



Health and Human Sciences

POINT OF CONTACT

Hawley Almstedt, Ph.D.
Life Sciences Building
hawley.almstedt@lmu.edu

1

2

3

4

5

6

7

8

SYSTEMIC ANALYSIS STEPS UTILIZED

PROCESS ■ ISSUES ■ ACTION STEPS ■ OUTCOMES

PROCESS

We discussed systemic analysis and DEI at our Oct 9th department meeting with Dr. Brandon Grimmer.

We continue to work on our curriculum throughout the year and will discuss ways that our curriculum can be improved to meet the needs of diverse students and help address needs of underserved populations. In the past, we have offered courses which teach content about health care for marginalized populations and we will continue to do so moving forward. We have discussed making such a course a required part of the curriculum.

ISSUES IDENTIFIED

- The lack of access to data is a challenge to including an analysis of race/ethnicity in our assessment process. We are unable to obtain race/ethnicity data for our student body in a manner that would allow us to match with assessment outcomes (like by ID number). Overall, we know that the HHSC student body has been ~45% white over the past few years, but it would be helpful to know if all of our students are succeeding in a similar fashion. Is it possible that race/ethnicity data will be available and more accessible at a future time?

ACTION STEPS

- ✳ Begin each department meeting with some paired conversations on DEI.
- 📄 Ensure teaching/research/lab assistant opportunities are announced to all eligible students.
- 📄 Assess the racial diversity of our past TA/RA students.
- 📄 We are administering our own questionnaire about career interests and adding the race/ethnicity question to obtain the necessary information.

OUTCOMES

In progress.

PARTICIPATION AND REPORTING

- Attended SA Consultation Session
- Submitted a Progress Report

This unit has not yet presented in a Systemic Analysis Report Out session.

HIGHLIGHTS

Professor Beaudion required students in her HHSC 495 to sign up for “town hall” meetings to discuss DEI in their internship placements. She has gained a lot of feedback from students regarding DEI at LMU and in HHSC from these ongoing sessions. Students seem to appreciate the opportunity to be heard on these issues.

NEXT STEPS

Over the summer, many members of HHSC had a discussion about current events and racism. Below are notes and ideas from the discussion:

- One idea is to offer a journal club which reviews research on racial bias in science, medicine, and health care. We could offer an independent study to a group of students who wanted to work together to read and analyze research on racial bias in healthcare and medicine.
- HHSC already offers a course on “Healthcare of Marginalized Populations”. How much information on racism is included in this course? Should the curriculum be expanded to include more information on racism? There is a lot of information on health disparities which could be developed into a course.
- We could reach out to seniors/juniors to see if there are a group who would like to lead some programming on racism in the health sciences. These students may have valuable perspective on what is needed.
- People who are not from an underrepresented race may not be taken seriously on these issues. Involving or asking students of an underrepresented race to be involved may be an undue burden and/or ask them to relive trauma.
- Programming (implicit bias training) should be targeted towards freshman to create a culture of inclusion and be most effective. Is this something that can be included with iSTEM?
- We (faculty/staff) need more training on how to discuss racism and how to update our courses.
- Implicit bias training is now part of faculty orientation.
- VP Jennifer Abe included implicit bias information when visiting with the faculty search committee last year. She shared the Harvard online assessments of implicit bias.
- We could reach out to student run clubs, like the Black Student Union, to be involved with programming.
- Our courses could incorporate a more diverse set of resources, improve diversity of where we find information.
- We could revisit the topics we cover in class to add diversity and inclusion.
- Issues of bias became evident when students evaluated each other on oral presentations.

LEGEND FOR PRESIDENTS COMMITMENTS

- 📄 Hiring
- ✳ Culture and Climate
- 📄 Education

SYSTEMIC ANALYSIS STEPS: QUICK REFERENCE

- | | |
|---|--------------------------------------|
| 1. Listen to your team and constituents | 5. Analyze strategic partnerships |
| 2. Review infrastructure and policy | 6. Evaluate vision/mission statement |
| 3. Review scope and content of programs | 7. Identify training needs |
| 4. Evaluate structural diversity (data) | 8. Accountability and Assessment |