii.   Subjectivity vs. Flexibility
          iii. Transparency
          iv.   Complexity
III. EDI Criteria Respected and Reflected in RPT
     a.   EDI contributions need to be assessed, valued, and respected as an intrinsic component of Reflected in RPT review

STAFF RECRUITMENT & RETENTION SUB-COMMITTEE RECOMMENDATIONS

1. Background

After the establishment of the Antiracism Commission, UHealth was prompted to create the Health Sciences Antiracism Commission, constituting members from all five schools and colleges, the Eccles Health Sciences Library, Human Resources, and others. This subcommittee was focused on the hiring, retention, and promotion of staff with an antiracist lens. Staff far outnumber faculty on the University of Utah campus, are a more diverse group, and are paid significantly less on average than their faculty counterparts—despite their expertise and skill being just as crucial to university operations.

2. Report Recommendations

2.1 Employ holistic and strategic hiring practices to diversity candidates and employees of the University of Utah

I. Considerations within hiring practices need to be made to appeal to larger, more diverse candidates, which will ultimately lead to a more diverse workforce.
   These recommendations are in line with human resources and a diversity hiring plan.
   a. Audit all job descriptions before posting using list of EDI criteria or, preferably, through an EDI board or HR EDI representative. Ensure job descriptions are free of unnecessary required qualifications and emphasize qualitative and quantitative skills.
   b. Advertise all jobs through EDI campus groups and applicable professional EDI organizations, to ensure a diverse pool of candidates have access and awareness of available positions.
   c. Review and interview candidates using a holistic approach.
      i. Consider skills such as languages spoken, community services, interest in health disparities, or other EDI-related work.
      ii. Review without candidate names
      iii. When interviewing, ask EDI related questions, for example:
         1. *What strategies have you used to respond to diversity, equity, and inclusion challenges?*
   d. Move away from appointments and engage in wider recruitment efforts.
      i. External competitive recruitment – open for 7 days; Internal recruitment – open for 7 days.
         1. The current 3-day recruitment for internal candidates should be extended.
      ii. Appointments are often for someone that the area knows, rather than recruiting the best candidate. Seek to disrupt this practice through policy and procedures.

2.2 Retain current diverse staff by providing development, promotion, and leadership opportunities

I.   Diverse staff members often leave the University of Utah for better opportunities, due to a lack of promotion or leadership within their current department. They also leave from lack of autonomy, communication, general exclusion, and being perceived as less important than faculty.

    a. Highlight the value and benefits of, and consider promoting or appointing meritoriously to staff, over faculty, for leadership roles. Seek to increase adoption across campus.

        i. Pair recruitment efforts of an internal/external recruitment search, while providing opportunities to build a strong career pathway for existing staff through professional development opportunities which better equip them for leadership roles when they arise.

            1. There is benefit of having staff in leadership roles over faculty due to the time that they must dedicate to the role, often more so than faculty.

        ii. Strike a balance between cultivating a diverse workforce that seeks to retain and attract diversity within their teams; while conducting a robust recruitment process; and demonstrating that they value their existing staff's experience, knowledge, and commitment.

2.3 Create a balanced and equitable platform for staff to submit feedback regarding faculty behavior, without fear of repercussion or retaliation

I.   There is no anonymity in the current process and the power dynamic between staff and faculty means that staff might be fearful of retaliation or repercussions for providing honest feedback for that faculty member up for tenure.

    a. Create avenues for addressing faculty mistreatment of staff, that does not rise to the level of ethical misconduct, by allowing staff to contribute to the retention, promotion and tenure (RPT) process without fear of retaliation.

        i. There are general professionalism and behavioral issues between faculty and staff, that might not fall within the confounds of the official Abusive Conduct Reporting and Resolution Process but should be addressed and factored in as part of the assessment process when faculty are being evaluated for tenure or promotion.

        ii. The current environment, with faculty held in high regard above staff, can be a demotivator for staff to address concerns and, thus, becomes a staff retention issue.

        iii. Consider psychological safety of staff when developing this reporting process.

STUDENT RESOURCES SUB-COMMITTEE RECOMMENDATIONS

1. Background

1.1 Basic Needs and College Student Success:
College student homelessness and lack of access to basic needs have gained national recognition due to their detrimental impact on retention and completion rates. College students who are experiencing homelessness often concurrently experience food insecurity, "sixty-four percent of food-insecure students also reported experiencing some type of housing insecurity in the past 12 months" (Cady, 2016). It is well established that traditional and non-traditional students alike require basic safety, security, and stability to succeed academically.

1.2 Defined in the broader context of equity, diversity, and inclusion, it is clear an individual's capacity to meet their basic needs directly impacts their health, well-being, and ability to succeed. Additionally, lack of access to basic needs often falls along racial lines. The efforts to advance equity must include an anti-racist framework that provides support measures to improve basic safety, security, and stability through the lens of equity, diversity, and inclusion. Data from the *Still Hungry and Homeless in College* survey report indicate:

> "*basic needs insecurities disproportionately affect marginalized students and are associated with long work hours and higher risk of unemployment. However, the level of academic effort – in and outside the classroom—is the same regardless of whether or not students are dealing with food and housing insecurity. It is therefore critically important to match their commitments with supports to ensure degree completion*" (Goldrick-Rab, 2018).

