

University of Washington School of Dentistry
Diversity Appraisal
1998-2003

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Abstract *(excerpts from the School of Dentistry’s Mission Statement)*

The University of Washington School of Dentistry is an integral part of the Health Sciences Center, and is an oral health care center of excellence serving the people of the State of Washington and the Pacific Northwest. The School’s primary mission, through educational, research, and service programs, is to prepare students to be competent oral health care professionals. The School’s research programs contribute to the fundamental understanding of biologic processes and to the behavioral, biomedical, and clinical aspects of oral health. The service mission is to improve the health and well-being of the people of the community and the region through outreach programs that are especially attentive to minority and underserved populations.

An integral part of the School of Dentistry’s (SoD) mission is its value of diversity in its students, staff, faculty, and patient populations. The School seeks to foster an environment of mutual respect where objectivity, imaginative inquiry, and the free exchange of ideas can flourish to facilitate personal development, professionalism, and a strong sense of self-worth. These environmental attributes help the SoD attract talented faculty, staff, and student populations, and provide a wide range of opportunities for personal involvement and professional advancement. This appraisal of diversity will review targeted areas that pertain to students, the external community, the administration and staff, and the faculty.

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Student Access and Opportunities

The School of Dentistry's (SoD) primary mission, through educational, research, and service programs, is to prepare students to be competent oral health care professionals. The SoD admits approximately 55 students per year into the 4-year DDS degree program. While the School is committed to providing dental training opportunities for Washington State residents, its geographic location and the limited training dental opportunities for states that do not have dental schools (Alaska, Hawaii, Montana, New Mexico, and Wyoming) make it a regional school as well. The average number of applicants to the UW DDS degree program between 1998 and 2003 was 776 (range = 649-1071). Table 1 (appended document) is a summary of the applicant pool and admissions since the last university-wide appraisal of diversity.

National data reported by the American Dental Education Association indicate that approximately 40% of the entering first year dental school class in the year 2002 were underrepresented minority students (Asian, African American, Hispanic, and Native American/Alaskan Native students making up 24.3, 4.4, 4.9, and 0.4%, respectively, of the cohort). Similar to the national trend, a significant proportion of the SoD's student population is of Asian decent (20-30%). Given this proportion in the SoD's student population (and applicant pool), the School does not consider most Asian ethnicities as minority, with the exception of Pacific Island Natives. African American, Hispanic, and Native American/Alaskan Native students make up a much smaller proportion of the student body, along with Pacific Island Natives, and are thus populations the School is working to increase in the future.

Challenges to diversity at the level of admissions

Given the large number of applicants per year, the SoD does not have an aggressive recruitment program, especially in the State of Washington. Therefore, students from ethnic groups that are underrepresented in the profession are not easily identified for mentoring before they apply, and have limited financial assistance available through scholarships. Given that the SoD is partially supported by the state, priority status is given to residents of Washington and states participating in the Western Interstate Commission for Higher Education (WICHE) program that do not have dental schools (Alaska, Hawaii, Montana, New Mexico, and Wyoming). Approximately 70-75% of each entering class is a Washington State resident. As indicated in Table 1, a small percentage of the total applications received each year are from students of color (approximately 5% per year between 1998 and 2003). The majority of these applicants of color are from non-WICHE states, thus limiting their eligibility for diversity scholarships (described in detail below).

A second challenge to diversity at the SoD is the competitive nature of the admissions process, especially that which is based on academic standings. The average overall and science grade point averages (GPAs) for the SoD class that entered in 2003 were 3.68 and 3.62, respectively. Their Dental Admissions Test (DAT) scores for perceptual ability, reading, and academic average were 21, 22, and 19 (possible scores range from 1 to 30; the standard score of 17 typically signifies average performance on a national basis). Historically, the GPAs and DAT scores of many of the minority applicants have

not been considered as competitive by the School's Admissions Committee when compared to the average of the pool being considered each year.

