



COLLEGE OF MEDICINE

THE UNIVERSITY OF TOLEDO

**Diversity Related Educational Program Objectives for the
College of Medicine and Initiatives to Increase Student Body
Diversity**

Summary: The University of Toledo College of Medicine strives to enhance the cultural sensitivity and promote the cultural competence of our students so they are well-prepared and comfortable to serve a wide diversity of communities. Assessment of the outcomes of this goal include plans to periodically track the quality of the environment of cultural sensitivity and competence of our medical students, faculty, and staff. Another goal of the College of Medicine is to ensure diversity within the College of Medicine class and try to increase the number of matriculated students from groups underrepresented in medicine. A strategic plan for developing and sustaining a diverse student body was developed and has been vetted over the last several years to address concerns about the lack of a coherent plan with articulated and persistent institutional support to address diversity. An assessment plan has been devised to assure that an appropriate and enriched environment is developed and sustained in the College of Medicine.

Items outlined in the College of Medicine *Strategic Plan for Developing and Sustaining a Diverse Student Body* include the following:

- Commitment of funding from the COM to execute strategic plan initiatives.
- Implementation of the revised admissions policy on the process and criteria for achieving diversity and excellence in the medical college class.
- Development of a position for an Associate Dean for Diversity and initiation of recruitment for this position.
- Implementation of a coordinated strategy for student recruitment in the College of Medicine.
- Development and implementation of pipeline programs for recruiting undergraduate, high school, and junior high school students.
- Coordination of program efforts between the Area Health Education Center (AHEC) and the College of Medicine Admissions Office.
- Implementation of a plan for the formalized involvement of COM student organizations in the recruitment process.
- Strengthening of relationships with local undergraduate institutions who have programs fostering the development of minority students.
- Generation of more College of Medicine scholarships specifically targeted to increase student diversity.
- Development and implementation of a post-baccalaureate program.
- Development and implementation of mentorship programs for students.

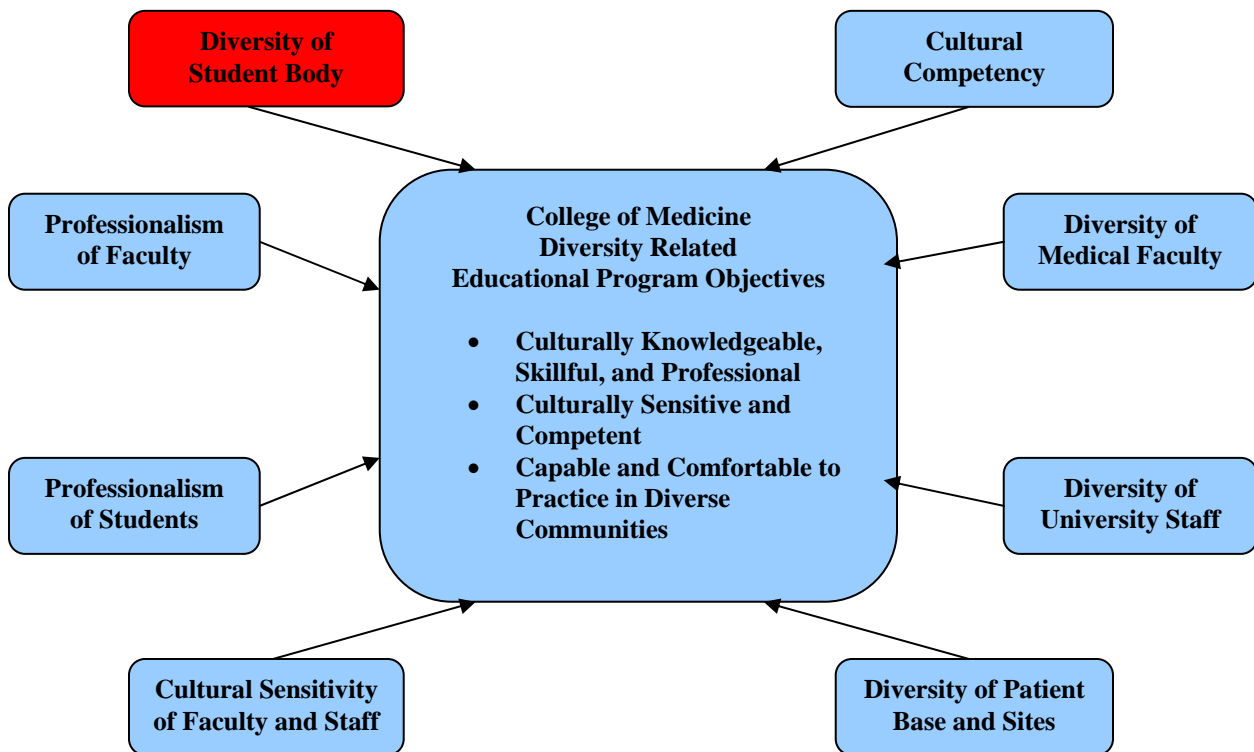
Overview

Over the last several years, much time was spent identifying and refining the goals of the College of Medicine relative to diversity of the student body. While the College of Medicine might have a diverse student body according to percentage breakdown by race, ethnicity, or gender, we believe that a measure of diversity by this method alone is not enough to ensure that the benefits resulting from this richer educational environment are actually being realized. Accordingly, overarching goals have been established to guide the implementation of initiatives that promote diversity and cultural competency. These initiatives will create an environment that enables effective health care delivery in cross-cultural situations. The College of Medicine admissions policy and procedure now reflects this commitment to achieving excellence in student diversity and an environment of cultural sensitivity and competence.

