2015 Diversity Workshop Series: Setting the Standard for Diversity and Accreditation

October 28, 2015
Chicago, IL

Margaret B. Wilson, DDS, MBA
Leadership and the Mission-Driven Diversity Plan: One School’s Experience
Geography is critical.
Why was the ECU School of Dental Medicine established?

- Shortage of dentists
- Maldistribution
- Rapid population growth
- “Graying”
- New graduates attracted to urban areas
ECU SoDM Vision

Improving the health and quality of life of all North Carolinians by creating leaders with a passion to care for the underserved and by leading the nation in community-based, service learning oral health education.
Begin with the end in mind.

But what is “the end”? 

Steven Covey
ECU SoDM Mission

• Prepare leaders with outstanding clinical skills, an ethical bearing, sound judgment and a passion to serve.

• Provide educational opportunities for academically qualified individuals from historically underrepresented groups, disadvantaged backgrounds and underserved areas.

• Provide and enhance oral health services for underserved North Carolinians through implementation of community-oriented service learning and inter-professional collaborations.

• Foster an environment where collaboration, creativity, diversity and professionalism are embraced.

• Influence future clinical practice and dental education through research, innovation and discovery.
“Comfort level in caring for vulnerable and underserved populations and increases the likelihood that students will care for such populations in their future careers.” - IOM, 2011
Our vision and mission **drive** our admissions strategy and our teaching, patient care, research and service programs.
Developing the Goals of the Diversity Plan (aka defining “the end”)

- Mission consistency
- Alignment with University’s “end”
- Dimensions of diversity – structural, curriculum, climate
- Committed leadership
- Understanding of context (rurality)
CODA Standard 1-3

The dental education program must have a stated commitment to a humanistic culture and learning environment that is regularly evaluated.
CODA Standard 1-4

The dental school **must** have policies and practices to:

a. Achieve appropriate levels of diversity among its students, faculty and staff;

b. Engage in ongoing systematic and focused efforts to attract and retain students, faculty and staff from diverse backgrounds; and

c. Systematically evaluate comprehensive strategies to improve the institutional climate for diversity.
CODA Standard 4-4

Admissions policies and procedures *must* be designed to include recruitment and admission of a diverse student population.
Get the right people on the bus.

Jim Collins

But who are “the right people”?
Who are the individuals who will best fulfill the mission of our school?
Student Affairs Team Leaders

Hillary Harrell
Student Financial Support Manager

Emily Craven
Director of Student Services

Lamont Lowery
Director of Admissions

Kim Werth
Director of Counseling and Student Development
The Power of Partnerships
Pre-Health Advisors of North Carolina

Annual Pre-Health Advisors Conference co-sponsored with Brody School of Medicine
HRSA - Bureau of Health Professions
Pre-Doctoral Training Grant in General Dentistry

Creating Opportunities for Dental Education

• Students from rural areas, disadvantaged backgrounds, underrepresented groups
• $1.36 M for 20 students @ $68,000
National Learning Institute/ U of P
ADEA Dental Pipeline Grant

• Increase awareness of dentistry and preparation for dental school

• $12,000/year
National Learning Institute – U of P

2013
Preparing Tomorrow’s Dentists
Summer Program

2-1/2 day program in Ross Hall
Preparing Tomorrow’s Dentists Professional Development Program

Office of Dr. Roslyn Crisp
During fall of each year
Reaching out at the CSLCs

Robeson County CSLC
Developing the Diversity Plan and Strategy (aka getting “the right people on the bus”)

• What are the predictors for social responsibility?
• Limited predictive value of traditional, cognitive measures
• Use of noncognitive variables as valuable dimensions in the admissions process
• Low educational debt
Admissions Committee Charge

The Admissions Committee will recruit and admit diverse, academically qualified students, with particular emphasis on admitting students from rural areas, underrepresented groups and disadvantaged backgrounds who are committed to fulfilling the mission of the SoDM through service in communities across the state of North Carolina.
Key Features

- Research-based
- Multiple ways to assess
- Tested legally
- Adaptable
- Student development focus
Intentional Implementation of Sedlacek’s Noncognitive Variables Model

2010-11
General overview
Adjunctive measure
Trial basis

2011-12
Consultant visit
Committee workshop
Questions

2012-13
Consultant visits
Committee and faculty workshops

2013-16
Ongoing use
Analysis of outcomes

East Carolina University
School of Dental Medicine
Establishing a Culture
Our SNDA Chapter
Community Service Entrepreneurs
Developing Leaders
What are our outcomes?
Assessing the Humanistic Culture and Learning Environment

- Customized survey instrument
  - Environment
  - Respect
  - Communication
- Survey of students, residents, staff and faculty
- Actionable items to enhance the environment
Assessing the Humanistic Culture and Learning Environment

Communication

Response: S. Disagree | Disagree | Neutral | Agree | S. Agree

- Mission.Role: 13% S. Disagree, 25% Disagree, 62% Agree, 6% S. Agree
- Find.Info: 43% S. Disagree, 20% Disagree, 36% Agree, 11% S. Agree
- Open.Com: 50% S. Disagree, 20% Disagree, 29% Agree, 1% S. Agree
- Timely.Com: 58% S. Disagree, 14% Disagree, 28% Agree, 1% S. Agree
- Clear.Com: 56% S. Disagree, 16% Disagree, 28% Agree, 2% S. Agree
- Included: 56% S. Disagree, 20% Disagree, 24% Agree, 2% S. Agree

East Carolina University
School of Dental Medicine
Students represent 68 of NC’s 100 counties
As of October 2015, ECU SoDM has served patients from **95 counties in NC**
ECU School of Dental Medicine
URM First Year Enrollment (%)
From Pipeline to D2 Class President

8 pipeline students now enrolled in dental school
Inaugural SoDM Convocation
Financing an ECU Dental Education

• For 2013-14, ECU’s first year educational costs ranked 7th lowest among the 65 US dental schools.
• On average, the class of 2015 received $47,255 per student in grants and scholarships.

2015 Graduating Dental Student Debt

<table>
<thead>
<tr>
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<th>Amount</th>
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<tbody>
<tr>
<td>ECU SoDM</td>
<td>$123,900</td>
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<tr>
<td>National Average</td>
<td>$203,987</td>
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Old North State Dental Society

Student Affairs Fund

$45,534
Dear Mentors, Colleagues and Friends,

On behalf of the Class of 2015, I’d like to thank you for everything you have done to make this dream a reality.... You have already helped our class set a precedent of service and generosity that will remain long after the successful graduation of the very first class of the East Carolina University School of Dental Medicine.

Philip E. Cochran, DMD - President
As we look to the future...
What makes us the most proud?

We are keeping our promises to the people of North Carolina.
Alone we can do so little.
Together we can do so much.
Helen Keller