

THE DEI BUREAUCRACY IN TENNESSEE'S MEDICAL SCHOOLS

**WOKE IDEOLOGIES ARE RESHAPING MEDICAL
EDUCATION IN THE VOLUNTEER STATE**

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EXECUTIVE SUMMARY

Do No Harm's report titled *The DEI Bureaucracy in Tennessee's Medical Schools* examines publicly available information about diversity, equity, and inclusion (DEI) initiatives that influence the policies, curriculum, and activities at medical schools in the Volunteer State.

The following are examples of DEI-related activities and programs at each medical school included in the report.

Vanderbilt University School of Medicine

VUSM expresses its strategic commitment to achieve health equity and “to eliminate structural racism, promote justice, and establish racial equity in all endeavors.”

- **VU Office of Equity, Diversity, and Inclusion (OEDI):**
 - » The OEDI works to make Vanderbilt an institution “where equity, diversity, and inclusion are inseparable from institutional excellence.”
 - » Students are encouraged to participate in social justice webinars and events that segregate them based on race, and can access “anti-racism resources” like *11 Things You Can Do to Help Black Lives Matter End Police Violence*.
- **VU Annual EDI Report (2021-2022):**
 - » “Accomplishments” include creation of the *Gender Affirmation Toolkit for Vanderbilt Employees* and special programming for faculty centered on racial equity, implicit bias, and microaggressions.
- **MD Admissions and Curriculum:**
 - » The “Second Look Weekend” schedule suggests clustering of students by identity group is encouraged.
 - » Students can earn a “Health Equity Certificate,” which includes a 2-month “immersion experience in health equity.”

- **VUMC/VUSM Health Equity and Inclusive Excellence:**

- » Separate from the VU OEDI, and encompasses three additional DEI offices.
- » Published the *Diversity, Equity, and Inclusion Toolkit*, which encourages staff members to “leverage your privilege” to embed DEI into their work.

University of Tennessee Health Science Center College of Medicine

Pass/fail grades and virtual coursework (including labs) are accepted for courses taken during the COVID-19 pandemic.

- **Admissions, Financial Aid, and Scholarships:**

- » Members of the Admissions Committee are tasked with giving “additional consideration” to applicants from underrepresented groups.
- » Three \$10,000 scholarships “are given preferentially to students from diverse backgrounds.”
- » Do No Harm filed a federal civil rights complaint against the College of Medicine’s *Underrepresented in Medicine M4 Rotations Scholarship* for violating Title VI of the Civil Rights Act of 1964.

- **Office of Inclusion, Equity, and Diversity (OIED):**

- » The OIED is involved in developing affirmative action plans, overseeing identity-based awards, and DEI educational programming.
- » \$3,000 grants are provided to faculty, staff, and students to promote DEI in recruitment and retention efforts.

- The *Diversity Matters Newsletter* and OIED Notes offers information such as:

- » The *Inclusive Engagement Program* for “intersectional and experiential learning” in DEI and social justice.
- » *Strategies for Diversifying Faculty Hiring*, including “at least one” DEI-related question during final candidate interviews.
- » *White Coats for Black Lives: Demonstration of Solidarity Held at UTHSC* on June 5, 2020.

- » *Student Social Justice and Diversity Healthcare Leadership Award*, a \$500 stipend to use toward activism, implicit bias, or other DEI-related topic.
- **UTHSC College of Medicine Office of Diversity and Inclusion** is a separate entity created to align with AAMC's *Collective Action Initiative on Advancing DEI*.
- **UTHSC Library** recommends a book to first-year med students that declares “a biological concept of race is a myth that promotes inequality.”

East Tennessee State University James H. Quillen College of Medicine

QCOM claims a 1:1 student-to-faculty ratio and 100% residency placement.

- The Admissions Committee asks applicants how they will “foster an environment of change” in the context of “social justice, systemic racism, and equity for all.”
- The QCOM *Diversity and Inclusion Policy* aligns with LCME and AAMC guidelines for diversity outcomes and efforts to define who is “underrepresented in medicine.”
- The MD curriculum’s “guiding principles” consider social contexts to reduce bias and “promote health equity for all.”

Meharry Medical College

MMC has a vision to “be a leader in data-driven, health equity-focused research.”

- MMC is currently on probationary status from the LCME “to address some notable areas of concern.”
- The Bloomberg Scholarship Fund provides up to \$100,000 in student debt relief based on demographic information from the admissions process.

DeBusk College of Osteopathic Medicine at Lincoln Memorial University

DCOM’s diversity statement says that DEI concepts “govern how LMU-DCOM operates.”

- The LMU-DCOM Office of Diversity, Equity, and Inclusion sponsors monthly DEI-related events and has posted pictures promoting inflammatory social justice messages such as “Demilitarize the Police” and “Black Lives Matter.”

INTRODUCTION

University medical schools, university-affiliated medical centers and academic science programs around the country have become infused with diversity, equity, and inclusion (DEI) programs and anti-racism ideology. The words “diversity,” “equity,” and “inclusion” can have positive connotations when used on their own. But when they are combined into “DEI,” the result is usually a worldview, mindset, and ideology that reduces complex reality into simple categories of oppressor and oppressed. **In healthcare, it means skipping over complex phenomena that lead to disparate health outcomes for various identifiable demographic groups and wielding the label “structural racism” or “white privilege” as the explanation.** Further, it puts practitioners, particularly white ones, in a can’t-win situation. They are said to be tainted by implicit bias and must be required to receiving training on that topic. If they protest that this is not the case, that protestation is interpreted as a sure sign of racism and justification for mandated bias training. But DEI has moved beyond race. It now incorporates stances on sexuality and novel ideas about gender identity. In short, when the world of DEI infiltrates the world of healthcare, faulty diagnoses and prescriptions follow. A medical education becomes an occasion for reshaping society and expectations about what it means to be human.

DEI may have started in elite institutions on the East Coast, but it has reached into every part of the country, including medical colleges in Tennessee. This report will document some of the ways these ideologies have taken hold here. Unless otherwise indicated, the quotations, screenshots and other images that follow are taken from each institution’s official website(s). The report covers the following institutions in turn:

- Vanderbilt University School of Medicine
- Vanderbilt University Medical Center
- University of Tennessee Health Science Center College of Medicine
- East Tennessee State University James H. Quillen College of Medicine
- Meharry Medical College
- DeBusk College of Osteopathic Medicine at Lincoln Memorial University

The reader will find some of the ways that these institutions commit themselves to making DEI and anti-racism efforts of equal importance as medical education, and therefore, an integral part of that education. **In fact, one might say that DEI and anti-racism have contributed to an explosion of costly bureaucracy in higher education.**

VANDERBILT UNIVERSITY SCHOOL OF MEDICINE

Ranked as the 13th-best research medical school in the nation by the U.S. News & World Report,¹ the Vanderbilt University School of Medicine (VUSM) in Nashville lists its core values as “integrity, inclusion, humility, equity, mutual respect, and excellence.” VUSM says it has a strategic commitment “to achieve health equity” and also “to eliminate structural racism, promote justice, and establish racial equity in all endeavors.”²

The mission of Vanderbilt University School of Medicine is to catalyze the advancement of impactful discovery, servant leadership, and lifelong learning.

In order to carry out this mission, we make these strategic commitments:

- To nurture the growth of clinicians, scientists, and educators who will serve and lead their local, national, and global communities.
- To create, implement, and disseminate new knowledge that expands understanding of health, disease, and healthcare systems.
- To teach, learn, and provide compassionate, personalized caring of the highest quality for every patient who seeks our service and to strive to achieve health equity in the populations we serve.
- To embrace a culture of lifelong learning, critical thinking, and innovation so that we will continuously improve in all we do.
- To build a diverse community of faculty, staff, and students that expands the richness of our learning environment and enhances excellence in all of our endeavors.
- To cultivate a caring atmosphere and workforce that seeks to eliminate structural racism, promote justice, and establish racial equity in all endeavors.

Figure 1. Vanderbilt University School of Medicine: About the School webpage.

VU Office of Equity, Diversity, and Inclusion

The Office for Equity, Diversity, and Inclusion (OEDI) works to make Vanderbilt an institution “where equity, diversity, and inclusion are inseparable from institutional excellence.”³ This office is also where students are encouraged to take part in social justice webinars and learn more about the university’s EDI efforts.

1 U.S. News & World Report. Vanderbilt University Medical School overview. <https://premium.usnews.com/best-graduate-schools/top-medical-schools/vanderbilt-university-04109>, accessed December 22, 2022.

2 Vanderbilt University School of Medicine. About the school. <https://medschool.vanderbilt.edu/about-the-school/>, accessed December 22, 2022.

3 Vanderbilt University. Equity, Diversity, and Inclusion. <https://www.vanderbilt.edu/diversity/>, accessed December 22, 2022.



Figure 2. From the VU Office for Equity, Diversity, and Inclusion webpage.

OEDI-sponsored events in February 2023 include “Let’s Rap About It,” a special group “for Black male-identified undergraduate students.” Undergraduate students who plan to attend medical school are invited to sign up for the *Pre-Med Check In*, an “office hour visit with Black Students from the Vanderbilt University School of Medicine.” The event takes place at the VU Bishop Joseph Johnson Black Cultural Center in partnership with the Vanderbilt Chapter of the Student National Medical Association.⁴

Pre-Med Check-in Office Hours



4:30 PM | BCC Resource Room

Target Audience: Undergraduate Students

Are you an undergraduate student planning to attend medical school? Do you have questions or anxieties about the process of applying and getting into medical school? If yes, to any of these questions, then you need to sign up for an office hour session with members of the Vanderbilt chapter of the Student National Medical Association.