The figure below (*Figure 1*) depicts the multifaceted basis of achieving our overarching goal of providing for our students an educational environment which values diversity and cultural sensitivity. It describes the eight elements we believe to be necessary to facilitate a smooth transition to postgraduate education in culturally diverse settings. These factors are all associated with the development and subsequent implementation of policies and procedures or curricular elements designed to meet this goal. In addition, each is associated with a unique set of strategies, challenges, and aligned resources. Once fully implemented, the quantified outcomes of each of the eight elements and of the final Educational Program Objectives (EPOs) continually help guide and refine our processes and measure our success.

Figure 1

Factors that influence the diversity-related Educational Program Objectives of the College of Medicine



The focus here is on the importance of the diversity of the student body, shown in red, in achieving our diversity related EPOs.

College of Medicine goals

The College of Medicine strives to enhance the cultural sensitivity and promote the cultural competence of our student body so that all of our students are well prepared to serve a wide diversity of communities. Accordingly, the College of Medicine will:

- Create a learning environment that embraces and respects the independent thoughts of all students and welcomes their contributions to this environment - appreciating the differences in age, gender, socioeconomic status, sexual orientation, national origin, and religious beliefs.
- Educate and prepare students to competently interact with an increasingly diverse population.
- Increase student awareness and understanding of their own biases and values and how they may differ from those of their patients.
- Prepare graduates to effectively interact with patients, families, and colleagues from varied cultures and belief systems and to deliver health care that is sensitive, responsive, and appropriate to this diversity.

Assessment of these goals includes periodically tracking the quality of the environment of cultural sensitivity and competence of our medical students. An online, proprietary survey tool called the Global Diversity Survey was utilized as a first step to collect and interpret data that assesses the current impressions and attitudes of our College of Medicine students and faculty. This was implemented in February 2006 in follow-up to a widely shared understanding of our goals and a significant realignment of our curriculum objectives and pedagogy.

The overall results of the Global Diversity Survey (307 students and faculty) reflect that the most developed diversity area/construct is Adaptation, followed closely by Inclusion, especially at the level of Others. Adaptation looks at one's ability to change one's own behavior so that it meets the needs of people from diverse backgrounds, whereas Inclusion focuses on one's actual efforts in making all people feel that they are part of a team. These findings "suggest that the participants as a group are relatively advanced in responding effectively to the needs of others who are different from them in the workforce and have a sustainable capacity to treat those who are different fairly and equitably. Insight is the area/construct in which the greatest room for personal and professional growth exists." Insight refers to the ability to see oneself, others and the world around one in an unbiased way.

Although the Global Diversity Survey has provided initial data, the College of Medicine prefers to implement a more customized and comprehensive internally developed survey for assessing cultural sensitivity and competence among students, faculty, and staff. The internal **Survey of Cultural Issues in a Medical Education Environment** has been developed to reflect our goals and curriculum learning objectives in general, plus elements of AAMC's

Tool for Assessing Cultural Competence Training (TACCT). Student surveys are being conducted annually, surveying the entire medical school class. In order to track our learners after they graduate, student (graduate) surveys were also conducted during their residency programs. This facilitates measurement of our graduates performance and perception of their preparation for work in a diversity of communities and will allow them to make concrete suggestions on how to enhance our cultural competency programs. Results of the survey will be interpreted and used to influence and modify elements of the curriculum and educational environment that address cultural competency.

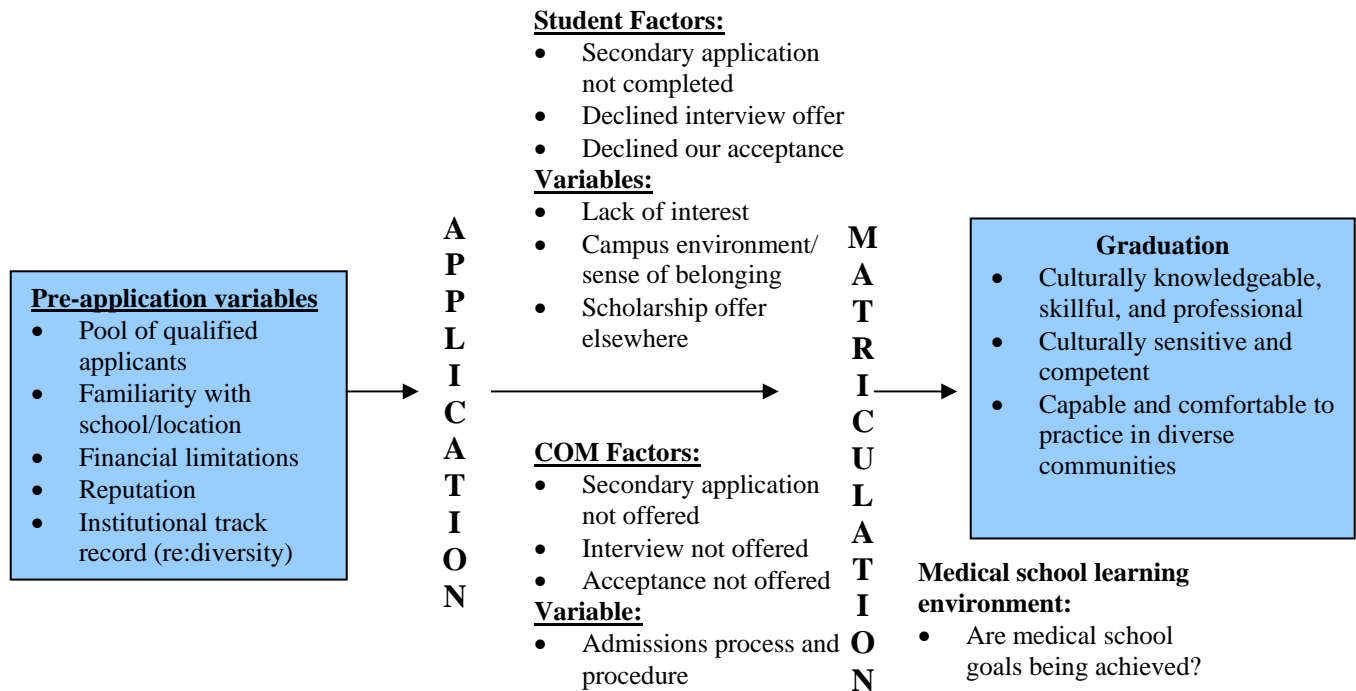
We currently also survey the residency program directors of our former students (residents) to determine how they perform in terms of their cultural sensitivity and competency and whether our graduates met expectations in these areas as compared to residents from other medical schools. As we gather this data, we can continually refine adjustments that need to be made in our cultural competency curriculum, pedagogy, and evaluation methodology.

