

ARAC Meeting Minutes DRAFT
May 16, 2019

Committee Members Present: Lee McKoin, Liz Stein, Mark Snowden, Suzanne Allen

Committee Members Absent: Cicely White, Daniel Cabrera, Eliza Slater, Heidi Combs, Jacqueline Wilson, Janelle Clauser, Jordan Lewis, Joshua Jauregui, Lauren Marcell, Laurie Bazan, Rachel Clark, Sheridan Joseph

Community Members Attending: Allison, Bopha Cheng, Edwin Nieblas(sp), Leo Morales, Melinda Frank, Raye Maestas,

1. Announcements

- Dr. Paula Houston on Healthcare Equity was moved to a future ARAC meeting date.

2. Follow up items from the last meeting

- Lee provided updates on the book proposal that Lee sent to the Orientation team; and reminded us that the common book for this next year is *So You Want to Talk about Race* and there was opportunity to have a book club for that book and for *Medical Apartheid*. To help encourage incoming students read the book, the committee discussed having the book be funded by the alumni group and provided to each student. Leo offered to reach out to the alumni group to find funding to purchase 270 books, it costs about \$15 per book. The committee would also like to include a letter from ARAC highlighting the significance of the book in relation to their profession as well as highlight the various supporting offices ie. include CEDI's logo, alumni logo, and frame the letter to help recruit students to ARAC.
- Since this is the last meeting of the year, we will continue to invite speakers to future ARAC meetings. These are the next two discussed: Paula Houston on Healthcare Equity and CLIME (for a fuller list of people to invite is at the end of these minutes).

3. Town Hall Debrief

- The **Admissions** break-out session came up with this list of items to bring back to ARAC.
 1. **Need to increase people of color on the EX-COM membership.** There has been success with increasing the number of people of color on the EX-COM membership, however there is still a lack of representation from URiM groups like Native, Hawaiian/Pacific Islander, African American.
 2. **All EX-COM members receive the Undoing Institutional Racism Training by the People's Institute.** There was discussion about challenges with making this a requirement for members who volunteer to be on EX-COM. There was discussion about offering the training as a paid training by UWSOM for about 15 people.
 3. **SELECTED AS HIGH PRIORITY Need to offer more financial support to UWSOM candidates to incentivize more students of color to choose UWSOM.** Currently, Admissions works directly with advancement to find ways to generate more financial aid and scholarships for students. It was brought up that there is a clear link in exit interviews that students choose to go elsewhere because of financial support. The group identified two people that could be added to the list of speakers to share their work around supporting students of color: 1) Maggie Keelan(sp) works in Advancement and her role is help raise funds for URiM students particular 2) Ray

Burn Lewis heads the Scholarship Committee. There were several reiterations that finances is the most influential factor for pre-med students in selecting medical school and UWSOM should have more funding options to attract and retain diverse students. An issue was brought up around how Financial Aid handled a situation with a student, the student felt brushed off and treated poorly. Dr. Maestas and Dr. Allen are currently working with the Financial Aid department to correct this issue, it is an issue with the systems on how financial aid is awarded. There was continued conversation about providing more scholarships and it was suggested to name scholarships after people of color who have attended UWSOM. The named scholarship would be symbolic for what this person stands for.

4. **Need to increase pipeline programs.** It is unclear whether if the pool of applicants is representative of the diverse population of this state. The initial goal was to reflect the diversity of the WWAMI region, there was discussion on revisiting this goal. There was discussion on the operations of pipeline programs around funding, outcome, impact and success. The group is particularly interested in how success is measured within the pipeline programs and how can the school financially support these programs that rely solely on grants. The group stressed the importance of institution backing up these programs. The group would like to add Danielle Ishem to talk about HPSA at an ARAC meeting.
5. **Consider eliminating the shadowing experience requirement.** There was discussion on the barriers presented to students of color who might not be able to or have the resources to complete a shadow experience. The group brainstormed some ideas on what would make it easier to access shadowing experiences. It was brought up that there is an active organization that connects and provides shadow experiences through the King County Medical Society program. Dr. Morales offered to talk with the Chief Medical Officer at UW Medicine about a centralized program across UW programs. It was discussed that there is value in having this item on the list and the importance of coalescing efforts.
6. Another suggestion that was brought up in this meeting (not originally on the list from the Admissions session during the Town Hall) is to have students of color pair up with prospective students during Second Look. Currently, Second Look has a similar setup and CEDI holds a reception for prospective students of color.