Initiatives to increase the number of DDS students from underrepresented and disadvantaged groups

Figure 1 (appended document) is a schematic of the kindergarten through dental school recruitment and retention pipeline. This "road map", initially introduced in 2002, identifies the programs and resources used by the SoD to develop interest in dentistry as a career and to enhance diversity. While this report focuses primarily on the School's short-term pipeline (high school and above), long-term programs like "*Dental Camp*" (supported by funds generously provided by the Washington Dental Service Foundation), that is directed at junior high school aged students from the entire State of Washington, have been very successful and have received national attention. The following are some of the important components of the SoD's short-term pipeline to enhance diversity:

- *Appointment of a Director of Educational Partnerships:* A full-time faculty member in the Department of Oral Medicine was appointed by the Dean early in 2003 to this new position. The Director's responsibilities are primarily focused on working with the administration and faculty of the SoD, and the other professional schools of the UW Health Sciences Center to develop and maintain a "pipeline" that will increase the diversity of the students applying and admitted to dental schools, with a particular emphasis on students from Washington State.
- *Establishment of a SoD Multicultural Affairs Task Force:* Chaired by the Director of Educational Partnerships, the Task Force was established by the Dean in 2003 to examine the challenges the School faces in its quest to increase diversity at the level of its students, faculty, and staff, and to make recommendations to the Dean that will impact diversity within the School. Faculty, staff, students, recent alumni, and community practitioners have representation on the Task Force. As its first project, the Task Force is examining diversity at the student level, and plans to make recommendations to the Dean and the School's Administration by the end of 2004. Similar diversity assessment and recommendations will be made of the SoD faculty and staff by the Task Force.
- *Increased mentoring of local pre-dental organizations:* The SoD sponsors a pre-dental club, Delta Delta Sigma. The club meets and conducts various activities throughout the academic year, and is open to students from any school in the Seattle and greater Puget Sound area. Three other pre-dental organizations are also registered on campus: Teaching Ethnic Empowerment Through Health (TEETH), Minority Association of Pre-Health Students (MAPS), and the Middle Eastern, Indian, and Pakistani (MEIP) Mentoring Program. Following initial consultations with Academic Counselors at the UW Undergraduate Advising Center strategies have been developed and implemented that increase the "value" of programs and mentoring experiences between pre-dental organizations and the School. The SoD has reinforced old lines of communications with the more established pre-dental groups on campus and

initiated lines of communication with all of the newer groups. The emphasis of these communications and mentoring opportunities is to make sure students recognize and use the SoD as a resources to guide them toward their career aspirations. SoD faculty and students are actively involved with the pre-dental outreach activities.

- *Pipeline, Practice, and Profession: Community-based Dental Education Grant:* Funded by the Robert Wood Johnson Foundation in 2002, this five-year project is providing resources to the UW SoD and 10 other dental schools to improve access to oral health services by engaging in community-based dental education and by recruiting qualified minority and low-income students. As mentioned above, the School does not have an aggressive recruitment program. Therefore, students from underrepresented populations are not easily identified for mentoring before they apply. One of the ongoing goals of the UW SoD Pipeline Project, through Robert Wood Johnson Foundation funding, is the development of recruitment strategies that will identify underrepresented minority and low-income students interested in dentistry early in their undergraduate experience and mentor them through the academic preparation and dental school application processes.
- *Summer Medical Education Program (SMEP):* SMEP is national academic enrichment program that has traditionally helped promising, highly motivated students gain admission to medical school by preparing them for the competitive medical school admission process. In the summer of 2003, the Robert Wood Johnson Foundation, the program's sponsor, expanded the SMEP curriculum at 2 of the 11 national sites to include a pre-dental component. The SMEP at the UW School of Medicine was one of the two sites. In collaboration with the School of Medicine's Office of Multi-cultural Affairs (OMCA), the SoD was able to provide curriculum expertise and mentoring opportunities to the first cohort of UW SMEP pre-dental students. Of the five students attending the 6-week summer program in 2003, one has been interviewed by the School's Admissions Committee and a decision is pending for admission into the class that will begin in 2004. At least one more student from that cohort is planning to apply to the UW for admission in 2005. In response to the success of the first SMEP pre-dental curricula at the UW and Columbia University (the other selected pilot site), the program will be expanded at both schools in the Summer of 2004. Of all the SMEP graduates who have applied to medical school, 63% have been accepted. While data is not available yet for measuring the effectiveness of the pre-dental curriculum, it is anticipated that a similar acceptance rate at dental schools can be achieved.
- *Collaboration with the School of Medicine's OMCA:* The Director of Educational Partnerships and the Program Coordinator of the *Pipeline, Practice, and Profession: Community-based Dental Education* grant actively collaborate and share resources and "best practices" with the staff of the OMCA. Most importantly, this includes participating in the OMCA's bi-weekly staff meetings at which recruitment and retentions updates and reports are shared between the

two schools and campus organizations like UW Native American Center of Excellence.