[Click Here to Signup!](#)

Figure 3. February 2023 event at VU.

VU Annual EDI Report

The 2021-22 *Report for Equity, Diversity, and Inclusion*,⁵ released in late November 2022, describes what the OEDI has accomplished since it merged with the provost’s Office for Inclusive Excellence in mid-2021. “Initiatives and Accomplishments” from the report include:

- 4 Vanderbilt University Bishop Joseph Johnson Black Cultural Center. Black History Month events. <https://www.vanderbilt.edu/bcc/bhm-events/>, accessed February 2, 2023.
- 5 Vanderbilt University. 2021-22 Report for equity, diversity, and inclusion. <https://www.vanderbilt.edu/edi-report/>, accessed December 23, 2022.

- Development of EDI strategic plans for all university divisions, colleges, and schools;⁶
- Creation of the *Gender Affirmation Toolkit for Vanderbilt Employees*;⁷
- Conducted workshops for faculty, staff, and post-docs on topics such as *Navigating Unconscious Bias* and *Challenging Microaggressions*;⁸
- Presented special programming for faculty, centered on racial equity.

Workplace Attire. As a matter of best practice, expectations, rules, or policies around workplace attire should be applied equally and in a gender-neutral manner to all employees to whom they apply, and such expectations, rules, or policies should not be used to prevent any employee, including transgender or gender non-conforming employees, from living in the dress affirming of their gender identity and/or gender expression. Questions regarding workplace attire should be directed to the EOA or HR.

Access to Restroom and Locker Room Facilities. An individual's access to gender-segregated facilities (e.g., bathrooms, locker room facilities) is consistent with their gender identity.

Figure 4. From the *Gender Affirmation Toolkit for Vanderbilt Employees*.

Anti-racism resources

The VU OEDI has compiled a reading and watch list of anti-racism resources,⁹ including works by Ibram X. Kendi, Robin DiAngelo, Camara Jones, and Kimberle' Crenshaw. Other posted resources are:

- *How White People Can Hold Each Other Accountable to Stop Institutional Racism*, published by Teen Vogue;¹⁰
- *75 Things White People Can Do for Racial Justice* (updated in February 2022 to "106 things");¹¹
- *11 Things You Can Do to Help Black Lives Matter End Police Violence*, also published by Teen Vogue.¹²

6 Vanderbilt University. 2021-22 Report for equity, diversity, and inclusion: Initiatives & accomplishments. <https://www.vanderbilt.edu/edi-report/initiatives-accomplishments/>, accessed December 22, 2022.

7 Vanderbilt University Office for Equity, Diversity, and Inclusion. Gender affirmation toolkit for Vanderbilt employees. <https://www.vanderbilt.edu/diversity/gender-affirmation-tool-kit-for-vanderbilt-employees/>, accessed December 22, 2022.

8 Vanderbilt University Office of Equity, Diversity, and Inclusion. EDI trainings and resources (for faculty, staff, and post-docs). <https://www.vanderbilt.edu/diversity/edi-trainings-and-resources/>, accessed December 22, 2022.

9 Vanderbilt University Office of Equity, Diversity, and Inclusion. Reading and watch list of anti-racism resources. <https://www.vanderbilt.edu/diversity/reading-and-watch-list-of-anti-racism-resources/>, accessed December 22, 2022.

10 Belle E. How white people can hold each other accountable to stop institutional racism (August 2, 2019). Teen Vogue. <https://www.teenvogue.com/story/white-people-can-hold-each-other-accountable-to-stop-institutional-racism>, accessed December 22, 2022.

11 Shutack C. 106 things white people can do for racial justice (February 5, 2022). Medium. <https://medium.com/equality-includes-you/what-white-people-can-do-for-racial-justice-f2d18b0e0234>, accessed December 22, 2022.

12 Blades LA. 11 things you can do to help Black Lives Matter end police violence (May 28, 2020). Teen Vogue. <https://www.teenvogue.com/story/support-the-black-lives-matter-movement>, accessed December 22, 2022.

Reading and watch list of anti-racism resources



Figure 5. From “Reading and watch list of anti-racism resources.”

MD Admissions

The Vanderbilt medical school promotes ethnic and other identity-group affiliations during its “Second Look Weekend” (SLW), where prospective students can decide if the school is a good fit for them. The in-person 2023 SLW is set for April 14-16. A look at the schedule from the 2022 virtual event, which lists student groups that had planned events, suggests that clustering by identity group will be encouraged or at least facilitated:¹³

MD Admissions

Schedule

Congratulations on your acceptance to Vanderbilt University School of Medicine! We are excited to welcome you during Second Look Weekend! SLW 2022 will be held virtually and is scheduled for April 1-2, 2022, and designed to show you what makes Vanderbilt unique—our cutting-edge curriculum, world-class faculty, and most of all, our students.

We’re busy planning a great day for you and will share more information on this page as our schedule is finalized.

Here are a few details that you are able to start adding to your schedule:

- Monday, March 21st at 5pm CST, South Asian, Hosted by: American Association of Physicians of Indian Origin (AAPIO)
- Tuesday March 22nd at 5pm CST, LGBTQ+, Hosted by: LGBTMD
- Wednesday, March 23rd at 5pm CST, Black/African-American/African, Hosted by: Student National Medical Association (SNMA)
- Thursday, March 24th at 5pm CST, Hispanic/Latinx, Hosted by: Latino Medical Student Association (LMSA)
- Thursday, March 24th at 6pm CST, First Generation Medical Student, Hosted by: 1GMD (1st Generation MD)
- Friday March 25th at 5pm CST, Asian/Pacific Islander, Hosted by: Asian Pacific American Medical Student Association (APAMSA)
- Friday, April 1 from 7:30pm to 8:30pm for a Pre-SLW Social Hour
- Saturday, April 2 from 11:00am to 4:00pm for Second Look Weekend virtual programming

Figure 6. VUSM 2022 Second Look Weekend schedule.

13 VUSM MD Admissions. Schedule. <https://medschool.vanderbilt.edu/md-admissions/second-look-weekend/schedule/>, accessed December 23, 2022.

VUSM MD Curriculum

“Health equity and systems innovation,” the VU School of Medicine says, “are cornerstones of Curriculum 2.0.” Applicants are told they can become “change-makers” in the healthcare system, even as students.¹⁴ They are instructed in the health equity agenda from the beginning of their Vanderbilt experience with Foundations of Health Care Delivery 1, where they will develop the “systems-level skills necessary to provide effective and equitable patient-centered care.”¹⁵ In Year 2, medical students will discover how they can “work towards health equity on an everyday basis.”¹⁶ Students will have the opportunity to influence the curriculum by joining the Student Curriculum Committee. **One example of “student-motivated” change¹⁷ is the development of a Health Equity Certificate program.** The program aims to cultivate “a cadre of physician leaders” to contribute to achieving health equity in our society. To earn the certification, VU medical students must complete two foundational courses in health equity, a two-month “immersion experience in health equity,” and take at least two additional related courses.¹⁸

Graduate Certificate Programs

Health Equity

The CDC states that “Health equity is achieved when every person has the opportunity to attain his or her full health potential and no one is disadvantaged from achieving this potential because of social position or other socially determined circumstances.” A growing, critical, and specific body of knowledge elucidates the complex underpinnings of health equity, which include both upstream and downstream factors. Socioeconomic (upstream) factors are shaped by the structures, systems, environments, politics, policies, and distribution of money, power, and resources at global, national, and local levels. Individual (downstream) factors include behavior, lifestyle, gender, identity, genetics, family history, and use of/access to health care.

If society is to make progress toward achieving health equity, a cadre of physician leaders must be cultivated that understands these factors and forces, and possesses skills to intervene at the individual, system, and/or community level to impact meaningful change. The VUSM Certificate in Health Equity is offered to doctor of medical students who wish to deepen their knowledge and expertise in order to embark on leadership careers in this area.

Figure 7. VUSOM Certificate in Health Equity.

14 Vanderbilt School of Medicine. MD curriculum: Welcome to Curriculum 2.0. <https://medschool.vanderbilt.edu/curriculum/>, accessed December 22, 2022.

15 VU School of Medicine. MD curriculum: FMK longitudinal elements. <https://medschool.vanderbilt.edu/curriculum/fmk-longitudinal-elements/>, accessed December 22, 2022.

16 VU School of Medicine. MD curriculum: Foundations of health care delivery (FHD). <https://medschool.vanderbilt.edu/curriculum/fhd/>, accessed December 22, 2022.

17 VU School of Medicine. MD curriculum: Assessment. <https://medschool.vanderbilt.edu/curriculum/assessment/>, accessed December 22, 2022.

18 VU School of Medicine. Graduate certificate programs: Health equity. <https://medschool.vanderbilt.edu/certificate-programs/health-equity/>, accessed December 22, 2022.

