

An Evolution of Diversity

Cato T. Laurencin, M.D., Ph.D.

University Professor
The University of Connecticut

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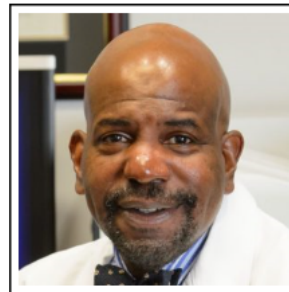
Editor-in-Chief

*The Journal of Racial and Ethnic
Health Disparities*



Cato Laurencin Honored for Promotion of Social Justice in Medical Education

Filed in [Honors & Awards](#) on September 11, 2020



Cato T. Laurencin, the Albert and Wilda Van Dusen Distinguished Endowed Professor of Orthopaedic Surgery, professor of chemical engineering, materials sciences, and biomedical engineering, and one of only two University Professors at the University of Connecticut, was selected as the recipient of the 2020 Herbert W. Nickens Award from the Association of American Medical Colleges.

The award is bestowed on an individual who has made monumental contributions to promoting justice in medical education and health care equity throughout the nation. Dr. Laurencin will receive the prestigious award in November during the virtual AAMC

Discussion Paper



Cato T. Laurencin

Diversity 5.0: A Way Forward

Download: Download PDF - 232 KB

Published: August 1, 2014

Type: Discussion Paper

Topic(s): Select Populations and Health Disparities

Author(s)*: Cato T. Laurencin

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Note: The views expressed in discussion papers are those of the authors and not necessarily of the authors' organizations or of the IOM. Discussion papers are intended to help inform and stimulate discussion. They

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Diversity 5.0: A Way Forward

Cato T. Laurencin, M.D., Ph.D.

August 1, 2014

The views expressed in this discussion paper are those of the author and not necessarily of the author's organization or of the Institute of Medicine. The paper is intended to help inform and stimulate discussion. It has not been subjected to the review procedures of the Institute of Medicine and is not a report of the Institute of Medicine or of the National Research Council.

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Diversity 5.0

Cato T. Laurencin, M.D., Ph.D.

University Professor
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**Commentary: Diversity 3.0:
A Necessary Systems Upgrade**
Marc A. Nivet, Ed.D.

Academic Medicine,
Vol. 86, No. 12 / December 2011

Diversity 5.0

For Diversity to be truly effective, the drivers of bias, discrimination and racism so rooted in our history, and manifested in our present, creating the need for initiatives involving Diversity, must be explored, discussed, and resolved. If we can succeed, we may achieve the ultimate realization of Dr. Martin Luther King's overall dream.

**Advisory Committee to the Director
Working Group on Diversity in the
Biomedical Research Workforce**

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GOVERNMENT

NIH Allocates \$31-Million to Tackle Racial Gaps in Training

By Paul Basken OCTOBER 22, 2014

The National Institutes of Health on Wednesday awarded more than \$31-million to a dozen university groups that will develop and test strategies for improving the racial diversity of the nation's medical work force.

The lead universities receiving grants include some of the nation's top institutions for training minority scientists. Their projects involve modifying enrollment processes, revamping undergraduate courses, and improving mentoring, among other efforts.

The NIH, the world's leading financier of medical research, formally studied its diversity problem in 2011. It found the odds that a black scientist would win an NIH grant were 10 percentage points lower than those of a white scientist, and it promised to pour money into strategies to rectify that disparity.

Such findings "are of grave concern to NIH," its director, Francis S. Collins, said at a briefing outlining the awards.

The lead institutions are Boston College; California State University's Long Beach and Northridge campuses; Morgan State, Portland State, and San Francisco State Universities; Xavier University of Louisiana; and the Universities of Alaska at Fairbanks, of Detroit Mercy, of Maryland-Baltimore County, and of Texas at El Paso. The University of California at Los Angeles will host a center for evaluating the success of the programs.

The NIH intentionally limited the awards to smaller-budget institutions with a history of training minority students, while expecting them to team up with a wide range of universities, Dr. Collins said. The agency hopes that improved educational approaches, such as earlier exposure to hands-on scientific experience, can cut the loss of minority students at the undergraduate level, he said.



Additionally, a disturbing discrepancy in success rates for research grant (R01¹) applications between White applicants and Black applicants, even after controlling for numerous observable variables, was reported in 2011 by Ginther, et al. (see Section II).

Ally to pay \$98 million for car loan bias

By Chris Isidore @CNMoney December 20, 2013: 1:57 PM ET



PHOTO: BILL PUGLINO/GETTY IMAGES

Minority car buyers who arranged loans through their dealers with Ally Financial were the victims of discriminatory lending practices, according to a federal probe.

