Diversity Appraisal
Department of Pathology
School of Medicine
University of Washington

The Department of Pathology is a diverse and dynamic organization, one of the best in the country that has had a consistent level of high achievement by it’s faculty, staff and students in pursuit of the missions of the University – teaching, research and service. Our operations are based at the University of Washington School of Medicine, University of Washington Medical Center (UWMC), Harborview Medical Center (HMC) and the Seattle Cancer Care Alliance (SCCA). Faculty of the Department of Pathology are also located at Children’s Hospital Medical Center, Puget Sound Veterans Affairs Medical Center and the Fred Hutchinson Cancer Research Center. Faculty at all of these sites are engaged in clinical service, research and teaching. The training programs include: residency training, graduate training leading to the Ph.D., and the Medical Scientist Training Program (MD/PhD). We are committed to diversity within the department and in all of our training programs and welcome this opportunity to critically evaluate our efforts.

1. Trainee and Student Access and Opportunities

The Department of Pathology proactively recruits women and under-represented minorities to our Graduate and Residency Training Programs. We provide open access to our Residency and Graduate Program faculty, students and staff, creating informative public information materials (www.pathology.washington.edu/academics) and are a dedicated participant of the university’s outreach efforts. Combined, these efforts create a climate of inclusion, ensuring that there are no roadblocks for prospective students and trainees to interact with the department faculty. The success of this approach is reflected by the demographic make up of our current resident and PhD candidates and recent graduates of the programs.

Efforts to under-represented minority graduate students include, but are not limited to the following: participation in the annual Graduate Opportunities & Minority Achievement Program (GO-MAP) Graduate School Fair; involvement in the development and distribution of the Biomedical Research Programs’ marketing materials specifically designed to recruit under-represented minorities; and most recently, hosting a BRIDGES 4 (Biomedical Research Identification of Graduate Education Successful Student Support Services) undergraduate student during a three-month summer internship in one of the our research labs. The Department’s involvement in the BRIDGES 4 program was especially satisfying in that a BRIDGES 4 student received one of the awards at the Graduate Program poster contest at the annual Department of Pathology Retreat. He was a tremendous addition to the Dr. Robert Hevner’s laboratory, which is dedicated to the study of brain development and its abnormalities. Based on the successful partnership with the BRIDGES 4 program last year, the Department is looking forward to hosting at least two BRIDGES 4 students this summer.

2. Student Development and Retention

The Pathology Graduate Program secures tuition and stipend support for the first year of study. During subsequent years, each student's Thesis Advisor has responsibility for arranging this support. The graduate program is designed to provide students with the training necessary to study the cellular and molecular mechanisms of disease. The department helps students obtain financial support in the form of research training fellowships from National Institutes of Health training grants, individual faculty research grants, and through University allocations to the department for teaching support. In the past, Pathology graduate students have been supported throughout their course of study.
In order to create a sense of program identity, to enhance interactions between students and faculty, improve communication skills, and optimize the student experience in the program, Pathology graduate students participate in the following:

**Entering students/first year.**
New graduate students first meet their future peers at the admission recruitment dinner. We rent a room at a local restaurant and invite all current graduate students to attend (most do) along with the top applicants to the grad program. In addition to providing a means for potential new students to meet and talk to existing students, it serves as a venue for general student bonding/socializing.

Once a student has been accepted into the program, we ask that they attend the graduate student retreat that is held just before autumn quarter begins (see below). The retreat allows the new students to hear about the research projects of students in the senior classes and provides another opportunity for them to meet and socialize with their new peers.

The students remain as a group through the remaining 5 quarters of required Pathology courses in mechanisms of disease. These are small classes and the new students get to know one another very well. Pathology graduate students are required to complete three 1–quarter research projects (PATH 551, Laboratory Rotations) during the first year. These rotations serve three goals: They ensure that each student will have a substantial familiarity with at least three areas of research in the department. They allow a trial period prior to choice of a final lab for thesis research. They ensure that each student has personal contacts in at least 3 labs that will facilitate later social interactions and scientific discussion/help.

**Student interactions in subsequent years**
Twice a year (end of winter and end of summer quarters) all Pathology graduate students are required to attend the “graduate student retreat” at the UW Waterfront Activities Center or similar venue. These retreats are organized like conferences, with presentations and catered lunch (pizza). At the winter retreat, senior students present their research. At the summer retreat the more junior students present. Students are chosen to chair the two sessions into which each program is divided. The program director (Dan Bowen-Pope) opens the retreat with a discussion of current graduate program concerns and issues.

Once a year the department has a 2-day retreat to which faculty, graduate students and postdocs are invited. The goal of the department retreat is to promote interaction between all ranks/members of the department. Grad students are encouraged to bring posters of their research projects and to be available to discuss the work during the poster viewing/social sessions. To encourage the grad students to participate in this, a cash prize is offered for the best grad student poster.

