



IMPACT REPORT 2022-23

Cultural proficiency in practice

Diversity statement

A.T. Still University of Health Sciences (ATSU) believes excellence requires understanding, affirming, and valuing human difference.



ATSU | A.T. Still University
FIRST IN WHOLE PERSON HEALTHCARE





Chancellor's welcome

Greetings,

Thank you to our students, faculty, staff, deans, presidents, chief officers, and Board of Trustees for their ongoing participation and support as ATSU continues its commitment to cultural proficiency, diversity, equity, and inclusion.

ATSU will always strive to provide students with the best education and environment possible to succeed personally and professionally. Cultural proficiency is essential for all healthcare providers and educators to succeed in a dynamic, challenging world.

2023 and 2024, to date, have been incredibly successful. ATSU's recognitions, outlined in this report, are a tribute to the Diversity & Inclusion team, A.T. Still Memorial Library team, and leadership of Clinton Normore, MBA, chief diversity officer.

While headwinds exist around every corner, ATSU will continue to focus on fulfilling its mission and provide a great place to learn and work.

Yours in service,



Craig M. Phelps, DO, '84
Chancellor



Diversity & Inclusion introduction

As I look back on the past year, I cannot ignore the socio-political influences that have affected the education sector. The ongoing attacks on diversity, equity, and inclusion (DEI) have significantly changed how universities attract and retain qualified talent from backgrounds not traditionally represented in the health professions. Many states have discontinued DEI programs in their publicly funded institutions. Additionally, some states have taken a politically motivated approach by banning books that do not align with what some consider morally appropriate values. Among the most concerning developments are the U.S. Supreme Court's decisions to overturn affirmative action in colleges and universities and enact statewide abortion bans. Affirmative action was never meant to be a policy for university admissions, and the blanket ban on abortions, regardless of the circumstances of the pregnancy, disregards a fundamental principle of the Constitution — the right to life, liberty, and the pursuit of happiness.

ATSU is as attuned to external influences as any other higher education institution. ATSU has long been committed to its mission, educating students, focusing on serving the underserved and offering access and opportunities to historically underrepresented populations. Notably, the University's inaugural class included women at a time when they were barred from attending medical school. Andrew Taylor Still, DO, the University's founder, expressed regret that no African American students attended ATSU during his lifetime.

This report will delve into ATSU's mission-driven approach and its adeptness in navigating external pressures to educate students, uphold public trust, enhance workforce diversity, and improve health outcomes. The University's access programs, such as Dreamline Pathways™, Hometown Scholars, Graduate Health Professions Scholarship, and Mind the Gap, represent a comprehensive strategy in this endeavor. ATSU's distributive education model and its unique collaboration with the National Association of Community Health Centers offer students ample opportunities to live, learn, and serve in communities where healthcare is most needed.

