



## **Northeast Regional Recruitment Manual**

October 10, 2006

Northeast Regional Recruitment Collaborative

This work was funded, in part, by The Robert Wood Johnson Foundation.

## **Introduction**

The Northeast Regional Recruitment Collaborative (NERRC) is comprised of six dental schools located in the northeastern U.S.: Boston University, Columbia University, the University of Connecticut, Howard University, Temple University, and West Virginia University. The six dental schools have developed a regional strategy for recruiting students from underrepresented minority (URM) and economically disadvantaged backgrounds. This activity is a core component of a grant to each school funded by The Robert Wood Johnson Foundation, "Pipeline, Profession & Practice: Community-Based Dental Education" (Pipeline). The recruitment plan was developed by the NERRC and approved by the Deans of the six schools. The focus is on college students, and the plan is composed of seven program elements. This manual was prepared to assist schools in implementing the regional recruitment program.

The goal of the recruitment plan is to at least double the number of URM and economically disadvantaged students enrolled in these northeast U.S. dental schools from the baseline academic year 2000-2001. At that time 5 percent of students enrolled in these dental schools were URM or from economically disadvantaged backgrounds. Thus, the immediate effort is to increase the percentage to at least 10 percent by the final year of the project (2007). Ultimately, the goal is to have the student bodies of the six schools better reflect the general ethnic, racial and family income composition of the United States. For a detailed discussion of the rationale for this goal, see the Pipeline program web site, [www.dentalpipeline.org](http://www.dentalpipeline.org).

Underrepresented minority (URM) is defined as those racial and ethnic groups that are traditionally underrepresented in their composition in the dental profession. These racial groups traditionally include: Black/African American, Hispanic/Latino, and American Indian/Native American races. Disadvantaged background is defined as a student from an environment that has continued to inhibit the individual from obtaining the knowledge, skills and abilities to succeed in a dental school, and/or a student from a family with an annual income below a level based on low-income thresholds according to family size.

The Northeast Regional Recruitment Collaborative members are from the six dental schools. The members are seen in Attachment A along with their contact information.

The regional recruitment program has seven major program elements:

1. The development of an admissions workshop tailored for individual dental schools.
2. The development of recruitment materials aimed at college students from URM and disadvantaged backgrounds.
3. A program to increase the effectiveness of recruitment at feeder colleges.

4. Regional dental enrichment composed of summer and post-baccalaureate programs.
5. An annual regional meeting of pre-professional/pre-health career advisors.
6. An alliance with local chapters of the American Dental Association, Hispanic Dental Association, National Dental Association, and Society of American Indian Dentists to develop more effective recruitment and mentoring programs.
7. Close cooperation between the recruitment programs of the Schools of Dentistry and Schools of Medicine at the same university.

**Administration**

Each school will appoint at least one member to the Northeast Regional Recruitment Collaborative. The Collaborative will elect one member to serve as chair for a period of two years. At the end of the two-year term a new chair will be appointed. The chair position will rotate among the schools of the collaborative.

The chair is responsible for convening at least two meetings of the Collaborative each year and for holding conference calls as needed. The chair is also responsible for maintaining communications with regional and national stakeholder organizations.

**Finances**

The schools will share in the cost of program components in which all schools participate. Table 1 illustrates the major program components and the components that will be shared among schools.

**Table1  
Regional Recruitment Program Components**

<b>Program Component</b>	<b>Shared</b>
Admission Workshops	No
Feeder School Programs*	No
Recruitment Material Development & Distribution	Yes
Pre-Health Careers Advisor Meetings	Yes
Dental Enrichment / PB Programs	No
Dental Association Alliances	No
Dental/Medical Program Collaborations	No

\*Schools will be assigned approximately the same number of feeder schools to recruit URM and economically disadvantaged students for all six schools.

Although this is a shared component, there is no need to share expenses since each school will have similar expenses.

The Collaborative will develop an annual plan, including specific recruitment goals, and a budget. The school taking the lead for a specific program component will provide the initial funding and send invoices to the other schools for the cost of the program component. Schools will rotate responsibility for carrying out program components. In-kind contributions, such as faculty and staff time, supplies, and space, will not be reimbursable expenses. The allocation of reimbursable expenses will be agreed upon in advance and divided equally among schools.