VUMC/VUSM Health Equity and Inclusive Excellence

The Vanderbilt University Medical Center (VUMC) and VUSM are partners in a vigorous network of DEI entities that are committed to “collectively addressing systemic inequities” and “confronting structural racism.” The VUMC/VUSM collaborative, which is separate from the university’s ODEI, encompasses three separate offices: the Office of Health Equity, the Office of Diversity and Inclusion, and the Office for Diversity Affairs.¹⁹ Resources from these groups include the following:

Office of Health Equity	Office of Diversity and Inclusion	Office for Diversity Affairs
The Office of Health Equity serves as an institutional home for nurturing and catalyzing educational, research, clinical, and operational initiatives and partnerships to address and prevent health inequities.	The Office of Diversity and Inclusion serves to cultivate a workforce that is diverse and inclusive, and reflects the populations we serve. ODI is primarily a resource for staff and faculty. Office of Diversity and Inclusion DEI Toolkit (PDF)	The Office for Diversity Affairs seeks to recruit and retain students and trainees from diverse backgrounds and is committed to their success and full participation. ODA is primarily a resource for learners.

Figure 8. VUMC/VUSM Health Equity and Inclusive Excellence offices.

- Access to the **Racial Equity Plan**;
- “**Addressing Racial Equity**” and information from the Racial Equity Task Force;²⁰
- The “**Diversity, Equity, and Inclusion Toolkit**.” This document has an 11-page glossary that includes terms such as *anti-racism*; *cisgender*; *colonization*; *double consciousness*; *institutional racism*; *structural racism*; and *white supremacy culture*. The toolkit also includes the Inclusive Leader Assessment and the Harvard Implicit Association Test (IAT). It has a link to the *Race Matters Organizational Self-Assessment*, a questionnaire that uses “a racial lens” to inform organizations of racial prejudices that are “deeply rooted in all U.S. institutions.” The toolkit encourages staff members to be champions for DEI at VUMC and advises them to “**leverage your privilege**” and “**apply the lens of DEI to your work**.”²¹

¹⁹ Vanderbilt University Medical Center. Health equity and inclusive excellence. <https://www.vumc.org/healthequityinclusiveexcellence/>, accessed December 22, 2022.

²⁰ Vanderbilt University Medical Center Office of Health Equity. Addressing racial equity at VUMC and VUSM. <https://www.vumc.org/healthequity/addressing-racial-equity-vumc-and-vusm>, accessed December 22, 2022.

²¹ VUMC Office of Diversity & Inclusion. Diversity, equity, and inclusion toolkit. [https://www.vumc.org/diversity-inclusion/sites/default/files/public_files/DEI%20Toolkit%20\(Basic\)-2.pdf](https://www.vumc.org/diversity-inclusion/sites/default/files/public_files/DEI%20Toolkit%20(Basic)-2.pdf), accessed December 22, 2022.



Figure 9. VUMC DEI Toolkit.

VUMC Office of Graduate Medical Education

The Vanderbilt University Medical Center hosts more than 1,000 house staff in 100+ residency and fellowship programs. The Office of Graduate Medical Education²² supports the House Staff Diversity and Inclusion Alliance (HSDIA), which delivers the Peer Bystander Training Program. This “key project” provides resources for all incoming and current staff to recognize and respond to “instances of workplace microaggressions.”²³



Figure 10. VUMC House Staff Diversity & Inclusion Alliance.

²² VUMC Office of Graduate Medical Education. Welcome. <https://www.vumc.org/gme/welcome>, accessed December 23, 2022.

²³ VUMC Office of Graduate Medical Education. House staff diversity & inclusion alliance. <https://www.vumc.org/gme/hsdia>, accessed December 23, 2022.

VUMC also sponsors the Minority Housestaff for Academic and Medical Achievement (MHAMA), which is an organization that provides mentorship and professional development opportunities for “underrepresented housestaff.” MHAMA also holds lectures and events “which promote health equity.”²⁴

UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER COLLEGE OF MEDICINE

The College of Medicine at the University of Tennessee Health Science Center is ranked #68 among research medical schools by U.S. News & World Report, and it receives more than \$36 million in federal research grants and contracts.²⁵ The College of Medicine has campuses in Memphis, Chattanooga, and Knoxville, which are home to 44 clinical departments and more than 650 medical students, who rotate to all three locations for training.²⁶

College of Medicine Admissions

The college admits 170 new students each year, giving preference to Tennessee residents. Applicants from outside the state “must possess superior qualifications” to be considered. The college expects applicants to have Medical College Admissions Test (MCAT) composite scores of 472–528, with scores above the 50th percentile regarded as being more competitive. These scores, along with academic achievement, are used to determine the candidates the selection committee invites for an interview.²⁷ The College of Medicine accepts pass/fail grades and virtual coursework, including labs, for courses taken during the COVID-19 pandemic.²⁸

²⁴ VUMC Minority Housestaff for Academic and Medical Achievement. Mission. <https://www.vumc.org/mhama/>, accessed December 23, 2022.

²⁵ U.S. News & World Report. University of Tennessee Health Science Center. <https://premium.usnews.com/best-graduate-schools/top-medical-schools/university-of-tennessee-health-science-center-04108>, accessed December 26, 2022.

²⁶ The University of Tennessee Health Science Center. About the College of Medicine. <https://uthsc.edu/medicine/about.php>, accessed December 26, 2022.

²⁷ The University of Tennessee Health Science Center. Admission requirements. <https://uthsc.edu/medicine/admissions/requirements.php>, accessed December 26, 2022.

²⁸ The University of Tennessee Health Science Center. Medicine application and admission process. <https://uthsc.edu/medicine/admissions/application-process.php>, accessed December 26, 2022.

Financial Aid and Scholarships

The UTHSC Office of Admissions directs prospective medical students to multiple resources that might help them in the application process, including potential sources of funding. The Office of Student Affairs lists several merit scholarships, as well as three “diversity scholarships” that award \$10,000 to each recipient. These scholarships “are given preferentially to students from diverse backgrounds,” as outlined in the UTHSC’s Diversity Statement.²⁹

Diversity Scholarships

The following awards are given preferentially to students from diverse backgrounds (as defined in the UTHSC’s Diversity Statement), i.e., those students in the opinion of the Admission’s Committee whose presence in medical school will enhance the experience of all students. The student is eligible for this award for four years of study. For a description, click the name of the scholarship.

Tennessee Scholars Fund	+
Mid-South Scholarship	+
Chancellor’s Fund	+

Figure 11. Diversity scholarships offered to UTHSC medical students.

As might be expected of an institution that receives federal funds, the policy statement on diversity affirms that UTHSC adheres to Title VI of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972. “Guidelines for Admissions to Academic Programs” state that academic excellence will continue to be emphasized. Yet, these guidelines declare that “additional consideration” will be given to qualified applicants “from groups that are underrepresented in the healthcare professions.” **Members of the admissions committee are tasked with developing metrics to assess academic and non-academic factors, while giving “additional consideration” to individuals from underrepresented groups.**³⁰

Guidelines for Admissions to Academic Programs

Diversity provides important benefits for the educational enterprise, enriching experiences in the classroom and in clinical settings and facilitating the preparation of students for the different types of environments in which they may be asked to serve – rural/ urban, affluent/underserved, multi-cultural/traditional, etc. Thus, the campus actively encourages applications from individuals who bring unique perspectives to its programs. Admission criteria for academic programs will continue to emphasize academic excellence. However, additional non-academic factors will also be considered and some additional consideration given to applications from qualified individuals from groups that are underrepresented in the health care professions or from counties in Tennessee that are traditionally underserved by the health care professions, from veterans, from other non-traditional students and from students who represent the first in their families to pursue higher education.

Admissions officers and members of admissions committees from within each college will develop and use metrics designed to address both the academic qualifications of each applicant as well as the nonacademic factors listed above. Scholarship allocation will take into account both need and merit, with some additional consideration given to the individuals targeted above as feasible given existing restrictions or criteria for a given scholarship, in order to increase the access for the broadest possible range of students across the state.

Figure 12. From the UTHSC Diversity Statement.

29 UTHSC College of Medicine. Office of Student Affairs: Medical student scholarships. <https://uthsc.edu/medicine/student-affairs/scholarships.php>, accessed December 27, 2022.

30 UTHSC Office of Admissions. Diversity statement. <https://uthsc.edu/admissions/diversity-statement.php>, accessed December 27, 2022.

The UTHSC College of Medicine admissions office affirms the above guidelines on its “Diversity and Groups Underrepresented in Medicine” webpage.³¹

Diversity and Groups Underrepresented in Medicine

The College values diversity in its medical education programs. Individuals from different backgrounds and experiences not only enhance the quality of education for all students, but also translate into graduates who are more effective and better prepared to serve multiple patient populations. The UT Health Science Center College of Medicine actively encourages applications from members of groups who are underrepresented in medicine, e.g., students from groups underrepresented in medicine, rural areas, disadvantaged socioeconomic or educational backgrounds, or students with past or present military service. The Committee on Admissions evaluates nonacademic, as well as academic factors in the selection process, with consideration being given to the unique backgrounds and challenges of these applicants.

- [Black Student Association](#)
- [Student National Medical Association](#)
- [Women in Medicine and Science](#)
- [LGBTQI Resources](#)
- [Diversity Scholarships](#)

Figure 13. From the UTHSC College of Medicine Office of Admissions.

