
Educating Future Generations of Physicians



CNU

College of Medicine

Diversity, Equity, & Inclusion

Information on CNUCOM's efforts to increase diversity in the field of medicine through supporting inclusivity on campus and throughout the community

For more information on CNUCOM, visit medicine.cnsu.edu or scan the QR code with a mobile device



(916) 686.7300

Office of Diversity, Equity, & Inclusion
Office of Medical Education



Goal 1: Develop a culture that internalizes diversity and Inclusion

- 1.1 Students, faculty and staff will actively identify areas for improvement in organizational culture related to diversity and inclusion.
- 1.2 The organization will encourage/promote a culture of inclusive excellence.
- 1.3 Organizational culture will be cited as an area of excellence in institutional and external/accreditation surveys/metrics.



Diversity Offices

CNUCOM's commitment to bolster its DEI efforts lead to the creation of two positions that are essential to facilitating campus change. Under the newly established Office of Diversity, Equity, and Inclusion, faculty member Tracy Yarbrough, MD PhD, was promoted to Assistant Dean of Diversity and Inclusion. In this role, Dr. Yarbrough oversees COM's strategic plan for increasing DEI in medicine. Staff member Dr. Kamau Jamal Abercrombia (Ed.D) was promoted to Director of Student Diversity and Inclusion Pipeline Programming. Dr. Abercrombia plays a pivotal role in facilitating student activities related to DEI and the creation of educational opportunities for local undergraduate and high school students.



Tracy Yarbrough, M.D.
Assistant Dean of DEI
Assoc. Professor



Catherine Yang, Ph.D.
Interim Dean of COM
Assoc. Dean of Medical Education



Kamau Jamal Abercrombia, Ed.D.
Director of Student D&I pipeline Programming

CNU and CNUCOM Diversity and Inclusion Committees

The University's official Diversity Statement, articulated by the University Diversity Committee comprised of faculty, students, staff, and administrators, includes a broad definition of diversity which endorses diversity in all its forms including the federally protected demographic characteristics endorsing diversity of age, race and ethnicity, gender and gender identity, sexuality, faith, beliefs, socio-economic and veteran status. CNU strongly endorses diversity, equity and inclusion in all its work and strives to promote an inclusive University climate where all faculty are trained to treat classroom and out-of-classroom spaces as "safe spaces" where various points of view may be openly shared and discussed.

Diversity and Inclusion Newsletter

The Office of Diversity and Inclusion coordinates DEI activities and issues the Diversity & Inclusion Newsletter that highlights contributions from the many cultures that make up the medical profession. This monthly newsletter provides faculty, staff, and students an opportunity to see representation of their own cultural and ethnic communities in the medical profession, while also learning the history of others through narrative. CNUCOM stakeholders have the chance to participate in this act of cultural storytelling by providing content and ideas to the newsletter.



Student Interest Groups

CNUCOM has many student run organizations called Student Interest Groups (SIGs) that represent the professional interests of the student body; but we also maintain several groups that support the variety of positionalities found in medicine representative of both patients and providers. This special category of SIGs is defined by opportunities for fellowship and networking amongst students, staff, and faculty from specific backgrounds and care to undeserved communities.



- American Women's Medical Association
- Anatomy Academy
- Asian Pacific American Medical Student Association
- CNU Christian Medical Fellowship
- CNUCOM Clinica Tepati Team
- Global Health Student Interest Group
- Latinx Medical Student Association
- Sacramento Street Medicine Team
- Medical Spanish
- SEVA Clinic
- Society for Advancement of Chicanos/Hispanics & Native Americans in Science (SACNAS)
- Student National Medical Association
- CNU Muslim Medical Association
- CNU Out in Healthcare (LGBTQ+)
- Non-traditional Students and Their Partners
- Medical Chinese
- Community Advocates for Refugees and the Displaced (CARD)

Inclusive Accommodations and Dedicated Spaces

In order to foster diversity, equity, and inclusion at CNU, we have made alterations to the physical environment of our campus. In doing so, CNU has added a gender-neutral restroom to accommodate the comfort of all faculty, staff, students, and guests. Additionally, CNUCOM has a dedicated private room for nursing mothers and those who practice daily prayer and meditation.