### **Organizational Relationships**

National Program Office (NPO) - During the period of the Pipeline grant, the NPO will assist the schools in developing and operating the regional plan. Assistance will be in the form of NPO staff time, payment for consultants, and an initial contribution to the development of recruitment materials.

American Dental Education Association - The Collaborate will maintain communications with the ADEA which will serve as a national clearinghouse for information and materials to aid recruitment of URM and economically disadvantaged students.

The Robert Wood Johnson Foundation – The Collaborative will meet periodically with The Robert Wood Johnson Foundation and other stakeholder organizations in the region such as, organized dentistry, community groups, state government, etc. that have an interest in a diverse dental profession. These meetings will be used to share experiences and obtain advice on how to improve the regional recruitment program.

### **Program Elements**

#### **1. Recruitment Workshops**

The NERRC strategies presupposed that the only measure of dental student recruitment efforts is admissions outcomes. Development of an admissions workshop accordingly became a centerpiece of the plan. The goal was to explore admission committee roles in recruitment, acceptance, and enrollment of diverse student bodies. A key workshop feature was presentations by a two-member team, one with experience in dental admissions and the other versed in URM recruitment initiatives. In November 2004, a one-day admissions workshop was pilot-tested at West Virginia University. To date, workshops have been held at three additional dental pipeline schools and, at their request, two non-Pipeline schools. Workshop topics included the 2004 U.S. Supreme Court rulings on *Grutter v. Bollinger* and *Gratz v. Bollinger*, the mission of admissions committees, and benefits of whole file review relative to quantitative scoring of candidates. A model program agenda that worked successfully in the fall of 2004 at West Virginia University School of Dentistry is seen in Attachment B.

## **2. Recruitment Materials**

### **Purpose**

There are a number of recruitment materials published by dental organizations that promote dentistry as a career including brochures, posters, Power point slides and flyers. While this material can be adapted for individual school recruitment activities, the materials developed for this effort will brand the NERRC effort as a unique regional partnership which conveys a targeted message for URM and economically disadvantaged students within the northeast region.

The recruitment materials will be developed and directed towards URM and economically disadvantaged undergraduate students and advisors. The materials will (1) target students who may be inclined to pursue a career in dentistry, medicine, or other health care fields, (2) encourage pre-professional/pre-health advisors to broaden their counseling and guidance information to include dentistry, (3) offer general information about dental school admissions, (4) highlight oral health disparities, and (5) provide individual dental schools' information.

### **Brochures and CD-ROM**

An attractive, student friendly, three-panel brochure was designed by a publisher with experience with the target groups. In this case, Spectrum Unlimited, Inc. the publisher of Journal for Minority Medical Students, Annual Keepsake Guide for Minority Science Students and web writer for the new national health professions web site [www.explorehealthcareers.org](http://www.explorehealthcareers.org), was used.

The brochure cover is depicted in Attachment C, the publication highlights oral health concerns particular to the northeast region and includes student profiles from the participating dental schools underscoring their motivation for pursuing a dental career. Also, included in the brochure are information sheets highlighting individual dental school offerings. In the second phase of the program, the brochures will be adapted to a CD-ROM format using the same design.

### **Web site**

The National Dental Pipeline Web site houses current information on the progress of the Northeast Regional Recruitment Collaborative effort. In the coming months, an electronic version of the recruitment materials will be posted on the Pipeline web site, [www.dentalpipeline.org](http://www.dentalpipeline.org). Each of the six dental schools' websites will also link to the Pipeline website and the NERRC effort.

### **Distribution of Materials**

The recruitment brochures will be distributed following a presentation by a school admissions, student affairs or outreach officer. The material will also be distributed at student information sessions, college recruitment days and pre-professional/pre-health advisors meetings.

### **Assessment of Materials**

Each school will assess the effectiveness of the materials based on the number of follow-up calls received by students and advisors and on student feedback at recruitment events. The assessment will be made at the end of each recruiting cycle in the spring.

### **Periodic Revisions of Materials**

The committee will review the materials annually to assess effectiveness, need for revisions and reproduction costs.