Do No Harm senior fellow Mark Perry filed a federal civil rights complaint against the UTHSC College of Medicine–Chattanooga for its Underrepresented in Medicine M4 Rotation Scholarship, pointing out that it is discriminatory. The college uses group identity in yet another way: Eligibility requirements for visiting 4th-year medical students in the Department of Pediatrics include self-identification as “Black (African/African American), Latino/Hispanic (Mexican American, Cuban, Puerto Rican, Central American, South American), Native American with tribal affiliation, Native Hawaiian, Pacific Islander, LGBTQ+.”³² The scholarship application restates the eligibility criteria, and it explicitly instructs applicants to choose their “racial/ethnic identity” and gender identity.³³ These requirements violate both Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, as it illegally excludes some individuals on the basis of race and sexual orientation.

31 UTHSC College of Medicine. Office of Admissions: Diversity and groups underrepresented in medicine. <https://uthsc.edu/medicine/admissions/underrepresented.php>, accessed December 27, 2022.

32 UTHSC College of Medicine–Chattanooga. Underrepresented in medicine M4 rotation scholarship. <https://uthsc.edu/comc/pediatrics/urim.php>. Accessed December 28, 2022.

33 UTHSC College of Medicine–Chattanooga Pediatrics Residency Program. Scholarship application for visiting under-represented in medicine fourth year medical students. <https://uthsc.edu/comc/pediatrics/documents/urim-scholarship-application-3-2022.pdf>, accessed December 28, 2022.

The screenshot shows the UTHSC College of Medicine Chattanooga Department of Pediatrics website. The header includes the UTHSC logo, navigation links (APPLY, GIVE), a search bar, and a menu icon. The main navigation bar lists: College of Medicine-Chattanooga, Pediatrics, and Underrepresented in Medicine M4 Rotation Scholarship. Below this is a tabbed interface with options: APPLICANT INFORMATION, RESIDENCY, GRADUATES, FACULTY, and LINKS AND RESOURCES. The 'APPLICANT INFORMATION' tab is active, displaying the title 'Underrepresented in Medicine M4 Rotation Scholarship'. The text describes the scholarship's purpose: to recruit and retain trainees reflecting the diversity of the patient population. It offers multiple scholarships (up to \$1,500 each) for housing, travel, and meals for visiting URIM fourth-year medical students. A link for the 'Application for Scholarship' is provided. The 'Eligibility Requirements' section lists:

- Must be in good standing and enrolled in their fourth or final year of an MD or DO degree program at an accredited Liaison Committee on Medical Education or Education Department of the American Osteopathic Association medical school during their elective rotation.
- Must be a U.S. Citizen or Permanent resident.
- Students must self-identify as under-represented in medicine (URIM): Black (African/African American), Latino/Hispanic (Mexican American, Cuban, Puerto Rican, Central American, South American), Native American with tribal affiliation, Native Hawaiian, Pacific Islander, LGBTQ+.

Figure 14. From the UTHSC College of Medicine Office of Admissions.

Racial/Ethnic Identity (check all that apply)	American Indian or Alaska Native	Hispanic
	Black or African American	Other (please provide):
Gender Identity (check all that apply)	Male	Female
	Non-binary/non-conforming	Transgender
	Prefer to self-describe:	Prefer not to respond

www.uthsc.edu/comc/pediatrics

910 Blackford Street, Chattanooga, TN 37403

423.778.6217

Figure 15. From the UTHSC Chattanooga Pediatrics Residency Program scholarship application.

UTHSC Office of Inclusion, Equity, and Diversity

Once students are admitted to the College of Medicine, UTHSC provides them with a robust Office of Inclusion, Equity, and Diversity (OIED), which reports directly to the chancellor. Duties of the OIED include:

- Developing and implementing DEI-related policies, procedures, and guidelines;
- Monitoring progress in implementing DEI initiatives;
- Developing affirmative action plans;
- Delivering DEI training and programming;³⁴
- Overseeing identity-based scholarship funds and awards. The OIED provides opportunities to make donations to various scholarships and funds;

³⁴ The University of Tennessee Health Science Center. UTHSC Office of Inclusion, Equity, and Diversity. <https://uthsc.edu/oied/index.php>, accessed December 27, 2022.



Figure 16. UTHSC Office of Inclusion, Equity, and Diversity.

- » **DEI Faculty Award:** Annual recognition of a UTHSC faculty member “who demonstrates exemplary leadership and the ideals of diversity, equity, and inclusion.”³⁵
- » **Elise C. Moore Scholarship:** Students at any UTHSC campus are eligible. But “preferred recipients will be active members of the Black Student Association.” UTHSC avoids scrutiny of this scholarship by saying the Black Student Association is “interdisciplinary and open to all UTHSC students.”³⁶
- **Diversity and Inclusion Advisory Council:** The OIED Associate Vice Chancellor leads this council, which exists to reach DEI metrics in the 2019-2023 strategic plan. The “strategic map” shows the emphasis on social determinants of health as well as efforts to recruit and retain faculty and staff “through development, support, and mentoring” into the UTHSC community’s “diverse and inclusive culture.”³⁷

Education and Training

The UTHSC offers several DEI-related training programs:

- **Diversity Certificate Program:** This training program is open to faculty, staff, and students to learn about “best practices in the fields of cultural competency and diversity.” The six-week program covers topics such as “Diversity and Inclusion Literacy,” “Unconscious Bias,” and “Inclusive Language.”³⁸

35 UTHSC Office of Inclusion, Equity, and Diversity. DEI faculty award. <https://www.uthsc.edu/oied/awards-achievement/dei-faculty-award.php>, accessed December 28, 2022.

36 University of Tennessee Health Science Center. Black Student Association: Elise C. Moore scholarship. <https://www.uthsc.edu/bsa/moore-scholarship.php>, accessed December 28, 2022.

37 The University of Tennessee Health Science Center. UTHSC strategic map: FY 2018-2019 to FY 2022-23. <https://www.uthsc.edu/afsa/documents/strategicmap.pdf>, accessed December 27, 2022.

38 UTHSC Office of Inclusion, Equity, and Diversity. Diversity certificate program. <https://www.uthsc.edu/oied/dcp.php>, accessed December 28, 2022.

	Course Name	Course Type	Units
1	Interactive Process: ADA & Religion	Required	1.5
2	Management Supervision and Law	Required	1.5
3	Managing Conflict	Required	1.5
4	Diversity and Inclusion Literacy	Required	1.5
5	CREATE: Strategies for Practicing Cultural Humility	Required	1.5
6	Unconscious Bias	Required	1.5
Total	6 Required Courses		

Elective Courses (A minimum of four required.)

- Emotional Intelligence
- Complaints: Informal and Formal
- Self-Awareness
- Safe Zones and LGBTQ+ Populations
- Inclusive Language
- Gender Bias Workshop
- Bystander Intervention
- The Growing Problem of Workplace Incivility

Figure 17. Diversity Certificate Program courses from the UTHSC OIED.

- **Diversity Business Enterprises Program:** This offering, from the Office of Procurement Services and in cooperation with the governor’s office, provides information for diverse vendors and suppliers who seek a certification from the State of Tennessee’s diversity business directory.³⁹
- **Training packages:** The OIED presents training packages in three areas: Educational Program, Human Relations, and Compliance. Individual modules in these packages include:
 - » Diversity and Inclusion: Workplace, Workforce, and Marketplace
 - » Implicit Bias: What We Know
 - » CREATE: A Guide to Practicing Cultural Humility
 - » What Does LGBTQ+ Mean?
 - » Implicit Bias in the Search/Hiring Process⁴⁰
- **Inclusion Engagement Program (IEP):** Formerly known as the Diversity Passport Program, the IEP is an annual 30-day activity to “intentionally increase engagement with nuanced aspects of diversity, inclusion, equity, and social justice.”⁴¹

39 UTHSC Office of Finance. Diversity business enterprises program. <https://uthsc.edu/finance/procurement/dbe.php>, accessed December 29, 2022.

40 UTHSC Office of Inclusion, Equity, and Diversity. Request a training package. <https://uthsc.edu/oied/training-request.php>, accessed December 29, 2022.

41 UTHSC Office of Inclusion, Equity, and Diversity. Inclusive engagement program. <https://www.uthsc.edu/oied/diversity-passport/index.php>, accessed December 28, 2022.

- **Diversity and Inclusion Mini-Grants:** This initiative provides up to \$3,000 to faculty, staff, and students to influence the DEI goals of the university's strategic plan. "Emphasis will be given" to proposals that "promote diversity and inclusion in recruitment efforts" and influence "retention of diverse faculty, staff, students, and trainees."⁴² The grants for 2021-2022 focused on "adding 25 academic press titles from the Doody's Core Titles Health Equity list."⁴³

News and Events

The OIED keeps the UTHSC community informed about its activities through the *Diversity Matters Newsletter*.⁴⁴ Here are some excerpts from past issues.