Strategic plan for developing and sustaining a diverse student body

The College of Medicine also believes that obtaining the benefits derived from a diverse student body is a compelling interest for building an environment of educational excellence. Accordingly, another goal of the College of Medicine is to ensure student diversity within the College of Medicine class and strive to increase the number of matriculated students from groups underrepresented in medicine. A diverse student body is part of the foundation upon which to build a richer educational environment, is important in promoting cross-cultural understanding, helps to break down stereotypes, and ultimately improves access to health care for vulnerable populations.¹

Now defined in the admissions policy, each College of Medicine candidate is reviewed from a flexible, comprehensive, and individualized approach, taking into consideration ways in which the applicant might contribute to a diverse educational experience. This includes reviewing and considering ethnicity, gender, race, or national origin among other characteristics. Reflecting aspects of the cultural diversity of the State of Ohio is consistent with this second goal since the majority of our students are from the state and a large number of our graduates practice here. Some of the variables that impact the medical school admissions process are depicted below in Figure 2.

Figure 2
Variables that impact the medical school admissions process



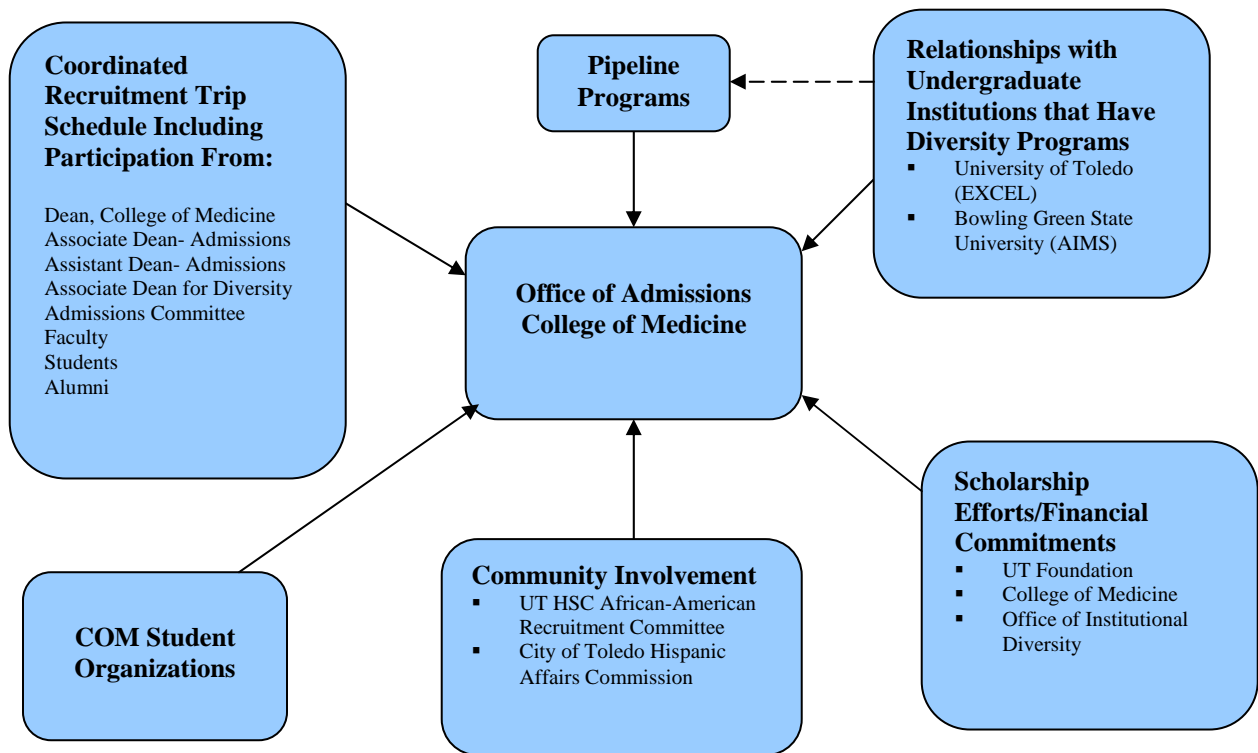
Upon articulation of the goals of the College of Medicine and revision of the admissions policy, *Strategic Plan for Developing and Sustaining a Diverse Student Body* was drafted. The purpose is to address concerns about the lack of a coherent plan with articulated and persistent institutional support to address diversity in the student body. In addition, the plan aims to address the various aspects that could impact the diversity of the student body such as:

- Applicant perceptions of a sense of belonging/friendliness of an institution and the visibility of role models who can act as mentors.
- The pipeline of qualified applicants capable of successfully completing a medical school curriculum.
- The effort an institution puts forth to recruit and retain a diverse student body into the medical college class.
- Statement of commitment to successful outcomes and resources for students of diverse backgrounds.
- Financial burdens/limitations.

Some of the key efforts in the strategic plan that will be discussed and affect College of Medicine recruitment of a diverse student body are depicted below (*Figure 3*).

