



Diversity Means More
Than **HUE** at ATSU

Office for Diversity & Inclusion

Annual Report 2019-20





Who we are ▶

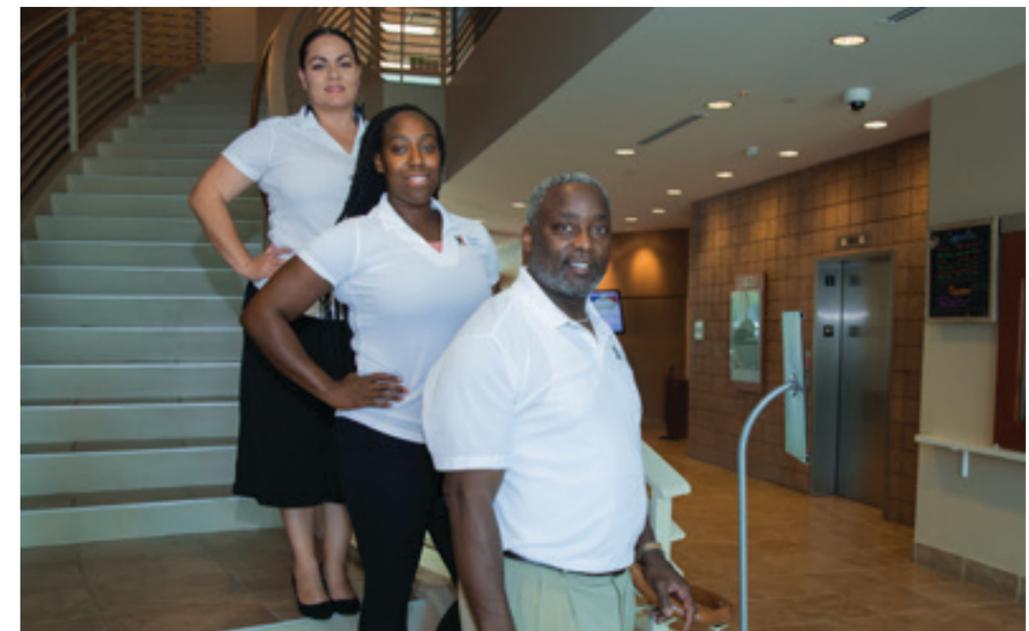
Welcome

A.T. Still University's (ATSU) Diversity & Inclusion staff welcome your review of the University's pursuit of cultural proficiency. This report highlights programs, initiatives, activities, and people to provide a better understanding of Diversity & Inclusion's role at ATSU.

As we share our successes in these pages, we encourage you to visit [our website, \(atsu.edu/diversity\)](https://atsu.edu/diversity), to learn even more about efforts toward diversity, equity, and inclusion. In addition, please visit our [YouTube channel \(youtube.com/atsu-diversity\)](https://youtube.com/atsu-diversity) and other social media channels, found at @atsudiversity on Facebook, Instagram, and Twitter. A very special thanks to all the men and women within the ATSU community because of whom this has all been possible.

Diversity is more than hue

ATSU believes diversity is an authentic understanding and appreciation of differences and, at its core, is based upon the value each human being brings to our society and each person's access and opportunities to contribute to our University's cultural proficiency.



Clarissa Rodriguez, senior administrative assistant
Stephanie McGrew, MA, diversity & inclusion coordinator
Clinton Normore, MBA, vice president for diversity & inclusion



Synergy

ATSU Diversity & Inclusion defines synergy as weaving a strategy of diversity into the fabric of the institution to create a concordance of seamless actions among all constituent groups. Rather than just working on delivery mechanisms to support the idea of diversity, the “diversity idea” is developed and nurtured institutionally with a strong emphasis on inclusivity, shared governance, and common language.

Targeted diversity

The idea of “targeted diversity” isn’t constrained to the identification of historically underrepresented populations among students. There has been substantial research on the improvement of learning outcomes for all, in more diverse learning environments.

ATSU identifies difference as a value-added mission imperative, interwoven into the University infrastructure and central to a targeted recruitment initiative. This strategy includes measures of all constituent groups (e.g., faculty, staff, campus committees, Board of Trustees, President’s Cabinet, and external constituencies). The strategy broaches mechanisms by which “underrepresented groups” are included in the construction of more diverse learning communities.