Additionally, the University has added Juneteenth, June 19th, to its observed holidays. The observance of this date celebrates the freedom of African Americans from the oppressions of slavery, while acknowledging their many contributions to society, solidarity with all oppressed communities, and the acknowledgment of our nation's history with slavery.

Faculty-led Groups

WERCNU: As faculty and senior administrative staff adjust to their roles at CNUCOM, they can be supported by faculty-initiated and led resource groups such as the Women Educators and Researchers of CNU, or WERCNU, who promote equity, research opportunities, faculty and student mentorship and awareness of some of the key issues that women faculty face. WERCNU holds regular lunchtime gatherings and periodic workshops, social mixers and seminars that promote workplace cultural awareness, leadership opportunities, stress management, and overall productivity among female faculty members. Recent workshop titles include "Gender Micro-Aggressions" and "COVID-19 Publications by Women."

Wellness Committee: The Wellness Committee creates wellness programming with strong faculty and student support, meets monthly, and has both faculty and student representatives from each class. Recommendations from the committee are provided to the CNUCOM Office of Student Affairs, which then implements additional wellness programming.





Inclusive Manikins

Understanding that we are responsible for preparing our students for realities in medicine, such as the populations our students will serve, COM has invested significant resources in purchasing new manikins with inclusive skin tones, an elderly manikin, and a pregnant female manikin with birthing baby. By interacting and practicing with these manikins, our students will inherently be familiar with different skin tones, ages, and genders as a very normal part of their work. Students of color can also feel a sense of inclusion that comes with seeing their likeness represented.

Cultural Celebrations

CNUCOM is committed to highlighting the many communities within the Sacramento region. In doing so, we celebrate the holidays, weeks, and months related to the diversity of people in this country. Most recently, COM students have added to our cultural celebrations by displaying an ofrenda, or altar, in the main lobby of the Elk Grove campus. This ofrenda was made in honor of Dia de los Muertos with the purpose of bringing awareness to health disparities within migrant communities.

Campus Surveys

To ensure that we are building a diverse, equitable, and inclusive community, CNUCOM utilizes several surveys to gather data on our stakeholders' thoughts and opinions about the college environment.

- Student Satisfaction Survey (annually by Office of Institutional Effectiveness)
- Staff Satisfaction Survey (annually by Office of Institutional Effectiveness)
- Faculty Satisfaction Survey (annually by Office of Institutional Effectiveness)
- Clerkship Evaluations (after every clerkship)
- Course Evaluations (after every course)
- Distance Learning Survey (during pandemic by COM office of Assessment and Evaluation)
- Learning Environment Survey (annually by COM Office of Assessment and Evaluation)
- AAMC Graduate Questionnaire (annually)
- LCME Independent Student Analysis



Goal 2: Implement sustainable and self-correcting processes that diversify the College's student, faculty, and staff complements as reflection and service to our local and regional communities.

- 2.1 Student body and staff reflect diversity of the Sacramento region or, at minimum, of California.
- 2.2 Faculty reflects diversity of California or, at a minimum, of the United States.

Admissions Changes

To maintain a student body that reflects the Sacramento region, the COM Admissions Committee has recently implemented changes to diversify pool of candidates, while maintaining the quality of our applicant pool and admissions requirements. These changes allows us to see underrepresented minorities in medicine (URMiM) earlier on in the admissions cycle, providing us ample time to identify candidates that may be eligible for our diversity scholarships. These changes have not only increased the diversity of our interview pool but have also deeply engaged the Admissions Committee in holistic review of candidates. Due to the pandemic, more interviews were conducted than in prior years, thus Admissions Committee members have also undergone more rigorous bias, interview, and holistic review trainings.

The Role of Liaisons

To monitor and evaluate the changes made by the COM Admissions Committee, a diversity and inclusion liaison has been added as a non-voting committee member. This person plays a key role in collaborating with other committee members on future changes to improve equity in the admissions process while also tracking URMiM acceptances. Liaisons and Student Advisory Committees have also led to high student satisfaction, such as with the Masters Colloquium course, as they have been able to inform and include content to address current student needs.

Faculty and Staff Recruitment

CNUCOM has established accountability in our applicant interview protocol by requiring interview training for all persons involved with the interview process. Bias recognition is a key component of this training, as CNU stakeholders learn about their own racial and cultural blind spots in communicating with individuals from backgrounds other than their own. This ensures that all applicants have a fair shot at making a great impression on their journey to joining the CNU family. The Office of Human Resources has also broadened search pools to be more inclusive of diversity categories by posting vacancies within national URMiM organizations.