1.3 Homelessness and hunger rates among college students are rising due to numerous factors, such as increasing tuition costs, compounding student loans, rising student debt, and lack of affordable housing. In this current social-economic climate, more and more students work while attending college due to the increased workforce pressure to attain higher education to increase one's earned income potential. Yet, event at the lowest pay grades, progressively more entry-level positions require a bachelor's degree, necessitating a college education as a pathway out of chronic poverty. At the graduate level, a recent study conducted on our campus reports "51% of students surveyed at UUSOM were found to be food insecure, five times the national average" (Thornman, 2021).

2. Report Recommendations

2.1 Basic Needs Director

Housed in the Office of Health Equity, Diversity, and Inclusion, the Basic Needs Director would work across the five health campus education units (i.e., School of Medicine, College of Health, College of Nursing, College of Pharmacy, and School of Dentistry) as well as the health sciences library to comprehensively address college student basic needs.

College students' basic needs are defined as the economic, food, and housing experience among undergraduate and graduate students. A student's capacity to meet their basic needs directly impacts their health, well-being, and ability to succeed. The 2019 #RealCollege survey, the nation's largest, longest-running annual assessment of basic needs insecurity among college students, reports:

- **39%** were food insecure in the prior 30 days.
- **46%** were housing insecure in the previous year.
- **70%** who experience food insecurity, housing insecurity, and homelessness are employed.

The Basic Needs Director would function as a facilitator, program developer, and cross-campus partner to coordinate with the main campus Basic Needs Collaborative. The University of Utah Basic Needs Collaborative is a group of folks from across campus working to establish a basic needs center to provide comprehensive support for students.

Health Campus Basic Needs Director Aims:
- Build upon the existing success of the Basic Needs Collaborative by instituting a director position to formalize sustainable partnerships with main campus support services, advance community partnerships to create an inclusive and accessible program for health students to receive assessment and coordinated basic needs services;
- Promote wellness as a keystone in academic success, and facilitate basic needs case management with warm hand-offs to internal and external community partners;
- Serve as a student-training placement and federal work-study job site for various academic units with particular focus on social work, health, and educational programs;
- Gather and report on statistics directly related to coordinated service support, usage of services, and its impact on retention and completion rates; and
- Develop policy and program recommendations to help guide future student advocacy, equity, access, and inclusion efforts concerning basic needs, emphasizing retention and completion.

Health Campus Basic Needs Director Budget:
Proforma budget to hire a director and fund health campus basic needs programming.

Personnel	% FTE	Salary	Benefits	Salary+Benefits
Director	1	70000	10830	80831
Program Assistant (FWS)	0.5	1200	0	1200

Office Assistant (FWS)	0.5	1200	0	1200
Office Assistant (FWS)	0.5	1200	0	1200
Undergraduate Student (Practicum 450 hours)	0.25	7950	159	8109
Graduate Student (Practicum 750 hours)	0.25	7950	159	8109
Accountant/Grant Admin (shared)	0.15	8700	4350	13050
TOTAL	3	89500	11148	100648

Non-personnel

Program Materials	5000
Marketing Materials	2000
Engage Platform (volunteer management)	2500
Office Supplies	2000
Travel	500
TOTAL	12000

Existing Campus and Community Partnerships:

Below is an active list of well-established campus and community partnerships the Health Campus Basic Needs Director would cultivate and leverage for assessment, access, and referral.

- 211 Community Resources
- A. Ray Olpin Student Union
- Alumni Relations
- Behavioral Intervention Team
- Career and Professional Development Center
- Center for Child Care and Family Resources
- Center for Disability and Access
- Center for Student Wellness
- Comunidades Unidas
- Connect2Health
- Dean of Students
- Department of Workforce Services
- Feed U Pantry
- Housing and Residential Education
- Huntsman Mental Health Institute
- LGBT Resource Center
- Office of Health Equity, Diversity, and Inclusion
- Office of Orientation
- Office of Scholarships and Financial Aid
- Office of Student Success and Empowerment
- Personal Money Management Center
- SafeUT
- Salt Lake Community College
- Salt Lake County Youth Services
- Student Health Center
- TakeCare Utah
- The Junior League of Salt Lake
- United Way
- University Counseling Center
- University Advancement
- Utahans Against Hunger
- Utah Department of Health
- Utah Housing Authority
- Veterans Support Center
- Volunteers of America
- Women's Resource Center

2.2 Associated Students of the University of Utah (ASUU) Cabinet Position

The ASUU office of the president comprises the Student Body President, the Vice President of University Relations, the Vice President of Student Relations, and the Chief of Staff. Our recommendation is to develop and seat an inaugural Chief of Health Sciences at the cabinet-level to fill a gap in the representation of undergraduate and graduate students across the health campus. Additionally, the support of a full-time or part-time staff member in the ASUU office would act as a bridge to the health campus for the resources, programs, initiatives, and events that the ASUU Student Government runs as part of student advocacy and success.

2.3 Expand Student Success Advocates

The Student Success Advocates (SSA) office support students in their path to degree completion through enhancing their campus experience, working on academic goals, and overcoming challenges. Our recommendation is to establish SSA's for each of the Health Sciences Colleges/Schools, including the library. The College of Nursing has already seated an SSA, and we aim to build upon their success to enhance access for all health campus students.

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