- *Participation in Health Sciences Collaborative Access Network on Diversity Outreach (CAN-DO)*: The Director of Health Sciences Minority Student Programs (a component of the UW Office of Minority Affairs) and those involved with recruitment of underrepresented students for the Schools of Medicine, Dentistry, Nursing, Social Work, Public Health, and Pharmacy meet approximately every 2 months to collaborate on pipeline strategies that are directed at K-12 and college-aged students, their parents, and career (guidance counselors).
- *Research Initiative for Scientific Enhancement (RISE)*: The purpose of this National Institute of General Medical Studies/National Institutes of Health (NIGMS/NIH) sponsored program is to enhance the research environment at minority-serving institutions. The overall goal is to increase the interest, skills, and competitiveness of students in their pursuit of biomedical research careers. The SoD has successfully partnered with Heritage College (Toppenish, WA) to assist them in obtaining one of these grants. The NIDCR/NIH has also joined in this partnership. The student population at Heritage College is largely Hispanic and Native American. The UW is working with faculty and academic advisors at Heritage to provide their students with research training opportunities and career mentoring both in Toppenish and in Seattle. Given the success of the RISE grant at Heritage College, the SoD has started to explore similar opportunities at other regional minority serving institutions (Sheldon Jackson College, Sitka, AK; Northwest Indian College, Bellingham, WA; Columbia Basin College, Pasco, WA; Salish Kootenai College, Pablo, MT). By providing oral health-related research opportunities and mentoring to students attending these minority-serving institutions, it is anticipated that they will be more adequately prepared to apply to dental school and be more competitive applicants.
- *Partnerships with the UW Office of Minority Affairs (OMA)*: One barrier to diversity at the SoD that was cited above is the competitive nature of the admissions process, especially that which is based on academic standings. The SoD has started to work with the UW OMA to develop local academic programs to assist underrepresented and disadvantaged students interested in pursuing a career in dentistry. Among the programs currently being planned is a UW-organized DAT prep course, similar to the MCAT prep course that the OMA currently runs through the Instructional Center. The first of these prep courses will hopefully take place during the summer of 2004. Many of the School's faculty have also been supportive of mentoring and research programs sponsored by the Health Sciences-Minority Student Programs (HS-MSP), a component of the UW OMA. In particular, through a NIGMS/NIH-sponsored Initiative for Minority Student Development (IMSD) grant, 4 college students from the UW and across the country interested in dentistry conducted research with SoD faculty between 1998 and 2003. At least 2 of these IMSD-supported students have gone on to attend dental school.

- Scholarships:* The pool of applicants that meet the admissions criteria of the SoD are very talented, and in most cases, have applied to multiple dental schools. The SoD has historically been at a disadvantage for recruiting these students because a number of dental schools are able to offer substantial scholarships. Given the staggering academic-induced debt that a student incurs while pursuing a career in dentistry (average debt of Class of 2003 = \$95,000), the inability of the School to offer any significant scholarships has been a disincentive for minority students to matriculate at the UW. In 2002, the Washington Dental Service (WDS) Foundation agreed to sponsor a \$60,000/4year scholarship each year for a Washington State applicant from an underrepresented racial group that has demonstrated financial need. The agreement stipulates that eligibility will be limited to African American, Hispanic, and Native American/Alaskan Native, and Pacific Island Native applicants. Additionally, the agreement stipulated that by 2004, the School would be able to generate funds to offer a matching scholarship. That requirement has been met. With the awarding of the *Pipeline, Practice, and Profession: Community-based Dental Education grant*, described above, the School was also able to secure \$100,000 in scholarship funds through the American Dental Education Association and the Kellogg Foundation. These scholarship funds are only available to the “pipeline” schools. This scholarship fund will be available throughout the duration of the School’s “pipeline” grant (2007). Collectively, through multiple funding sources, the school is now able to offer scholarships to underrepresented students, and has successfully started awarding them in 2003.
- Formation of a Study Committee to examine disparities in access to dental education:* The Northwest/Alaska Center to Reduce Oral Health Disparities is one of 6 centers funded nationally by the NIDCR/NIH. This Center emphasizes new, novel approaches to reducing oral health disparities among children in segments of the Pacific Northwest population that maintain high levels of oral disease. One area into which the Center has recently ventured is the examination of disparities in access to dental education and related biomedical training for minority, underrepresented, and disadvantaged students. The Dental Study Committee that has been impaneled includes experienced professionals and distinguished dentists drawn from the community at large. The charge of the Committee is to document the disparities in access to dental training that exist, determine their impact on oral health, and devise strategies to increase diversity within the SoD and the profession.