Student Recruitment

In addition to changes in how applicants are screened, the CNUCOM Admissions Committee, in partnership with the Office of Diversity and Inclusion, created a system for outreach to accepted URMiM students. We open the doors to recently accepted students by having an admissions committee representative reach out to the student, followed by a faculty member, and then a current student. This strategy lets accepted applicants know that we are dedicated to having them as a part of our CNUCOM family and can support them in the field of medicine.

Diversity Scholarships

Financial concerns are a well-known barrier to URMiM persistence. CNUCOM has established two scholarships to help combat these concerns and aid in our efforts to promote diversity in the medical field.

Incoming Student Scholarship

The incoming student Diversity in Medicine Scholarship is a five-tier, merit-based scholarship that ranges from \$10,000 to \$50,000 per academic year. The student's scholarship tier is based on their incoming GPA and MCAT performance. Students are eligible to receive this scholarship throughout all four years at COM by maintaining a certain level of academic excellence. In the fall of 2021, COM matriculated its first student utilizing this scholarship.



Matriculated Student Scholarship

The matriculated student Diversity in Medicine Scholarship is a \$2,000 scholarship offered to four students who are actively involved in efforts to encourage diversity, equity, and inclusion in the community and at CNU. Scholarship winners are students who are highly involved in outreach activities, such as our Diversity in Medicine Summer Camp, that support our pipeline efforts. In the Spring of 2021, COM awarded its inaugural winners.

Other CNU scholarships include the Dean's Diversity Scholarship (\$1,000) and President's Academic and Diversity Scholarship (full ride).

Pipeline Programs and Outreach

CNUCOM has two internal pipeline programs within our university system that include the College of Graduate Studies and College of Health Sciences. Students from these programs have early exposure to the medical program through interprofessional learning opportunities and various joint college events.

Outside of CNU, CNUCOM has refocused its pipeline and outreach efforts to provide the best possible experience to the students we look to serve. This refocus has included strengthening our relationships with two key sites: Sacramento State University and Valley High School. While COM takes the opportunity to engage with students from colleges and systems across California, including the Los Rios Community College District, we have chosen to narrow our strategic approach to provide a concentrated effort on two local sites with high numbers of URMiM students. This approach allows us to strengthen long-term relationships needed to track and support student persistence.



External Pipeline Activities

Sacramento State University/Undergrad Campuses

- Advisement Cohort
- Pathways to Healthcare Seminar Series
- Ongoing Volunteer Opportunities (Vaccination Clinic, COVID testing)
- Student Mentorship

Valley High School/High School campuses

- Vital signs workshop
- In-class presentations
- CPR certification
- Health fair booth management/motivational interviewing workshops
- Medical Skills shadowing

Diversity in Medicine Summer Camp

The COM Diversity in Medicine Summer Camp is a free, week-long camp hosted at CNU's Elk Grove Campus. This large-scale outreach event requires collaboration between medical students, faculty, staff, community partners, as well as stakeholders from CNU's sister colleges. The camp is designed to provide exposure to medical education and the practice of medicine through a hands-on adaptation of our first-year medical student curriculum. In this camp, students practice basic clinical procedures and examinations, work in a research lab, learn about the many specialties in medicine, and make lasting connections with peers and professionals.



THEORETICAL PROGRESSION

Student engages with outreach, support, and mentorship programs

Student matriculates to an undergraduate university where they can continue to receive direct support and engagement with CNU

Student enters pipeline via high school pipeline site:

Student matriculates to a university pipeline site:

Student is accepted into medical school:

COM utilizes mechanisms of recruitment to enroll student

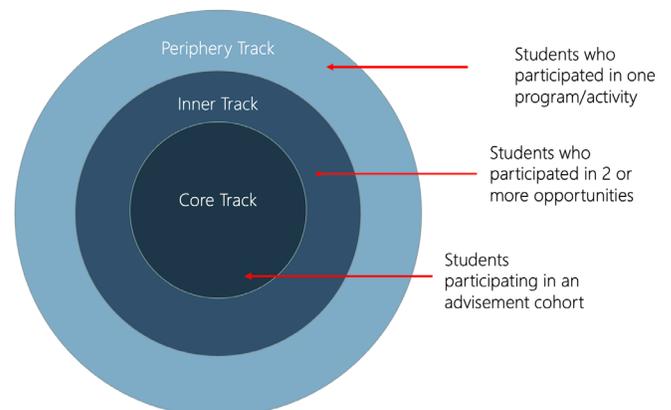
Student has received support from CNU to aid in persistence and make them a competitive applicant