Graduate students are also asked to attend the twice-monthly Pathology Presents seminars. This is set up as a 1-credit course (PATH520). Since all Pathology faculty, postdocs and students are encouraged to attend these seminars, this is an additional, recurring, venue for department/program interaction.
3. **Mentoring and career preparation**
During the first year in the Pathology Ph.D. program (until establishing a home lab/thesis advisor) the program director serves as the student’s advisor. After choosing a thesis advisor, that faculty becomes the student’s mentor. Because all graduate students are required to present their research once per year at the graduate student retreats, the program director maintains relatively direct surveillance of the student’s progress.

The Pathology PhD program is devoted to the training of practicing biomedical scientists: individuals who can use the scientific method to ask and answer testable questions about significant biomedical problems. To a large extent, this is accomplished by research apprenticeship in a functioning research lab, supplemented by additional classroom courses. This makes the home lab environment extremely important. The thesis advisor, as chief of the home lab, becomes the most important and most visible example of the practice of academic science. Everyone in the home lab becomes a potential role model, instructor and/or mentor. Almost all Pathology research laboratories include more postdoctoral fellows than graduate students so the graduate students have excellent opportunity to observe and learn from scientists at the next levels of professional development.

3. **Engagement with the External Community**

Similar to the Department’s commitment to providing access and opportunities to women and under-represented minority students, community outreach has also been a featured component of the Department’s recruitment efforts. Most prominently, the department regularly participates in Seattle School District career fairs at various local high schools. The career fairs, while not necessarily promoting the graduate program, are an effective way to expose prospective students, including under-represented minority students to our program. And as has often been the case, the department’s presence at these fairs lead to follow up tours on campus, further engaging the community on a more interpersonal basis.

The Department of Pathology will once again participate in the University of Washington Medical Center’s Open House. In 2002 over 150 high school students alone toured the department’s Autopsy Services facility, receiving a hands on, interactive tour of one of the clinical applications of pathology. For the 2004 UWMC Open House, the Department of Pathology will contact the Office of Minority Affairs to ensure that the tours are open to a wider audience.

4 & 5. **Faculty, Staff, and Administrative Diversity**

Our regular research and clinical faculty consist of 20 women and 42 men from 13 different countries, including Austria, Belgium, Brazil, Bosnia, China, England, Germany, Hungary, India, Israel, Japan, Slovakia, Sweden, and the United States. Over 55% of our Sr. Fellows are women. Our administrative, research and clinical technical staff are comprised of an equally diverse group representing fourteen different countries, 56% of which are women.

6. **Curriculum and Research**

Research within the Department of Pathology receives more support from the National Institutes of Health ($32 million in 2002) than does any other Pathology department in the country. These resources ensure that graduate student research projects are not limited by funding opportunities. The combination of close linkage between basic research and medical insights and strong funding has created a long tradition of training researchers for careers in academia and biotechnology industry.
New Courses: Molecular Basis of Disease. This new series of courses will consist of 8 half-quarter courses offered over a two-year period. Each component course will be 1.5 credits for a total of 12 graded credits from the series. The current rough draft of this course is as follows:

Classes would be in 5-week blocks. Schedule would repeat every 2 years.

Winter 1: Cell injury, cell death (Fausto, S. Schwartz, Murry)
Winter 2: Inflammation, tissue repair (Smith, Alpers, Harlan, Liles, Argenyi, Narayanan, Murry)
Spring 1: Atherosclerosis, ischemia and infarction (S. Schwartz, Raines, Clowes, Bornfeldt, Reidy, Bowen-Pope, Murry)
Spring 2: Infectious disease, immune diseases/transplantation (Smith, Cookson, Alpers, Mullins, McDougall/Galloway, Kiviat, Sale)
Winter 1: Neoplasia (Loeb, Monnat, Swisshelm, Virgin, Rubin, Fausto, Parks, Lawton)
Winter 2: Genetics, developmental diseases (Byers, U. Schwartz, Monnat, Swisshelm, Kapur, Siebert)
Spring 1: Neurodegeneration (Martin, Vincent, Oshima, Jin, Swisshelm)
Spring 2: Aging (Martin, Norwood, Wolf, Rostad)

7. Climate

The Department of Pathology is fully committed to supporting the University’s minority participation and diversity efforts. In addition to the efforts outlined above, the department has made a concerted attempt to establish and maintain an atmosphere conducive to open dialogue and a free exchange of ideas regardless of race, gender, disability, class, sexual identity/orientation, religion, age, ethnicity, culture, region/geography, and indigenous status.