Besides the DDS degree program, advanced educational opportunities leading to a Master of Science in Dentistry (MSD) degree and/or a certificate of proficiency are offered in Endodontics, Oral Biology, Oral Pathology, Oral Medicine, Orthodontics, Pediatric Dentistry, Periodontics, and Prosthodontics at the SoD. Residency training programs in Oral and Maxillofacial Surgery, Pediatric Dentistry and the General Practice of Dentistry are also present in the School, along with MS and PhD degree programs in Oral Biology and research training in Public Health and Behavioral Research in Dentistry and Cross-Disciplinary Dental Science. Summaries of their ethnic diversity

can be found in Table 2. The diversity challenges facing these advanced clinical, behavioral, and basic science training programs are similar to those described above for the DDS degree program.

In addition to the DDS degree program and the MSD and/or certificate programs, the SoD is also the academic home of the Dental Hygiene Degree Completion Program. This program, a component of the Department of Dental Public Health Sciences, offers a Bachelor of Science degree and is the only undergraduate program in the SoD. The program emphasizes the health of populations rather than of individuals. Dental hygienists in the Degree Completion Program conduct community assessments; develop networks that engage community partners; set priorities; obtain baseline measures; set targets; and measure progress toward solutions to community oral health problems. Table 3 provides a summary of their student diversity between 1999 and 2003.

Student Development and Retention

The SoD provides a wide range of opportunities for professional and personal development for all students. The dynamic curriculum is structured in a manner that prepares the student for the challenges they will encounter as the discipline of dentistry changes in response to the introduction of new information and technology. By the time students graduate, they are competent in the use of critical thinking and problem solving skills related to the comprehensive care of patients. As part of the School's service mission, students have opportunities to improve the health and well-being of people of the local community and the region through outreach programs. These activities will be described in the *Engagement with the External Community* section of this report.

An abundance of research opportunities are also available to supplement the skills students acquire while matriculated at the SoD. All students are initially introduced to generic research methods through DPHS 510 and 535, Social and Historical Perspectives in Dentistry, and Scientific Literature in Clinical Decision Making, respectively. Opportunities for extensive research experiences are available to many dental students through the Summer Undergraduate Research fellowship (SURF). Funded by a T35 grant from NIDCR/NIH, the Washington Dental Service Foundation, the Washington State Dental Association, the *Pipeline, Practice, and Profession: Community-based Dental Education grant*, and the School, students are given an in-depth experience with oral health research by working with SoD faculty conducting research. The SURF program has been in operation at the School for more than 20 years, with many students authoring manuscripts based on their research and presenting at national and international scientific meetings.

A number of opportunities exist for all students to grow personally as well. The School's chapter of the American Student Dental Association (ASDA) provides students with the opportunity to participate in organized dentistry through legislative advocacy, ranging from the local to the national levels. ASDA also sponsors a number of social events for students and their families. The Seattle King County Dental Society has a mentoring program that is open to all students. Participating students are paired with a member of

the local dental society that have agreed to be available for the student's mentoring needs while in school. A number of these mentoring relationships through the Seattle King County Dental Society have continued well after the student graduates.

Additional university- and community-based mentoring opportunities exist that are geared more toward the needs of students of color. All students are encouraged to participate in the events sponsored by the UW Graduate Opportunities & Minority Achievement Program (GO-MAP). GO-MAP, a division of The Graduate School, works to promote greater access to advanced studies for graduate students of color and traditionally underrepresented groups, and enhances the quality of the graduate experience for all students. The Chicano/Latino Mentorship Network serves students enrolled in all of the professional schools of the Health Sciences Center. Within the profession, the Northwest Dental Society (the local chapter of the National Dental Association) invites all dental students, especially African American and Hispanic students, to participate in their meetings and sponsored continuing education courses.