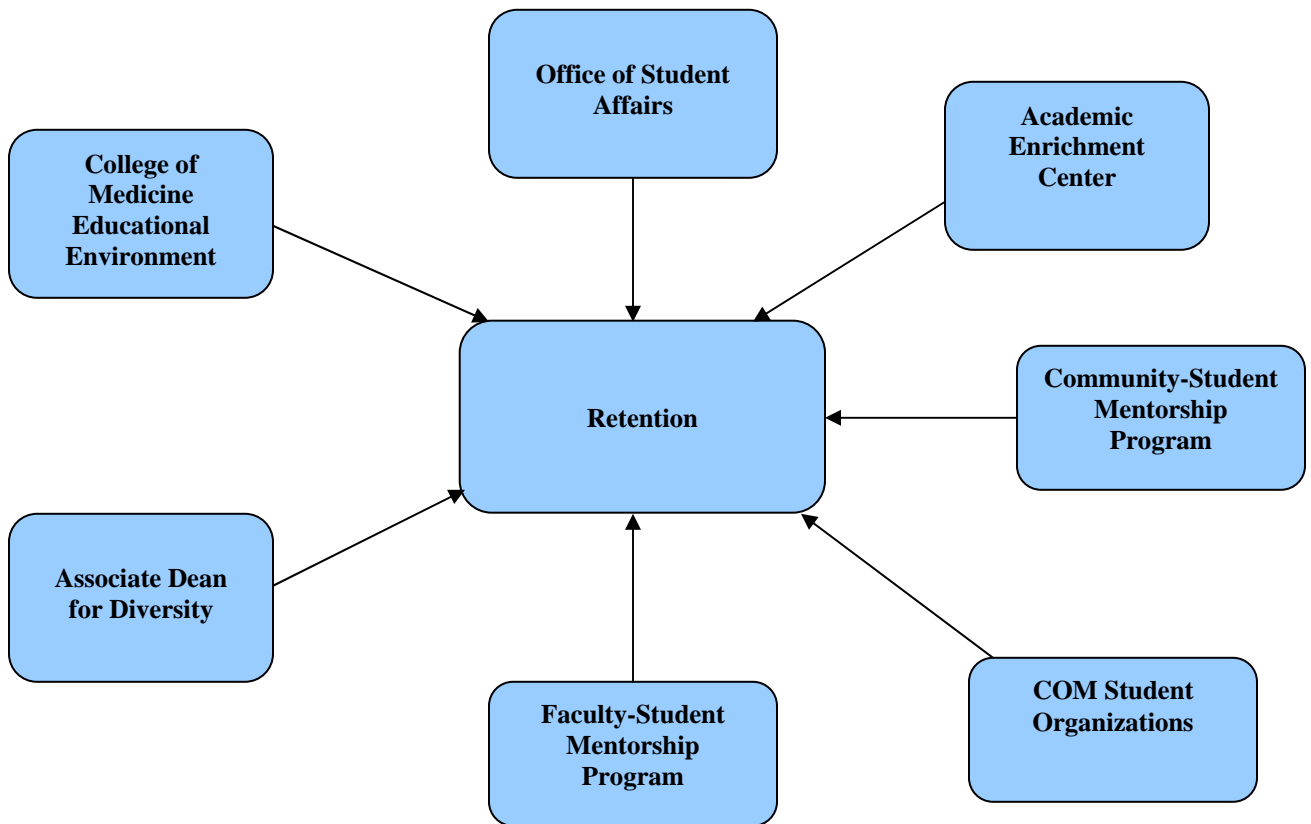
Figure 3

Key efforts in the strategic plan that affect College of Medicine recruitment of a diverse student body



In addition, there are many factors that influence College of Medicine retention of a diverse student body as shown in the following illustration (*Figure 4*).

Figure 4
Factors that influence College of Medicine retention of a diverse student body



Items outlined in the strategic plan are included (*Table 1*), and are discussed in the narrative that follows.

Table 1

Timeline of initiatives for developing and sustaining a diverse student body

| | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
|---|---------|---------|---------|---------|---------|
| Area Health Education Centers (AHEC) and Office of Rural Health initiatives. | | | | | |
| Creation of the UT HSC African-American Recruitment Committee. | | | | | |
| REACH Program. | | | | | |
| Memorandum of Understanding with Central State University for post baccalaureate students. | | | | | |
| Policy review and revision of the process and criteria for achievement of diversity and excellence in the medical college class. | | | | | |
| Development of an Associate Dean for Diversity position. | | | | | |
| Enhancement of Summer Undergraduate Research Program. | | | | | |
| Development of Summer Undergraduate Academic Enrichment Program (MedStarz). | | | | | |
| Coordinated strategy/schedule for student recruitment in the College of Medicine. | | | | | |
| Formal participation of COM student organizations in the recruitment process. | | | | | |
| Formalization of relationships with institutions that have undergraduate programs fostering the development of minority students. | | | | | |
| Generation of more scholarships used to increase student diversity. | | | | | |
| Development and formalization of mentorship programs for medical students. | | | | | |
| Development of a community educational outreach program between COM and DeVeaux junior high school. | | | | | |
| Development of a high school academic enrichment program (ToledoStarz). | | | | | |
| Development of a Masters of Science in Biomedical Science degree | | | | | |

A tool developed by the Joint Task Force on Diversity of the National Association of State Universities and Land Grant Colleges (NASULGC) and the American Association of State Colleges and Universities (AASCU) (*Diverse Education*, December 15, 2005; www.nasulgc.org) has been made available for assessing diversity at an institution. The instrument is composed of eleven sets of reflective questions for people who make up the university community. The series of questions for each group is organized around six themes: recruitment, retention, partnerships, campus climate, professional development, and assessment.

As we move forward with implementation of the initiatives in our strategic plan and the assessment plan, we may utilize the NASULGC/AASCU tool to identify other initiatives and to compare and benchmark our ongoing diversity efforts.