Efforts to shape learning communities to be “reflective of the communities being served” compel ATSU to use self-reflective analysis and discern how its constituent groups are being touched by the ATSU factor.

Diversity education

Diversity education goes beyond learning about differences and is interspersed throughout the infrastructure of an institution. Paramount to the concept of difference is appreciating the difference that difference makes. These points of confluence are where diversity education is most needed. Success in diversity education includes the ability to effectively interact in different cultural settings. The diversity idea involves learning as a central element in every setting. The ability to learn is shaped by constituents’ willingness to seek and value difference and openness to the difference that difference makes.

The University has multiple outlets for learning opportunities. Among these is its Safe Zone for All program, which trained 75 student and employee allies last year. Diversity & Inclusion staff completed more than 25 cultural proficiency workshops throughout the campus community. Subject-matter experts were brought to campus to facilitate diverse learning opportunities on campus and virtually. Additionally, the University carves out space and time for cross-cultural learning to occur with its substantial menu of curricular and co-curricular activities.



Letter from the vice president ▶

Hello friends and colleagues,

ATSU continues to build on its cultural proficiency pursuit. Dedicated and passionate students, employees, and alumni are exemplary of the idea of inclusive excellence. For the third consecutive year, ATSU has earned the prestigious Higher Education Excellence in Diversity (HEED) Award. ATSU was the first graduate health professions university to do so, consistent with its status as the founding osteopathic institution.

Diversity isn't only a component of the University's mission statement. The ideals around diversity, equity, and inclusion are embedded within its infrastructure. The University has a search process policy that includes guidelines for search committees to participate in a stringent diversity-training program before serving. The University has an overarching diversity committee, the Advisory Council On Diversity, and campus diversity committees: Diversity Enrichment Committee in Kirksville, Missouri, and Diversity Excellence in Education Committee in Mesa, Arizona. Each of the University's schools has a strategic plan with diversity-related elements. ATSU's School of Osteopathic Medicine in Arizona (ATSU-SOMA) also has a diversity committee focused on the development and monitoring of its diversity strategic plan. The ATSU strategy for diversity involves what could be coined as its "A" list for diversity, equity, and inclusion:

1. Awareness - Create awareness of ATSU academic and career opportunities, and historical relevance in eradicating healthcare disparities to more culturally specific communities.
2. Association - Enhance and expound on implicit associations within culturally specific communities to ensure an open, welcoming, and supportive community.
3. Appreciation - Value the differences we all share in learning communities reflective of those being served by providing opportunities for academic/career success and inclusivity.
4. Application - Accentuate the utilization of research, demographic data, and an inclusive, transparent community building approach to policy, process, and practice development.
5. Accountability - Leverage the mission imperative "diversity" as a tool of accountability among University-, unit-, division-, and department-level decision-making processes to achieving institutional preeminence.

ATSU's definition of diversity

Diversity at ATSU means an authentic understanding and appreciation of differences and, at its core, is based upon the value each human being brings to our society and each person's access and opportunities to contribute to our University's cultural proficiency.

Clinton Normore

Clinton J. Normore, MBA
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Diversity ambassador spotlight ▶

Diversity ambassador spotlight

Renee Crawford, DO, '20

Renee Crawford matriculated to ATSU-SOMA during fall 2016. She has always been extremely passionate about a career as an osteopathic physician and enthusiastic about promoting opportunities for those whose background and experiences resemble hers. She has worked closely with ATSU Diversity & Inclusion and community organizations dedicated to improving access, opportunity, and subsequently, health outcomes for those historically underserved.

She excels in every aspect of college life. She has demonstrated her commitment to diversity and by earning ATSU-SOMA's Diversity Scholarship award twice. The award recognizes her leadership in the development of ATSU-SOMA's first Student National Medical Association (SOMA-SNMA) chapter and her tireless service working on initiatives to grow diversity within ATSU's community and healthcare in general. ATSU-SOMA SNMA won the SNMA Chapter of the Year award. This award recognizes the accomplishments of one of hundreds of chapters throughout the country. She was also honored by receiving the Student DO of the Year; American Academy of Allergy, Asthma, & Immunology Chrysalis Project award; Kaiser Permanente Oliver Goldsmith, MD Scholarship; and Sherry Arnstein Minority Scholarship Award. Even though she maintains a very active co-curricular service schedule, she would not have been considered for the above awards had her academic standing not been stellar.