December 2022

- Announces the launch of the **Worldview Diversity Programs**, which are aligned with the UTHSC Strategic Plan and institutional policies related to the protection of free speech. These programs include:⁴⁵
 - » *Candor, Dialogue, and Observation (CDO) Sessions*, where participants can ask questions about DEI issues "that they may be uncomfortable asking in other spaces."
 - » *Inclusive Engagement Program (IEP)*, where attendees can participate in "intersectional and experiential learning regarding diversity, inclusion, equity, and social justice."
- Defines **misogynoir** as "an extreme form of sexism rooted in racism" and "the unique oppression experienced by Black women."⁴⁶

Misogynoir: an extreme form of sexism rooted in racism. The term describes contempt for or ingrained prejudice toward Black women. The unique oppression experienced by Black women due to the intersectionality of gender, race, class and sexual orientation combined with discrimination. Misogynoir utilizes and reinforces stereotypes of Black women.

Figure 18. From *Diversity Matters*, Issue 16 (December 2022).

42 UTHSC Office of Inclusion, Equity, and Diversity. Diversity and inclusion mini grants. <https://www.uthsc.edu/oied/diversity-inclusion-mini-grants.php>, accessed December 28, 2022.

43 UTHSC Office of Inclusion, Equity, and Diversity. Diversity Matters Issue 9. https://us18.campaign-archive.com/?e=test_email_&u=0f640ec983779973122a5577b&id=c3165b99d6, accessed December 29, 2022.

44 UTHSC Office of Inclusion, Equity, and Diversity. Diversity Matters Newsletter. <https://uthsc.edu/oied/newsletter.php>, accessed December 29, 2022.

45 UTHSC Office of Inclusion, Equity, and Diversity. Worldview diversity programs. <https://uthsc.edu/oied/worldview-diversity-programs.php>, accessed December 29, 2022.

46 UTHSC Office of Inclusion, Equity, and Diversity. Diversity Matters, Issue 16. https://us18.campaign-archive.com/?e=test_email_&u=0f640ec983779973122a5577b&id=91b20dc3fb, accessed December 29, 2022.

August 2022

- A featured essay titled **Racial Disparities and Paid Parental Leave Access**⁴⁷ states that DEI “cannot be achieved” when paid family and medical leave benefits are limited.

Racial Disparities and Paid Parental Leave Access

Written by Abigail Caritan

Racial disparities in access to paid family and medical leave are significant in today’s workplace culture. The push to Diversity, Equity, and Inclusion cannot be achieved when employers and states limit paid family and medical leave benefits that can financially help growing families or families with immediate medical needs. These limitations are increasing the gap between racial and ethnic groups furthering our nation into a system of inequalities.

Figure 19. From “Diversity Matters,” Issue 12 (August 2022).

September 2021

- **Strategies for Diversifying Faculty Hiring** provides instructions to include “at least one diversity, equity, and inclusion question” during final candidate interviews.⁴⁸

Strategies for Diversifying Faculty Hiring Final Interviews and Selection

Once all candidates have been interviewed, the search committee should collectively evaluate each candidate based on the previously identified required and preferred qualifications to create a “short list” of candidates that will be invited for a final interview. Develop questions to further assess each candidate’s qualifications, making sure to include at least one diversity, equity, and inclusion question. The search committee should be cautious of personal biases throughout the interview process.

Figure 20. From “Diversity Matters,” Issue 3 (September 2021).

July/August 2020

- The article titled **White Coats for Black Lives: Demonstration of Solidarity Held at UTHSC** describes the June 5, 2020, demonstration that was organized in cooperation with the Bluff City Medical Society. Quotes from attendees included:

47 Caritan A. Racial disparities and paid parental leave access. https://mcusercontent.com/0f640ec983779973122a5577b/files/a1dd5226-1419-a8bc-522f-4b5d35503ce2/ABIGAIL_CARITAN_Racial_Disparities_and_Paid_Leave.pdf, accessed December 29, 2022.

48 UTHSC Office of Inclusion, Equity, and Diversity. Diversity Matters, Issue 3. <https://us18.campaign-archive.com/?e=%5bUNIQID%5d&u=0f640ec983779973122a5577b&id=c190d9e496>, accessed December 29, 2022.

- » “Today, you have begun the fight toward the biggest health pandemic of our lifetime, which is racism,” said Keith Norman, vice president of Government Affairs for Baptist Memorial Health Care. “Racism is a public health crisis. Give yourself a hand for being a part of the solution.”
- » *People are looking for change, said Elizabeth Clayton, also a second-year medical student. “We have to break down institutional racism that exists through prejudicial attitudes and discriminatory behaviors in our justice system, health care system, educational system, and all forms of media,” she said. “This does not stop at this protest. We must continue to examine our own hearts and minds. We must continue to hold each other accountable and continue to have uncomfortable conversations, if we’re to create new systems that benefit everyone.”*⁴⁹



“WHITE COATS FOR BLACK LIVES”

DEMONSTRATION OF SOLIDARITY HELD AT UTHSC

Written by Peggy Reisser

Several hundred students, physicians, health care and hospital workers, and community supporters gathered at the University of Tennessee Health Science Center on Friday, June 5, for a display of solidarity themed “White Coats for Black Lives.”

The peaceful protest was organized by UTHSC medical students and residents and the Bluff City Medical Society. It began with the crowd kneeling silently for 8 minutes and 46 seconds to commemorate the time George Floyd was pinned down by police and unable to breathe before he died on Memorial Day in Minneapolis.

Figure 21. From “Diversity Matters, July-August 2020 issue

OIED Notes

OIED Notes, a newsletter published by the Office of Inclusion, Equity, and Diversity, outlines other DEI initiatives and resources available at UTHSC.⁵⁰

- **Student Social Justice and Diversity Healthcare Leadership Award: Recipients of this award receive a \$500 stipend toward professional development in the areas of social justice activism, implicit bias, or other DEI-related topic.**⁵¹

49 UTHSC Office of Equity and Diversity. Diversity Matters, July/August 2020 issue. https://issuu.com/uthsc/docs/final_oed_july-august_2020_diversity_matters_news1, accessed December 29, 2022.

50 UTHSC Office of Inclusion, Equity, and Diversity. OIED notes. <https://uthsc.edu/oied/documents/diversity-and-inclusion-handout.pdf>, accessed December 27, 2022.

51 UTHSC Office of Inclusion, Equity, and Diversity. Student social justice and diversity healthcare leadership award. <https://www.uthsc.edu/oied/awards-achievement/social-justice-recognition-award.php>, accessed December 28, 2022.

- **Student Organizations:** UTHSC sponsors several student organizations for racial, ethnic, gender, and sexual identity groups.
- **College Departments and Academic Programs:** The OIED promotes DEI efforts within multiple UTHSC programs.
 - » *Moving Forward Committee:* This committee calls for “a more equity and inclusive community of belonging” at the UTHSC College of Dentistry.⁵²
 - » *Equity, Inclusivity, and Diversity Advisory Board:* The UTHSC College of Pharmacy formed this board to address three strategic goals that address recruitment, retention, and promotion of diverse faculty and staff; creation of an infrastructure to drive DEI; and work to “promote diversity awareness in all its forms.”⁵³
- **Strategic planning:** UTHSC is holding town hall meetings and accepting feedback from faculty/staff, students, residents, and alumni for its 2023-2028 strategic plan “with updated mission, vision, and values.” Each of the “UTHSC Strategic Pillars” and the related topics for each one has its own strategic planning workgroup, including the *Diversity, Equity, and Inclusion Workgroup*.⁵⁴



Figure 22. From “OIED Notes.”

52 UTHSC College of Dentistry. Moving forward committee. <https://www.uthsc.edu/dentistry/moving-forward/index.php>, accessed December 28, 2022.

53 UTHSC College of Pharmacy. Equity, inclusivity, and diversity. <https://www.uthsc.edu/pharmacy/eid/index.php>, accessed December 28, 2022.

54 The University of Tennessee Health Science Center. Strategic planning 2023-28. <https://www.uthsc.edu/about/strategic-plan/strategic-planning-2023-28.php>, accessed December 28, 2022.

The strategic plan for the UTHSC College of Medicine follows the same basic four categories of education, clinical, service, and research. Proposals in the plan include educating students in “disparities and social determinants of health;” matching scholarships “offered by other schools that lure our diversity applicants away;” using holistic admissions metrics to ensure student diversity; holding “racism/social justice discussions;” and developing strategies to recruit and retain a diverse faculty. The term “diversity” is mentioned 29 times throughout the document.⁵⁵

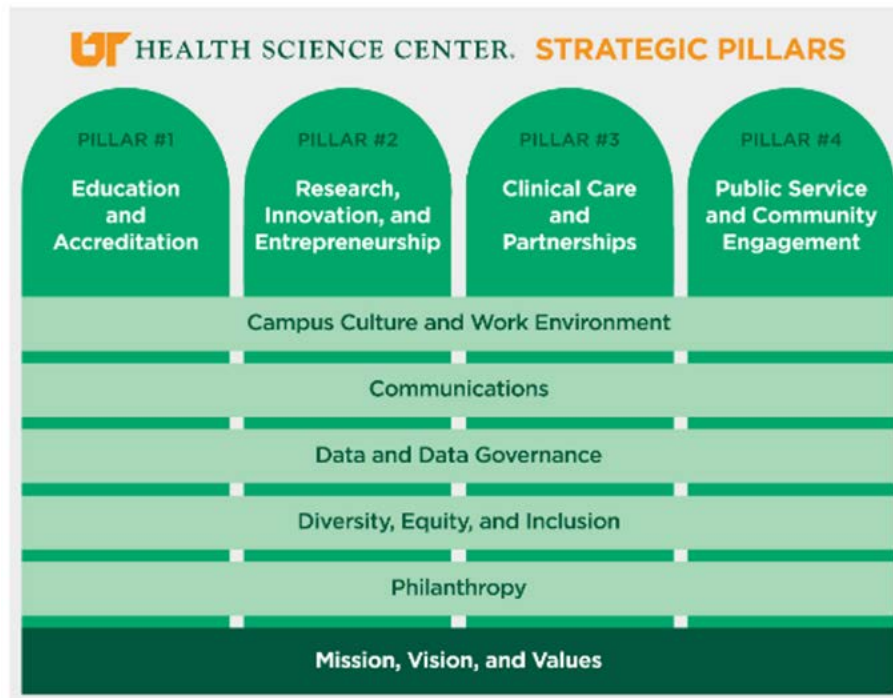


Figure 23. From the UTHSC Strategic Plan, 2023-2028.