Clinton J. Normore

Clinton J. Normore, MBA
Chief Diversity Officer

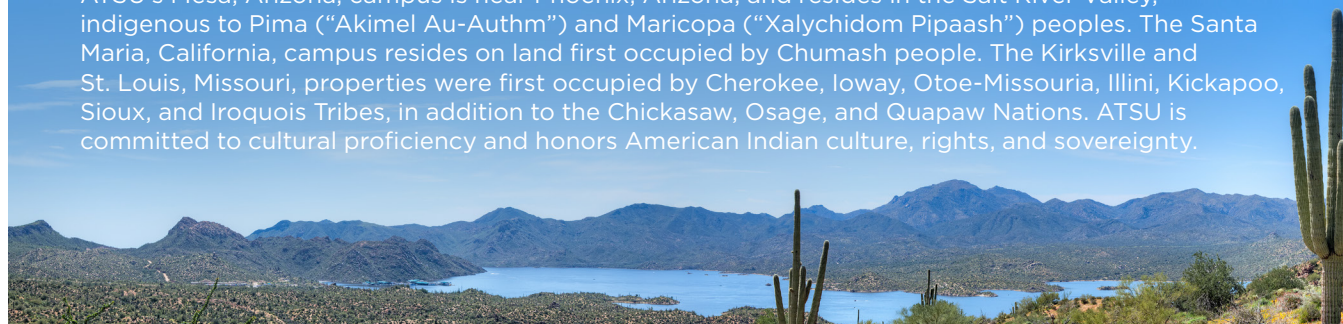


Land acknowledgment, vision, and mission

ATSU land acknowledgment statement

A.T. Still University (ATSU) acknowledges it provides graduate health professions education on land indigenous to nationalities currently identified as American Indians. The University is comprised of three campuses (Mesa, Arizona; Santa Maria, California; and Kirksville, Missouri). The University also operates a dental center in St. Louis, Missouri, in collaboration with Affinia Healthcare.

ATSU's Mesa, Arizona, campus is near Phoenix, Arizona, and resides in the Salt River Valley, indigenous to Pima ("Akimel Au-Authm") and Maricopa ("Xalychidom Pipaash") peoples. The Santa Maria, California, campus resides on land first occupied by Chumash people. The Kirksville and St. Louis, Missouri, properties were first occupied by Cherokee, Ioway, Otoe-Missouria, Illini, Kickapoo, Sioux, and Iroquois Tribes, in addition to the Chickasaw, Osage, and Quapaw Nations. ATSU is committed to cultural proficiency and honors American Indian culture, rights, and sovereignty.



ATSU vision

To be the preeminent University for the health professions

Leading innovator in health professions education

- Innovative curricular models
- Distinguished and effective faculty
- Diversity in student body, faculty, and staff
- Lifelong learning
- Integrated technology into health professions education
- Full scholarship programs

Osteopathic philosophy demonstrated and integrated

- Advanced scholarship in osteopathic tenets
- Students and graduates model osteopathic tenets
- Whole person healthcare approach

Pioneering contributions to healthcare education, knowledge, and practice

ATSU mission

A.T. Still University of Health Sciences serves as a learning-centered university dedicated to preparing highly competent professionals through innovative academic programs. The University is committed to continuing its osteopathic heritage and focus on whole person healthcare, scholarship, community health, interprofessional education, diversity, and underserved populations.



Students, faculty, and alumni



Monica Queen, PT, DPT

**Assistant Professor, Physical Therapy
ATSU's Arizona School of Health Sciences (ATSU-ASHS)**

Dr. Queen is committed to interprofessional collaboration as an opportunity to promote diversity, equity, and inclusion. She values constructing diverse teams for all stakeholders to ensure an inclusive and equitable conversation to produce more thoughtful and robust outcomes.

Dr. Queen supports critical thinking through case discussion in the classroom or in lab so students feel empowered to be open-minded. This also encourages students to be respectful of others' thought processes as they analyze the information presented. For many cases, she invites students to work collaboratively to practice communicating respectfully and being active listeners of different viewpoints.



Dot Winslow, MFA, CAPF-S

**Library Assistant
ATSU's College for Healthy Communities (ATSU-CHC)**

Winslow was recently awarded the Collection Equity Award through the Network of the National Library of Medicine. This award provides funding to a collection development that amplifies diverse voices writing on health/medical topics or include a health or medical issue as an integral narrative theme. These collection development efforts are important to ensure equitable access to health information, promote health literacy, and support programmatic outreach in under-resourced communities.

In addition to this award, Winslow received a grant and administered a survey to the first cohort of ATSU-CHC students regarding the access to diverse texts within the library's resources. Recently, Winslow and the collaborative co-authors of a poster, "Beyond the Numbers and Shelves: Diversity, Inclusion, and Access in Action," were notified of its acceptance to the Medical Library Association.