Associate Dean for Diversity position in the College of Medicine

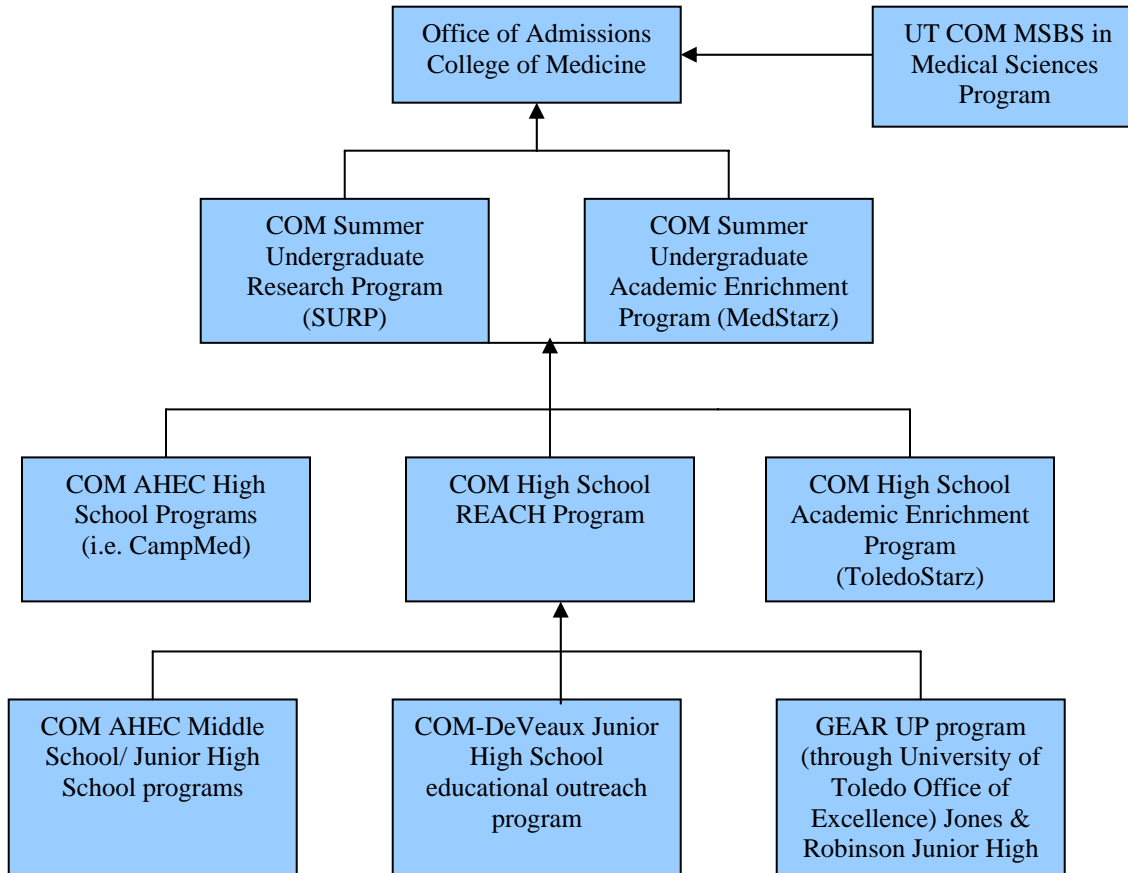
A new position, the Associate Dean for Diversity, will report directly to the Dean of the College of Medicine. Ongoing funding is allocated for this position, along with funding for 1 FTE as support staff. A search committee has been formed and a national search is being conducted.

The Associate Dean for Diversity will have multiple levels of responsibility and will:

- Develop and help implement innovative curricula that enhances the cultural sensitivity of our student body so they are prepared to serve a diversity of communities.
- Periodically assess the quality of the environment of cultural sensitivity and competence of our medical students, faculty, and staff.
- Assist in the recruitment of a diverse student body, resident staff, and faculty that reflect the goals of the College of Medicine.
- Serve as a mentor to medical students and aid in the career development of medical faculty from underrepresented backgrounds.
- Coordinate the undergraduate, high school, and junior high school pipeline programs and track participants.
- Assist in the development of continuing medical education events (CME) and community networking/fundraising events as a link to the public and civic leaders.
- Coordinate grant activities related to an educational environment of diversity and cultural sensitivity and competence.
- Oversee the entire assessment plan and process for achieving College of Medicine goals for diversity.

The overall integration of the pipeline programs to be discussed is shown below (*Figure 5*).

Figure 5
Pipeline Programs



Coordination of program efforts between UTCOM Ohio Area Health Education Centers (AHEC) and the College of Medicine Office of Admissions

The AHEC program was developed by Congress in 1971 to recruit, educate, and retain a health professions workforce committed to underserved populations. Since 1980, the UTCOM has maintained a central AHEC program office that coordinates activities through regional community-based AHEC's in the following areas of Ohio:

Lima, Ohio (LAHEC) - Serving Allen, Hancock, Putnam, Van Wert, Hardin, Mercer, Auglaize, and Logan counties

Bryan, Ohio (BAHEC) - Serving Williams, Defiance, Fulton, Henry, and Paulding counties

Sandusky, Ohio (SAHEC) - Serving Erie, Sandusky, Ottawa, Seneca, and Huron counties

One of the statewide goals of the AHEC program is to promote recruitment and retention of students into the health professions with an emphasis on minority and disadvantaged students, including rural, inner-city, and Appalachian students. This is done through various programs with the intent to serve as a pipeline to health-professional schools for these students. One program conducted through the central COM AHEC office is CampMed.

CampMed

CampMed began in 1998 and is a two-day intensive summer educational experience for students who are entering the ninth grade. It is designed to stimulate interest in science and medicine. Through selective recruitment, applicants must write an essay, submit grades, and be recommended by a school science teacher or guidance counselor. Preference is given to minority students, rural students and other underrepresented groups in medicine, who have also demonstrated capability and motivation to benefit from the curriculum of the camp. Six second-year COM medical students are hired as camp counselors to foster personal/mentor relationships.