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1K	75		38

NEW YORK (CNMoney)

Minority car buyers were victims of discriminatory lending practices on their car loans, according to federal authorities who have reached a \$98 million settlement with Ally Financial.

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The Justice Department and the Consumer Financial Protection Bureau said an investigation into Ally's lending practices found that car dealers who arranged loans were allowed to mark up the interest rate over what would be justified by their credit profile.

The dealers and Ally split the additional interest payments. On average, the minority customers paid an additional \$200 to \$300 each over the life of the car loan.

Related: Mortgage servicer accused of 'systematic misconduct'

Ally will pay an \$18 million penalty in addition to \$80 million to compensate customers. Those customers will be identified by the agency and contacted without having to apply for any relief.

"We are returning \$80 million to hard-working consumers who paid more for their cars or trucks based on their race or national origin," said Richard Cordray, the federal consumer protection agency's director.



Airplane hangar now a tropical island



How I became a Comic Con star



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*The Crisis:
A Growing Absence of
Black Men in Medicine*



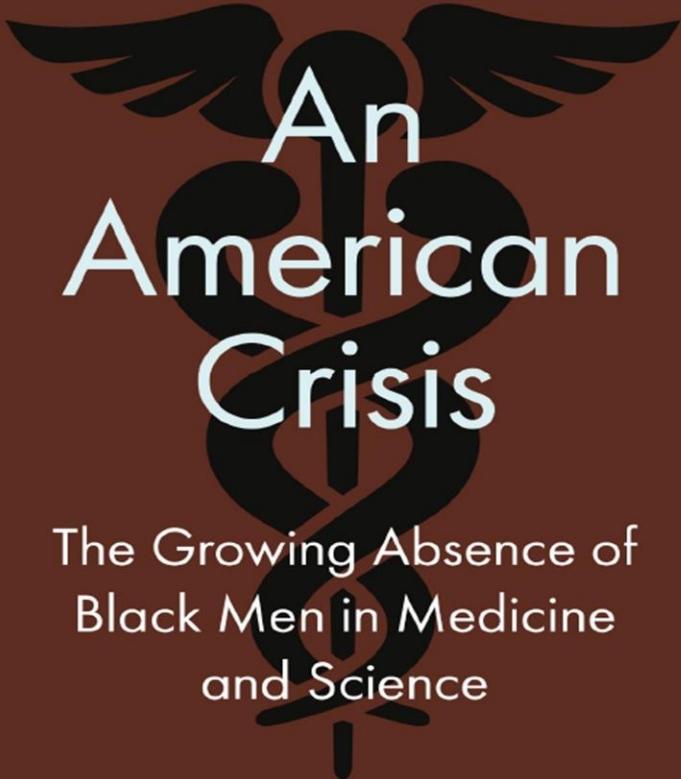
PERSPECTIVE ARTICLE

An American Crisis: the Lack of Black Men in Medicine

Cato T. Laurencin¹ • Marsha Murray¹

Received: 5 April 2017 / Revised: 2 May 2017 / Accepted: 4 May 2017 / Published online: 22 May 2017
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PROCEEDINGS OF A JOINT WORKSHOP



An American Crisis

The Growing Absence of
Black Men in Medicine
and Science

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The context of diversity

The term “diversity,” which came about in connection with the passage of the U.S. Civil Rights Act of 1964, has been expanding to include an ever-growing list of identities—from race, gender, and sexual orientation to physical appearance, belief systems, thought styles, socioeconomic status, and rural/urban geographic location, among others. This is a welcome extension of representation, but this added texture has a downside—it threatens to muddle targets and obscure actions when achieving diversity is the goal. This consequence is particularly serious in the context of addressing equity for specific underrepresented racial and ethnic groups. Next week, the U.S. National Academies will convene the Roundtable on Black Men and Black Women in Science, Engineering and Medicine to focus on confronting issues that threaten the future of Blacks broadly in science. Forging systemic changes that bring Black diversity at all education and career levels will hopefully bring racial equity to practices in these fields and in doing so, expand the benefits of science, engineering, and medicine to society.