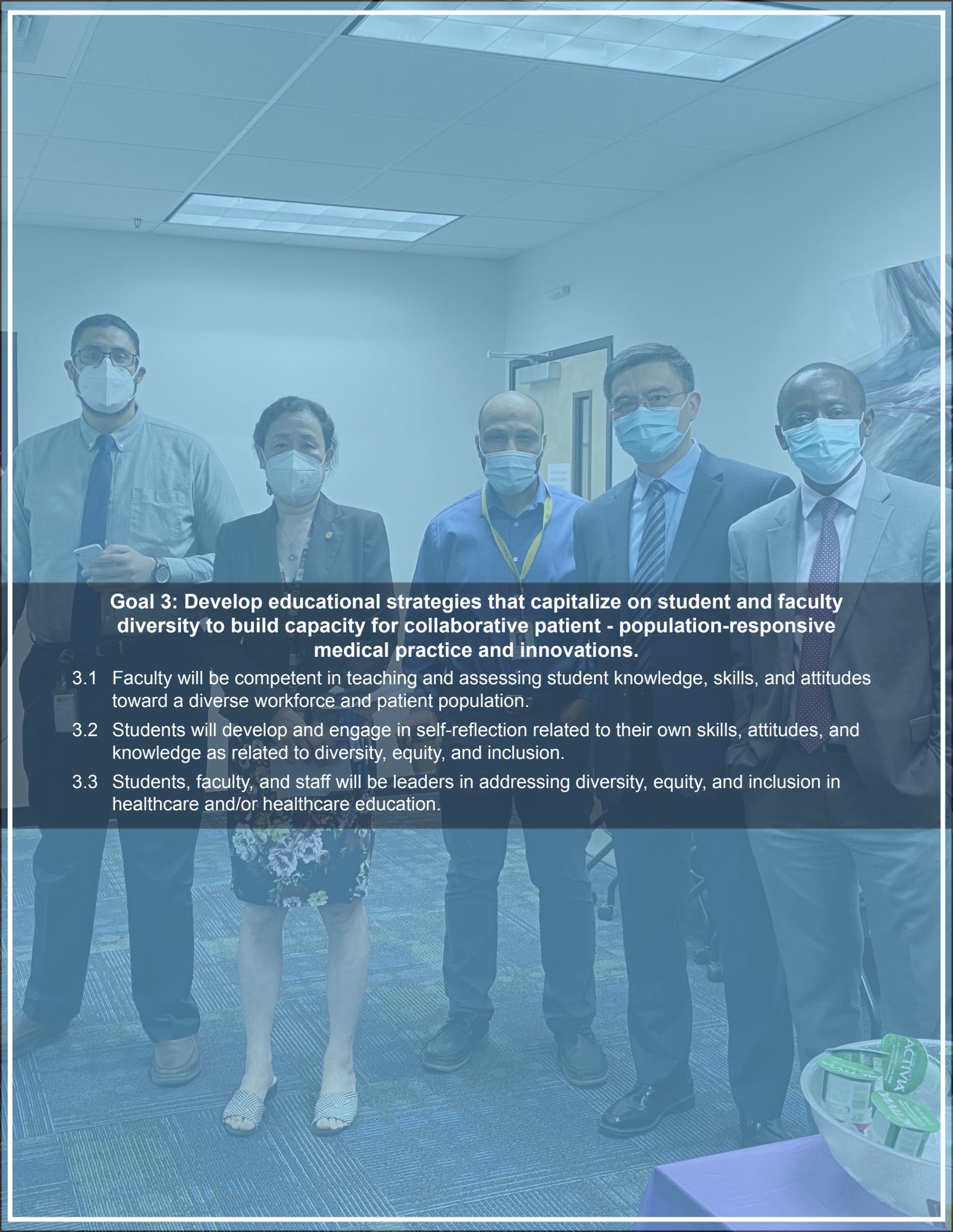
COM can provide available aid to encourage the student to join CNU

Continuous Monitoring

CNUCOM's Strategic Plan outlines specific diversity goals and expectations that require continuous monitoring and review. Thus, the Offices of Diversity and Inclusion and Assessment and Evaluation conducts periodic and annual assessments of the learning environment and shares findings with related stakeholders. In addition, accreditation requirements (LCME Element 3.3) are embedded in continuous quality improvement efforts among students, faculty, and senior administrative staff in the stated diversity categories.