- The **Curriculum** break-out session came up with this list of items to bring back to ARAC.
 1. **Build community.** There is a major issue with the lack of community. We need to create community as early as immersion.
 2. **Introduce Racism and Social Determinants of Health earlier in the curriculum.**
 3. **Create thread for racism in medicine.**
 4. **Incorporate racism in medicine into clinical period,** currently there is no content during that time.
 5. **Build capacity** to engage around this content.
 6. **Teach faculty about this content.** There was discussion that is important for faculty to understand the content that they are evaluating students on.
 7. **Include Health Systems Science Test in the MDB exam.** Note: This is currently in the works and will be effective 2021 or 2022 as part of STEP 1.
 8. **Implement a tool to measure faculty on bias.** This opened up discussion on metrics and tools used across campus. There was a suggestion to engage the School of

Education because they are specialists in developing and measuring student learning outcomes. Additionally, the findings could be published.

9. **Add evaluation to the end block**, for example ask students if they experienced bias and identify how the issues was addressed.

10. **Change Clerkships to Pass/Fail to address clerkship grade disparities.** There was discussion on the whether if the clerkships can be changed to pass or fail because the grading system is inherently bias. Clerkship students of color were being told that they are getting worse grades than if you are white –this was evident in the statistics. This spurred up a conversation on stereotype threat and how faculty could support a more positive mindset prior to test-taking and also receive training on stereotype threat. **This brought a new recommendation to add to faculty development as well as resources on how to counter stereotype threat methods.** The committee referred to Brown University’s practice of hosting a panel during clerkship transition that focused solely on race and racism in medicine. Currently, the panel that supports clerkship transition has content mainly about the Transition to Clerkship itself –not necessarily about racism in medicine. **This brought a new recommendation to include a panel on racism in medicine and what to do about during the Transition to Clerkship phase.** The recommendation is to have this in place for April of 2020; we will need to invite Karen McDunna(sp).

- The **Faculty Development** break-out session came up with this list of items to bring back to ARAC.
 1. **Have a third-party classroom observer with some background with the curriculum and teaching lens provide constructive feedback on inclusivity of that session.**
 2. **Provide trainings in person and also provide online options**
 1. Tiered training
 2. In-person training is the best
 3. **Include anti-bias topic training as mandatory part of compliance**
 4. **Offer external trainings quarterly**
 5. **Provide urgency in messaging like a Call to Action at the Faculty Town Hall.**
 6. **Need help in identifying what are the priorities topics for the faculty** and then, will lay out a plan on when those topics will roll out. Also, we need to identify who needs to take the training and which in-person trainings should be required for some faculty.
 7. **Track faculty trainings with a Learning Management System (LMS).** This is currently in process and an LMS should be selected by fall and functional by spring. However, the faculty development group working on trainings are not going to wait on the LMS, and will plan to roll out their trainings regardless if the LMS is up and running yet. The committee discussed some trainings that people can attend are the podcasts developed by Edwin and Amanda and CLIME. Currently, there is a podcast that provides a student vignette which would provide insight to student voice. The committee also discussed what examples could be used ie. video clip from a recorded lecture, faces could be blurred or permissions would need to be requested from both faculty and student –technically, lecture recordings are all public information.
- The **Student Support/Prematriculation** break-out session came up with this list of items to bring back to ARAC.

1. **Provide training to the Progress Committee so that they are aware and able to recognize biases.**
2. **Provide more funding to PreMat.** It is already a good and working program except scarce with funds.
3. **Identify why there is less attendance with the URiM student group across the region.** Perhaps, look into scheduling conflicts. There is a need to define URiM status, state by state.
4. **Readdress a recommendation from 2017 to obtain a physical space for affinity groups to meet.**
5. **Make clerkship grading pass/fail.** (This was also brought up in curriculum, see discussion there)
6. **Provide support to student leaders who take risks.** The question was posed, “what are we doing to students who are activists in the class and are becoming vilified?” This is in reference to students who get isolated because they speak up more often. There should be community agreements to help with risks –being upfront with rules of how to treat each other. This relates back to sense of community, there is a need to build a culture with community values and standards of professionalism. The committee recommended that Molly Jackson be invited to an ARAC meeting to discuss learning environment.
 1. **A major goal is to create safe space to express their feelings, experiences and be how they are/not being supported.** How to be more inclusive in this space? How do we define URM in medicine? Who are feeling most harmed from what is happening in learning environment. There needs to be continuous process improvement within the student advisory group – talking how to grow and promote to create safe spaces. CEDI and Raye is available.
 2. **More open spaces for students to talk directly with faculty ie forum.** Create more opportunities to formal and informal for student/faculty interaction like the faculty lunches. There was discussion the lunches being expanded, having specific forums when incidents happen, offering space for once a month dialogue. This feedback will be taken back to the immersion team.

4. Adjourning Notes

- No meeting next month and no summer meetings.
- Everyone on the committee this year will be on the committee next year. The committee will pick up in the fall right away.
- Co-chairs will stay in the loop.

Next Speakers to Invite (in no particular order):

- Dr. Paula Houston on Healthcare Equity
- Maggie Keelan on raising funds for URiM
- Ray Burn Lewis on Scholarship Committee
- Danielle Ishem on HPSA
- Karen McDonough on Transition to Clerkship, panel on racism in medicine
- Molly Jackson on learning environment.