Held on The UT Health Science Campus (HSC), the program includes biomedical laboratory experiences, clinical-problem solving, and an introduction to the field of clinical medicine. In particular, one session is called the “Road to Medical School,” in which the medical student counselors describe their personal “roads” to medical school and the Associate Dean for Admissions outlines the paths a student might take from high school to medical school. The group of selected students each year is ethnically and culturally diverse while similar in that nearly all could be first-generation college educated.

Annually, CampMed cohorts are tracked for their high school and undergraduate course work and career interests. For the first three cohorts who are of college age, 66 (of 76 total) alumni responded to the most current tracking. For this group, the results are extremely positive and supportive of admission parameters for CampMed: 91% completed four or more years of high school math; 85% completed four or more years of high school science; 95 % are currently attending college; 58% are enrolled in a health-professions major. Of that 58%, 9 are pre-med and 10 are nursing students. The three cohorts include 12% minority students, and all come from either rural counties or central city Toledo. A list of relevant programs coordinated and conducted through regional community-based AHEC is displayed in Table 2 below.

Table 2

Activities sponsored through the regional community-based AHEC programs

| AHEC Site | Program Name | Primary Target Audience |
|------------------|--------------------------------------|--------------------------------|
| LAHEC | Health Careers Awareness Program | Middle school |
| LAHEC | MedCamp | Middle school |
| BAHEC | Community Health Education Clerkship | Middle school - High school |
| BAHEC | Bryan High School Mentor Program | High school |
| SAHEC | Health Careers Unlimited | Middle school - High school |

The strategic plan in the coming years for the central COM AHEC office and the LAHEC, BAHEC, and SAHEC offices include efforts to pipeline AHEC middle/high school students into our UT HSC research and enrichment programs and to initiate and maintain contact with students interested in careers in medicine to consider our medical school. Compatible databases of students will be coordinated to identify prospective students. The continuum of pipeline programs offered will be introduced to prospective middle and high school students within the AHEC regions. In addition, Kathleen Vasquez, director of AHEC and the Office of Rural Health, will serve as a liaison between the AHEC regional offices and the College of Medicine Admissions Office, as well with the Associate Dean for Diversity.

Enhancement of the Summer Undergraduate Research Program (SURP)

As a way to recruit top-caliber students, the COM Office of Admissions offers the Summer Undergraduate Research Program for pre-medical students (SURP). The purpose of the SURP is to provide students the opportunity to conduct scientific research on the HSC as a means of encouraging them to consider a career in medicine. The goal of the program is to foster relationships between undergraduate students and faculty mentors, undergraduate students and medical/graduate students, undergraduate students and the institution as a whole, and undergraduate institutions and The University of Toledo.

In the past, there was no focused or concerted effort to recruit students into this program that represented a spectrum of diversity. In addition, no budget was provided for undergraduate students to assist in travel and housing expenses that would be associated with participation in the program. Students did not have periodic follow-up with the admissions office during their summer experience, and no tracking mechanism was in place to follow these students after completion of the program. Beginning with the summer 2006 program, an enhanced stipend is offered along with travel and housing allotments. A SURP student may also select to stay with a medical/graduate student.

Extensive effort is being made to recruit applicants from diverse backgrounds into this program. This will become an increasingly important component of the COM diversity initiative and underrepresented minority students, students from disadvantaged backgrounds, and women are strongly encouraged to apply. The CampMed and BAHEC high school mentor program alumni database will also be used to recruit participants into the program. In order to enhance the experience for the students, the Associate Dean for Admissions will also require the following:

- Entrance meeting of SURP students with Associate Dean for Admissions to outline expectations.
- Exit meeting with Associate Dean for Admissions to discuss the strengths and weaknesses of the experience and set the stage for ongoing communication.
- Attendance at luncheon seminar sessions that include current topics on genomics and proteomics in biomedical research, AIDS, immunotherapy, cancer, etc.
- Preparation of a report at the end of the program summarizing results of the research project by each SURP student.
- Tracking and follow-up of participant SURP students.

Development of a summer undergraduate academic enrichment program for premedical students (MedStarz Program)

In the summer of 2006, a new two-week program in the COM called MedStarz was introduced for designated undergraduate premedical students. This program is another essential part of the College of Medicine diversity initiative. Underrepresented minority students, students from disadvantaged backgrounds, and women are strongly encouraged to apply. The CampMed and BAHEC high school mentor program alumni database are also used to recruit interested students. The MedStarz program provides students exposure to medicine and includes experiences that encompass the following:

- Sessions on navigating the medical school application process.
- Introduction to the Problem Based Learning (PBL) model in small-group sessions.
- Hands-on experience in the gross anatomy lab.
- Clinical lectures on medical topics at an appropriate level.
- Diversity and cultural competency exercises.
- Sessions on managing study skills and time.
- Contact with physicians in the clinical setting.

Funds are committed for this project, which include travel, housing, and activity expenses. A committee of university faculty members and students convened to define the mission, goals, and curricular elements of the program.

Development and continuation of high school research and academic enrichment opportunities

In addition to CampMed and the BAHEC High School Mentor Program coordinated through our AHEC system, the College of Medicine supports two other distinct programs for high school students in the Toledo area. The Research Experience and Awareness of Clinical Health (REACH) and the ToledoStarz program are described below.

REACH

Coordinated through the Office of Institutional Diversity, this program provides high school students with meaningful experiences in various aspects of health-related research in order to stimulate their interest in careers in health science. Applications from high school students are solicited from the Toledo area, and underrepresented minority students are strongly encouraged to apply. Those selected for research positions work eight weeks during the summer on a research project with a medical school faculty mentor and make formal research presentations at the end of the program. In the past, there has not been consistent, dedicated funding for this program. That has changed, and the current administration fully supports this program and dedicated funding is now committed to meet the objectives. In addition, the number of students able to participate in the program has been increased from 10 to 15.