Students, faculty, and alumni



Renée Crawford, DO, '20

**Chief Resident
Phoenix Children's Hospital**

- First Black female chief resident at Phoenix Children's Hospital
- 2020 ATSU-School of Osteopathic Medicine in Arizona's Student DO of the Year
- Regional Medical Education Conference recruiter
- ATSU Diversity & Inclusion department ambassador
- Graduate Health Professions scholar, scholarship mentor, program advisor
- Dreamline Pathways™ mentor and recruiter



Alejandro Casteñeda, PhD

**Third-year medical student
ATSU's Kirksville College of Osteopathic Medicine (ATSU-KCOM)**

- Graduate Health Professions scholar
- 2024 ATSU-KCOM Researcher of the Year
- 2022 Council of Osteopathic Student Government President's Silver Volunteer Award
- Author of many publications and research presentations

Dr. Casteñeda's desire to become an osteopathic physician was born from his brother's lymphoma diagnosis, his mother's kidney cancer diagnosis, his own health challenges at age 5, and the loss of two other close relatives. In 2014, he was awarded a National Institutes of Health Pharmacology Fellowship. He has authored many publications and completed his doctorate in immunology at the University of California, Davis. He most recently was awarded the 2024 ATSU-KCOM Researcher of the Year award.

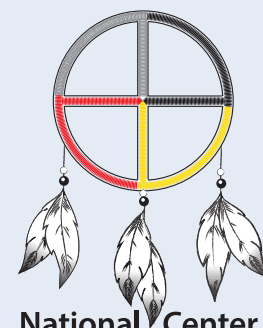


University diversity strategies

Transformational change only occurs when leadership is committed and infrastructure is conducive.

1. University Strategic Plan (USP)
2. University Diversity Strategic Plan
3. Diversity Committees (e.g., ACOD)
4. Grow Our Own initiative
5. HUG it OUT initiative
6. CPAs (core professional attributes)
7. Performance evaluations (cultural proficiency component)
8. University Advancement strategic initiative
9. University Research & Sponsored Programs strategic initiatives

Social determinants of health are embedded into the educational design at ATSU. Each program infuses cultural components into its curricula in a variety of ways. Some of this is done through clinical cases during didactic education. During clinical experiences, real-life scenarios are constructed, and student interactions are assessed. The University includes cultural proficiency as one of its core professional attributes. ATSU's Missouri School of Dentistry & Oral Health, Arizona School of Dentistry & Oral Health, School of Osteopathic Medicine in Arizona, and Kirksville College of Osteopathic Medicine include cultural proficiency classes in their didactic curricula.












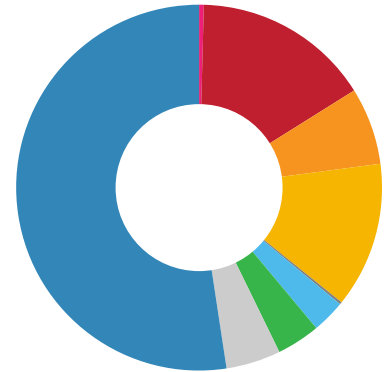
National Center
for American Indian
Health Professions











University demographics

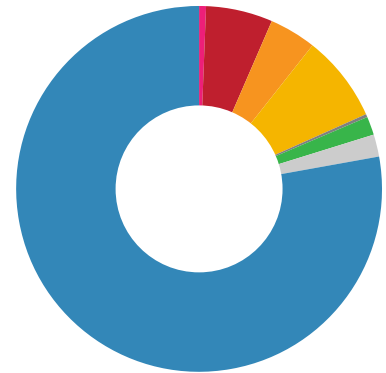
2023 student demographic data

American Indian/Alaska Native	16	0.4%	
Asian	604	15.7%	
Black or African American	263	6.8%	
Hispanic/Latino	496	12.9%	
Native Hawaiian/Other Pacific Islander	8	0.2%	
Nonresident Alien	113	2.9%	
Race Ethnicity Unknown	148	3.8%	
Two or More Races	186	4.8%	
White	2,019	52.4%	
Total	3855		