UTHSC College of Medicine Office of Diversity and Inclusion

The UTHSC College of Medicine maintains its own Office of Diversity and Inclusion to align with the Association of American Medical Colleges (AAMC) *Collective Action Initiative on Advancing Diversity, Equity, and Inclusion*. “The AAMC will create a report of the aggregated national data for this initiative,” states Dr. Claudette Jones Shephard, associate dean of diversity and inclusion. UTHSC College of Medicine’s participation in this initiative will “support our efforts to be a diverse, equitable, and inclusive institution,” Dr. Shephard says. This office also has a 28-member Council on Inclusion and Diversity and hosts the *Advancing Women in Academic Medicine* task force to analyze equity in recruiting and promotion.⁵⁶

⁵⁵ UTHSC College of Medicine. College of Medicine strategic plan 2020-2025. <https://uthsc.edu/medicine/documents/com-strategic-plan-2020-2025-master-jan-2022.pdf>, accessed December 28, 2022.

⁵⁶ UTHSC College of Medicine. Inclusion, equity, and diversity. <https://www.uthsc.edu/medicine/ied/index.php>, accessed December 28, 2022.

UTHSC Library

The UTHSC Health Sciences Library contains a selection of resources for medical students, including multiple research guides.⁵⁷ The Inclusion, Equity, and Diversity Resource Guide houses a collection of DEI-related databases, e-books, e-journals, and videos.⁵⁸ **A brief look at the e-books section demonstrates how the indoctrination of medical students begins before they even start their training.** The book *Fatal Intervention: How Science, Politics, and Big Business Re-create Race in the Twenty-First Century*, by Dorothy Roberts, is the first entry under the “Incoming M1 Summer Reading 2021.”⁵⁹

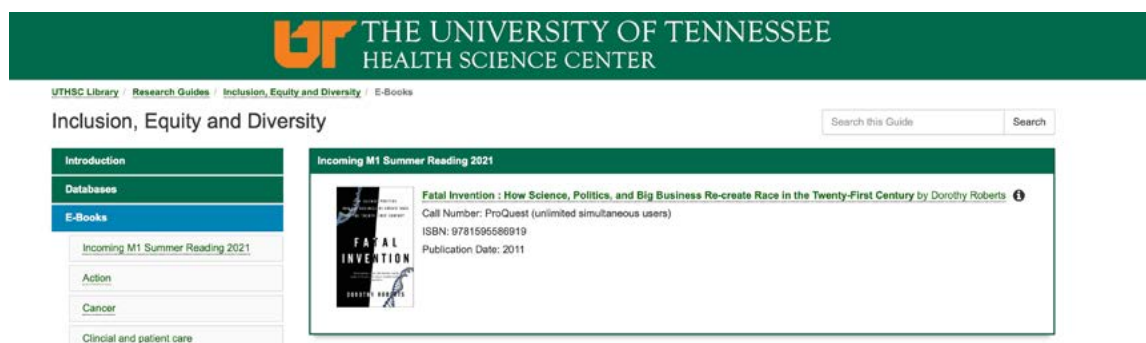


Figure 24. UTHSC Library Inclusion, Equity, and Diversity e-books.

An online description of this book reads, in part, as follows:

An incisive, groundbreaking book that examines how a biological concept of race is a myth that promotes inequality in a supposedly “post-racial” era. Though the Human Genome Project proved that human beings are not naturally divided by race, the emerging fields of personalized medicine, reproductive technologies, genetic genealogy, and DNA databanks are attempting to resuscitate race as a biological category written in our genes. This groundbreaking book by legal scholar and social critic Dorothy Roberts examines how the myth of race as a biological concept—revived by purportedly cutting-edge science, race-specific drugs, genetic testing, and DNA databases—continues to undermine a just society and promote inequality in a supposedly “post-racial” era.⁶⁰

⁵⁷ UTHSC Library. UTHSC health sciences library research guides. <https://libguides.uthsc.edu/researchguides>, accessed December 29, 2022.

⁵⁸ UTHSC Library. Research guides: Inclusion, equity, and diversity: Introduction. <https://libguides.uthsc.edu/ied>, accessed December 29, 2022.

⁵⁹ UTHSC Library Research Guides. Inclusion, equity, and diversity: E-books. <https://libguides.uthsc.edu/ied/ebooks>, accessed December 29, 2022.

⁶⁰ CalTech Library. Fatal intervention: How science, politics, and big business re-create race in the twenty-first century: Description. <https://caltech.overdrive.com/media/602730>, accessed December 29, 2022.

Dorothy Roberts is a professor of law and civil rights at the University of Pennsylvania and is the director of the Penn Program on Race, Science, and Society in the Center for Africana Studies.⁶¹

EAST TENNESSEE STATE UNIVERSITY JAMES H. QUILLEN COLLEGE OF MEDICINE

The East Tennessee State University (ETSU) Quillen College of Medicine in Johnson City is ranked #95-124 among research medical schools and #65 for primary care medical schools by U.S. News & World Report.⁶² **The Quillen College of Medicine, or QCOM, claims a 1:1 student-to-faculty ratio, 100% residency placement, and “diversity of people and thought.”** Quillen’s clinical practice offerings involve more than 40 medical specialties, as well as affiliations with St. Jude Children’s Research Hospital and the Vanderbilt Ingram Cancer Center Network.⁶³

Quillen College of Medicine Admissions

The Admissions Committee says it values experiences and activities that reflect an understanding of “ethics and cultural awareness.” Applicants, it says, are reviewed under the “holistic review concept.”⁶⁴

The college’s commitment to the holistic review process and the DEI agenda is apparent in one of its secondary interview questions:

Social justice, systemic racism, and equity for all have been at the forefront of national conversations. Quillen College of Medicine recognizes that many barriers still exist for persons of color and those from historically underrepresented communities. As a physician you will have opportunities to foster an environment of change for your patients and community. Please

61 Penn Carey Law at the University of Pennsylvania. Dorothy E. Roberts: George A. Weiss University Professor of Law and Sociology and the Raymond Pace and Sadie Tanner Mossell Alexander Professor of Civil Rights. <https://www.law.upenn.edu/faculty/roberts/>, accessed December 29, 2022.

62 U.S. News & World Report. East Tennessee State University (Quillen). <https://premium.usnews.com/best-graduate-schools/top-medical-schools/east-tennessee-state-university-04106>, accessed December 29, 2022.

63 East Tennessee State University. Quillen College of Medicine. <https://www.etsu.edu/com/>, accessed December 29, 2022.

64 East Tennessee State University. Quillen College of Medicine admission requirements. <https://www.etsu.edu/com/sa/admissions/requirements/academic-requirements.php>, accessed December 29, 2022.

*share with us your reflections on how your life experiences have impacted the development of your values and attitudes toward others, particularly those with backgrounds or values different from your own.*⁶⁵

Council of Diversity and Inclusion

New medical students are soon introduced to the woke agenda of the school. **The Council of Diversity and Inclusion leads the school's DEI initiatives within the offices of Admissions and Student Services, Medical Student Education, Graduate Medical Education, and Faculty Affairs.**⁶⁶ In addition to developing initiatives and practices to promote diversity, the diversity council works to:

- Manage the institutional diversity plan
- Collect data and monitor metrics to ensure that QCOM reaches diversity goals
- Identify opportunities to “enhance diversity” in recruitment and retention efforts
- “Coordinate activities with university diversity/affirmative action programs”⁶⁷

The school's position on diversity in pipeline programs and recruitment is clearly expressed in the official expectations for the council. **The Quillen College of Medicine Diversity and Inclusion Policy (ADMIN-0812-19)**⁶⁸ invokes the guidelines of the Liaison Committee on Medical Education (LCME) and the Association of American Medical Colleges (AAMC) in its pursuit of “mission-appropriate diversity outcomes” and efforts to define who is “underrepresented in medicine.” Its “Diversity Areas of Focus” includes diversity in pipeline programs and student recruitment; student support and retention; curriculum content and educational activities; and faculty/staff diversity. While QCOM has not set “strict numeric goals” for its DEI programs, this policy does state that the college will document and track data related to its diversity goals.

⁶⁵ ProspectiveDoctor.com. East Tennessee State James H. Quillen College of Medicine secondary questions.

⁶⁶ ETSU Quillen College of Medicine. Council of diversity and inclusion. <https://www.etsu.edu/com/cdi/>, accessed December 29, 2022.

