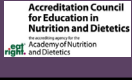
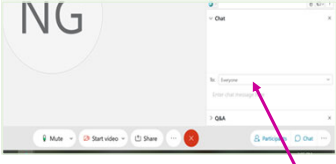


Welcome to the ACEND
 Webinar Series on
 Diversity, Equity and
 Inclusion
 WE WILL BEGIN SHORTLY
 This webinar will be recorded




1

Lines have been muted



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



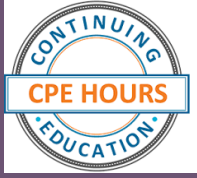
2



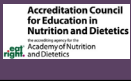
Rayane AbuSabha, PhD, RD
 ACEND
 Executive Director



3



- 1.5 CPEUs for this Webinar
- Attendees access the survey link to complete a short evaluation
- Handout of slides and CPEU certificate provided via email



4



Tamara S. Melton, MS, RDN
 Co-Founder &
 Executive Director
 Diversify Dietetics, Inc



5

Legal and Ethical Admissions
 Processes that Promote Diversity

Tamara S. Melton, MS, RDN
 Co-Founder and Executive Director
 Diversify Dietetics, Inc

6

Disclosures

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

7

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.

8

Acknowledgements

Thank you to Jean Fry Ph.D, RD and Hannah Thornton MS, RDN for their contributions to this work.

9

ACEND Accredited Programs 2020

<p><u>DPD Programs</u> 10,387 students</p> <ul style="list-style-type: none"> • White: 63% • Black: 7% • Asian: 11% • Hispanic/Latino: 9% • Native Hawaiian/Pacific: 0.4% • American Indian/Alaska Native: 1% • 2+ races: 4% • Other: 5% 	<p>→</p>	<p><u>DI Programs</u> 4189 interns</p> <ul style="list-style-type: none"> • White: 71% • Black: 4% • Asian: 7% • Hispanic/Latino: 10% • Native Hawaiian/Pacific: 0.3% • American Indian/Alaska Native: 3% • 2+ races: 2% • Other: 3%
--	----------	--

10

ACEND Accredited Programs 2020

<p><u>DPD Programs</u> 10,387 students</p> <ul style="list-style-type: none"> • White: 6544 • Black: 727 • Asian: 1143 • Hispanic/Latino: 935 • Native Hawaiian/Pacific: 42 • American Indian/Alaska Native: 104 • 2+ Races: 415 • Other: 519 	<p>→</p>	<p><u>DI Programs</u> 4189 interns</p> <ul style="list-style-type: none"> • White: 2974 • Black: 168 • Asian: 293 • Hispanic/Latino: 419 • Native Hawaiian/Pacific: 13 • American Indian/Alaska Native: 126 • 2+ Races: 84 • Other: 126
---	----------	---

11

Traditional evaluation of applicants

- GPA
- Test scores
- Personal statements
- References
- Interviews

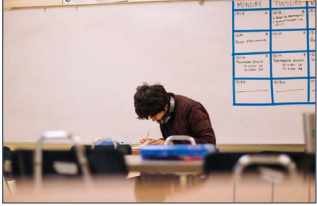


Photo by [Jewell Thomas](#) on [Unsplash](#)

BIAS CAN INFLUENCE ALL OF THESE EVALUATION METHODS

12

ACEND moved to a more holistic review for making accreditation decisions

The 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

13

What Makes a Strong Applicant?

Photo by [Liam Neill](#) on [Unsplash](#)

14

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

Photo by [Mimi Thian](#) on [Unsplash](#)

Smythe, J. A., Schumacher, J. R., Cullen, R. W., & Ma, Y. J. (2015). Personal attributes of successful interns as perceived by Dietetic Internship Directors and Preceptors from varying generations. *The Open Nutrition Journal*, 9(1), 28-34.