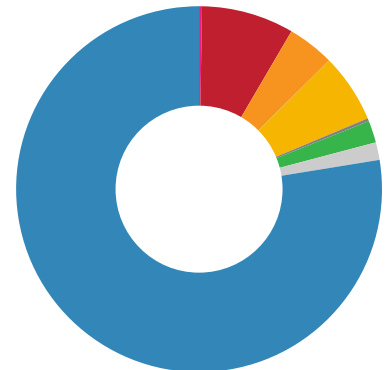
2023 employee demographic data

American Indian/Alaska Native	9	0.6%	
Asian	87	5.9%	
Black or African American	61	4.1%	
Hispanic/Latino	113	7.7%	
Native Hawaiian/Other Pacific Islander	4	0.3%	
N/A	24	1.6%	
Two or More Races	29	2.0%	
White	1148	77.8%	
Total	1475		



2023 faculty demographic data

American Indian/Alaska Native	2	0.3%	
Asian	63	8.2%	
Black or African American	32	4.2%	
Hispanic/Latino	47	6.1%	
Native Hawaiian/Other Pacific Islander	2	0.3%	
N/A	15	1.9%	
Two or More Races	12	1.6%	
White	598	77.6%	
Total	771		



Program highlights

The University has an exceptionally comprehensive and generous benefits package, including:

- Spousal benefits
- Personal days
- Counseling services
- Faculty research support
- Faculty development funding pool

2023-24 Faculty/staff tuition discounts

\$1,036,098.07

2022-23 Employee degree completion bonuses

\$30,000.00

Professional development courses

- 3,679 courses completed in UKG Pro Learning
- 309 courses completed in LinkedIn Learning
- 8,073 videos completed in LinkedIn Learning



Program highlights

The Central Coast Physician Assistant program at ATSU's College for Healthy Communities is among the University's most diverse programs, relative to the student body (see below).

Class of 2023

Races and ethnicities

- 26 (29%) students report Hispanic identity
- All below are reported by one student except where noted in ()

Census categories

American Indian or Alaskan

- Native
- Apache
- Navajo

Asian (13, 15%)

- Asian Indian (3, 4%)
- Cambodian
- Chinese (4, 5%)
- Filipino/Korean
- Malaysian
- Sri Lankan
- Vietnamese (5, 6%)

Black or African American (8, 9%)

Native Hawaiian or Other Pacific Islander

White (32, 36%)

- Armenian
- Iranian
- Israeli
- Italian
- Lebanese
- Middle Eastern (3, 4%)
- Slovenian
- Syrian

Racial and ethnic identities

(not accounted for by Census scheme)

- African (9, 10%)
- Mexican (13, 15%)
- Puerto Rican
- Salvadorian
- South American (4, 5%)

**Students can report more than one race or ethnicity*

Class of 2024

Races and ethnicities

- 34 (38%) students report Hispanic identity
- All below are reported by one student except where noted in ()

Census categories

American Indian or Alaskan

- Native
- Choctaw

Asian (10, 11%)

- Asian Indian (4, 5%)
- Cambodian (2, 3%)
- Chinese/Filipino (5, 6%)
- Japanese
- Punjabi
- Taiwanese
- Vietnamese (3, 4%)

Black or African American (16, 18%)

Native Hawaiian or Other Pacific Islander

- Hawaiian (2, 3%)

White (19, 21%)

- Afghan
- Chaldean
- European
- Iranian
- Middle Eastern

Racial and ethnic identities

(not accounted for by Census scheme)

- Central American
- Cuban
- Dominican Republic
- Mexican (21, 30%)
- Salvadorian
- Sikh
- South American (4, 5%)