There are unintended negative consequences of the expanded definition of diversity. With so many groups, success in achieving diversity is increasingly measured in a pick-and-choose manner, where progress is defined through any lens that shows success. Also, with so many groups, diversity is often described through the lens of gender, leaving other groups as seemingly less important, or unimportant. And with so many groups, it has become easier for diversity efforts to disregard the historical and present drivers of discrimination that concepts of diversity began with. In other words, the greater context of inclusion and equity can get lost, making strides to diversify meaningless. The latter point is particularly relevant to Blacks in the United States who have experienced slavery, legally enforced segregation and discrimination, and now battle conscious and unconscious racism, and mass incarceration. Institutionalized racism, past and present, has resulted in the disregard, disrespect, and dismissal of Black people from all walks of life, and this is true in science, engineering, and medicine.

“Embracing the expanding definition of diversity is easy, but using the word with focus...for achieving diversity will take great attention.”

These may be factors in the crisis-level changes seen across the academic landscape of Blacks in science, engineering, and medicine. For example, the number of Black males entering medical school between 2013 and 2014 in the United States was only 500, a historic low. Black men represented only 37.7% of Blacks entering medical school, which represented only 2.5% of all students entering medical school. This occurred during a historic increase in the number of medical schools in the nation. While this was happening at the trainee level, the U.S. National Academy of Medicine’s most recent election in 2019 had no Black men in a class that recently increased by over 30% in size. Thus, there is a crisis taking place at all points in the medical educational and career spectrum for this particular group.

In response to this downward trend of Blacks in science and medicine, a number of individuals, including me, convened a U.S. National Academies workshop in 2017 that focused specifically on the growing absence of Black men in medicine in the United States. The ideas became a blueprint for actions that address not only Black men in medicine, but also the trajectory for Black women, and issues in engineering and science overall.

Embracing the expanding definition of diversity is easy, but using the word with focus so as not to weaken the paths for achieving diversity will take great attention. Next week, as leaders from academia, industry, government, foundations, and other nonprofits gather at the U.S. National Academy for this historic first meeting, the goal will be to begin to understand the barriers, explore opportunities, and develop actionable plans to increase the number of Blacks pursuing science, engineering, and medicine. The Roundtable will have a laser focus on racism and bias, early to graduate education, financing, public advocacy, mentorship, and mental health/behavioral factors. We’re at the starting point of a roadmap that could potentially break cycles so rooted in the past for Blacks, and perhaps also help other groups navigate their pursuit of success in science too.

—Cato T. Laurencin



Cato T. Laurencin is the Albert and Wilda Van Dusen Distinguished Endowed Professor of Orthopaedic Surgery, and the chief executive officer of the Connecticut Convergence Institute for Translation in Regenerative Engineering at UConn Health, Farmington, Connecticut, USA. He is the University Professor at the University of Connecticut, Storrs, Connecticut, USA. laurencin@uchc.edu

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ROUNDTABLE ON
BLACK MEN &
BLACK WOMEN



IN SCIENCE, ENGINEERING, & MEDICINE

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Roundtable on Black Men and Black Women in Science, Engineering, and Medicine

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Priorities for a National Vaccine Plan

Vaccination is a fundamental component of preventive medicine and of public health practice. The use of vaccines to prevent infectious diseases has resulted in dramatic decreases in disease, disability, and death in the United States and around the world.

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The Presidents of the National Academies of Science, Engineering and Medicine issued a statement on the National Academies' response to COVID-19.

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WORKSHOP

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The Impacts of Racism and Bias on "Black" People Pursuing Careers in Science, Engineering, and Medicine: A Workshop

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PROCEEDINGS OF A WORKSHOP

**THE IMPACTS
OF RACISM
AND BIAS ON
BLACK PEOPLE
PURSUING
CAREERS
IN SCIENCE,
ENGINEERING,
AND MEDICINE**

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April 13-14, 2020

The Impacts of Racism and Bias on “Black” People Pursuing Careers in Science, Engineering, and Medicine: A Workshop

This workshop examined the role of racism and bias in the decline of Black students in science, engineering, and medicine. The workshop explored the historical trends of the enrollment of Black students in medical and engineering schools and the sciences, discussing the impact of the Flexner report, the Bakke and Fischer decision, other court challenges, and the Supreme Court decisions regarding the use of race in admissions. Some of the questions participants considered were: What are the historical trends of Black faculty representation in science, engineering, and medicine? How does training on implicit and explicit bias mitigate the impacts of bias on Black students? Does explicit bias training combat the effects of racism and, if not, what else is needed?

Where are we
headed now?

Diversity

Inclusion

Equity

Diversity

Inclusion

Equity

Anti-Black Racism

ROUNDTABLE ON
BLACK MEN &
BLACK WOMEN



IN SCIENCE, ENGINEERING, & MEDICINE

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Thank You