⁶⁷ ETSU Quillen College of Medicine. Council of diversity and inclusion: Mission. <https://www.etsu.edu/com/cdi/about/mission.php>, accessed December 29, 2022.

⁶⁸ ETSU Quillen College of Medicine. Quillen College of Medicine Diversity and Inclusion Policy (ADMIN-0812-19), effective October 2020. https://www.etsu.edu/com/cdi/documents/qcomdiversityandinclusionpolicyadmin_081219_82021.pdf, accessed December 30, 2022.

3.3 Diversity/Pipeline Programs and Partnerships: A medical school has effective policies and practices in place, and engages in ongoing, systematic, and focused recruitment and retention activities, to achieve mission-appropriate diversity outcomes among its students, faculty, senior administrative staff, and other relevant members of its academic community. These activities include the use of programs and/or partnerships aimed at achieving diversity among qualified applicants for medical school admission and the evaluation of program and partnership outcomes.

and

3.4 Anti-Discrimination Policy: A medical school does not discriminate on the basis of age, creed, gender identity, national origin, race, sex, or sexual orientation.

This policy reflects and interprets the guidance of the AAMC regarding the concept of underrepresentation in medicine. As of 2003, the AAMC no longer identifies specific populations as underrepresented or as minorities, but instead indicates that "Race and ethnicity can be one element of a total picture among other components, such

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Policy Name: Quillen College of Medicine Diversity and Inclusion Policy

as personal attributes, experiential factors, and demographics." As a result, we have defined our diversity and inclusion goals not only around specific racial/ethnic minorities which are historically underrepresented in medicine, but to include the additional mission-critical elements of representation of socioeconomic/educational background and military/veteran status.

Figure 25. From the ETSU Quillen College of Medicine Diversity and Inclusion Policy.

A. Pipeline Programs and Student Diversity in Recruitment and Admissions

The Quillen College of Medicine has selected the following as diversity value-added categories for pipeline programs and student recruitment and admissions:

1. Historically Underrepresented Minorities in Medicine:

The Quillen College of Medicine recognizes the importance of increasing the number of historically underrepresented minorities in medicine applying to, enrolling in, and graduating from medical school. Although the AAMC has accepted broader definitions, underrepresented populations have historically been defined as comprising: African Americans, Hispanic/Latinx Americans, Native Americans (including American Indians, Alaska Natives, and Native Hawaiians), and mainland Puerto Ricans. QCOM's location - Johnson City, TN - per the 2010 Census has a population comprising 86.9% white, 6.6% Black or African American, 2.0% Asian, and 0.3% Native American or Alaskan Native. The 2010 Census also reports a Hispanic/Latinx population of 4.2% (2.6% Mexican American). These demographics present significant challenges for recruiting a diverse student population, but suggest that QCOM's most likely areas for successful recruitment lie in increasing its Black/African American and Hispanic/Latinx populations. Women, while historically underrepresented in medicine, make up nearly half of current QCOM entering classes and thus only modest gains are needed to achieve representational equity; however, effort is needed regarding ensuring women students' equitable access to the pursuit of all medical specialties and in recruiting women faculty and staff in order to enhance the success of pipeline programs in attracting women as students. Quillen's current categories for data collection and monitoring in historically underrepresented populations are women, Black/African American, Hispanic or Latinx, Native American, other non-Black and non-native People of Color (POC), and multiracial persons.

2. Recruitment and retention of faculty from other groups which are historically underrepresented in medicine and/or experience broad societal exclusion/discrimination

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Policy Name: Quillen College of Medicine Diversity and Inclusion Policy

QCOM recognizes the value of a diverse faculty body representing dimensions of diversity to include race/ethnicity and other factors, which provides support and role modeling for the educational and social experiences of a diverse student body. Faculty recruits have unique opportunities to shape the long-term institutional culture and to provide critical mentoring to underrepresented/minority students. Our efforts to recruit and retain a diverse faculty parallel the underrepresentation in the student body. We also recognize the value of a broader approach to diverse faculty to include the dimensions of age, religion, national origin, disability, sexual orientation, and gender identity reflected in our institutional policies. For data collection and monitoring purposes, categories are the same as for students including: women; other groups historically underrepresented in medicine (Black/African American, Hispanic/Latinx, Native American/Indigenous, Other POC, multiracial); Military Service Background; Disadvantaged Socioeconomic Background.

Regarding items 1 and 2 above, we also recognize that a diverse faculty can provide valuable perspectives to inform inclusive, insightful, and meaningful curricular activities that explicitly engage cultural awareness, systemic and socioeconomic barriers to care, and the experiences of diverse patients.

Figure 26. From the ETSU Quillen College of Medicine Diversity and Inclusion Policy.

The QCOM policy also cites relevant ETSU policies, such as *Employment Opportunity, Affirmative Action, and Discrimination* (ETSU PPP-04) and *Guidelines for Filling Faculty, Administrative, and Clerical/Support Vacancies* (ETSU PPP-35). In these policies, ETSU “reaffirms its commitment” to affirmative action.

The policies of our broader institution, East Tennessee State University (ETSU), also guide our approach to inclusion, diversity, and non-discrimination. ETSU PPP-04 Employment Opportunity, Affirmative Action and Discrimination (<http://www.etsu.edu/humanres/relations/ppp04.php>) provides the following statement of policy:

ETSU will not discriminate against any employee or applicant for employment because of race, color, religion, ethnic or national origin, sex, disability, age, veteran status, or sexual orientation/gender identity. Similarly, the University shall not, on the basis of a protected status, subject any student to discrimination under any educational program. No student shall be discriminatorily excluded from participation in nor denied the benefits of any educational program on the basis of a protected status. ETSU specifically finds that diversity of students, faculty, administrators and staff is a crucial element of the educational process and reaffirms its commitment to enhancing education through affirmative action to increase diversity at all levels.

This policy (PPP-04) further outlines relevant procedures and administrative responsibilities to ensure compliance and the promotion of diversity and non-discrimination. An additional policy (PPP-35; <http://www.etsu.edu/humanres/relations/ppp-35.php>) defines responsibilities during hiring processes and explicitly addresses equal opportunity, affirmative action, and related procedures which include review of faculty/staff recruitment plans and candidate pools by the Office of Equity and Diversity.

Figure 27. From the ETSU Quillen College of Medicine Diversity and Inclusion Policy.

The links on the QCOM website to these ETSU policies are broken, and alternative methods to locate them in various pages on the ETSU website (such as the university council transition workbook,⁶⁹ HR Policies and Procedures,⁷⁰ and University Policies and Administrative Rules⁷¹ search functions) failed to locate them.

MD Curriculum

QCOM says its Vision of the Quillen Physician includes producing servant leaders who will advocate “for those disadvantaged by the current healthcare system.” ***The Guiding Principles of the Quillen MD Curriculum include improving patient care, “especially by considering social and cultural contexts,” and seeking “to reduce bias when possible and promote health equity for all.”***⁷² A presentation on a new curriculum known as TRAILS (Team-based Rural Applied Integrated Learning System) clearly stated the school’s dedication to indoctrinating medical students in the health equity agenda. The college, as one slide puts it, has an “Underserved Medicine Mission.” Specifically, students are told that the healthcare system “can either mitigate or exacerbate disadvantage.”⁷³

69 Eastern Tennessee State University. Untitled document. <https://www.etsu.edu/universitycouncil/documents/interim-documents/transition-workbook.pdf>, accessed December 30, 2022.

70 Eastern Tennessee State University. HR policies and procedures. <https://www.etsu.edu/human-resources/hrpolicies.php>, accessed December 30, 2022.

71 Eastern Tennessee State University. University policies A-Z. <https://www.etsu.edu/policies/university-policies-administrative-rule.php>, accessed December 30, 2022.

72 Eastern Tennessee State University. MD curriculum. <https://www.etsu.edu/com/acadaffairs/md-curriculum/overview.php>, accessed January 16, 2023.

73 ETSU Quillen College of Medicine. New Quillen curriculum: TRAILS. https://www.etsu.edu/com/acadaffairs/documents/curriculumtransformation_updateoctober2021_slides.pdf, accessed January 16, 2023.



Figure 28. From “Introducing the Trails Curriculum at Quillen” (October 20, 2021).

Medical Student Education Committee (MSEC)

QCOM has a Medical Student Education Committee (MSEC), which is responsible for the overall design, implementation, and management of the medical curriculum, as stated in the Liaison Committee on Medical Education (LCME) Standard Element 1.1.⁷⁴ The school also has an LCME Continuous Quality Improvement plan to address the LCME Standards and Elements at various times of the year.

During the September 2022 meeting of the MSEC, participants discussed LCME Element 3.5, Learning Element/Professionalism. Dr. Ken Olive, associate dean for accreditation compliance, presented data from various AAMC questionnaires and end-of-program evaluations. **According to the minutes, the “biggest challenge is the second year,” with 25% of M2 students saying they “may not have attended medical school if they had the chance to relook at it.”** The reasons they give include practices and values that need improvements: “respect for diversity,” “providing student feedback,” “nurturing students as people,” “showing empathy and respect,” and “using professional language.” The education committee recommended “faculty development sessions in these areas” to address the concerns.⁷⁵

⁷⁴ Eastern Tennessee State University. Medical student education committee. <https://www.etsu.edu/com/msec/>, accessed January 16, 2023.

⁷⁵ ETSU Quillen College of Medicine. Medical student education committee meeting minutes (September 20, 2022). <https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.etsu.edu%2Fcom%2Fmsec%2Fdocuments%2Fmsecminutes09202022approved10182022.docx&wdOrigin=BROWSELINK>, accessed January 16, 2023.

Dr. Olive reviewed data from the AAMC Graduation Questionnaire 2022, AAMC Year 2 Questionnaire 2021, M1 end-of-course evaluations, M3 end-of-clerkship evaluations, M4 ambulatory selectives, M4 sub-internship selectives, M4 critical care selectives, M4 electives, and retrospective surveys. Dr. Olive stated that overall, our learning environment is healthy. Dr. Olive noted that the biggest challenge is the second year with 25% of M2 students stating they may not have attended medical school if they had the chance to relook at it. Some areas that need improvement are: respect for diversity, providing student feedback, nurturing students as people, showing empathy and respect, and using professional language.

Figure 29. From the September 20, 2022 Medical Student Education Committee meeting.

Meharry Medical College

Meharry Medical College (MMC) in Nashville, a private historically black college, is unranked by U.S. News & World Report.⁷⁶ MMC has a School of Medicine, a School of Dentistry, and a Center for the Study of Social Determinants of Health. Its mission is to advance health equity and has a core value of “equity with inclusion.” **MMC has a vision to “be a leader in data-driven, health equity-focused research.”**⁷⁷

School of Medicine

The MMC School of Medicine (SOM) is accredited by the Liaison Committee on Medical Education (LCME), but it is currently on probationary status “to address some notable areas of concern.” The issues are not listed in the school’s Statement on LCME Probation webpage, but MMC says it is committed to transparency and communication with faculty, staff, students, and supporters.⁷⁸

MMC Policies

The first policy in the list for MMCSOM students is the **School of Medicine Diversity Policy**. “The purpose of this policy,” the document says, “is to align our diversity policy at Meharry Medical College School of Medicine, which pledges to offer a unique, quality, health science education to students of diverse origins, especially African Americans.” It focuses on diversifying the healthcare workforce through “the recruitment, retention, and promotion of African American students, faculty, and staff.”⁷⁹ The same document is listed in the *Faculty Policies* section of the School of Medicine Policies page.⁸⁰

76 U.S. News & World Report. Meharry Medical College medical school overview. <https://www.usnews.com/best-graduate-schools/top-medical-schools/meharry-medical-college-04107>, accessed January 16, 2023.

77 Meharry Medical College. Mission & vision. <https://home.mmc.edu/about/mission-vision/>, accessed January 16, 2023.

78 Meharry Medical College. Statement on LCME probation. <https://home.mmc.edu/school-of-medicine/accreditation/statement-on-lcme-probation/>, accessed January 16, 2023.

79 Meharry Medical College. POLICIES: Diversity policy (effective April 26, 2021). <https://home.mmc.edu/wp-content/uploads/2021/09/Diversity-Policy-1.pdf>, accessed January 17, 2023.

80 Meharry Medical College. School of Medicine policies. <https://home.mmc.edu/school-of-medicine/policies/>, accessed January 17, 2023.

<p>PROCEDURE:</p> <p>The School of Medicine (SOM) will make efforts to diversify the healthcare workforce with more African Americans by the recruitment, retention, and promotion of African American students, faculty, and staff.</p> <p>All departments in the SOM will identify processes and programs to achieve the goals of the college, particularly as they pertain to faculty, staff, and students in each department.</p> <p>Recruitment - Recruitment initiatives and programs developed to meet the priorities and mission of the SOM will use metrics to monitor success and make improvement as needed.</p>

Figure 30. From Meharry Medical College Diversity Policy.

Research & Innovation

MMC states it is “rigorously pursuing excellence” in its “research and innovation enterprise,” which it conducts in collaboration with “federal, corporate, and institutional partners.” MMC states its investigators are examining the “scientific, environmental, and social factors” that have a disproportionate effect on minority health. **The project is “prioritizing pre-clinical equity upstream to reduce healthcare disparities downstream.”**⁸¹

Rigorously Pursuing Excellence Meharry Medical College’s Research and Innovation Enterprise

Meharry Medical College exists to improve the well-being of humankind and empower diverse underserved populations by advancing health equity through research, education, health services and policy leadership.

We are transforming research to align micro to macro scales of inquiry, prioritizing pre-clinical equity upstream to reduce health care disparities downstream. Our goal is to increase healthspan, not merely lifespan. **The more ease and order we promote, the more disease and disorder we prevent.**

Figure 31. MMC Office for Research and Innovation.

Bloomberg Scholarship Fund

There is a Bloomberg Scholarship Fund at MMC, whose objective is to “To disrupt the current inequities in our healthcare and economic systems to increase the number of Black doctors.” The fund provides up to \$100,000 in student debt relief to awardees. Students are not required to apply, as the scholarship committee determines eligibility of current students based on “demographic information obtained during the Admissions process.”

⁸¹ MMC Research & Innovation. Rigorously pursuing excellence: Meharry Medical College’s research and innovation enterprise. <https://www.meharryresearch.org/#somres>, accessed January 17, 2023.

DEBUSK COLLEGE OF OSTEOPATHIC MEDICINE AT LINCOLN MEMORIAL UNIVERSITY

DeBusk College of Osteopathic Medicine (DCOM) at Lincoln Memorial University in Harrogate is ranked #95-124 for research and primary care by U.S. News & World Report.⁸² The school's diversity statement reports that diversity, equity, and inclusion "are important concepts that govern how LMU-DCOM operates." Assistant Dean Beverly S. Hamilton, Ph.D., runs the LMU-DCOM Office of Diversity, Equity, and Inclusion and its Diversity and Inclusion committee. This office also sponsors monthly DEI-related events, which it promotes by posting infographics on its homepage. One such posting included a photo of people carrying signs with slogans such as "Demilitarize the Police" and Black Lives Matter."⁸³



Figure 32. DCOM February 2023 diversity events.

82 U.S. News & World Report. Lincoln Memorial University (DeBusk). <https://premium.usnews.com/best-graduate-schools/top-medical-schools/lincoln-memorial-university-04153>, accessed January 17, 2023.

83 DeBusk College of Osteopathic Medicine. Diversity statement: Office of Diversity, Equity, & Inclusion. <https://www.lmunet.edu/debusk-college-of-osteopathic-medicine/do/about/dcom-diversity-statement#stats>, access January 17, 2023.

The Office of Diversity, Equity, & Inclusion provides links to external resources for anti-racism and social justice, as well as DEI-related podcasts:

- New England Journal of Medicine's *Race and Medicine* collection, which “reflects NEJM’s commitment to understanding and combating racism as a public health and human rights crisis” and “commitment to antiracism.”⁸⁴
- **The Diversity Gap podcast,⁸⁵ with episodes such as *Mindful Anti-Racism with Faitth Brooks* and *Interrogating White Racial Identity and Practicing Antiracism with Jenny Potter*.**
- *Vital Voices: Taking Action on Harmful Bias and Discrimination in Clinical Learning Environments*, published by the Josiah Macy Jr. Foundation.⁸⁶

CONCLUSION

As this report has shown, the ideology of DEI has found a home in the medical schools of Tennessee. Students are told that it is not enough for them to provide the best medical care possible to their patients. Indeed, medical care has been redefined to include fighting structural racism and establishing racial equity—or more honestly, statistical equality across demographic groups—in all fields of life.

The ideology of DEI shapes the medical school experience in many ways. During the admissions process, would-be medical practitioners are introduced to the idea that they are expected to become DEI advocates. They are encouraged, during orientation week, to huddle together in ethnic or other affinity groups. A small village of offices, assistant deans and officers tells students that participating in their agenda is not only a good thing, but essential. One might be excused for thinking that remaking society and personal attitudes is the goal of a medical education, rather than understanding sickness, wellness, and care for the human body.

Policymakers have a choice. They can ignore the ways that DEI is reshaping medical education, or they can pay attention. They can do nothing, or they can respond. In a recent reflection on the state of wokeness invading many sectors of American society, Nashville native and Vanderbilt University Law School graduate Clay Travis said:

⁸⁴ New England Journal of Medicine. Race and medicine. <https://www.nejm.org/race-and-medicine>, accessed January 17, 2023.

⁸⁵ The Diversity Gap, LLC.

⁸⁶ Josiah Macy Jr. Foundation. Taking action on harmful bias and discrimination in clinical learning environments. <https://macyfoundation.org/news-and-commentary/taking-action-on-harmful-bias-and-discrimination-in-clinical-learning-environments>, accessed January 17, 2023.

This is happening in many institutions across our country. They bring in these diversity and inclusion people, hidden inside the Trojan horse, right? And then when it takes over the interior of the company, everybody looks around and says, “How did this happen?” Well, you let them inside your doors; you brought them inside the gates of the fortress, and now they are going to run roughshod over all of your protocols, because this is what they do. They attack; they are locusts; they swarm and they destroy from the inside once you allow them to do so.⁸⁷

⁸⁷ Travis C. Clay Travis and Buck Sexton Show podcast: Hour 2, 11:32-12:06, June 21, 2022.



Do No Harm

DONOHARMMEDICINE.ORG