## **3. Feeder Colleges and Universities (FCU)**

### **Definitions and Purpose**

While applicants come from many institutions, a select group of universities and colleges are the primary source of students for each dental school and are known as “feeder” schools. There is some overlap among dental schools in feeder institutions. At the same time some colleges with large numbers of URM and students from economically disadvantaged backgrounds are not currently feeder schools.

To increase the efficiency and effectiveness of recruitment programs at the feeder schools and to include a broader mix of institutions, the six dental schools have agreed to focus their recruitment efforts on a specific, non-overlapping set of about 10 feeder schools. The dental school responsible for a particular feeder institution will recruit for all six dental schools. In this way the recruitment effort at a given college or university can be more intense, and a wider range of feeder schools can be covered.

### **FCU Identification for Each Dental School**

The main feeder schools, colleges, and universities for URM applicants and for students from disadvantaged backgrounds were identified for each of the five dental schools based on ADEA data. Attachment D gives the feeder schools assigned to each of the six dental schools. The ADEA analysis will be done every few years, and adjustments will be made to the feeder schools assigned to each dental school. Additional recruitment/participation at feeder schools by non-assigned dental schools is always welcome and an option for any of the dental schools in the collaborative.

### **FCU Program Elements**

1. Visits with the pre-professional/pre-health advisors yearly to share information.
2. Visit with pre-health/pre-dental clubs at least once a year to present information about dental schools and the career of dentistry.
3. Host dental school visits for feeder school students and applicants.
4. Distribute recruitment materials on feeder school campuses with the assistance of pre-professional/pre-health advisors and club presidents.

5. Serve as the primary contact for the pre-professional/pre-health advisor and president of the pre-dental/pre-health club for career and admissions related matters.
6. Target URM pre-dental students and those from economically disadvantaged backgrounds to participate in summer enrichment and post-baccalaureate programs.
7. Provide opportunities for job shadowing for URM students and those from economically disadvantaged backgrounds at the dental school and with mentors from the ADA, HDA, NDA, and SAID.
8. Assist with creating a pre-dental club on the interested feeder school campuses that may not have such an organization.

### **Draft Introductory Letter**

An introductory letter will be sent to the pre-professional/pre-health advisor of each feeder school, with a copy sent to the Dean of Arts and Sciences, Chairs of the Biology and Chemistry Departments, and the Directors of Offices of Diversity, Minority or Multicultural Affairs if they are present on campus. See attachment G.

### **Sample FCU Affiliation Agreement**

See attachment H. An example of a draft Affiliation Agreement between a NERRC school and a Feeder School.

### **Assessment of FCU Program Effectiveness**

The recruitment activities at a feeder school will be recorded and reported to the Northeast Regional Recruitment Collaborative annually. Attachment E depicts the School Visitation Report that will be completed after each visit or contact with the feeder school. Each of the six participating dental schools will send the completed form to the Chair of the Northeast Regional Recruitment Collaborative annually. The Committee will review the reports and determine the amount, type, and effectiveness of the feeder school program.

### **Periodic Revision of FCU Program**

Based on annual review of the Visitation Reports, personal observations of the participating faculty, and success in recruiting students from URM and economically disadvantaged backgrounds, the regional feeder school program will be modified as needed.

## **4. Dental Enrichment Programs**

### **a) Summer Enrichment Program (SEP)**

The SEP's are two to eight week summer programs located at different dental schools throughout the NERRC and designed to provide URM pre-dental students and those from economically disadvantaged backgrounds with a means of strengthening their ability and readiness to study dentistry. Participants in the programs are expected to enhance their candidacy in the dental school admissions process and increase their ability to succeed once accepted.

## **Boston University**

Boston University School of Dental Medicine (BUSDM) is dedicated to using the summer months to engage URM students in curricula promoting careers in Dentistry at multiple stages in their education. Summer programs are offered to students in elementary/middle, high school, and college/university levels.

### **-Program White Coat (Elementary/Middle School)**

Program White Coat is a week-long immersion experience at BUSDM designed for young disadvantaged or underrepresented minority students. The program consists of a modified dental school curriculum with ten modules which include activities a dentist or an allied dental professional performs on a daily basis. The program increases awareness and knowledge, and builds skills around the profession of Dentistry for students at a young age.

### **-Summer and After-School Internships (High School)**

BUSDM partners with the Boston Area Health Education Center to provide pre-dental internships to six to ten URM high school freshmen, sophomores, juniors, and seniors. Students are linked together with BUSDM faculty to pursue research projects of their individual interest over the course of nineteen weeks during the school year and seven weeks during the summer.