15

Race Conscious & Race Neutral

Photo by [Zamara Brown](#) on [Unsplash](#)

16

Supreme Court Cases

University of California v. Bakke, 1978 Grutter v. Bollinger and Gratz v. Bollinger, 2003

Image from: <https://www.harvardmagazine.com/2019/05/affirmative-action-admissions>

17

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

Photo by [Tingey Injury Law Firm](#) on [Unsplash](#)

18

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




Photo by Javier Inchausti on Unsplash

19

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




Photo by Elliott Stevens on Unsplash

20

Program Mission & Goals

Mission-Related Goal	Diversity Connection
Meet nation's health needs- training sufficient number of RDs and NDTRs to support and increasingly diverse citizens	<ul style="list-style-type: none"> • Enhance quality of education for all students (exposure to diverse perspectives may improve critical thinking skills) • More effective and culturally competent practitioners
Address pervasive racial and ethnic disparities in healthcare	<ul style="list-style-type: none"> • Practitioners from underrepresented groups are more likely to practice with underrepresented populations • Educate students about disparities in health care
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)	<ul style="list-style-type: none"> • Practitioners from underrepresented groups can help meet patient preferences • Bi- or multilingual practitioners can help address linguistic or cultural barriers

Adapted from: TE Taylor SF Palmer, A. L. C. K. E. L. (2014). Roadmap to Diversity and Educational Excellence: Key Legal and Educational Policy Foundations for Medical Schools. Association of American Medical Colleges.

21

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




Photo by Monica Melton on Unsplash

Artinian, N. T., Drees, B. M., Glazer, G., Harris, K., Kaufman, L. S., Lopez, N., ... Michaels, J. (2017). Holistic admissions in the health professions: Strategies for leaders. College and University: The Journal of the American Association of Collegiate Registrars, 50(2), 65-68.

22

Pipeline Programs

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




Photo by Elliott Stevens on Unsplash

23

What is a holistic review?



Photo by [unreadable] on Unsplash

24

“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].”

TE Taylor SF Palmer, A. L. C. K. E. L. (2014). Roadmap to Diversity and Educational Excellence: Key Legal and Educational Policy Foundations for Medical Schools. Association of American Medical Colleges.

25

Holistic Reviews

Values different dimensions to the individual than traditional evaluation

Reframing view of applicant

↓

What is their potential as a future practitioner?



26

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




Photo by Leon on Unsplash

27

Admissions Criteria



Photo by [unreadable] on Unsplash

28

Academic Criteria

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




Photo by LinkedIn Sales Solutions on Unsplash

29

Personal Attributes Criteria

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




Photo by Elvan Pasban on Unsplash

30

Experiences Criteria

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




Photo by [Booker Cagle](#) on [Unsplash](#)

31

Things to remember

- Consider giving all categories of criteria **equal weight**
- Use **rubric** to ensure consistency in applying the factors to all applicants




Photo by [Naasom Arzedo](#) on [Unsplash](#)

32

Rubric Example- Texas State University DI

Academic (30 points)		
GPA (overall grad/undergrad & DPD)	Performance in key courses	Academic honors/awards and LOR from professor
0-10 Points	0-15 Points	0-5 Points

Professional Experience (30 points)		
Breadth & depth of professional experience	Quality of their professional experience	Relevant certifications and LOR from supervisor
0-10 Points	0-15 Points	0-5 Points

Professional Potential (30 points)		
Professionalism	Self-awareness	Grit
0-10 Points	0-10 Points	0-10 Points

*Writing & Critical Thinking Ability- 10 points

33

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.

34

References


- Artinian, N. T., Drees, B. M., Glazer, G., Harris, K., Kaufman, L. S., Lopez, N., ... Michaels, J. (2017). Holistic admissions in the health professions: Strategies for leaders. *College and University: The Journal of the American Association of Collegiate Registrars*, 92(2), 65–68.
- Smythe, J. A., Schumacher, J. R., Cullen, R. W., & Ma, Y. J. (2015). Personal attributes of successful interns as perceived by Dietetic Internship Directors and Preceptors from varying generations. *The Open Nutrition Journal*, 9(1), 28–34.
- TE Taylor SF Palmer, A. L. C. K. E. L. (2014). *Roadmap to Diversity and Educational Excellence: Key Legal and Educational Policy Foundations for Medical Schools*. Association of American Medical Colleges.

35

Webinar Evaluation

<https://www.surveymonkey.com/r/diversitywebinariune2021>

Link provided in basecamp or scan QR code below



CPE certificate and handouts will be emailed after the presentation.

36