**Students can report more than one race or ethnicity*



Program highlights

The University's diversity council (Advisory Council on Diversity - ACOD) is chaired by the chief diversity officer (CDO). Each prospective member (serving two-year terms) is nominated by their program dean or vice president and approved by the president. University vice presidents and school deans are permanent members. ACOD develops and manages the University's Diversity Strategic Plan. The CDO reports diversity metrics to the Board of Trustees two times per year and offers more detailed reports to the board's diversity committee. ACOD is a broad representation (including students) of people from the University's seven schools, three campuses, and more than 27 programs. Each campus has a diversity committee and many programs/schools have unit-level diversity committees. The University's assessment committees (e.g., University Wide Assessment Committee - UWAC) have a resource (UWAC-R) and an academic arm (UWAC-A), which evaluates co-curricular and academic metrics. The University's Strategic Planning (USP) committee is comprised of far fewer members than ACOD and receives data from the unit-level, school-level, campus-level, and ACOD for consideration.

Language Matters campaign - Language relays meaning, describes something, and provides directions. The Merriam-Webster dictionary describes language as the pronunciation and methods of combining words to be understood by a community. The definition also includes nonverbal communication (e.g., signs, gestures, and marks).

Singh & Singh (2023) describe language as a socio-cultural construction often in competition. The authors identify the competition as a majority versus minority language. Cultural proficiency affirms this reality in different cultural settings. Therefore, a culturally proficient person is aware, values, and appreciates the difference that differences make. Words have meaning. How we use words, gestures, and tone influence communication.

The Language Matters campaign provides insight from community members about how language impacts their lived experience. These lessons remind members of the campus community to be mindful of their words and actions and to continue being stewards of ATSU values.



“Coming out is not something I did just once in my life.

Every time I tell someone, ‘I have a husband,’ I hold my breath in hopes that they don’t react negatively or treat me differently because they know.”

- Scott Howell, DMD, MPH, '14 -



Program highlights

Diverse issues in higher education

Top 100 diversity degree producers

- Not ranked since 2013
- Top 4% of ALL universities in the country
- 75th in total minority doctoral students (all disciplines)
- 29th in African American doctoral students (all disciplines)
- The only graduate health sciences university ranked

ATSU's Arizona School of Health Sciences (ATSU-ASHS) continues to take a targeted approach to improving workforce diversity by attracting and recruiting students who reflect populations with the most healthcare needs. The ATSU-ASHS Speech Language Pathology program remains committed to diversity and has a majority of faculty and students from historically underrepresented groups (HUGs). Most of its program participants are bilingual.

ATSU-ASHS' Physician Assistant Studies (PA) program launched its P2P, Still Scholars, Hometown Scholars, and Dreamline Pathways™ programs with St. Augustine University and North Carolina Central University. The recruitment efforts have yielded two matriculants from St. Augustine University and two Still Scholars. The ATSU-ASHS PA program increased its HUG student demographic matriculants by more than 100% because of its targeted recruitment efforts. The Graduate Health Professions Scholarship program identified a few students who were nearing academic dismissal and collaborated with their programs to develop more resources to improve their chance for academic success.

ATSU's School of Osteopathic Medicine in Arizona (ATSU-SOMA) increased its HUG student enrollment in 2023. In spite of fewer HUG applications, ATSU-SOMA had a record number (approximately 11% more than the previous year) of HUG matriculants. The holistic review of their applicant pool provides access and opportunity for all prospective students.



Program highlights

ATSU Teaching & Learning Center

5835 E. Still Circle
Mesa, AZ 85206

Examining the pedagogical practices that support cultural proficiency development in graduate health science students

Julie E. Speer and Quincy Conley

Research

Speer and Conley BMC Medical Education (2024) 24:130
<https://doi.org/10.1186/s12909-024-05097-8>

Open Access

BMC Medical Education

Abstract

Background Health disparities are often a function of systemic discrimination and healthcare providers' biases. In recognition of this, health science programs have begun to offer training to foster cultural proficiency (CP) in future professionals. However, there is not yet consensus about the best ways to integrate CP into didactic and clinical education, and little is known about the role of clinical rotations in fostering CP.