The SoD has been very fortunate in its efforts to retain students. During the period of this report (1998-2003) no students of color from the targeted underrepresented minority groups have withdrawn or been dismissed.

Engagement with the External Community

As part of the School's service mission, students have opportunities to improve the health and well-being of the people of the community and the region through outreach programs. These programs are especially attentive to the oral health needs of minority and underserved populations, including the elderly and those with disabilities. Besides delivering dental treatment to patients in the school's clinics (37,000 patient visits per year), various extramural clinical rotations have students participating in oral health care delivery systems in local hospitals, nursing homes, and community health centers. Most of these extramural activities currently take place under the auspices of the Departments of Pediatric Dentistry, Dental Public Health Sciences, and Restorative Dentistry (Hospital Dentistry). Through the Robert Wood Johnson Foundation-funded *Pipeline, Practice, and Profession: Community-based Dental Education* grant and the School's newly formed Regional Initiative for Dental Education, the geographical, clinical, and reflective scopes of these extramural clinical rotations is being increased. Dental students are also providing preventive oral care and education to children and parents in King County through *Husky Smiles*, a program conceived and operated by students since 1998.

Staff and Administrative Diversity

The School of Dentistry has approximately 65-70 permanent administrative support positions. These support positions are categorized as either "professional staff" or "classified staff". Included in the professional staff category are the Dean's assistant, department administrators, and managers. Included in the classified staff category are administrative assistants/coordinators, program assistants/coordinators, fiscal specialists or technicians, various levels of secretaries, and office assistants.

Additionally, the school has staff dedicated to specialized equipment and building maintenance and repair, dental laboratory/instrumentation, and computer support.

While not an area that the School has engaged in an active effort to increase diversity, all hiring and promotion follows University of Washington Human Resources guidelines. The Multicultural Affairs Task Force, described in an earlier section, intends to examine the diversity of the staff and make recommendations to the Dean. However, the Task Force will not undertake this activity until it has completed the review of student diversity.

Faculty Diversity

As a community of scholars, the faculty collectively contributes to the School's regional, national, and international prominence as an institutional leader in oral health research, education, and service. Each faculty member contributes according to their own talents and interests to the transmission and advancement of knowledge about oral health and disease. In addition, the faculty share in the responsibility of School governance as described in the *Code of Organization and Procedures for the Faculty* (last revision 2002). One unique aspect of the SoD as an educational unit within the UW is the instructional contributions made by its part-time (< 0.4 FTE) faculty. Due to the demands of the patient care portion of the curriculum in which low student to faculty ratios are necessary for individualized instruction and maximum patient safety, part-time faculty are a necessity. The data in this report is limited to the full-time faculty.

The School's faculty is distributed among 10 departments. Table 4 summarizes the diversity of the SoD's faculty between 1998 and 2003. The ethnic composition of the faculty has remained relatively stable within the time period of this appraisal, with approximately 12-16% of the faculty being African American, Hispanic, or Asian. Since the last diversity appraisal, the SoD has appointed 33 new faculty across all ranks. Of these appointments, 6 were Asian and 3 were Hispanic. Table 5 summarizes the diversity of the applicant pool based on the data provided from the available *University of Washington Applicant Flow Reports* for all faculty searches (reports were not required for 10 of the appointments).

As described in the SoD's Mission Statement, the School seeks to foster an environment that facilitates personal development and professional advancement. Thirty-one faculty were promoted between 1998 and 2003. Table 6 summarizes the SoD's promotion data by gender and ethnicity.

The Multicultural Affairs Task Force intends to examine the diversity of the faculty and make recommendations to the Dean. However, the Task Force will not undertake this activity until it has completed the review of student diversity.