ToledoStarz

The College of Medicine, through the Office of Institutional Diversity, developed an academic enrichment program for Toledo high school students which began in Fall 2006. The program allows for high school students to come to the HSC campus for dedicated educational experiences on a consistent basis. A budget has been allocated and confirmed in order to conduct this series. Yearly evaluation of the program will occur relative to the number of students in the program, program content, and strengths and weaknesses identified by survey. As described with the other aforementioned research and enrichment programs, a tracking system will be established.

Community educational outreach program between COM and DeVeaux Junior High School

In January 2006, a program was developed and implemented between the COM and DeVeaux Junior High School to help build the pipeline between the HSC and Toledo Public Schools. Coordinated through the COM Director of Academic Enrichment, the primary focus of this program is to teach study skills and to expose underrepresented minority students and students from disadvantaged backgrounds to the various medical and science programs on the HSC.

Among the sessions offered for the students are:

- **Administration of the Murphy-Meisgeir Type Indicator for Children** (Myers Briggs Type Indicator)
- **Murphy Meisgeir debriefing session:**
 - Exercise explaining each of the four dimensions
 - Extroversion vs. introversion
 - Sensing vs. intuitive
 - Thinking vs. feeling
 - Judging vs. perceiving
 - Examples and activities showing the relationship between personality type and learning
- **Study Skills** These sessions will be based on their science/reading/math curriculum
 - Topic grids
 - Timelines
 - Cornell Note Paper
 - Web diagrams
- **Time Management**
 - Weekly schedules
 - Monthly schedules
 - Things-to-do list

Students from the COM assist the Director of the Academic Enrichment Center in these sessions and serve as mentors.

Coordinated strategy/schedule for student recruitment in the College of Medicine

An aggressive and expansive modification of our recruitment approach for the College of Medicine began last year. Recruitment efforts in the recent past were fairly random with no overall focused plan relating to the goals of the College of Medicine. Strategically focused recruitment is being conducted on a national level and, aside from the Associate Dean for Admissions and the Assistant Dean for Admissions, includes participation from the Dean of the College of Medicine, members of the admissions committee, faculty, students, and alumni. The COM representative conducting the recruiting trip generates a brief summary report of their thoughts on the visit along with any action items that require follow-up.

In addition to the efforts summarized above, a specific budget for each academic year is committed to the College of Medicine Office of Admissions to support targeted recruitment efforts to attract applicants and establish a diverse student body. The recruitment strategy will be evaluated each year. Examples of past recruitment trips to schools that have high numbers of minority applicants to medical school, as well as other minority recruitment efforts, are outlined (*Table 3*).

Table 3

Recruitment trips

Wayne State University
Alcorn State University
Xavier University, (New Orleans, LA)
Spelman College
Morehouse College
University of Georgia
Emory University
Howard University
Latino Medical Student Association Conference
Annual Biomedical Research Conference for Minority Students
University of Michigan
Southern Illinois University MedPrep Program
Medical School Information and Recruitment Fair- Summer Medical Education Program (SMEP) of new Jersey Medical School, Columbia, and Yale
National Hispanic College Fairs
Northwestern University
Central State University
SNMA National Conference
SNMA regional conference Pennsylvania, Delaware, and West Virginia
Princeton University
University of Illinois, Chicago
Minority Student Medical Career Awareness Workshop and Recruitment Fair for High School and College Students- AAMC national meeting
University of Virginia
Hampton University

Formal participation of COM student organizations in the recruitment process

There is formal involvement of our COM student organizations in the recruitment process in order to instill a sense of belonging from the beginning with our applicants, as well as to tap the enthusiasm from our student body. For example, the campus chapter of the Student National Medical Association (SNMA) designates student representatives for this endeavor. Throughout the recruitment process, these medical students will be in contact with minority applicants to the COM. A letter to prospective minority students from our medical student is included with all interview offers. A phone call is made before the interview date and when desired, a medical student will host the applicant overnight. A medical student representative meets with the applicant on interview day and a follow-up phone call is made to each applicant from the medical student representative pending decision from the admissions committee. Inquiries about applicant interest in a “second look” opportunity are made. A tracking table for this has been created and will be used to give periodic updates to the Associate Dean for Admissions.

Formalization of relationships with institutions who have undergraduate programs fostering minority students

The University of Toledo Main Campus

The TOLEDO EXCEL program, offered through Office of Excellence at the University of Toledo, targets high school and undergraduate students in the Toledo area who are members of groups underrepresented in higher education. College of Medicine faculty met with Office of Excellence representatives to discuss ways to interface and are in regular contact with the Associate Directors of TOLEDO EXCEL. Underrepresented and disadvantaged junior high and high school student from Toledo Public Schools have exposures to the Health Science campus through the University of Toledo’s GEAR UP program. The last GEAR UP visit was in the Summer of 2007.

Collaborative grant writing efforts among University of Toledo faculty have resulted in a funded proposal. Dr. Emilio Duran, assistant professor in the Department of Biological Sciences at the University of Toledo, Dr. Charlene Czerniak, professor of education at the University of Toledo, and Dr. Robert Crissman, associate professor of neurosciences and Assistant Dean for Admissions in the COM were awarded a \$157,000 grant by the Ohio Board of Regents for the IMAGINE project.

The IMAGINE program was designed to meet five needs:

- Better prepare junior high and high school teachers to teach using high-quality inquiry methods.
- Enhance the quality of their content knowledge.
- Raise student achievement.
- Coordinate and implement challenging curriculum, classroom practice, and student assessment with the district-adopted science courses of study to effectively meet state and national standards.
- Enhance and sustain the quantity and diversity of students pursuing science-related careers, particularly medical-science professions.