Methods Here, a mixed-methods approach was used to survey students (n=131) from a private all-graduate level osteopathic health sciences university to gain insight into the training approaches students encountered related to CP and how these may vary as a function of academic progression. The research survey included instruments designed to quantify students' implicit associations, beliefs, and experiences related to the CP training they encountered through the use of validated instruments, including Implicit Association Tests and the Ethnocultural Empathy Inventory, and custom-designed questions.

Results The data revealed most students (73%) had received CP training during graduate school, which primarily occurred via discussions, lectures, and readings; however, the duration and students' perception of the training varied substantially (e.g., training range=1-100 hours). In addition, while students largely indicated they valued CP and sought to provide empathetic care to their patients, they also expressed personal understandings of CP often falling short of advocacy and addressing personal and societal biases. The results further suggested clinical rotations may help students attenuate implicit biases but did not appear to be synergistic with pre-clinical courses in fostering other CP knowledge, skills, and attitudes.

Conclusions These findings highlight the need to use evidence-based pedagogical practices to design intentional, integrated, and holistic CP training throughout health science programs employing an intersectional lens and empowering learners to serve as advocates for their patients and address systemic challenges.

Keywords bias, empathy, inclusion, instructional design, osteopathic health sciences



Program highlights

Sponsored Programs: Brief activity report

FY19-FY23 grant awards with a Diversity & Inclusion component (Updated June 2023)

Sponsored Programs furthers ATSU's mission, strategic directions, and best practices through all phases of project conceptualization, development, administration, and implementation to assure high-quality outcomes in areas with direct match to the University's vision and values. In support of ATSU Strategic Priorities 2 and 3 (mission-focused scholarship and engaged, diverse university community), Sponsored Programs regularly works with faculty and administration to incorporate and advance best practice strategies, including ATSU's Hometown Scholars program, pre-admission recruitment, National Center for American Indian Health Professionals, and development of targeted articulation agreements with undergraduate feeder programs and community health center learning sites serving diverse populations. In FY20, Sponsored Programs spurred a multidepartmental effort to amend ATSU's definition of "educationally/environmentally disadvantaged status" to inform decision-making regarding application for federal scholarship programs to support students underrepresented in healthcare.

The funded projects with a Diversity & Inclusion focus or subcomponent for FY19-FY23 includes multimillion-dollar awards. The award projects were categorized below and resulted in tens of millions of dollars for 2023.

Core: Diversity & Inclusion activities are core to project outcomes (i.e., features goal/objective-level deliverables).

Engaging: Project activities strive to engage students in serving diverse populations.

Tertiary: Diversity & Inclusion is a subcomponent of the project.

Notable awards

Health Resources and Services Administration: \$3 million to Michelle DiBaise, DHSc, PA-C, DFAAPA, '14, professor and chair, physician assistant (PA) studies, ATSU-Arizona School of Health Sciences (ATSU-ASHS), for direct scholarships for disadvantaged PA students - SDS (7/1/20-6/30/25); chief diversity officer serves as a deputy director, with two objectives focusing on recruitment/retention and educational support for PA applicants/students from disadvantaged and underrepresented backgrounds.

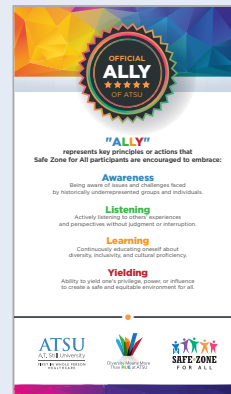
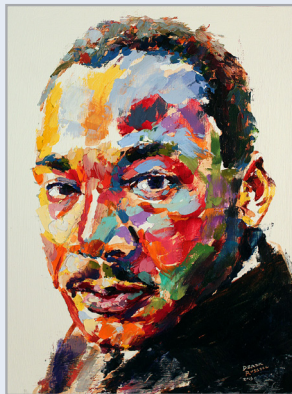
Health Resources and Services Administration: Approximately \$1.5 million to Michelle DiBaise, DHSc, PA-C, DFAAPA, '14, professor and chair, PA studies, ATSU-ASHS, for clinical site development and primary care behavioral health training (7/1/20-6/30/25); key focus on strengthening PA recruitment and training infrastructure, seeking to increase number and diversity of training sites in medically underserved communities (MUCs) and strengthen the PA workforce pipeline for applicants from MUCs.