Curriculum and Research

Curriculum

As stated in the SoD's Mission Statement, the School "seeks to foster an environment of mutual respect where objectivity, imaginative inquiry, and the free exchange of ideas

can flourish to facilitate personal development, professionalism, and a strong sense of self-worth.” Many of the elements of cultural competency are required to recognize this mission and the corresponding goals. The Departments of Pediatric Dentistry, and more recently, Oral Medicine have traditionally been the “caretakers” of this portion of the curriculum. Recognizing that cultural competency is not only required for the delivery oral health care by students while in school and after they graduate, but that it is an important part of working together with their classmates and faculty, has required that the courses that reinforces these skills occur early in the curriculum. Currently, the Communication and Cultural Competency Courses (ORALM 513, 514, and 515) occur during Winter Quarter of the Year 1 curriculum. As the students move into their early clinical experiences (e.g., ORALM 516 *Physical Diagnosis*), the faculty begins to evaluate the students for cultural competency as well as their clinical skills. Another opportunity to assess cultural competency occurs early in Year 4 of the curriculum when the students are doing extramural rotations under the supervision of the Pediatric Dentistry faculty. Given that the students have received training in cultural competency, the School is now working to make sure it is also a recognized and practiced skill set within the ranks of the faculty. Continuing Dental Education (CDE) courses have just started to be offered to the faculty. The goal of these CDE courses is to increase the faculty’s level of cultural competency, thus increasing their ability to assess student competency in this aspect of patient care, and making them more effective role models. The School has invested in training 3 faculty members as cultural competency trainers (one of the faculty trained with funds from the *Pipeline, Practice, and Profession: Community-based Dental Education* grant).

Research

The research conducted by faculty at the SoD place it among the most prominent and respected dental schools in the world. For example, in fiscal year 2002 the School ranked 1st in NIDCR/NIH funding to academic institutions and 3rd in NIDCR/NIH funding to dental schools. Examples of research programs within the SoD that are pertinent to diversity and underserved populations include:

- Children - understanding the origins of disease susceptibility and addressing the disparities in disease and access to care, and evaluating the side effects of treatment in this most vulnerable part of our population,
- Older Adults – evaluating the efficacy of interventions to prevent disease,
- Anxiety - evaluating pharmacological strategies to address the high levels of fear and anxiety about dental care among the US population and the evidence of oral health disparities among those who are fearful.

The School expects all faculty to conduct research or to engage in scholarly activities of similar magnitude. Accordingly, the infrastructure necessary to support faculty engaged in these pursuits is available through the School’s Office of Research. Research programs and training grants that pertain to diversity and underserved populations include the following:

- *Northwest/Alaska Center to Reduce Oral Health Disparities*: One of 6 centers funded nationally by the NIDCR/NIH, this Center emphasizes new, novel

approaches to reducing oral health disparities among children in segments of the Pacific Northwest population that maintain high levels of oral disease. The goal of the Center is to develop basic and applied knowledge that addresses the needs of poor, minority, and rural children and their caretakers, utilizing approaches that go beyond the traditional strategies from dental public health that have not found success in these population. Additionally, the Center is involved in examining disparities in access to dental education and related biomedical training for minority, underrepresented, and disadvantaged students. As described in an earlier section of this report, The Dental Study Committee has been impaneled to document the disparities in access to dental training that exist, determine their impact on oral health, and devise strategies to increase diversity within the SoD and the profession.

- *Heritage Research Initiative for Scientific Enhancement (HRISE)*: The purpose of this NIGMS/NIH sponsored program is to enhance the research environment at Heritage College, a minority-serving institution in Toppenish, WA. The overall goal is to increase the interest, skills, and competitiveness of Heritage College students in their pursuit of biomedical research careers. The NIDCR/NIH has also joined in this partnership. The student population at Heritage College is largely Hispanic and Native American. The UW is working with faculty and academic advisors at Heritage to provide their students with research training opportunities and career mentoring both in Toppenish and in Seattle. One measure of success of the early stages of this collaboration is that students from Heritage College have presented their research findings at national scientific meetings.

As mention in an earlier section of this report, the success of the RISE grant at Heritage College has prompted the SoD to explore similar opportunities at other regional minority serving institutions. By providing oral health-related research opportunities and mentoring to students attending these minority-serving institutions, it is anticipated that they will be more adequately prepared to apply to dental school and be more competitive applicants.

- *Comprehensive Center for Oral Health Research (CCOHR)*: CCOHR is an interdisciplinary, health-sciences wide center (one of 5 NIDCR/NIH-funded Centers of Excellence) that has as its focus understanding the origins of oral health and susceptibility to oral disease in children, especially the disparity in which a small proportion of the pediatric population has the greatest burden of oral disease.
- *Summer Institute in Clinical Research Methods*: While initially designed to provide training in clinical research methodology (biostatistics, epidemiology, computing, behavioral research, data analysis, clinical trials, grantsmanship) to SoD faculty and researchers it has been opened to allow participation by those from outside the UW. As of 2002, faculty and researchers from 25 states and 25 foreign countries have participated in the *Summer Institute in Clinical Research Methods*. Because the UW expects all faculty to engage in research, SoD faculty

that have not established a research focus are encouraged to participate. Fifteen UW faculty have participated as of 2002.

- *Regional Clinical Dental Research Center*: This 5000 square foot facility is devoted to clinical studies of oral disease, with clinical research funding from NIH and commercial sources.

As described in an earlier section of this report, dental students have the opportunity to participate in research as part of the SURF program. Students in the 6-week summer program work with SoD faculty conducting research. The *Pipeline, Practice, and Profession: Community-based Dental Education* grant funds one of the SURF positions. The stipulation for awarding this particular fellowship is that the dental student either is from an underrepresented minority group or the student is conducting oral health disparity research. An African American student was awarded this fellowship in the summer of 2003 and will be presenting the results of her research at an upcoming scientific meeting later this year. All postgraduate specialty students participating in programs offering the MSD degree are also expected to conduct research to partially fulfill the program's requirements.

Summary of the Diversity Climate at the School of Dentistry

This report has provided an overview of the SoD's efforts to enhance diversity. Given the importance of the educational mission of the School, a great deal of attention has been given to programs and collaborations that build upon the diversity of students trained at the UW, and the diversity of the dental pipeline. In light of the oral health disparities described in *Oral Health in America: A Report of the Surgeon General* (2000), the numbers and diversity of the oral health care workforce that are needed to provide oral health care to the relatively small proportion of the US population that is experiencing the greatest burden of oral disease has to increase. Not only does the current and future workforce need to be skilled at meeting the treatment needs of the population, it also needs to be able to deliver care in a culturally competent context. The SoD recognizes these needs and is working to maintain a dynamic educational and research environment with sufficient flexibility to make significant contributions that will decrease the oral health disparities in this country.

A number of ongoing activities and partnerships will continue to improve the diversity climate at the SoD. The grant-related activities of the *Pipeline, Practice, and Profession: Community-based Dental Education* and the Northwest/Alaska Center to Reduce Oral Health Disparities grants, both described in earlier sections, are increasing the visibility of diversity efforts throughout the School. Internal collaborations with the OMA, the School of Medicine's OMCA, and Health Sciences CAN-DO are effectively working together and sharing resources to meet common diversity goals. Additionally, collaborations with organizations outside of the University like NIH, the Washington Dental Service Foundation, the Washington State Dental Association, and the Northwest Dental Society are likely to result in activities that will be sustainable in the long-term.

In conclusion, the diversity-related activities of the SoD described in this report are all important complimentary components of a cross-disciplinary educational, research, and service program that values diversity in its students, staff, faculty, and patient populations.

Appendix

Table 1. Summary of the School of Dentistry's Application through Admissions Statistics; 1998-2003

Ethnicity	1998				1999				2000				2001				2002				2003			
	app	int	off	mat	app	int	off	mat	app	int	off	mat	app	int	off	mat	app	int	off	mat	app	int	off	mat
African American	6	0	0	0	8	n.a.	n.a.	0	9	1	0	0	7	3	1	1	2	1	1	1	8	3	2	2
Hispanic	18	3	3	3	32	5	2	1	34	3	2	0	34	5	3	1	19	5	3	1	18	4	1	1
Native American/ Alaskan Native	7	1	1	1	9	1	1	1	4	0	0	0	3	0	0	0	6	1	0	0	4	1	0	0
Pacific Island Native [†]	n.a.	2	2	2	n.a.	n.a.	n.a.	n.a.																
Minority Totals	31	6	6	6	49	6	3	2	47	4	2	2	44	8	4	2	27	7	4	2	30	8	3	3
SoD Totals	1071	*	#	55	884	*	#	55	649	*	#	55	679	*	#	55	658	*	#	55	713	*	#	55

abbreviations: app = applicants; int = interviews; off = offers of admission; mat = matriculation

* the School of Dentistry invites approximately 125-150 applicants for an interview each year

an average of 68 offers of matriculation are made each year (range = 60-80)

[†] Pacific Island Native is nested within the Asian designation on most SoD and UW databases, making it difficult to extract specific information about this ethnic group

Table 2. Summary of the School of Dentistry Resident and Fellow Diversity; 1998-2003*

Ethnicity	1998 (m:f)	1999 (m:f)	2000 (m:f)	2001 (m:f)	2002 (m:f)	2003 (m:f)
African American	1 (1:0)	1 (1:0)	1 (1:0)	0 (0:0)	0 (0:0)	0 (0:0)
Hispanic	2 (2:0)	3 (3:0)	2 (2:0)	2 (2:0)	2 (2:0)	2 (2:0)
Native American/ Alaskan Native	0 (0:0)	0 (0:0)	0 (0:0)	0 (0:0)	0 (0:0)	0 (0:0)
Asian	8 (2:6)	10 (4:6)	9 (1:8)	9 (5:4)	10 (4:6)	10 (2:8)
Minority Totals	11 (5:6)	14 (8:6)	12 (4:8)	11 (7:4)	12 (6:6)	12 (4:8)
SoD Total	21 (10:11)	22 (13:9)	29 (14:15)	28 (15:13)	27 (17:10)	33 (15:18)

* data from University of Washington Affirmative Action Reports (www.washington.edu/admin/eoo/Index_AA_Reports.html)

Table 3. Summary of the Dental Hygiene Degree Completion Program Diversity; 1998-2003

Entry Year	Female	Male	Ethnicity
1999	7	0	6 Caucasian 1 Japanese
2000	5	0	2 Vietnamese 1 Cambodian 3 Caucasian
2001	3	1	1 Portuguese 1 Honduran/Hispanic 1 Puerto Rican/Hispanic 1 African American
2002	2	1	1Portuguese 2 Caucasian
2003	1	1	1 Moldavian/ Caucasian 1 Portuguese

Table 4. Summary of the School of Dentistry Full-Time Faculty Diversity; 1998-2003*

Ethnicity	1998 (m:f)	1999 (m:f)	2000 (m:f)	2001 (m:f)	2002 (m:f)	2003 (m:f)
African American	1 (1:0)	1 (1:0)	1 (1:0)	1 (1:0)	1 (1:0)	1 (1:0)
Hispanic	4 (3:1)	4 (3:1)	5 (5:0)	2 (2:0)	3 (3:0)	3 (3:0)
Native American/ Alaskan Native	0 (0:0)	0 (0:0)	0 (0:0)	0 (0:0)	0 (0:0)	0 (0:0)
Asian	14 (10:4)	14 (8:6)	7 (7:0)	8 (7:1)	9 (7:2)	10 (7:3)
Minority Totals	19 (14:5)	19 (12:7)	13 (13:0)	11 (10:1)	13 (11:2)	14 (11:3)
SoD Total	120 (85:35)	125 (86:39)	107 (77:30)	99 (70:29)	99 (70:29)	99 (68:31)

* data from University of Washington Affirmative Action Reports (www.washington.edu/admin/eoo/Index_AA_Reports.html)

Table 5. Summary of Applicant Diversity for School of Dentistry Faculty Searches; 1998-2003*

Ethnicity	1998 # of positions = 2	1999 # of positions = 1	2000 # of positions = 6	2001 # of positions = 4	2002 # of positions = 3	2002 # of positions = 5
Total # of applicants	23	1	84	42	15	20
Total # of interviews	2	1	21	8	2	8
African American	0	0	2	1	0	0
Hispanic	1	0	3	2	2	3
Native American/ Alaskan Native	0	0	0	0	0	0
Asian	4	0	22	7	4	7

* data from University of Washington Applicant Flow Reports

Table 6. Summary of School of Dentistry Promotions; 1998-2003*

Promotion to Rank of:	Male	Female	Caucasian	African American	Asian	Hispanic	Native American
Professor	7	4	11				
Associate Professor	8	2	6	1	2	1	
Research Professor	1	1	2				
Research Associate Professor	4	1	5				
Clinical Professor	1		1				
Clinical Associate Professor	1		1				
Clinical Assistant Professor							
Lecturer, Senior		1	1				
TOTALS	22	9	27	1	2	1	0

* includes 3 mandatory promotions submitted Fall 2003 and approved for July 1, 2004

Figure 1

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Recruitment and Retention Pipeline Instruments & Opportunities for the Predoctoral Program University of Washington School of Dentistry