### **-Summer Enrichment Program (College/University)**

The Summer Enrichment Program consists of a diverse array of workshops and didactic coursework to help participants prepare a successful application to dental schools, and also exposes them to clinical experiences in dentistry. The topics include DAT preparation course, essay writing, interviewing skills, biochemistry and basic dental/orofacial anatomy.

## **University of Connecticut**

The University of Connecticut School of Dental Medicine has long recognized the recruitment and retention of minority students as one of its top priorities. The School of Dental Medicine operates an extensive recruitment and outreach effort to recruit minority group and disadvantaged applicants nationally through the Office of Health Career Opportunity Programs. Our own students are actively encouraged to participate in the recruitment program. Minority applications are reviewed using the same general procedure as for all applications and by the full Admissions Committee. Candidates for admission receive a full review and are selected on a competitive basis. Minority candidates invited for an interview meet with the Associate Dean and/or the Assistant Dean for Health Career Opportunity Programs, staff of the Office of Health Career Opportunity Programs, and with dental students who answer questions in an informal setting. The Associate Dean and Assistant Dean for Health Career Opportunity Programs are members of the Admissions Committee. The School of Dental Medicine sponsors several

summer enrichment programs through the Office of Health Career Opportunity Programs:

**The Minority High School Student Research Apprentice Program** — Six-week summer program for minority or disadvantaged high school juniors and seniors who have indicated an interest in dental medicine.

**The Pre-college/College Enrichment Programs** — Six-week summer programs of pre-professional training for high school seniors and college freshmen or sophomores. Housing and a stipend are provided.

**The Medical/Dental Preparatory Program** — Six-week summer program of pre-professional training designed to provide a reinforcement and enrichment of experience for students from disadvantaged backgrounds who expect to apply to the School of Dental Medicine. Room and board and a stipend are provided.

**The Summer Research Fellowship Program** — Ten-week research experience for undergraduate college students who are interested in a career in dental medicine. Stipend provided.

**The Pipeline Health Professions Summer Academic Institute** - Created under the RWJF Pipeline program, provides a limited number of unevenly prepared students with an opportunity to improve their ability to submit a competitive dental school application. The summer academic enrichment provides a guided experience to improve students' science, perception, reading comprehension and quantitative reasoning skills.

## Howard University

Howard University College of Dentistry offers multiple programs that expose college students interested in the dental profession to the dental school's curriculum.

**The Summer Externship Program** includes an overview of the freshmen year in dental school; hands-on laboratory experiences; shadowing dental students in a clinical setting and seminars in Time Management and Test Taking Skills.

**The Academic Reinforcement Program (ARP)** is another program offered by the College. ARP has two phases — the prematriculation phase (summer program) is an intensive eight-week program that evaluates the student's intellectual and practical potential and aptitude for a dental career and the matriculation phase that provides continuing assistance in all courses on a more individualized basis.

**The Med-Dent Start Program** offers students the opportunity to shadow health care teams at Howard University Hospital.

**The Advanced Enhancement Program** for disadvantaged juniors, seniors and college graduates affords them the opportunity to increase their rate of admission to health profession schools.

**Health Professions Admission Test Preparation** for the MCAT, DAT and GRE is also available.

## **West Virginia University**

The West Virginia University School of Dentistry hosts Dental Summit for college students wanting to explore the possibility of dental school. The two-week educational experience is held in the summer at the WVU Health Sciences Center. Dental Summit participation provides exploration of study skills, time management and communication skills needed to excel in dental school for a select group of 20 students. Participants experience hands-on activities in the dental laboratory and explore the vital role dentistry plays in overall health. Dental school application and admission requirements, educational debt management, and current issues in health care are also emphasized.

### **b) Summer Medical and Dental Education Program (SMDEP)**

The SMDEP is a free six-week summer enrichment program targeted to underrepresented minority and economically disadvantaged first and second year college and community college students interested in pursuing a career in medicine or dentistry. SMDEP is a national program funded by The Robert Wood Johnson Foundation with direction and technical assistance provided by the Association of American Medical Colleges and the American Dental Education Association.