Program highlights

The Diversity & Inclusion department facilitates a vast amount of programmatic activity supporting students, faculty, and staff.

1. Graduate Health Profession Scholarship (GPS)
2. Dreamline Pathways™ program (California presence)
3. HUG it OUT
4. National Center for American Indian Health Professions
5. MLK Celebration
6. Safe Zone for All education offered annually
7. Diversity Awareness Program (DAP)
8. Priority Applicant Dossier (PAD)
9. Diversity mixers
10. Diversity Festival
11. Cultural proficiency courses regularly taught at ATSU's Missouri School of Dentistry & Oral Health, Arizona School of Dentistry & Oral Health, Arizona School of Health Sciences Occupational Therapy program, Kirksville College of Osteopathic Medicine, and School of Osteopathic Medicine in Arizona (fellows and first-year medical students)
12. Special lectures provided when available for all other programs





Graduate Health Professions Scholarship (GPS) demographic data

ASDOH	11	15.28%	American Indian	2	2.78%
ASHS - OT	7	9.72%	Asian	7	9.72%
ASHS - PA	10	13.89%	Black/African American	32	44.44%
ASHS - Aud	3	4.17%	Hispanic	28	38.89%
ASHS - PT	7	9.72%	Race/Ethnicity	1	1.39%
ASHS - SLP	1	1.39%	White	2	2.78%
CCPA	1	1.39%			
KCOM	10	13.89%	Total	72	
MOSDOH	5	6.94%			
SOMA	17	23.61%			
Total	72				



Graduate Health Professions (GPS) and historically underrepresented groups (HUGs) scholarships



Successes and awards

2023 GPS Scholarship
Dr. G. Scott Drew Award

This scholarship award is funded by the ATSU Board of Trustees and is designed to honor a third- or fourth-year GPS scholar who exemplifies the character and traits of its namesake. The recipient provides mentorship and community service and demonstrates an exceptional commitment to ATSU and the osteopathic profession.



Dr. G. Scott Drew Award recipient
Michael Megafu, DO, '24
ATSU's Kirksville College of Osteopathic Medicine

- GPS Scholar
- Medical Education Fellow
- 2022-23 ElevateMeD Scholar
- 2022 Student Doctor of the Year
- 2022 Student Researcher of the Year
- 2023 National Student Doctor of the Year



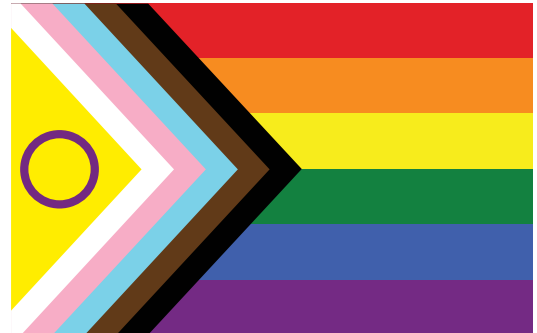
Safe Zone for All

Program purpose

The purpose of Safe Zone for All is to create beacons, Safe Zone for All allies, whose roles are to be visible ambassadors, ensuring the campus climate feels safe, receptive, and accepting to community members regardless of any human condition, characteristic, or circumstance they may have.