Students in Toledo Public Schools (TPS) need opportunities to improve their academic achievement. TPS consistently scores low on the Ohio science proficiency tests. Of the system's nearly 40,000 students, 46% are African American, 7% are Hispanic, and 1% multi-racial. Minority students consistently fail to pass the science proficiency tests and levels of student achievement in TPS remain a serious concern that needs to be addressed.

The IMAGINE program engages junior high and high school teachers and their students in various activities. All program activities are aligned with Ohio benchmarks for inquiry, life science, and technology. A rigorous evaluation plan utilizes an outside evaluator.

Bowling Green State University

The Academic Investment in Math and Sciences (AIMS) program at the Bowling Green State University is committed to increasing the number of women and minority student who receive bachelor degrees and subsequently advance degrees in natural science, math, and compute science. We continue to work closely with Dr. Carter Gilmer, Director of the AIMS program, to promote student interest in health science careers. The 2006 and 2007 entering AIMS Freshman cohort visited the health science campus. The Associate Dean of Admissions personally mentors students in the program and continues to serve on the AIMS advisory board.

Generation of more scholarships for the College of Medicine specifically targeted to increase student diversity

Over the last few years, The UT Foundation has created new minority scholarships to benefit the College of Medicine, several of which are full-tuition and fees. Another recently initiated scholarship offering is the Barry Lovell Richardson Scholarship, which is awarded to a minority student and was created in honor of the retired Director of the Office of Multicultural Affairs. All College of Medicine faculty and minority graduates were solicited for this scholarship. Another scholarship is the Milton and Marguerite Schulz Memorial Scholarship that was awarded for the first time in August 2006. This scholarship will be fully endowed with up to half a million dollars through an estate plan. The Huntington National Bank has also generously committed renewable scholarship funding dedicated for minority students in the COM.

The UT HSC African-American Recruitment Committee continues to meet regularly to assist with the recruitment, retention and fundraising efforts for the university. The Office of Institutional Diversity, in conjunction with the UT Foundation, also seeks to generate incremental funds within the Toledo community by soliciting the African-American churches and community leaders. This will include contact letters and formal proposals at regularly scheduled meetings.

In the past, the UT Foundation has hosted the Diamante event on the HSC. This Latino community affair brought roughly 500 Latinos/Latino supporters to campus. This fundraiser is part of a larger collaboration between the University of Toledo, Lourdes College, Bowling

Green State University, Owens Community College, and UT with the goal to raise half a million dollars for Latino scholarships. As a result of this collaboration thus far, two Diamante scholarships were awarded to Latino UTCOM medical students for the class that entered in August 2005. In addition to Foundation efforts, the College of Medicine has also pledged more financial support to increase the number and amount of scholarships to enhance diversity.

Development and formalization of student mentorship programs

In conjunction with the local chapter of the SNMA, the Office of Institutional Diversity conducts quarterly meetings that began in December of 2005 with all minority students on campus. UTCOM residents and community leaders are also invited to attend. The Office of Institutional Diversity also coordinates two mentorship programs to assist minority students:

Faculty-Student Mentorship Program

In an effort to focus on retention of students from underrepresented minority groups, this program is designed to match minority students with minority faculty members. The Director of the Office of Institutional Diversity contacts and meets with faculty members, including volunteer faculty, to discuss the program and obtain commitment to participate.

Community-Student Mentorship Program

This program is designed to identify additional leaders within the minority community who are willing to adopt a minority medical student and offer support to enhance their integration into the Toledo community. The Office of Institutional Diversity follows up with community leaders and medical students to ensure that contact is occurring. Members of the UT HSC African-American Recruitment Committee have also volunteered to participate.

These quarterly gatherings with faculty, community leaders, and students will be ongoing.

Master of Science in Biomedical Sciences Degree

In August 2006, the UTHSC began offering a one-year post-baccalaureate Master of Science in Biomedical Science degree through the College of Graduate Studies. This program will help students enhance their science background and may improve their overall application in order to gain admission to medical school. Along with courses in the College of Graduate Studies, students will take Block 1 (Cellular and Molecular Biology) and a portion of Block 3 (Neuroscience) side-by-side with our current first-year medical students.

Consistent with our College of Medicine goals, intense efforts will be made to recruit students of diverse backgrounds into the program. In March 2005, UTCOM established an agreement with Central State University, Ohio's only historically black public university, to accept students into the Graduate Certificate in Medical Sciences program. This agreement was continued upon implementation of the Masters of Science in Biomedical Science program. Students who successfully complete the first semester of the Master of Science program and are enrolled in the spring semester are guaranteed a medical school interview

for possible acceptance into the College of Medicine.

Summary- Student Diversity

In summary, The University of Toledo College of Medicine strives to enhance the cultural sensitivity and promote the cultural competence of our students so they are well prepared and comfortable to serve a wide diversity of communities. Assessment of the outcomes of this goal include plans to periodically track the quality of the environment of cultural sensitivity and competence of our medical students, faculty, and staff. Results of the assessment will impact curricular content. In addition and in accordance with another goal of ensuring diversity within the College of Medicine, multiple initiatives with dedicated financial support are already implemented or are scheduled to be implemented to enhance the diversity of the student body and to increase the number of matriculated students from groups underrepresented in medicine. These initiatives include new programs, as well as existing endeavors that have been reorganized and now have better coordination.

An assessment plan has been devised to assure that an appropriate and enriched environment is developed and sustained in the COM. As a result of our recent merger with the University of Toledo, coordination efforts with main campus are underway as a means to combine resources to improve our pipeline efforts into the College of Medicine, as well as gain access to more than 20,000 students from throughout Ohio and the United States.

¹ Assessing Medical School Admissions Policies: Implications of the U.S. Supreme Court's Affirmative-Action Decisions, Association of American Medical Colleges (AAMC), 2003.