External Pipeline Stratification



A photograph of five professionals standing in an office hallway, all wearing face masks. From left to right: a man in a light blue shirt and tie, a woman in a dark blazer and floral skirt, a man in a blue shirt and yellow lanyard, a man in a dark suit and tie, and a man in a light grey suit and tie. The background shows office doors and a ceiling with recessed lighting. A table with a purple cloth and a basket of Activia yogurt is visible in the bottom right corner.

Goal 3: Develop educational strategies that capitalize on student and faculty diversity to build capacity for collaborative patient - population-responsive medical practice and innovations.

- 3.1 Faculty will be competent in teaching and assessing student knowledge, skills, and attitudes toward a diverse workforce and patient population.
- 3.2 Students will develop and engage in self-reflection related to their own skills, attitudes, and knowledge as related to diversity, equity, and inclusion.
- 3.3 Students, faculty, and staff will be leaders in addressing diversity, equity, and inclusion in healthcare and/or healthcare education.

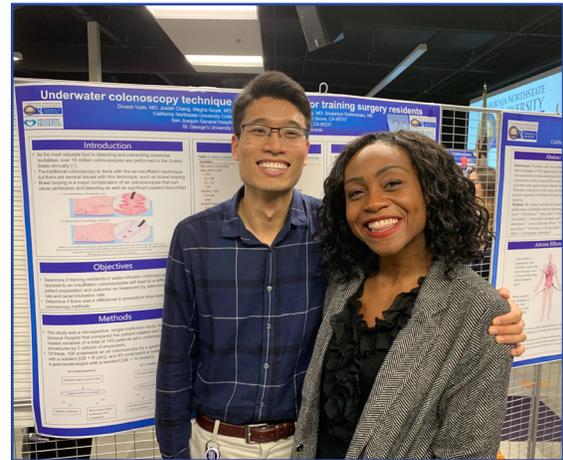
Masters Colloquium

Masters Colloquium provides students with education and interactive experiences related to the complex, multidisciplinary aspects of professional development they will encounter in their practice of the art and science of medicine. Through the discussion and workshop-based delivery of this course, students learn how to address sensitive social, cultural, and systemic problems found in medicine by engaging with each other, faculty, and guest presenters. Practice with topics related to DEI in healthcare that are embedded in this course prepares students to be equitable, community-oriented physicians:

- Chronic Disease Panel
- Bias/Barriers to Care
- Disabilities - Awareness and Realities
- Providing Culturally Competent Care
- Health Literacy with Highlights of Immunizations
- Caring and Culture of LGBTQ+ Community
- Integrative Medicine
- Aging Experience

Service Learning

Included in the Masters Colloquium course is the service-learning component of our curriculum, where students are required to engage in service projects. Service learning is not just about students helping their community; it is designed to help students learn about the many perspectives and circumstances of their potential patients as a means of providing the most equitable, understanding, and appropriate care possible. Through service-learning, our students have learned about the vast diversity within the Sacramento region and skills to provide culturally competent care for the underserved.



Continuing Education and Interprofessional Education

Seminars devoted to diversity and inclusion have included topics such as:

- Health Disparities in Medicine
- Strategies for Developing a Culturally Competent Mindset in Healthcare
- Creating Wellness in the Workplace
- Introduction to Psychosis: Cultural Attitudes and Treatment Approaches
- Autism Spectrum Disorders and Employment
- Healing Humanity: Decreasing Implicit Bias During the Pandemic
- Intercultural Communications
- Racial Stress and Trauma
- Examining Pedagogy and Curriculum Through the Lens of Diversity, Equity, and Inclusion
- CNU Diversity and Inclusion Training



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CNU College of Medicine
9700 West Taron Drive
Elk Grove, Ca 95757
916-686-7300



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