New ally education sessions:

- Safe Zone for All Ally Education (updated)
- Sexuality, Gender, Pronouns, and Discrimination
- Empathy and Awareness (Coming Out Stars)
- LGBTQ+101
- Pronouns 101



Scott Howell, DMD, MPH, '14 (he/him)
Associate Professor
Director, Public Health Dentistry & Teledentistry
ATSU's Arizona School of Dentistry & Oral Health

26 new student allies
6 new faculty/staff allies
3 master allies

All sessions were offered virtually through UKG and Canvas.

Dreamline Pathways™ program

Program purpose

ATSU's Dreamline programming strategy connects ATSU to K-12 school districts and social, civic, and cultural organizations and establishes ATSU as an educational resource for students pursuing a health professions career.

ATSU provides experiential learning opportunities for students, their families, and community mentors, including guidance for the learner's support system who help contribute to the student's preparation for a health professions career. ATSU produced and distributed hands-on tool kits for K-12 science programs to spark students' early interest in health professions and has maintained regular communication with prospective students about ATSU programs. Historically underrepresented groups' (HUGs) applications for all programs have increased, as well as campus demographics among HUG students, faculty, and staff.

- **60** events held on three ATSU campuses and community partner sites
- **1** national and one local award
- **1** new memorandum of understanding generated
- **39** K-12 partners
- **10** community partners
- **1,689** students served



National Center for American Indian Health Professions

Mission moment

A.T. Still, DO, founder of osteopathic medicine and ATSU and of mixed Native American heritage, was influenced by the healing traditions of the local Shawnee Indians in Kansas. In 1835, Dr. Still learned the native Shawnee language while assisting his father in treating the Shawnee Indians at the Wakarusa Mission in Kansas. In 1892, when Dr. Still established what is now ATSU, he used the simplicity of the Shawnee communication of “objects not words” to take an Indian approach to teaching by deep observation without the distraction of language. Dr. Still’s founding concepts of body, mind, and spirit, along with body’s natural ability to heal itself, remain closely aligned with Native American and Alaska Native traditional healing.



**National Center
for American Indian
Health Professions**



Pictured above from left to right: Anna Robertson, Leisnoi Village (Alaska); Michelle LaBeau, Cheyenne River Sioux (South Dakota); Joyceline Wero, Navajo (Arizona); Janelle Yazzie, Navajo (Arizona); Tori Fulton, Navajo (Arizona); and Roselala Lee, Navajo (Arizona).



Diversity committees



Currently, ATSU's School of Osteopathic Medicine in Arizona, Arizona School of Health Sciences, and College of Graduate Health Studies have diversity committees. Other ATSU schools have either created a diversity strategic plan or embedded diversity initiatives into the school's broader strategic plan.

ATSU Diversity Enrichment Committee (DEC-Missouri) is dedicated to enriching the culture of acceptance and respect of diversity in all its forms. The committee, created of students, faculty and staff, will work together to promote policies and programs recognizing and celebrating diversity across the community.

Diversity Enrichment in Education Committee (DEEC-Arizona) is dedicated to creating a more inclusive academic community by encouraging opportunities for students, faculty, and staff to embrace and celebrate diversity and all of its dimensions. The DEEC will enhance the mission of ATSU and the Advisory Council on Diversity by promoting campuswide initiatives allowing individuals to gain a positive understanding of cultural proficiency and the way it impacts holistic wellness.

Diversity in Education Committee California (DECC) is dedicated to creating a more inclusive academic community by encouraging opportunities for students, faculty, and staff to embrace and celebrate diversity and all of its dimensions. The committee will enhance the mission of ATSU and the Advisory Council on Diversity by promoting campuswide initiatives allowing individuals to gain a positive understanding of cultural proficiency and the way it impacts holistic wellness.



Connect with us

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ATSU believes excellence
requires understanding, affirming,
and valuing human difference.



For a comprehensive list
of our online resources and
social media accounts, visit
linktr.ee/atsudiversity
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