#### **SMDEP Program Features**

The SMDEP features:

- Medical or Dental Career Development
- Learning-skills Orientation
- Clinical Experience
- Science Academic Enrichment
- Financial-Planning Orientation

#### **SMDEP Eligibility Criteria**

To be eligible for SMDEP, an applicant must:

- be a U.S. citizen or hold a permanent resident visa
- be a college freshman or sophomore
- have an overall GPA of 3.00 (with 2.75 in the sciences), or equivalent academic credentials: and
- have a combined SAT score of at least 950 or ACT score of at least 20

#### **Other Factors**

The SMDEP considers other factors including whether the applicant:

- comes from a group that is racially/ethnically underrepresented in medicine or dentistry (as defined by each site);
- comes from a disadvantaged background (financial and/or educational);
- is a local and/or regional resident
- submits a compelling personal statement; and or
- receives strong letters of recommendation

## **SMDEP and the NERRC**

Two of the NERRC partner schools have SMDEP programs on site each summer (Columbia University and Howard University) and all of the other NERRC partner schools sponsor or refer their eligible college freshman or sophomore, or community college pre-dental candidates to those summer programs.

For additional information on SMDEP, visit the Web site: [www.smdep.org](http://www.smdep.org) or call toll-free (866) 58 SMDEP.

### **c) Post-Baccalaureate Program (PB)**

The post-baccalaureate program is designed to assist URM college graduates and those from economically disadvantaged backgrounds to gain acceptance to dental school. Some PB students have applied to dental school but were not accepted. Others have not applied, because of low grades or lack of required courses. The PB program strengthens the applicants' academic background, focusing on science courses and DAT preparation.

### **Identification and Number of PB students**

Applicants are identified by dental school admissions officers and college pre-professional health advisors. There are Web sites that list PB programs and their entrance requirements. Programs generally enroll 8-15 students each year. The eligibility criteria traditionally include: completion of an undergraduate degree from an accredited college or university; U.S. citizenship or Permanent Resident status (preferred); a minimum overall GPA of 2.6; a minimum science GPA of 2.4; DAT average of 14 (PAT and Academic); documented evidence of academically or economically disadvantaged background; and demonstrated desire to work with underserved communities. These eligibility requirements often can be waived under special circumstances.

### **PB program locations in the NERRC**

The PB programs in the NERRC are located at three schools: Boston University, University of Connecticut, and Columbia University. Each of these programs has different eligibility requirements and is attractive to URM or economically disadvantaged students with different educational circumstances or needs.

## **NERRC PB Program Organization and Content**

### **Boston University**

Boston University School of Medicine in collaboration with Boston University Goldman School of Dental Medicine offers a Masters in Medical Sciences with a curriculum in Oral Health Sciences. This program is designed for URM students interested in Dentistry. The concept is to target motivated applicants who have applied to dental schools and were not granted admission because of deficiencies in their transcripts or standardized test scores, and provide them with the opportunity to enhance their academic preparation prior to the reapplication process.

The program is of one year duration and provides intensive coursework in Biochemistry, Physiology, Pathology, Microbiology, Pharmacology, Oral Health Prevention and Promotion, and Biostatistics alongside dental students or graduate dental students. In addition, students take part in ongoing meetings that support their DAT preparation, enhance their study and test-taking skills, and improve their time management. Concurrent with their coursework, students work with faculty advisors to research a thesis on a dental-related topic of their choice. BUSDM faculty mentor the students throughout the degree program and provide guidance on how to overcome the many hurdles involved in the dental school admissions process.

### **Columbia University**

The Columbia University Post-baccalaureate Premedical and Pre-dental Program is the oldest and largest program of its kind in the United States, dating its origins to 1955. The program is designed to meet the needs of college graduates who have decided to pursue a medical or other health professions education but have taken none or only some of the basic science courses required for admission to medical or health professions school. In addition to those preparing for medical doctor degree programs, the program also accepts and supports students applying for admission to dental, veterinary medical schools and other allied health professional programs.

Students in the program enroll in science courses alongside Columbia's larger undergraduate population, for which admission is among the most competitive in the country. The PB program provides students with dedicated advisors who counsel students on healthcare program options, academic requirements, and clinical experience as they prepare themselves competitively for entrance to medical or health professions school. