



# **THE PROGRESSIVE TAKEOVER OF TEXAS MEDICAL EDUCATION**

**HOW MEDICAL SCHOOLS IN THE LONE STAR STATE  
ARE BUYING INTO THE WOKE AGENDA – AND HOW  
THEY CAN BE RESCUED**

**Laura L. Morgan MSN, RN  
January 2023**



**Do No Harm**



# INTRODUCTION

Texas is home to several public and private schools of medicine, with campuses located in every region of the state. Although the Lone Star State is often associated with more traditional values and ideals, its major universities are not immune to the spread of the diversity, equity, and inclusion (DEI) and anti-racism dogma that is so familiar in more progressive parts of the United States. These destructive philosophies have worked their way into medical education. Medical students are indoctrinated with the idea that the entire healthcare industry is systemically racist, everyone in it is steeped in implicit bias, and its entire structure is designed to inflict harmful inequities and health disparities onto specific patient populations.

This report examines publicly available information about DEI initiatives that influence the policies, curriculum, and activities at Texas medical schools. The quoted material cited for each school comes from that school's website, unless otherwise indicated. This report does not stop at revealing the ethos and programs of these schools. It also outlines a call to action to restore the education programs to the state of excellence expected by Texans.

# UNIVERSITY OF TEXAS SYSTEM

The University of Texas system is a network of thirteen public academic institutions throughout the state. Five of those campuses host a school of medicine.<sup>1</sup>

## University of Texas (Austin) Dell Medical School

The University of Texas (UT) at Austin is the state's leading research university, with approximately 52,000 students and 3,000 faculty.<sup>2</sup> As the flagship campus of the UT system, it is also home to the Dell Medical School (Dell Med), which states it is “redefining the academic health environment.” Dell Med says its mission is to “revolutionize how people get and stay healthy” through new models of care, “educating leaders who transform healthcare,” and “redesigning” academic health as a way “to better serve society.”<sup>3</sup> To achieve this goal, **Dell Med says it is “creating a new kind of doctor” to take on “systemic challenges in health.”<sup>4</sup> In the “information for applicants” section of its website, Dell Med lists four qualities it expects of this new kind of doctor. “Academic ability” is at the end of that list.<sup>5</sup>**

### Admission Criteria

To identify future physician leaders, we look for evidence of excellence in four areas: mission contribution, personal attributes, life experiences and academic ability.

Figure 1. UT Dell Medical School admission criteria.

## Leading EDGE Curriculum

Dell Med created its own medical education model, the *Leading EDGE* (Essentials, Delivery, Growth, and Exploration), which has a heavy emphasis on “health systems science.” The school often use the word “revolutionize” when describing the program. Take, for example, a course on leadership that medical students take in parallel with basic science and clinical courses. The school says it “fosters a new kind of physician” who influences other practitioners to reach the goal of “revolutionizing the healthcare

1 The University of Texas System. Institutions. <https://www.utsystem.edu/institutions>, accessed January 18, 2023.

2 University of Texas at Austin. About TEXAS. <https://www.utexas.edu/content/about-texas>, accessed January 18, 2023.

3 UT Dell Medical School. Mission & vision. <https://dellmed.utexas.edu/about/mission-and-vision>, accessed January 18, 2023.

4 UT Dell Medical School. Creating a new kind of doctor. <https://dellmed.utexas.edu/education>, accessed January 18, 2023.

5 UT Dell Medical School. How to apply. <https://dellmed.utexas.edu/education/how-to-apply>, accessed January 18, 2023.

ecosystem.”<sup>6</sup> This focus on the ecosystem begins in Year 1, with an integration of scientific principles, clinical presentations, and “health system contexts.” **Students spend less than 20 hours per week in the classroom, in favor of self-directed study, and grading is pass/fail only.**<sup>7</sup> **Core competencies of the Leading EDGE curriculum are listed below, each with an example of expected outcomes:**<sup>8</sup>

- **Leadership and Innovation:** Model flexibility in the context of change, help team members cope by explaining the rationale for change and acknowledge their concerns about change.
- **Patient Care**
- **Medical Knowledge:** Recognize the important non-biological determinants of poor health, including the psychological and social factors such as racism, stigma, oppression, and trauma that contribute to the development and/or exacerbation of illnesses.
- **Communication**
- **Practice-Based Learning and Improvement:** Construct a plan for growth and improvement based on the appraisal of one’s own knowledge and skills.
- **Systems-Based Practice:** Retrieve, manage, and use biomedical information for solving problems and making decisions that are relevant to the care of individuals and populations including addressing social determinants of health and barriers to health equity.
- **Professionalism**
- **Health Equity:** This core competency covers Historical and Current Context (“root causes of health inequities”); Personal and Interpersonal (unconscious bias, intersectionality); and Community Awareness and Society (“physician-patient concordance;” “Act to disrupt racist perceptions, beliefs, policies, and practices to advance diversity, equity, and inclusion”).

## Health Equity, Diversity, & Inclusion

Dell Med combines the efforts of its Office of Health Equity and its Office of Diversity, Equity, and Inclusion in the mission of “addressing systemic inequities” that prevent the achievement of optimal health.<sup>9</sup> Under the leadership of Associate Dean Jewel Mullen, M.D., MPH, Dell Med engages in ongoing efforts to promote health equity “while upholding racial equity as a foundational principle.”<sup>10</sup>

---

6 UT Dell Medical School. Leading EDGE curriculum. <https://dellmed.utexas.edu/education/academics/undergraduate-medical-education/leading-edge-curriculum>, accessed January 18, 2023.

7 UT Dell Medical School. Year 1: Essentials. <https://dellmed.utexas.edu/education/academics/undergraduate-medical-education/leading-edge-curriculum/year-1>, accessed January 18, 2023.

8 UT Dell Medical School. Core competencies. <https://dellmed.utexas.edu/education/academics/undergraduate-medical-education/leading-edge-curriculum/core-competencies>, accessed January 18, 2023.

9 UT Dell Medical School. Health equity, diversity, and inclusion. <https://dellmed.utexas.edu/about/mission-and-vision/health-equity-diversity-inclusion>, accessed January 18, 2023.

10 UT Dell Medical School. Office of Health Equity. <https://dellmed.utexas.edu/about/mission-and-vision/health-equity-diversity-inclusion/office-of-health-equity>, accessed January 18, 2023.

**“Health equity means that everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health such as poverty, discrimination, and their consequences, including powerlessness and lack of access to good jobs with fair pay, quality education and housing, safe environments, and health care.”**

Figure 2. Robert Wood Johnson Foundation definition of health equity, used at Dell Med.

The Dell Med Office of Diversity, Equity, & Inclusion (ODEI) strives to cultivate “a campus environment and culture that advances equity,” and it claims that racism is “a pervasive force” embedded in society and institutions. A key initiative of the ODEI is *Making Equity Standard in Healthcare* (MESH), with an internal group for that project. The ODEI is also involved in personnel matters by providing guidelines for search committees, providing “strategies for equitable, inclusive recruitment and hiring” and implicit bias training.<sup>11</sup>

In particular, racism continues to be a pervasive force that permeates our society and institutions. It creates systemic and structural power inequities based on dominant cultural norms to the detriment and exclusion of other cultural ways of being, knowing and expressing.

Figure 3. Values of the Dell Med Office of DEI.

## UT Southwestern (Dallas)

The UT Southwestern Medical School admits about 230 students into its MD program. Approximately 950 medical students and 1,300 residents are trained at five Dallas-area hospitals. The school is a leading research facility with more than \$554M in annual funding, and it claims more members in the National Academy of Sciences than all other Texas-based academic medical centers.<sup>12</sup>

### Admissions

UT Southwestern uses the holistic approach to evaluating applicants for admission to its MD program and **“does not set a minimum GPA or minimum MCAT score for consideration.”** Once the primary application is received, candidates are prompted to complete the secondary application.<sup>13</sup> Applicants are to write a variety of essays, responding to instructions such as the following:<sup>14</sup>

11 Dell Medical School. Office of diversity, equity, and inclusion. <https://dellmed.utexas.edu/about/mission-and-vision/health-equity-diversity-inclusion/office-of-diversity-equity-inclusion>, accessed January 18, 2023.

12 UT Southwestern Medical School. About us. <https://www.utsouthwestern.edu/education/medical-school/about-the-school/>, accessed January 19, 2023.

13 UT Southwestern Medical Center. Admissions. <https://www.utsouthwestern.edu/education/medical-school/admissions/>, accessed January 19, 2023.

14 ProspectiveDoctor.com. University of Texas Southwestern Medical School at Dallas secondary questions. <https://www.prospectivedoctor.com/university-of-texas-southwestern-medical-school-at-dallas-secondary/>, accessed January 19, 2023.



- Describe a time that you have witnessed someone acting unethically or dishonestly, or an experienced behavior of harassment or discrimination.
- Describe an interaction or experience that has made you more sensitive or appreciative of cultural differences, and/or how you have committed yourself to understanding and aiding in the pursuit of equity and inclusion in your academic, professional or personal life.

## Diversity and Inclusion

The UT Southwestern Medical School's DEI efforts are dedicated to student recruitment, pipeline programs, and student diversity organizations,<sup>15</sup> and they are linked to UT Southwestern Medical Center's initiatives. For example, in October 2022, UT Southwestern Family and Community Medicine had a committee dedicated to DEI.<sup>16</sup>

**Our D.E.I. Committee** is entrusted with researching, recommending, and promoting efforts that integrate equity in all department activities, and supporting social justice through our A.R.I.S.E. framework.

Our D.E.I. Committee is entrusted with researching, recommending, and promoting efforts that integrate equity in all department activities, and supporting social justice through our A.R.I.S.E. framework.

Interested in learning more? [Email us.](#)



Figure 4. UT Southwestern Family and Community Medicine DEI page, October 2022 ([archived page](#)).

Since then, the DEI page has been updated and the website has been scrubbed of all references to the “A.R.I.S.E. framework.”<sup>17</sup>

<sup>15</sup> UT Southwestern Medical Center. Medical school: Diversity and inclusion. <https://www.utsouthwestern.edu/education/medical-school/about-the-school/diversity.html>, accessed January 24, 2023.

<sup>16</sup> UT Southwestern Medical Center, Family and Community Medicine. Diversity, equity, and inclusion (archived page, October 2, 2022). <https://web.archive.org/web/20221004111451/https://www.utsouthwestern.edu/education/medical-school/departments/family-community-medicine/diversity-equity-inclusion/>, accessed January 19, 2023.

<sup>17</sup> UT Southwestern Medical Center, Family and Community Medicine. Diversity, equity, and inclusion. <https://www.utsouthwestern.edu/education/medical-school/departments/family-community-medicine/diversity-equity-inclusion/>, accessed January 19, 2023.

## Diversity, Equity, and Inclusion



### Our Differences Make Us Stronger

UT Southwestern strives to be a model of diversity and inclusion. We reflect many cultures and perspectives that enable us to reach our full potential while using our individuality to deliver excellence in health care, education and research.

The Department of Family and Community Medicine is equally committed to equity, diversity and inclusion in all our residency and fellowship programs.

Interested in learning more? [Email us](#).

Figure 5. UT Southwestern Family and Community Medicine DEI page (January 2023).

## UT Health Science Center San Antonio Long School of Medicine

The Joe R. & Teresa Lozano Long School of Medicine at UT Health San Antonio (UTSA) educates more than 900 medical students and 800 residents each year, partnering with the University Health System to engage in multi-specialty clinical research.<sup>18</sup>

### Office for Inclusion and Diversity

UTSA Long School of Medicine (LSOM) sponsors a robust Office for Inclusion and Diversity, led by interim vice dean Sekinat McCormick, M.D. Diversity is a “core value” at LSOM, according to the school’s website, and diversity is emphasized throughout the curriculum “as a catalyst for change resulting in health equity.”<sup>19</sup>

In July 2020, the Office for Inclusion and Diversity released “A Statement on Racial Injustice & Inequality,” which was in response to “high-profile cases of deaths of unarmed black men at the hands of law enforcement.” Accompanying the statement was a photo

18 UT Health San Antonio Joe R. & Teresa Lozano Long School of Medicine. About us. <https://uthscsa.edu/medicine/about>, accessed January 19, 2023.

19 UTSA Long School of Medicine. Office for Inclusion and Diversity. <https://lsom.uthscsa.edu/diversity/>, accessed January 19, 2023.

of UTSA health sciences students participating in a White Coats for Black Lives demonstration, where they were photographed kneeling and holding signs with various slogans.<sup>20 21</sup>



Figure 6. Demonstration by UTSA health sciences students (June 7, 2020).

In addition to conducting implicit bias training,<sup>22</sup> the UTSA LSOM Office for Diversity and Inclusion also provides access to several “anti-racism resources,” including “Racism and Health” from the Association of American Medical Colleges (AAMC); the official Black Lives Matter website; the Boston University Center for Antiracist Research; and multiple articles, books, films, and news.<sup>23</sup>

20 UTSA LSOM Office for Inclusion and Diversity. A statement on racial injustice & inequality. <https://lsom.uthscsa.edu/diversity/a-statement-on-racial-injustice-inequality/>, accessed January 19, 2023.

21 RM Stewart Photography. 2020-06-07 White Coats for Black Lives San Antonio. <https://rmstewartphotography.smugmug.com/Events/White-Coats-for-Black-Lives-San-Antonio/n-ztPDT5/>, accessed January 19, 2023.

22 UTSA LSOM Office for Inclusion and Diversity. What is implicit bias? <https://lsom.uthscsa.edu/diversity/implicit-bias/>, accessed January 19, 2023.

23 UTSA LSOM Office for Inclusion and Diversity. Anti-racism resources. <https://lsom.uthscsa.edu/diversity/anti-racism-resources/>, accessed January 19, 2023.



## UT Health Science Center Houston McGovern School of Medicine

The UT Health Houston McGovern Medical School is the ninth largest “and most diverse medical school in the country,” with nearly 2,000 medical students, residents, and fellows in its program.<sup>24</sup>

### Office of Diversity and Inclusion

McGovern Medical Schools “diversity goals and principles” include “ongoing, intentional, systematic” recruitment activities to increase diversity in the student body, residents, and faculty/staff. The Association of American Medical Colleges (AAMC) definition of “underrepresented in medicine” is used in these efforts: “This includes African American/Black, Hispanic/Latino, and Native American” students, faculty, and senior administrative staff.<sup>25</sup> The Office of Diversity and Inclusion offers several resources on implicit bias, microaggressions, and “Race and Medicine.”<sup>26</sup> Videos promoted on the page include:

- *Special Report: Police Brutality Must Stop by the American Medical Association*<sup>27</sup>
- *Deconstructing White Privilege with Dr. Robin DiAngelo*<sup>28</sup>

## UT Medical Branch (Galveston) John Sealy School of Medicine

The John Sealy School of Medicine (JSSOM) at the UT Medical Branch (UTMB) in Galveston is committed to DEI, as seen in its *Diversity and Inclusion Policy*. Approved by the Curriculum Committee, this policy exists to assure the world that JSSOM embraces DEI as “a core part of our mission” and is dedicated to promoting health equity.<sup>29</sup>



Figure 7. UTMB JSSOM Diversity and Inclusion Policy.

24 UT Health Houston McGovern Medical School. About us. <https://med.uth.edu/about-us/>, accessed January 24, 2023.

25 UT Health Houston McGovern Medical School Office of Diversity and Inclusion. Diversity policy statement. <https://med.uth.edu/diversity/mcgovern-medical-school-diversity-policy-statement/>, accessed January 19, 2023.

26 UT Health Houston McGovern Medical School Office of Diversity and Inclusion. Resources. <https://med.uth.edu/diversity/re-sources-2/>, accessed January 24, 2023.

27 American Medical Association. Special report: Policy brutality must stop (June 1, 2020). <https://youtu.be/vf2HPeBuAsw>, accessed January 19, 2023.

28 General Commission on Religion and Race of the UMC. Deconstructing white privilege with Robin DiAngelo. <https://youtu.be/Dw1x3KQer54>, accessed January 19, 2023.

29 University of Texas Medical Branch John Sealy School of Medicine. Administrative memorandum: Diversity and inclusion policy.

## Admissions

There are no minimum GPA or MCAT scores for consideration for admission, as “academic and nonacademic factors are of equal importance.”<sup>30</sup> Applicants who are invited to submit a secondary application are asked to respond to statements such as “John Sealy School of Medicine values inclusion and advocacy. Describe a time when you advocated for someone whose social identity (e.g., race, gender, sex, sexual orientation, religion, socioeconomic status, ability status, etc.) differed from yours. Explain the situation and why advocacy was necessary.”<sup>31</sup>

## Diversity, Equity, & Inclusion at UTMB Health

All webpages for the JSSOM contain a link to the school’s Office of Diversity and Inclusion, which describes the UTMB vision to be “the gold standard” in diversity management in health education.<sup>32</sup>

### VISION

UTMB will be the gold standard in evidence-based, strategic diversity management in health care and health education

### MISSION

*Office of Diversity and Inclusion*

To infuse inclusion and excellence into the core aspects of the institution’s mission work through thought leadership, consulting and service delivery.

*Diversity Council*

To work together to harness the broad spectrum of ideas, experiences and voices that characterize the UTMB community.

### CORE VALUES

- Inclusion – We promote active, intentional and ongoing engagement with diversity—in people, curriculum, research and the communities we serve.
- Excellence – Whatever we do, we will do it to the best of our ability and set the standards.
- Learning – We embrace creativity, personal growth and new knowledge.
- Collaboration – We will work together to realize shared goals and objectives.

Figure 8. Mission, vision, and values of UTMB Health DEI.

## UT Rio Grande Valley School of Medicine

The UT Rio Grande Valley School of Medicine (UTRGV SOM) in Edinburg was opened in 2013 and gained provisional LCME accreditation in June 2021.<sup>33</sup> It is committed to “diversity, inclusion, and health equity,” and it subscribes to the AAMC Group on Diversity and Inclusion definitions for these terms.<sup>34</sup> The Office of Diversity, Inclusion, & Health Equity provides further definitions and “diversity categories” for students, faculty, and senior administrative staff:

30 UTMB JSSOM Office of Admissions & Recruitment. General information and criteria for applicant evaluation. <https://www.utmb.edu/som/admissions-information/ready-to-apply-info/admission-policies-faqs>, accessed January 19, 2023.

31 ProspectiveDoctor.com. University of Texas Medical Branch School of Medicine secondary questions. <https://www.prospective-doctor.com/university-of-texas-medical-branch-school-of-medicine/>, accessed January 19, 2023.

32 UTMB Health. Diversity, equity, & inclusion at UTMB Health. <https://www.utmb.edu/diversity/diversity-home>, accessed January 19, 2023.

33 UT Health Rio Grande Valley School of Medicine. About us. <https://www.utrgv.edu/school-of-medicine/about/index.htm>, accessed January 19, 2023.

34 UTRGV School of Medicine. Office of diversity, inclusion, and health equity. <https://www.utrgv.edu/school-of-medicine/education/diversity/index.htm>, accessed January 19, 2023.

## Diversity Categories for Students, Faculty and Sr. Administrative Staff

### Female

People who identify themselves to the SOM as belonging to the female gender.

### Hispanic or Latino

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

### Black/African American

A person having origins in any of the black racial groups of Africa.

Figure 9. UTRGV SOM Diversity Categories.

Even more definitions are listed for terms such as “decolonize,” “genderqueer,” “implicit bias,” “system of oppression,” and “white supremacy.” References used to create this glossary include *Colors of Resistance* and the Center for Diversity and Inclusion at Washington University in St. Louis.<sup>35</sup>

## Diversity and Inclusion Education

During 2021, UTRGV SOM hosted continuing medical education sessions in a series called Health Equity Grand Rounds. Topics included *Allyship & Bystander Intervention Strategies Workshop (Part I, II, and III)* and *Interrupting Racism, Discrimination, and Microaggressions in Health Care Settings*.<sup>36</sup> Further DEI- and social justice-related training is available through the UTRGV Office of Institutional Equity & Diversity<sup>37</sup> and the Center for Diversity & Inclusion.<sup>38</sup>

## LEAP

LEAP is a workshop series designed to educate students on diversity & inclusion. Some of the topics covered throughout the series include race, ethnicity, identity, privilege, language, oppression, social justice, inclusiveness, intersectionality, and much more.

LEAP is designed with a range of learning styles including lecture, educational materials, media, current events, historical overview, group activities and discussion, and individual reflective exercises.

**LEAP: Learn about diversity. Empower yourself and others. Advance initiatives. Promote inclusion.**

Components:

- Diversity & Inclusion
- Privilege
- Intersectionality
- Discrimination
- Ally & Support

Workshops open to students, faculty, and staff.

Figure 10. LEAP workshop series from the UTRGV Center for Diversity & Inclusion.

35 UTRGV SOM Office of Diversity, Inclusion, and Health Equity. Diversity categories. <https://www.utrgv.edu/school-of-medicine/education/diversity/diversity-categories/index.htm>, accessed January 19, 2023.

36 UTRGV School of Medicine. Diversity and inclusion education series. <https://www.utrgv.edu/school-of-medicine/education/diversity/faculty-development-diversity-leadership-series/index.htm>, accessed January 19, 2023.

37 UTRGV Office of Institutional Equity & Diversity. Trainings we offer. <https://www.utrgv.edu/equity/services/training/types/index.htm>, accessed January 19, 2023.

38 UTRGV Center for Diversity & Inclusion. LEAP workshop series. <https://www.utrgv.edu/studentlife/departments-and-programs/center-for-diversity-and-inclusion/leap/index.htm>, accessed January 19, 2023.

# TEXAS A&M UNIVERSITY COLLEGE OF MEDICINE

The Texas A&M University (TAMU) College of Medicine offers multiple MD degree paths on campuses in five locations across Texas. The institution also offers research opportunities in several specialty areas.<sup>39</sup>

## Admissions

Candidates who consult the 26-page *Information for Applicants* booklet see the College of Medicine's commitment to diversity through recruitment, selection, and graduation of students "from different backgrounds." Applicants to the TAMU College of Medicine (TAMU-COM) are screened using a "holistic approach" to support the school's "mission, strategic priorities, and core values." MCAT scores are considered in the evaluation process, along with "a host of other factors."<sup>40</sup>

## Office of Diversity, Equity, and Inclusion / DEI Committee

The Office of Diversity, Equity, and Inclusion (ODI) at TAMU-COM defines "diversity categories" for students, faculty, and staff in its *Diversity, Equity, and Inclusion Statement*. One category is titled "Underrepresented in Medicine (URM)." The statement describes strategies and tactics for achieving DEI goals such as "continuous student, staff, and faculty development on DEI," promoting bylaws to support DEI strategies, "marketing of DEI concepts and values," and "get a DEI rep in all recruitment committees."<sup>41</sup>

The TAMU College of Medicine supports the ODI through its DEI Committee, whose primary purpose is "to promote the vision and mission of the School of Medicine as stated in the DEI Statement." This is accomplished by:<sup>42</sup>

- Promote recruitment that is representative of the school's diversity categories
- Advocate for DEI scholarship and pathway programs
- Monitor the "DEI climate" at the School of Medicine

---

39 Texas A&M University College of Medicine. About us. <https://medicine.tamu.edu/about/index.html>, accessed January 19, 2023.

40 TAMU College of Medicine. Information for applicants. <https://medicine.tamu.edu/admissions/documents/information-for-applicants.pdf>, accessed January 19, 2023.

41 TAMU College of Medicine. Diversity, equity, and inclusion statement. <https://medicine.tamu.edu/policies/pdfs/diversity-statement.pdf>, accessed January 19, 2023.

42 TAMU College of Medicine. Diversity, equity, and inclusion committee. <https://medicine.tamu.edu/about/committees/diversity-and-inclusion-committee.html>, accessed January 19, 2023.



## Statements against racism; Resources

The ODI posted a statement in which it identified George Floyd as “a former student of Texas A&M, Kingsville” and noted that the Office of the President “sent out a condolence message to the family.”

As if these pains and injustices were not enough, the ugly and continuing history of extrajudicial killings of Blacks/African Americans has added a tremendous burden on an already deeply sad and devastating situation. Be it Ahmaud Arbery, killed while doing what many of us do—jogging—or Breonna Taylor, killed in the comfort of her own home, or George Floyd (a former student of Texas A&M, Kingsville) killed openly on the streets of Minneapolis, the story is the same: HATE! Hate that perpetrates a culture that targets people of color, deprives them of their rights and denies their humanity.

To all Blacks/African Americans of the Texas A&M College of Medicine community, we want to let you know that the ODI has received calls from students, faculty and staff expressing the pain of these developments and also their concerns about you and the unimaginable pain you must be going through. The College of Medicine leadership, on behalf of all our constituents—students, staff and faculty—expresses our deepest sorrow in these dark hours. We want you to know that we see you, we stand by you, and the College of Medicine and the Aggie community will always be there for you.

Figure 11. TAMU COM ODI statement.

The statement is followed by “helpful coping resources”<sup>43</sup> from sources such as VICE (“Self-Care Tips for Black People Who Are Really Going Through It Right Now”)<sup>44</sup> and “Anti-racism resources for white people.”<sup>45</sup>



Seeing photos of dead Black people (and furious, threatening white people) is traumatic. When I’m struggling to focus in moments like this, I find that positive, joyful, silly images and inspiring, moving, or just *damn good art* helps me feel rooted—connected to something bigger than myself and bigger than my grief.

Figure 12. From “Self-Care Tips for Black People Who Are Really Going Through It Right Now.”

ODI also points to the **Texas A&M University Libraries, especially the libraries’ Anti-Racism LibGuide.**<sup>46</sup> This guide provides users with:

43 TAMU COM Office of Diversity, Equity, and Inclusion. Texas A&M College of Medicine Office of Diversity, Equity, and Inclusion statement. <https://medicine.tamu.edu/about/diversity/index.html#tab-panel-8>, accessed January 19, 2023.

44 Miller R. Self-care tips for black people who are really going through it right now. VICE: May 28, 2020. <https://www.vice.com/en/article/g5pgmq/self-care-tips-for-black-people-struggling-from-painful-week>, accessed January 19, 2023.

45 Flicker S, Klein A. Anti-racism resources for white people. [https://docs.google.com/document/u/1/d/1BRIF2\\_zhNe86SGg-Ha6-VIBO-QgirITwCTugSfKie5Fs/mobilebasic?fbclid=IwAR2MxhJ3\\_dyZPsLQol6qKj3z-3ON1hrcX0fpduHjkD4sNYLp7E-6fX-Ql0o](https://docs.google.com/document/u/1/d/1BRIF2_zhNe86SGg-Ha6-VIBO-QgirITwCTugSfKie5Fs/mobilebasic?fbclid=IwAR2MxhJ3_dyZPsLQol6qKj3z-3ON1hrcX0fpduHjkD4sNYLp7E-6fX-Ql0o), accessed January 19, 2023.

46 Texas A&M University Libraries. Anti-racism libguide. <https://tamu.libguides.com/antiracismlibguide/Home>, accessed January 19, 2023.

- Definitions for terms like *institutional racism*, *privilege and white fragility*, and *stereotype threat*
- Links to the organizations *Black Lives Matter* and *Color of Change*
- A collection of podcasts “from Black activists and scholars”



Figure 13, Podcasts on TAMU Libraries Anti-Racism LibGuide.

- An animated YouTube video titled “Systemic Racism Explained”<sup>47</sup>
- A 20-minute radio interview with Ibram X. Kendi promoting his book “How to Be an Antiracist”<sup>48</sup>



Figure 14. From “Systemic Racism Explained.”

## AAMC DICE Inventory Score

In November 2022, the AAMC released a report on U.S. medical schools that completed its Diversity, Inclusion, Culture, and Equity (DICE) Inventory, a survey designed to identify their DEI initiatives.<sup>49</sup> The TAMU College of Medicine scored 86.5% on its DICE Inventory, indicating “substantial Diversity, Inclusion, Culture, and Equity efforts.”<sup>50</sup>

<sup>47</sup> Act.tv. Systemic racism explained (April 16, 2019). [https://youtu.be/YrHIQIO\\_bdQ](https://youtu.be/YrHIQIO_bdQ), accessed January 19, 2023.

<sup>48</sup> WNYC Radio. Interview with Ibram X. Kendi. <http://www.wnyc.org/story/how-be-antiracist/>, accessed January 19, 2023.

<sup>49</sup> Academy of American Medical Colleges. The power of collective action: Assessing and advancing diversity, equity, and inclusion efforts at AAMC medical schools (November 2022). [https://store.aamc.org/downloadable/download/sample/sample\\_id/578/](https://store.aamc.org/downloadable/download/sample/sample_id/578/), accessed January 19, 2023.

<sup>50</sup> TAMU College of Medicine. DICE Inventory survey.

Return to Table of Contents

Diversity, Inclusion, Culture, and Equity (DICE) Inventory

AAMC

DICE Inventory Report

OVERALL DICE INVENTORY	77	12	0	86.5%	This level indicates substantial Diversity, Inclusion, Culture, and Equity efforts.
------------------------	----	----	---	-------	---

Note: Percentage Yes is calculated based on all items answered "Yes" or "No"; items answered "N/A" are not included in the denominator.

© 2021 Association of American Medical Colleges

Figure 15. TAMU COM DICE Inventory overall score.

One question on the DICE Inventory is, “Within the past 5 years, has the institution/school taken action to modify communications, branding, icons, or displays that may be perceived as non-inclusive?” The College of Medicine’s response:

Examples include the removal of the predominantly white male photos of graduating class [prominently] displayed on the entrance to the COM. This historic legacy now stored electronically and is available for anyone to view. We also removed the artwork honoring Dr Sim’s (of the Sim’s speculum).

## TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

The Texas Tech University Health Sciences Center (TTUHSC) in Lubbock offers the School of Medicine, School of Nursing, and School of Health Professions on the same campus, creating an interdisciplinary learning environment.<sup>51</sup>

### Admissions

The TTUHSC School of Medicine Office of Admissions states it is expediting appointments for one-on-one advising due to increased requests. Prospective students who visit the Admissions page see the school’s dedication to diversity, as it is emphasized in the description of the training program and core values.<sup>52</sup>

<sup>51</sup> Texas Tech University Health Sciences Center. School of Medicine. <https://www.ttuhschool.edu/medicine/default.aspx>, accessed January 20, 2023.

<sup>52</sup> TTUHSC School of Medicine. Office of Admissions. <https://www.ttuhschool.edu/medicine/admissions/default.aspx>, accessed January 20, 2023.

## Welcome to Admissions

The Texas Tech University Health Sciences Center (TTUHSC) School of Medicine offers students an excellent medical education experience. The medical education program emphasizes the principles of primary care and provides sound inter-disciplinary and inter-professional training that integrates basic sciences knowledge, clinical skill, **diversity**, and a humanistic approach focusing on high standards and comprehensive evaluation.

The core foundational value of including the diverse cultures, lifestyles, personal beliefs and ideas of all those we serve — and serve alongside — provides a positive impact on the health of our regional, national and global societies. As we pursue excellence in health care education, research and patient care, we will be ever mindful of the strength that is gained through unity in **diversity**.

Figure 16. TTUHSC Office of Admissions.

## Office of Diversity, Equity, & Inclusion

DEI efforts at all health sciences programs are directed by the TTUHSC Office of Diversity, Equity, & Inclusion (ODEI).<sup>53</sup> Educational resources<sup>54</sup> the ODEI provides to students, faculty, and staff include:

- *Crash Course in Diversity, Equity, and Inclusion*: An online module that defines DEI, “practicing allyship,” and DEI resources at TTUHSC<sup>55</sup>
- *Understanding Conscious and Unconscious Bias*: Part of the “2022 Emerging Leaders Program,” this presentation instructs users to take the Implicit Association Test (IAT) and to consider the results as a means to “mitigate bias”<sup>56</sup>

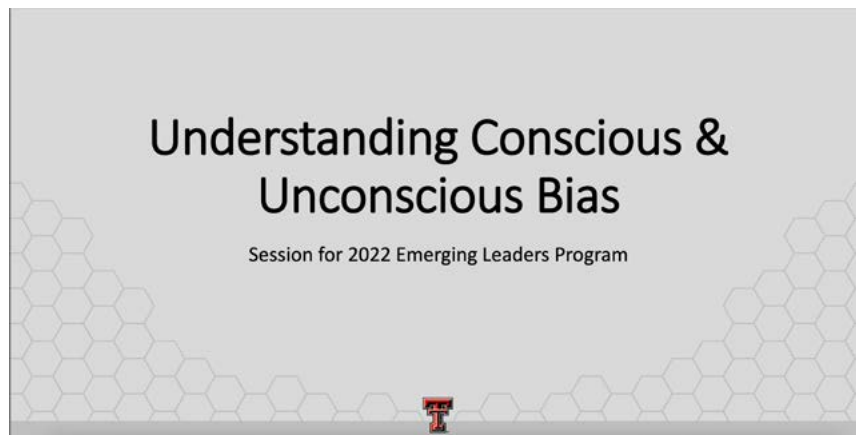


Figure 17. Understanding Conscious & Unconscious Bias course cover page.

- **Practicing Allyship for LGBTQIA Identities**: This presentation defines each element of the LGBTQIA acronym and uses the “Gender Unicorn” infographic to describe

<sup>53</sup> Texas Tech University Health Sciences Center. Office of Diversity, Equity, & Inclusion. <https://www.ttuhschool.edu/diversity/>, accessed January 20, 2023.

<sup>54</sup> TTUHSC Office of Diversity, Equity, & Inclusion. Educational sessions and resources. <https://www.ttuhschool.edu/diversity/educational-sessions.aspx>, accessed January 20, 2023.

<sup>55</sup> TTUHSC Office of Diversity, Equity, & Inclusion. Helix diversity series: Crash course on diversity, equity, and inclusion. [https://rise.articulate.com/share/H8euQQ7N4ikhaQQCu0Ih6WtGEUhHhZso#](https://rise.articulate.com/share/H8euQQ7N4ikhaQQCu0Ih6WtGEUhHhZso#/), accessed January 20, 2023.

<sup>56</sup> TTUHSC Office of Diversity, Equity, and Inclusion. Understanding conscious and unconscious bias. <https://www.ttuhschool.edu/diversity/documents/ImplicitBias.pdf>, accessed January 20, 2023.



gender identities. The material describes pronouns such as “Ze, zie, and hir” as part of practicing cultural competence.<sup>57</sup>

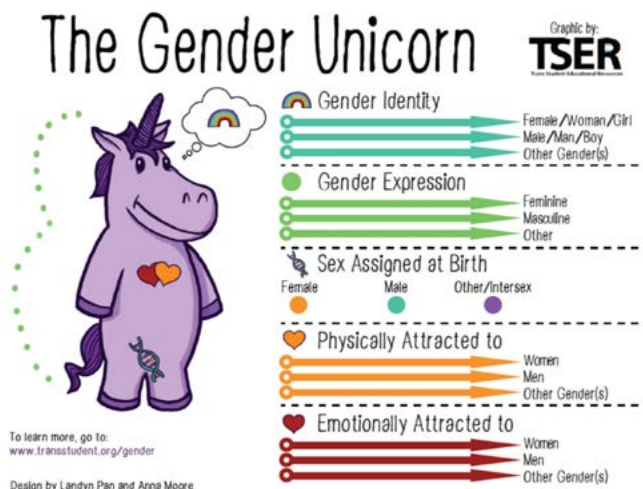


Figure 18. Slide from “Practicing Allyship for LGBTQIA Identities.”

## Diversity, Equity, & Inclusion Committee


As part of a commitment to “continue transforming healthcare through innovation and collaboration,” the Diversity, Equity, & Inclusion Committee “will guide and hold the institution accountable” on DEI-related matters at TTUHSC. Members of this committee must attest to examining their own biases and willingness to “embrace the discomfort of this important work.”<sup>58</sup>

## AAMC DICE Inventory Score

The TTUHSC School of Medicine participated in the AAMC DICE inventory, with an overall score of 86.4%, indicating “substantial” DICE efforts. The comments submitted with the survey include a pledge to work toward a “**Values Based Culture,**” which consists of “**TTUHSC rebranding with input from the DEI Committee(s)/Office.**” The school also mentioned its Affirmative Action Plan, which is regularly presented to the university president and is included in strategic planning to meet DEI-related goals.<sup>59</sup>

Return to Table of Contents

Diversity, Inclusion, Culture, and Equity (DICE) Inventory



DICE Inventory Report

OVERALL DICE INVENTORY	76	12	1	86.4%	This level indicates substantial Diversity, Inclusion, Culture, and Equity efforts.
------------------------	----	----	---	-------	---

Note: Percentage Yes is calculated based on all items answered "Yes" or "No". Items answered "N/A" are not included in the denominator.

© 2021 Association of American Medical Colleges

Figure 19. TTUHSC DICE Inventory overall score.

57 TTUHSC Office of Diversity, Equity, & Inclusion. Practicing allyship for LGBTQIA identities. <https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.ttuhsc.edu%2Fdiversity%2Fdocuments%2FHelixSessionLGBTQIA.pptx&wdOrig-in=BROWSELINK>, accessed January 20, 2023.

58 TTUHSC Office of Diversity, Equity, & Inclusion. Diversity, equity, & inclusion committee. <https://www.ttuhsc.edu/diversity/dei-committee.aspx>, accessed January 20, 2023.

59 TTUHSC School of Medicine. DICE Inventory survey. Submitted to the Association of American Medical Colleges.

# UNIVERSITY OF HOUSTON COLLEGE OF MEDICINE

The Tilman J. Fertitta Family (TJFF) College of Medicine at the University of Houston (UH) received preliminary accreditation status from the LCME in February 2020. **A letter from Dean Stephen J. Spann, M.D., on the “impact of structural racism and social injustice on the health of our community”<sup>60</sup>** was released to “honor the life and mourn the senseless death of George Floyd.” The message states the “scourge of structural racism and social injustice” are manifested by “ongoing police brutality and violence against black individuals.” The dean’s letter asks faculty and staff to commit to disrupting “the patters of social determinants of health that often stem from social inequities.”<sup>61</sup>

## MD Curriculum

The TJFF College of Medicine curriculum focuses on “socioeconomic, environmental, and other societal factors” to improve outcomes in patients. **Students in the MD program only spend “one half-day weekly in a primary care clinical setting throughout the entire curriculum,” however.** Accompanying the emphasis on social determinants of health,<sup>62</sup> the four-year curriculum features “Household Centered Care” throughout all three phases of the program.<sup>63</sup>

## Diversity and Outreach

The College of Medicine has a Diversity and Outreach team (which is part of the Office of Student Affairs) and is led by Dr. Kenya Steele, assistant dean of diversity and outreach. This team’s objectives are to build pipeline programs, “facilitate an environment of diversity and inclusivity” for medical school students, and work closely with the University of Houston’s DEI efforts.<sup>64</sup>

---

60 University of Houston. Tilman J. Fertitta Family College of Medicine. <https://www.uh.edu/medicine/>, accessed January 20, 2023.

61 Tilman J. Fertitta Family College of Medicine. Dean Spann’s letter to faculty and staff on the impact of structural racism and social injustice on the health of our community. <https://www.uh.edu/medicine/news-events/staff-communications/structural-racism-and-social-injustice/>, accessed January 20, 2023.

62 Tilman J. Fertitta Family College of Medicine. MD program. <https://www.uh.edu/medicine/education/md-program/>, accessed January 20, 2023.

63 Tilman J. Fertitta Family College of Medicine. MD program curriculum. [https://www.uh.edu/medicine/\\_documents/curriculum-detailedv5.pdf](https://www.uh.edu/medicine/_documents/curriculum-detailedv5.pdf), accessed January 20, 2023.

64 Tilman J. Fertitta Family College of Medicine. Diversity and outreach. <https://www.uh.edu/medicine/current-students/diversity-outreach/>, accessed January 20, 2023.

# Diversity, Equity, and Inclusion at the University of Houston

UH maintains a repository of DEI-related resources and supports the “social responsibility goal” in the UH Strategic Plan. This goal is to foster the achievement of health equity, social justice, and racial equity in the community.



Figure 20. UH Strategic Plan's social responsibility goal.

To support students, faculty, and staff in its quest to “be a change agent,” UH provides numerous resources for staff organizations, services, self-learning, and committee membership.<sup>65</sup>

- **Black Leadership Network (BLN):** The mission of the BLN is to “support and celebrate the inclusion and progress of UH System Black faculty, staff, students, alumni, and community.”<sup>66</sup>
- **Center for Diversity and Inclusion:** The center provides workshops on DEI-related topics, such as “Cougar Ally Training” and “Diversity 101.”<sup>67</sup>
- **Racial Equity and Social Justice Committee Work Group III List of Educational Resources:** The list includes nine pages of names of articles, books, websites, podcasts, films, reports, data centers and more. Examples include “How to Be an Antiracist” by Ibram X. Kendi; “George Floyd’s America” in The Washington Post; “One Person, No Vote: How Voter Suppression is Destroying Our Democracy” by Carol Anderson; and “Striving for Racial Justice in Academic Biology.”<sup>68</sup>
- **Inclusive Language Guide:** A “say this, not that” guide for references to race/ethnicity, age, gender, and other categories (e.g., capitalizing “Black” but not “white”).<sup>69</sup>

65 University of Houston. Diversity, equity, and inclusion. <https://www.uh.edu/diversity-equity-inclusion/>, accessed January 20, 2023.

66 University of Houston. Black Leadership Network. <https://uh.edu/black-leadership-network/>, accessed January 20, 2023.

67 University of Houston. Center for Diversity and Inclusion. <https://uh.edu/cdi/>, accessed January 20, 2023.

68 University of Houston Racial Equity & Social Justice Committee. List of educational resources. <https://www.uh.edu/diversity-equity-inclusion/educational-resources.pdf>, accessed January 20, 2023.

69 UH University Marketing and Communications. Inclusive language guide. <https://uh.edu/marcom/guidelines-policies/inclusive-language/>, accessed January 20, 2023.

Terms to Avoid	Terms to Use
<ul style="list-style-type: none"> <li>• <b>Any kind of racial or ethnic slur</b></li> <li>• <b>Black, Indigenous and people of color or its acronym BIPOC.</b> Some see the term as more inclusive by distinguishing the experiences of Black and Indigenous people, but others see it as less inclusive by diminishing the experiences of other people of color.</li> <li>• <b>Caucasian, Arabs, Orientals</b></li> <li>• <b>Foreigners</b></li> <li>• <b>Minority</b></li> <li>• <b>Mixed race or mulatto</b></li> <li>• <b>The name of a continent instead of the person's country of origin.</b> For example, instead of "Asian" use specificity such as "Korean," "Asian American" or "Chinese American." Instead of "African" use specificity such as "Nigerian" or "Somali American."</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Black</b> (capitalized). Do not use as a singular noun and do not use Blacks for plurals. Use Black people, Black teachers, Black students, etc.</li> <li>• <b>African American</b> (no hyphen) can be used when referring to Black Americans of African descent and is sometimes interchangeable with Black. However, some Black people may not identify as African American. For example, Black people from Caribbean or African countries may prefer Black.</li> <li>• <b>Arab American</b> (no hyphen) can be used for an American of Arab descent. When possible, refer to a person's country of origin or preference. For example, Lebanese American, Syrian American or Egyptian American.</li> <li>• <b>white</b> (lowercased). Do not use as a singular noun and do not use whites for plurals. Use white people, white teachers, white students, etc.</li> </ul>

# BAYLOR COLLEGE OF MEDICINE

The Baylor College of Medicine (BCM) School of Medicine's MD program is offered on both the Houston and the Temple campus.<sup>70</sup>

## Admissions

The MD program admissions process has a policy that advances diversity among students, faculty, and staff "as a prerequisite to accomplishing our institutional mission" and setting the standards for medical education at the School of Medicine.<sup>71</sup>

Prospective students who consult the FAQ webpage posted by the Admissions office are immediately informed about the "diversity and inclusion facts" and the latest enrollment statistics for the School of Medicine, which are also broken out by race/ethnicity and gender.<sup>72</sup>

### M.D. Program Admissions FAQs

#### Statistics

##### What are the diversity statistics for the School of Medicine?

The School of Medicine's diversity and inclusion facts can be found on our [statistics page](#).

##### Can you provide the entire enrollment statistics for the School of Medicine?

Certainly, the registrar is the keeper of enrollment statistics. View the [latest statistics](#). The [10 year enrollment statistics](#) are also available.

Figure 21. BCM School of Medicine Admissions.

<sup>70</sup> Baylor College of Medicine. M.D. program. <https://www.bcm.edu/education/school-of-medicine/m-d-program>, accessed January 20, 2023.

<sup>71</sup> BCM School of Medicine. M.D. program: Admissions policies. <https://www.bcm.edu/education/school-of-medicine/m-d-program/admissions-process/admissions-policies>, accessed January 21, 2023.

<sup>72</sup> BCM School of Medicine. M.D. program admissions FAQs. <https://www.bcm.edu/education/school-of-medicine/m-d-program/admissions-process/faqs>, accessed January 20, 2023.



## Diversity Admissions Symposium

BCM sponsors an annual Diversity Admissions Symposium for “students underrepresented in medicine and science,” which refers to a publication by the National Institutes of Health (NIH).<sup>73</sup> The April 2023 event is a collaboration between the ODEI and BCM’s student affinity groups. It assists applicants with CV/resume and portfolio building, interview skills, dealing with “impostor phenomena,” and finding research experiences “as an underrepresented minority applicant.” As a result of participating in the symposium, “selected attendees applying for the upcoming admissions cycle will be given priority” for engaging in a mock interview with faculty and staff in the health professions.<sup>74</sup>

## Task Force for Admissions Requirements

The Task Force for Admissions Requirements (TFAR) meets regularly to review and approve the BCM School of Medicine’s pre-med course requirements.<sup>75</sup> Among the 19 voting members of the TFAR is the associate dean of Admissions, Diversity, Equity, and Multicultural Affairs.<sup>76</sup>

## School of Medicine Admissions Committee

The “sole authority to select, evaluate, and admit” students to the BCM MD program belongs to the School of Medicine Admissions Committee.<sup>77</sup> **Committee members who conduct interviews are required to attend a comprehensive orientation session that includes implicit bias training and instruction on “which qualities are to be evaluated.”**<sup>78</sup>

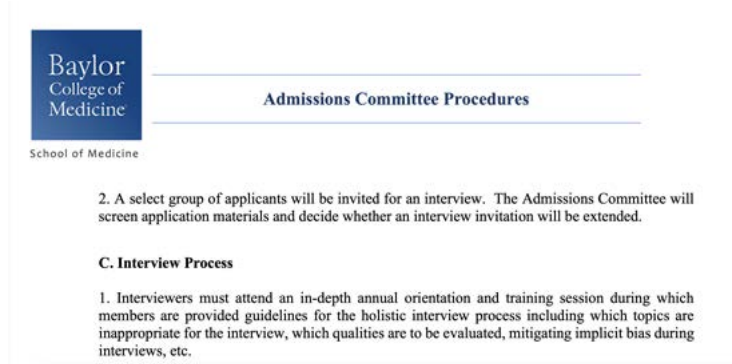


Figure 22. School of Medicine admissions committee procedures for screening applicants.

73 National Institutes of Health. Populations underrepresented in the extramural scientific workforce. <https://diversity.nih.gov/about-us/population-underrepresented>, accessed January 21, 2023.

74 Baylor College of Medicine. Diversity admissions symposium. <https://www.bcm.edu/about-us/diversity-equity-and-inclusion/programs/admissions-symposium>, accessed January 21, 2023.

75 BCM School of Medicine. MD program admission requirements. <https://www.bcm.edu/education/school-of-medicine/m-d-program/admissions-process/requirements>, accessed January 21, 2023.

76 Baylor College of Medicine. School of Medicine: TFAR committee procedures. <https://www.bcm.edu/sites/default/files/2020-11/tfar-procedures-2021.pdf>, accessed January 20, 2023.

77 BCM School of Medicine. School of Medicine admissions committee. <https://www.bcm.edu/education/school-of-medicine/m-d-program/admissions-process/admissions-committee>, accessed January 21, 2023.

78 BCM School of Medicine. Admissions committee procedures. <https://www.bcm.edu/sites/default/files/2020-08/24-Admissions-Committee-Procedures.pdf>, accessed January 21, 2023.

## Diversity and Inclusion

The MD program does not have a separate DEI office, but it does promote the Race in Medicine Task Force (RMTF). The group was created in June 2020 “in response to a student-led call to action” for the university to “address racism and social injustice.” **Students and faculty participate in the RMTF, which aims to “incorporate anti-racism curriculum content into all levels of education” of medical students. The RMTF also implements recruitment and retention strategies that focus on diverse students.**<sup>79</sup>

RACE IN MEDICINE TASK FORCE	
The School of Medicine at Baylor College of Medicine created the Race in Medicine Task Force in response to a student-led call-to-action letter advocating that the institution address racism and social injustice (June 2020). The RMTF includes representation by students, faculty, and senior leaders, and it is committed to broad engagement across the Baylor community.	
<b>STUDENT REPRESENTATION INCLUDES:</b>	<b>FACULTY REPRESENTATION INCLUDES:</b>
Student National Medical Association Latino Medical Student Association White Coats 4 Black Lives Baylor College of Medicine Pride	Curriculum Committee Admissions Committee Student Affairs
<b>AIMS</b>	
• Foster ongoing, authentic dialogue about race, racism, and racial inequalities at the college. • Implement strategies to optimize recruitment and retention of diverse students at the School of Medicine • Incorporate anti-racism curriculum content into all levels of education for Baylor medical students.	
<b>RMTF REPORTING STRUCTURE</b>	
The RMTF serves in an advisory role to the Senior Associate Dean of Admissions, Diversity, Equity & Multi-Cultural Affairs (Jesus Vallejo, M.D.) and the Senior Dean of the School of Medicine and the School of Health Professions (Jennifer Christner, M.D.).	

Figure 23. Race in Medicine Task Force newsletter, Vol. 3.

## Office of Institutional Diversity, Equity, and Inclusion

Most of the DEI initiatives at BCM come from the Office of Institutional Diversity, Equity, and Inclusion (ODEI), and some of these have a direct impact on the School of Medicine. For example, the Inclusion and Excellence Council has oversight of recruitment and retention efforts, “with focus on women, African Americans/Blacks, and Hispanics/Latinos.”<sup>80</sup> Additional ODEI initiatives include:

- **It Stops With Me workshop:** The workshop includes a 2-minute YouTube video training on “microaggressions in the workplace” and “bystander intervention skills.”<sup>81</sup>
- **Health Equity Training Research Center Grand Rounds:** ODEI collaborates with the BCM Center of Excellence in Health Equity, Training, and Research in this effort, which will “describe the role of the social determinants of health across the lifespan” and explain approaches to improve health equity and ways of “mitigating health and

79 BCM School of Medicine. Race in medicine task force newsletter: August 2022, volume 3. <https://cdn.bcm.edu/sites/default/files/2022-08/race-in-medicine-task-force-fall-2022.pdf>, accessed January 20, 2023.

80 BCM Office of Diversity, Equity, and Inclusion. Diversity oversight. <https://www.bcm.edu/about-us/diversity-equity-and-inclusion/office-of-diversity-equity-inclusion>, accessed January 20, 2023.

81 Baylor College of Medicine. Microaggressions in the workplace (June 11, 2021). <https://youtu.be/ZtigWmC5OmI>, accessed January 21, 2023.

healthcare inequities.”<sup>82</sup>

- **Trainee Diversity Recruitment:** A “Pre-look event” in collaboration with the School of Medicine’s Graduate Medical Education Office that invites U.S. medical students “who identify as coming from a racial and ethnic minority” or “gender minority.”<sup>83</sup>

**Pre-Look Symposium (done with the Baylor College of Medicine Institutional Diversity, Equity and Inclusion Office)**

- Students represented 79 different medical schools across the United States
- Over 70 Under Represented in Medicine (UiM) students attended the Pre-Look Symposium
- Speaker: Andria E. Tatem: “As a Black woman, I was told not to pursue a career in medicine. The path must be easier for others.” [View Washington Post article.](#)



The GME DEI team pictured with Andria E. Tatem (far right).

Figure 24. BCM ODEI Pre-look Symposium.

- **Inclusion and Equity Ambassador Program:** Faculty and staff members are appointed by department leaders to support BCM’s DEI efforts, which includes participating in recruitment and retention efforts.<sup>84</sup>
- **Inclusion and Excellence Council:** The council advises the associate provost and senior leadership on DEI issues and works “to maximize the engagement of people throughout the Baylor community who share our passion for inclusion, diversity and equity.”<sup>85</sup>

The ODEI will provide other training offerings to those who request them via an online form.<sup>86</sup>

**Baylor College of Medicine** **Baylor College of Medicine Office of Institutional Diversity, Equity and Inclusion Training Requests**

**Trainings Available**

- ☐ Speaking Up Against Microaggressions An Upstander Training (2 hours)
- ☐ AAMC Holistic Review in Recruitment and Selection (options for faculty, trainee, student recruitment) (2 hours)
- ☐ AAMC Foundational Principles of Inclusion Excellence (2 hours)
- ☐ Unconscious / Implicit Bias Training (1 hour for topic introduction; 2 hours if skills practice is included)
- ☐ Safe Zone LGBTQ+ Inclusion and Allyship Workshop (2 hours)
- ☐ Other - please specify

Figure 25. BCM ODEI training request online form.

82 BCM Office of Diversity, Equity, and Inclusion. Health equity training research center grand rounds. <https://www.bcm.edu/about-us/diversity-equity-and-inclusion/health-equity/health-equity-training-research-center/grand-rounds>, accessed January 21, 2023.

83 BCM Office of Diversity, Equity, and Inclusion. Trainee diversity recruitment. <https://www.bcm.edu/about-us/diversity-equity-and-inclusion/programs/trainee-diversity-recruitment>, accessed January 21, 2023.

84 BCM Office of Diversity, Equity, and Inclusion. Inclusion and equity ambassadors. <https://www.bcm.edu/about-us/diversity-equity-and-inclusion/office-of-diversity-equity-inclusion/equity-and-inclusion-ambassadors>, accessed January 21, 2023.

85 BCM Office of Diversity, Equity, and Inclusion. Inclusion and excellence council. <https://www.bcm.edu/about-us/diversity-equity-and-inclusion/office-of-diversity-equity-inclusion/inclusion-and-excellence-council>, accessed January 21, 2023.

86 Baylor College of Medicine. Office of Institutional Diversity, Equity, and Inclusion training requests. <https://form.jotform.com/212787063971060>, accessed January 21, 2023.

## Texas Medical Schools Diversity and Inclusion Consortium

Baylor College of Medicine is the hub of the Texas Medical Schools Diversity and Inclusion Consortium, whose mission is to “create a network where the key stakeholders, and decision-makers in student, resident and faculty diversity and inclusion efforts can share ideas, best practices, and possible solutions to diversity and inclusion challenges.” In addition to BCM, the Consortium members are:<sup>87</sup>

- The Joe & Teresa Lozano Long School of Medicine, UT Health San Antonio
- The University of Texas Medical Branch School of Medicine
- UT Health Houston John P. and Katherine G. McGovern Medical School
- Texas A&M College of Medicine
- University of Houston College of Medicine
- The University of Texas at Austin Dell Medical School
- The University of Texas MD Anderson Cancer Center
- UT Health Rio Grande Valley School of Medicine
- The University of Texas Southwestern Medical Center School of Medicine
- Texas Christian University School of Medicine and University of North Texas Health Science Center
- Texas Tech University Health Sciences Center School of Medicine, Lubbock
- Texas Tech University Health Sciences Center Paul L. Foster School of Medicine, El Paso

See **Appendix A** for the full list of institutional members.

## TEXAS CHRISTIAN UNIVERSITY BURNETT SCHOOL OF MEDICINE

The Anne Burnett Marion School of Medicine at Texas Christian University (TCU) in Fort Worth is a private medical school that opened in 2019 and has recently broken ground for its new expanded campus. The school was granted provisional accreditation by the

---

<sup>87</sup> BCM Office of Diversity, Equity, and Inclusion. Texas Medical Schools Diversity and Inclusion Consortium. <https://www.bcm.edu/about-us/diversity-equity-and-inclusion/office-of-diversity-equity-inclusion/texas-medical-schools-diversity-and-inclusion-consortium>, accessed January 21, 2023.



LCME in 2021.<sup>88</sup> The school currently admits 60 students per class and has more than 1,200 faculty members.<sup>89</sup>

## Admissions

The Admissions Committee will consider applicants with an MCAT score at the 40<sup>th</sup> percentile or above, and a minimum GPA of 3.0.<sup>90</sup> The Burnett School of Medicine uses “a comprehensive and holistic admissions approach” that is committed to the recruitment of “underrepresented populations in medicine.”<sup>91</sup>

## Empathetic Scholars® Curriculum

The Empathetic Scholars® curriculum<sup>92</sup> has several elements, such as the Compassionate Practice® curriculum (based in the disciplines of theater, narrative medicine, journalism, and population health<sup>93</sup>) and Preparation for Practice, which includes education in the concept of health equity.<sup>94</sup>

## Diversity, Equity, and Inclusion

The Office of Diversity & Inclusion coordinates and oversees “efforts to build a diverse faculty” at the School of Medicine and serves as a liaison with the TCU Diversity, Equity, and Inclusion committee.<sup>95</sup>

---

88 Texas Christian University Burnett School of Medicine. TCU names medical school to honor the late Anne Burnett Marion. <https://mdschool.tcu.edu/news-item/tcu-names-medical-school-to-honor-the-late-anne-burnett-marion/>, accessed January 21, 2023.

89 TCU Burnett School of Medicine. Empathetic Scholars®: Moving medical education forward. <https://mdschool.tcu.edu/>, accessed January 21, 2023.

90 TCU Burnett School of Medicine. Admissions, outreach, and financial education: FAQ. <https://mdschool.tcu.edu/admissions/faq/>, accessed January 21, 2023.

91 TCU Burnett School of Medicine. How to prepare a competitive application. <https://mdschool.tcu.edu/admissions/how-to-prepare-a-competitive-application/>, accessed January 21, 2023.

92 TCU Burnett School of Medicine. Empathetic Scholar®. <https://mdschool.tcu.edu/empathetic-scholar/>, accessed January 21, 2023.

93 TCU Burnett School of Medicine. Training Empathetic Scholars® in the Compassionate Practice®. <https://mdschool.tcu.edu/empathetic-scholar/communication/>, accessed January 21, 2023.

94 TCU Burnett School of Medicine. Preparation for practice. <https://mdschool.tcu.edu/empathetic-scholar/preparation-for-practice/>, accessed January 21, 2023.

95 TCU Burnett School of Medicine. Diversity, equity, and inclusion. <https://mdschool.tcu.edu/about-us/diversity-equity-and-inclusion/>, accessed January 21, 2023.



Figure 26. Office of DEI vision model at the Burnett SOM.

The School of Medicine Diversity Committee includes faculty, staff, students, and members of the greater Fort Worth community. It has several subcommittees for DEI-related policy, curriculum, CME, recruitment, and gender equity.<sup>96</sup>

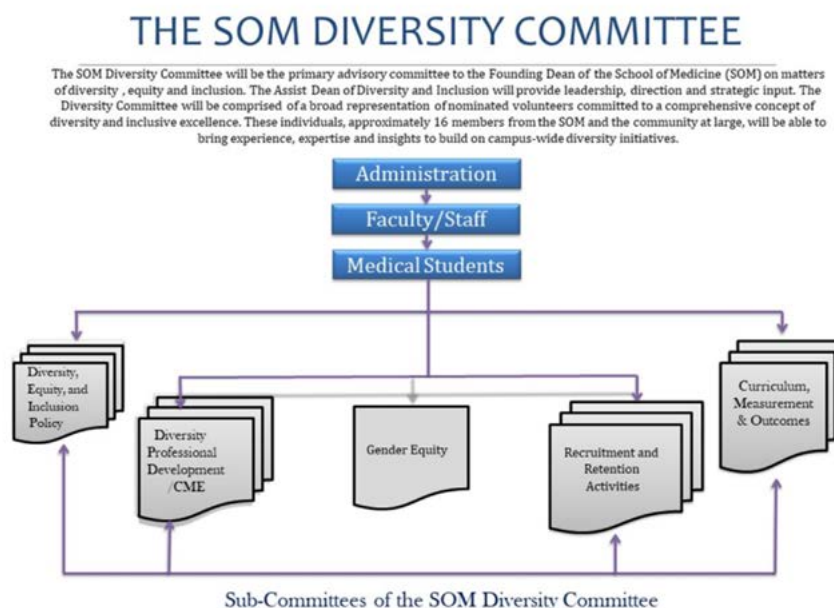


Figure 27. Burnett SOM Diversity Committee.

<sup>96</sup> TCU Burnett School of Medicine. Diversity, equity, and inclusion: Initiative. <https://mdschool.tcu.edu/about-us/diversity-equity-and-inclusion/initiative/>, accessed January 21, 2023.

## Diversity, Equity, and Inclusion Training

DEI-related programming and training opportunities at the School of Medicine include:

- **Health Disparities Certification Series:** A six-part series examining social determinants of health, health policy and advocacy, and strategies to mitigate health disparities.<sup>97</sup>
- **Unconscious Bias Training for Health Professions:** A six-part “highly experiential unconscious bias workshop” that refers to the IAT and “Identifying Microaggressions in Medical Training.”<sup>98</sup>
- **Med Safe Zone and Pronoun Fluency Workshop:** Activities and discussion on “LGBTQ+ inclusive and respectful language” and “understanding sexual and gender identity.”<sup>99</sup>

## DEI Resources

- **School of Medicine Tools for Department Chairs and Deans:** These are documents with information on “identifying implicit bias” and recognizing/interrupting microaggressions, which includes a reference to the “myth of meritocracy.”<sup>100</sup>

<p><b>Myth of Meritocracy</b> “Everyone can succeed in this society, if they work hard enough.”</p> <p><b>Pathologizing Cultural Values/Communication Styles</b> Asking a Black person: “Why do you have to be so loud/animated? Just calm down.”</p>	<p>“So you feel that everyone can succeed in this society if they work hard enough. Can you give me some examples?”</p> <p>“It appears you were uncomfortable when ____ said that. I’m thinking that there are many styles to express ourselves. How we can honor all styles of expression—can we talk about that?”</p>	<p><b>PARAPHRASE/REFLECT</b> Reflecting in one’s own words the essence of what the speaker has said. Paraphrasing demonstrates understanding and reduces defensiveness of both you and the speaker. Restate briefly in your own words, rather than simply parroting the speaker. Reflect both content and feeling whenever possible.</p> <p><b>KEY PHRASES:</b> “So, it sounds like you think...” “You’re saying...You believe...”</p>
---	---	--

Figure 28. From SOM Tools for Department Chairs and Deans.

- **Upstander Action Guide:** It recommends “thoughts, ideas, and suggestions” for members of the School of Medicine.<sup>101</sup>
- **Anti-racism resources:** This is a list of articles, videos, books, podcasts, films, and organizations identified with the concept of anti-racism.<sup>102</sup>

97 TCU Burnett School of Medicine. Diversity, equity, and inclusion: Programming. <https://mdschool.tcu.edu/about-us/diversity-equity-and-inclusion/programming/>, accessed January 21, 2023.

98 TCU Burnett School of Medicine. Diversity, equity, and inclusion: Training. <https://mdschool.tcu.edu/about-us/diversity-equity-and-inclusion/training/>, accessed January 21, 2023.

99 Ibid.

100 TCU Burnett School of Medicine. SOM tools for department chairs and deans. <https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:3083447c-6a07-4348-9cf5-99ffa3430c18>, accessed January 21, 2023.

101 TCU Burnett School of Medicine. Upstander action guide. <https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:be6fbea1-f6b0-4539-bb62-5f4d7d781b62>, accessed January 21, 2023.

102 TCU Burnett School of Medicine. Anti-racism resources 6-25-20. <https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:3235361c-d87f-404c-a3f2-8e2b97e36823>, accessed January 21, 2023.

# TAKING ACTION

The campaign of shoddy research and implausible logic used by woke activists to degrade medical education must be met with resistance that is based on facts and evidence. Responses include:

- **Obtaining information via Freedom of Information Act (FOIA) requests.** Public universities are subject to FOIA, and information about their activities, training materials, and expenses related to DEI may be requested.
- **Drafting model legislation** that provides oversight of medical schools' admission practices and testing standards, credentialing, and course materials.
- **Filing Office for Civil Rights (OCR) complaints** against medical schools that offer or promote scholarships and programs that illegally discriminate on the basis of race or sex. Do No Harm filed three federal civil rights complaints against two Texas medical schools in 2022. Investigations were opened in all three cases, which are now in progress.
- **Engaging alumni associations** and off-campus organizations whose members have a vested interest in the reputation of these institutions.

# CONCLUSION

Texans put their trust in medical providers and must be able to do the same with the state's academic medical institutions. The act of degrading medical education with the destructive and divisive ideologies that radical activists have used in other segments of American society will destroy the dynamic of trust between physician and patient that this long-valued relationship depends on. Policymakers, academics, healthcare professionals, and members of the public must take decisive action to get the Texas medical education system back on a path of common sense and sound preparation of future healers.

# APPENDIX A: TEXAS MEDICAL SCHOOLS DIVERSITY AND INCLUSION CONSORTIUM MEMBERS

Table taken from [Texas Medical Schools Diversity and Inclusion Consortium \(bcm.edu\)](https://bcm.edu/tmsdic/)

Medical School	Institutional Representatives (Voting Member)	Additional Institutional Members
<a href="#">The Joe R. &amp; Teresa Lozano Long School of Medicine, UT Health San Antonio</a>	<p><b>Chiquita Collins, Ph.D., M.A. Chair, Texas Medical Schools' Diversity and Inclusion Consortium</b></p> <p>Associate Vice President, Inclusion Excellence and Health Equity Vice Dean for Inclusion and Diversity &amp; Chief Diversity Officer <a href="mailto:Collinsc4@uthscsa.edu">Collinsc4@uthscsa.edu</a></p>	<p><b>Sekinat K. McCormick, M.D.</b> Director, Medical Student Diversity Associate Professor, Department of Orthopedics <a href="mailto:McCormickSK@uthscsa.edu">McCormickSK@uthscsa.edu</a></p> <p><b>Ashlee D. Stevenson, MPA, SHRM-CP</b> Director, Academic Programs <a href="mailto:stevensonad@uthscsa.edu">stevensonad@uthscsa.edu</a></p>
<a href="#">School of Medicine, The University of Texas Medical Branch</a>	<p><b>Alfredo Torres, Ph.D., M.S. Chair-Elect, Texas Medical Schools' Diversity and Inclusion Consortium</b></p> <p>Associate Dean of Faculty Affairs and Professional Development &amp; Chief Diversity Officer <a href="mailto:altorres@utmb.edu">altorres@utmb.edu</a></p>	<p><b>Norma Perez, M.D., Ph.D.</b> Assistant Dean of Student Affairs <a href="mailto:noaperez@utmb.edu">noaperez@utmb.edu</a></p> <p><b>Lauree Thomas, M.D.</b> Associate Dean of Student Diversity, Health, Inclusion and Equity <a href="mailto:lauthoma@utmb.edu">lauthoma@utmb.edu</a></p>



**School of Medicine, Baylor  
College of Medicine**

**Toi B. Harris, M.D.**  
**Past Chair, Texas Medical  
Schools' Diversity and  
Inclusion Consortium**  
Associate Provost of Student  
and Trainee Services &  
Institutional Diversity,  
Inclusion and Equity  
[toih@bcm.edu](mailto:toih@bcm.edu)

**Erik D. Malmberg, Ph.D., J.D.**  
Director of Diversity, Inclusion  
and Equity  
[malmberg@bcm.edu](mailto:malmberg@bcm.edu)

**Jesus Vallejo, M.D.**  
Associate Dean of  
Admissions, Diversity,  
Outreach and Multicultural  
Affairs

**Antonie Rice, Ph.D.**  
Director of Diversity, Inclusion  
and Equity Training  
[Antonie.Rice@bcm.edu](mailto:Antonie.Rice@bcm.edu)

**Kimberly Lopez, DrPH, MPH**  
Associate Director of  
Community Engagement  
[Kimberly.Lopez@bcm.edu](mailto:Kimberly.Lopez@bcm.edu)

**Rayne Rouce, M.D.**  
Associate Director of  
Community Engagement  
[rouce@bcm.edu](mailto:rouce@bcm.edu)

**John P and Katherine G.  
McGovern Medical School,  
UT Health Houston**

**LaTanya J. Love, M.D.**  
Associate Dean, Office of  
Diversity and Inclusion,  
Admissions and Student  
Affairs  
Vice President for Diversity  
and Leadership Development  
[Latanya.D.Jones@uth.tmc.edu](mailto:Latanya.D.Jones@uth.tmc.edu)

**Pedro Mancias, M.D.**  
Assistant Dean, Office of  
Diversity and Inclusion  
[pedro.mancias@uth.tmc.edu](mailto:pedro.mancias@uth.tmc.edu)

**Asia McCleary-Gaddy, Ph.D.**  
Director, Office of Diversity  
and Inclusion  
[Asia.T.McClearyGaddy@uth.tmc.edu](mailto:Asia.T.McClearyGaddy@uth.tmc.edu)

**College of Medicine, Texas  
A&M**

**Francis Achike, M.D.,  
Ph.D., MEd**  
Associate Dean for Diversity  
and Inclusion  
[achike@tamu.edu](mailto:achike@tamu.edu)

**Laura Mejorado-Scott**  
Program Coordinator  
[lmejorado-scott@tamu.edu](mailto:lmejorado-scott@tamu.edu)

**College of Medicine,  
University of Houston**

**Kenya Steele, M.D.**  
**Assistant Dean of Diversity  
and Outreach**  
[ksteele2@Central.UH.EDU](mailto:ksteele2@Central.UH.EDU)

[Dell Medical School, The University of Texas at Austin](#)

**Rene Salazar, M.D.**  
Assistant Dean for Diversity  
[rene.salazar@austin.utexas.edu](mailto:rene.salazar@austin.utexas.edu)

**Reginald "Reg" Baptiste, M.D.**  
Director of Pre-Health Professions  
[rbapmd@austin.utexas.edu](mailto:rbapmd@austin.utexas.edu)

**Jesús Ortega, LMSW**  
Director of the Office of Diversity, Equity & Inclusion  
[jesus.ortega@austin.utexas.edu](mailto:jesus.ortega@austin.utexas.edu)

[The University of Texas MD Anderson Cancer Center](#)

**Elizabeth Travis, Ph.D.**  
Associate Vice President, Women and Minority Faculty Inclusion  
[etravis@mdanderson.org](mailto:etravis@mdanderson.org)

[School of Medicine, UT Health Rio Grande Valley](#)

**Sofia Hernandez, MPA**  
Chief of Staff & Chief Diversity Officer  
[sofia.hernandez@utrgv.edu](mailto:sofia.hernandez@utrgv.edu)

**Adela Valdez, M.D., MBA**  
Associate Dean Diversity, Inclusion and Health Equity  
[Adela.Valdez@utrgv.edu](mailto:Adela.Valdez@utrgv.edu)

[School of Medicine, The University of Texas Southwestern Medical Center](#)

**Shawna Nesbitt, M.D., M.S.**  
Associate Dean, Student Diversity and Inclusion  
[shawna.nesbitt@utsouthwestern.edu](mailto:shawna.nesbitt@utsouthwestern.edu)

**Dawn Cureton**  
Director, Student Diversity and Inclusion  
[dawn.cureton@utsouthwestern.edu](mailto:dawn.cureton@utsouthwestern.edu)

**Byron Cryer, M.D.**  
Associate Dean, Faculty Diversity & Development  
[Byron.cryer@southwestern.edu](mailto:Byron.cryer@southwestern.edu)

**Christina E. Ahn, Ph.D.**  
Director, Office of Faculty Diversity & Development  
[Christina.Ahn@utsouthwestern.edu](mailto:Christina.Ahn@utsouthwestern.edu)

[School of Medicine, Texas Christian University and University of North Texas Health Science Center\\*](#)

**Lisa McBride, Ph.D.**  
Assistant Dean for Diversity and Inclusion  
[lisa.mcbride@tcu.edu](mailto:lisa.mcbride@tcu.edu)

[School of Medicine, Texas Tech University Health Sciences Center \(Lubbock\)](#)

**Felix Morales, M.D.**  
Associate Dean of Admissions and Diversity  
[felix.morales@ttuhsc.edu](mailto:felix.morales@ttuhsc.edu)

**Linda Prado**  
Director of Admissions and Diversity  
[linda.prado@ttuhsc.edu](mailto:linda.prado@ttuhsc.edu)

**Louis Perez**  
Associate Director of Admissions and Diversity  
[louis.perez@ttuhsc.edu](mailto:louis.perez@ttuhsc.edu)

**Paul L. Foster School of  
Medicine, Texas Tech  
University Health Sciences  
Center El Paso**

**Jose Manuel de la Rosa, M.D.**  
*Vice President for Outreach &  
Community Engagement*  
[jmanuel.delarosa@ttuhsc.edu](mailto:jmanuel.delarosa@ttuhsc.edu)

**Mayra Morales, MBA**  
*Senior Director, Office of  
Diversity, Inclusion, and Global  
Health*  
[mayra.morales@ttuhsc.edu](mailto:mayra.morales@ttuhsc.edu)

**Fatima Gutierrez, M.D.**  
*Chair of Diversity Committee*  
[Fatima.Gutierrez@ttuhsc.edu](mailto:Fatima.Gutierrez@ttuhsc.edu)

*\*These two institutions split in January 2022.*



**Do No Harm**

**DONOHARMMEDICINE.ORG**

---