Welcome to the ACEND Webinar Series on Diversity, Equity and Inclusion

WE WILL BEGIN SHORTLY
This webinar will be recorded

Lines have been muted
If you have questions or comments, **Use the chat feature** and post a chat to Everyone

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Legal and Ethical Admissions Processes that Promote Diversity

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Disclosures

• Diversify Dietetics, Inc
  • Co-Founder and Executive Director

Session Objectives

• Identify appropriate use of race-neutral and race-conscious selection criteria.
• Define the core principles of a holistic admissions process.
• Describe candidate selection metrics that promote diversity while retaining program quality.

ACEND Accredited Programs 2020

DPD Programs
10,187 students

• White: 6544
• Black: 727
• Asian: 1143
• Hispanic/Latino: 915
• Native Hawaiian/Pacific: 42
• American Indian/Alaska Native: 104
• 2+ Races: 415
• Other: 510

DI Programs
4,189 interns

• White: 2974
• Black: 168
• Asian: 293
• Hispanic/Latino: 419
• Native Hawaiian/Pacific: 13
• American Indian/Alaska Native: 126
• 2+ Races: 84
• Other: 136

Traditional evaluation of applicants

• GPA
• Test scores
• Personal statements
• References
• Interviews

BIAS CAN INFLUENCE ALL OF THESE EVALUATION METHODS

Acknowledgements

Thank you to Jean Fry Ph.D, RD and Hannah Thornton MS, RDN for their contributions to this work.
ACEND moved to a more holistic review for making accreditation decisions

ACEND Board removed the Pass Rate Policy from the P&P Manual and will consider other indicators of student and program success, in addition to the pass rate benchmark.

What Makes a Strong Applicant?

What do DI directors/Programs value?

1. Motivated
2. Completes tasks
3. Dependable
4. Respectful
5. Positive attitude
6. Flexible
7. Listening skills
8. Asks questions
9. Open minded
10. Professional

Race Conscious & Race Neutral

Supreme Court Cases

Outcomes of Federal Cases

- Strongly suggest avoidance of overtly including race (separate applications, etc.)
- Do not use quotas
- Diversity should be broadly defined
- Evaluate in a multidimensional way
Race Conscious Admissions
- Involve explicit racial classification
- Provides individual benefits and opportunities
- More likely to be challenged
- Must demonstrate that race-neutral methods were not effective
  - Describe what you did
  - Gather data on admissions
  - Maintain regular review of policies

Race Neutral - First Choice
- Take no position on race
- Efforts which are race-conscious in intent, but do not provide individual benefits that exclude non-targeted group
  - Using factors other than race and ethnicity when evaluating applications
  - Pipeline programs

Program Mission & Goals

<table>
<thead>
<tr>
<th>Mission-Related Goal</th>
<th>Diversity Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet nation's health needs: training sufficient number of RDs and NDTRs to support and increasingly diverse citizens</td>
<td>Enhance quality of education for all students exposure to diverse perspectives may improve critical thinking skills</td>
</tr>
<tr>
<td>Address pervasive racial and ethnic disparities in healthcare</td>
<td>More effective and culturally competent practitioners</td>
</tr>
<tr>
<td>Provide a supply of professionals who meet patients' needs (may include a preference for professionals of same race or proficient in patient's native language)</td>
<td>Practitioners from underrepresented groups are more likely to practice with underrepresented populations</td>
</tr>
<tr>
<td></td>
<td>Educate students about disparities in healthcare</td>
</tr>
<tr>
<td></td>
<td>Practitioners from underrepresented groups can help meet patient preferences</td>
</tr>
<tr>
<td></td>
<td>Bi- or multilingual practitioners can help address linguistic or cultural barriers</td>
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</tbody>
</table>

Factors to evaluate other than race
- First-generation student status
- Socioeconomic status
- Foreign language ability
- Gender
- Experience with disadvantaged populations
- Origin in a community that is a health professions shortage area
- Origin in a geographic location specifically targeted by the school

Pipeline Programs
- High Schools
- Community Colleges
- Affiliation Programs
- Diverse-serving institutions
- Freshman programs
- Organizations serving diverse students

What is a holistic review?
“flexible, individualized way of assessing an applicant’s capabilities by which balanced consideration is given to experiences, attributes, and academic metrics and... to how the individual might contribute to [the health profession].”

Admissions Committee

- Assess diversity of committee
- Conduct training for all admissions committee members
  - Unconscious bias training
  - Review program mission, values and goals and policies
- Conduct annual review of admissions process and policies
- Analyze data of declined students
  - Students who declined acceptance
  - Students who were not accepted

Admissions Criteria

- GPA
- GRE
- Rigor of undergraduate institution
- Rigor of course load
- Quality of writing

Academic Criteria

- SES
- Gender
- Geography
- Rural/city
- Individual interests
- Character traits emphasized by letters
- Languages

Personal Attributes Criteria
Experiences Criteria

• Work history
• Overcoming hardship
• Community service
• Research experience
• Healthcare experience

Rubric Example- Texas State University DI

<table>
<thead>
<tr>
<th>Academic (30 points)</th>
<th>Professional Experience (30 points)</th>
<th>Professional Potential (30 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA (overall/undergrad &amp; DPD)</td>
<td>Performance in key courses</td>
<td>Academic honors/awards and Volunteering Experience</td>
</tr>
<tr>
<td>0-3 Points</td>
<td>0-15 Points</td>
<td>0-15 Points</td>
</tr>
<tr>
<td>Academic honors/awards and Volunteering Experience</td>
<td>0-5 Points</td>
<td>Relevant certifications and DPD from employer</td>
</tr>
<tr>
<td>0-5 Points</td>
<td>0-5 Points</td>
<td>0-5 Points</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>Quality of their professional experience</td>
<td>Relevant certifications and DPD from employer</td>
</tr>
<tr>
<td>0-10 Points</td>
<td>0-15 Points</td>
<td>0-15 Points</td>
</tr>
<tr>
<td>Writing &amp; Critical Thinking Ability</td>
<td>0-10 Points</td>
<td>0-5 Points</td>
</tr>
</tbody>
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Overall Summary

• Holistic Review is a flexible, individualized way for schools to consider an applicant’s capabilities, providing balanced consideration to experiences, attributes, and academic metrics.
• Explicit quotas are illegal, but race conscious admissions practices can be legal with allowable with sufficient evidence and after considering all possible race neutral options.
• There is no strong data linking popular admissions criteria to passing the RD exam.
• Traits valued by preceptors and employers may not be emphasized enough in dietetics admissions processes.

References