She has an unshakable desire to serve in underserved areas upon completion of her medical education, and subsequently, returning to ATSU-SOMA to teach. ATSU Diversity & Inclusion is thrilled to highlight Renee Crawford as this year's Diversity Ambassador Spotlight.

Awards & accolades

- American Academy of Allergy, Asthma, & Immunology Chrysalis Project
- 2019 ATSU-SOMA Student DO of the Year
- ATSU-SOMA Diversity Scholarship
- Kaiser Permanente Oliver Goldsmith, MD Scholarship
- 2019 Sherry Arnstein Minority Scholarship Award
- President, ATSU-SOMA SNMA 2019 Chapter of the Year
- Founding member, SOMA-SNMA



Graduate Health Professions Scholarship (GPS) program

Graduate Health Professions Scholarship (GPS) program

The GPS award is designed to accentuate ATSU's unique mission of service and leadership in whole person healthcare. This scholarship is a targeted approach to attract and educate students whose life contributions and experiences are consistent with ATSU's mission to serve in underserved areas. The scholarship is the largest award offered at ATSU.

GPS was primarily created for historically underrepresented groups and/or underrepresented minority groups. Students admitted to any ATSU graduate health professions education program are qualified to apply for the GPS scholarship and must complete and submit the scholarship application along with supplemental materials by March 30. Applicants must also have accepted their program offers and paid their seat deposits.

If selected for the award, students are required to participate in the online GPS pre-matriculation program throughout the month of June. GPS scholars are required to participate in a campus organization, meet monthly with GPS administrators, and meet annually with GPS cohorts. GPS scholars are expected to serve as stewards for the GPS program and encouraged to participate in that capacity for Diversity & Inclusion programs and initiatives.



"As a GPS scholar, I will be able to partake in community service, expand my knowledge regarding health disparities in the U.S. and how minorities are negatively affected, and be part of a smaller family within ATSU's family that believes in giving back to their community and helping those who need it most."
- Jennifer Boakye, MBA | student doctor of audiology, class of 2022

GPS count of race/ethnicity



- Hispanic female (14.35%)
- Hispanic male (3.8%)
- White female (1.3%)
- American Indian male (1.2%)
- Asian female (3.7%)
- Asian male (3.7%)
- Black/AA female (10.25%)
- Black/AA male (5.13%)

GPS scholars in each program

- | | |
|-------------------|---------------------|
| 7 - ASDOH | 5 - ASHS PA |
| 8 - KCOM | 2 - ASHS AUD |
| 2 - MOSDOH | 5 - ASHS OT |
| 8 - SOMA | 3 - ASHS PT |



Scan this code to make a donation to the GPS program



Diversity committees

Diversity without inclusion has little chance for long-term success; therefore, the diversity strategic planning process included many constituent groups from a broad array of the campus community. The Advisory Council On Diversity's (ACOD) primary objective is to provide leadership on diversity efforts throughout ATSU's community. A primary function of ACOD is to create a University diversity strategic plan. Membership includes cabinet level employees, faculty, staff, and students from each campus.

The Missouri and Arizona campuses each have a campus diversity committee. The committees are the Diversity Enrichment Committee (DEC) in Missouri and the Diversity Enrichment in Education Committee (DEEC) on the Arizona campus. These committees are also comprised of students, faculty, and staff. DEC strives to enrich the culture of acceptance and respect of diversity in all its forms and promote policies and programs that recognize and celebrate diversity across the community. DEEC's purpose is similar to DEC by encouraging opportunities for students, faculty, and staff to embrace and celebrate diversity and all its dimensions by promoting campuswide initiatives allowing individuals to gain a positive understanding of cultural proficiency and how it impacts holistic wellness. DEC has been instrumental in creating celebratory spaces for Dia De Los Muertos (Day of the Dead), Year of the Rat, Thanksgiving, and Martin Luther King Jr. celebration. Additionally, the committee formulated watch parties for the documentary series, "Disparities in Healthcare." DEEC has contributed to celebratory spaces on the Arizona campus for the Martin Luther King Jr. celebration and Diversity Festival. Both programs assisted Diversity & Inclusion in facilitating ATSU's Cultural Proficiency Speaker Series.



Safe Zone for All

The purpose of Safe Zone for All (SZ4A) is to create beacons, SZ4A allies, whose roles are to be visible ambassadors to ensure the campus climate feels safe, receptive, and accepting to community members regardless of any human condition, characteristic, or circumstance.

SZ4A allies display the program's emblem on their person or in their workspaces. They serve as beacons to the campus community, guiding community members to a safe harbor.

There were more than 75 ally trainings, including faculty, staff, and students. Likely a result of the SZ4A program, there has been a renewed energy within the Missouri campus' Gay/Straight Alliance student organization.



Discussion & analysis ►

Discussion & analysis

Analysis

The University demographic among its Board of Trustees, students, and employees has grown since the inception of ATSU Diversity & Inclusion in 2013. The Board of Trustees' historically underrepresented groups (HUGs) demographics increased approximately 400%. This demographic portrait among employees has increased approximately 12% and approximately 6% among students. Changing how we refer to one another, particularly throughout our campus community, is reflective of culturally proficient ideals and moves us further away from divisive language. As a result, the University is using the HUGs acronym more often. The University has established six articulation agreements with historically Black colleges and universities. The University has been awarded millions of dollars in research from various funding agencies for clinical research in diversity-related initiatives.

Discussion

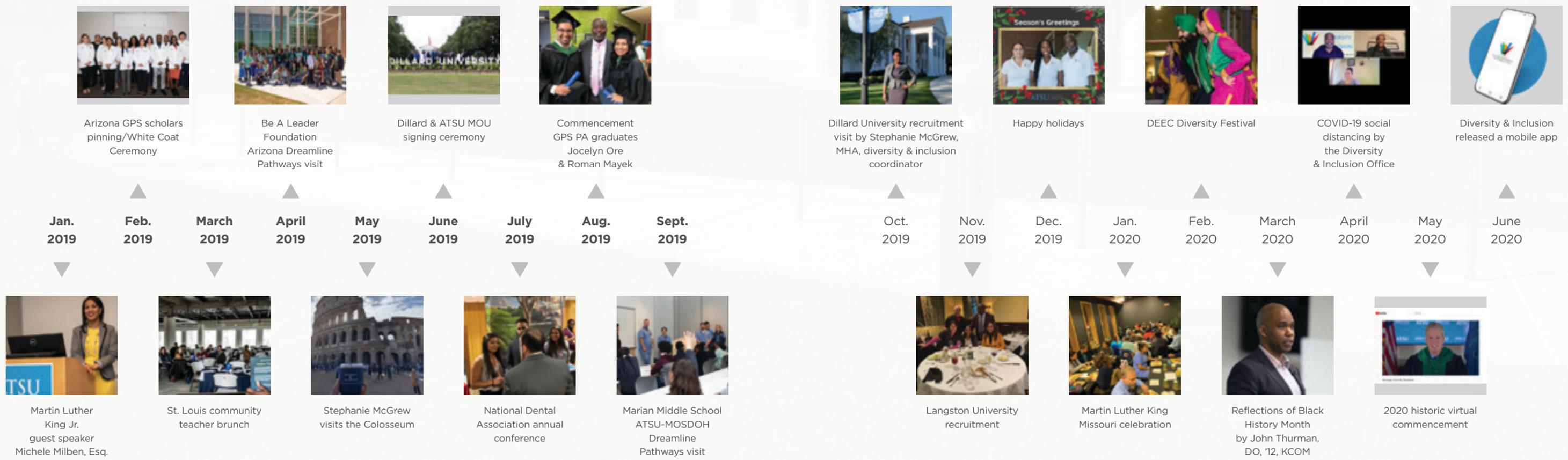
Numbers alone do not contribute to a diverse cultural climate. Organizational infrastructure should be permeated by diversity ideals in policies, processes, and practices, thereby constituting a culture where equity and inclusion are innate in everyday interactions. ATSU has established Diversity & Inclusion and its team to be devoted to diversity, equity, and inclusion; cultural proficiency as a strategic priority; a core professional attribute; a targeted recruitment approach; and University-wide education opportunities. ATSU is a family each of us chose to join, ideally because of its mission-driven structure. Therefore, each of us is compelled to carry this mission forward. No family is perfect, but great families are grounded in fundamental principles and values shared by each of its members. These families are always working hard to be better. Among the principles of osteopathic medicine is the unity of body, mind, and spirit. It is this principle where ATSU excels, not simply by its standing as the founding school of osteopathic medicine, but by engraining throughout the institutional design the value of authentic whole person engagement.

Each of us within the ATSU family has an opportunity to lead in diversity, equity, and inclusion, which are among the attributes Andrew Taylor Still, DO, possessed. We should be the change we wish to see in the world.

"People will forgive you for not being the leader you could be, but they won't forgive you for not being the leader you claimed to be."

Anonymous, as related by Gen. Stanley McChrystal, retired.

Diversity & Inclusion timeline



Conclusion



The University has crafted several strategies to build awareness among populations of color about ATSU and provide access and opportunity to become part of its community. These strategies include funding to cultivate and strengthen community partnerships.

By leveraging cultural proficiency throughout the strategic planning process and recruit more diverse talent, the Dreamline Pathways Program strategy was launched in 2017. Staying true to the diversity framework, traditional nomenclature “Dreamline” is more widely used than “Pipeline.” Pipelines, though often understood by many, are abstract ideas for K-8 students. This vernacular connects K-12 career dreams with systemic structures, allowing for more pathway clarity. St. Louis community leaders were initially provided an informational luncheon and tour of ATSU’s Missouri School of Dentistry & Oral Health (ATSU-MOSDOH) followed by a Kirksville, Missouri, campus site visit. This has created an opportunity for ATSU-MOSDOH to assume clinic operations at the Boys and Girls Club of St. Louis headquarters.

The Dreamline Pathways Program strategy connects ATSU to K-12 school districts and social, civic, and cultural organizations with more purpose to bring awareness of ATSU as a community resource. The University provides many experiential learning opportunities for K-16 students. The Dreamline Pathways Program was expanded in 2019 to include toolkits, and these resources were created to give to K-8 science programs. The kits are also made available to students, faculty, and staff to use during experiential learning activities. ATSU Diversity & Inclusion and its staff have a cadre of student ambassadors, alumni, and trustees who assist prospective students throughout their academic trajectory by providing mentorship, guidance, and application preparation.

Diversity & Inclusion staff populate an annual diversity calendar, which highlights culturally specific celebrations (e.g., Bodhi Day, Kwanzaa, Hanukkah, Tu B’shevat, International Women’s Day, Deaf History Month, Hindi New Year, International Transgender Day, Eid al-Adha, etc.). In addition, Diversity & Inclusion staff produce a slide show presentation celebrating culturally specific months (e.g., Hispanic Heritage Month, Native American Heritage Month, and Black History Month) for all public-facing campus monitors. ATSU Diversity & Inclusion also sponsors communitywide events (e.g., Martin Luther King Jr. Celebration, Diversity Festival, Cultural Diffusions, Diversity Mixer, various campus speakers, and student organization events). The 2020 Annual Diversity Festival was the largest of its three-year tenure and introduced an “ATSU’s Got Talent” segment and Diversity Festival Cup Champion. Diversity & Inclusion staff also provide real-time social media interactions on Twitter, Instagram, and Facebook.

The University has seen significant growth in other culturally centered campus organizations. The Arizona campus now has a Black Student Organization and more vibrant Hispanic and Latino Medical Student Organizations. The Arizona campus also has a diversity committee, the Diversity Enrichment in Education Committee. The Missouri campus has seen renewed energy in its Gay/Straight Alliance student organization and Diversity Enrichment Committee. Each campus has also contributed to the growth of Staff Council. Ultimately, assessing University culture and Diversity & Inclusion’s success is reflected through its Diversity Strategic Plan and ATSU Strategic Plan outcomes. The global recognition gleaned by the HEED Award has accentuated this success. Growing demographics alone are not the reason the University earned the HEED Award each of the last three years. The diversity infrastructure, guided by the diversity framework, has proven to be a source of strength. However, the work isn’t done. Cultural proficiency means continually assessing infrastructure and self to be able to respond appropriately in different cultural settings.



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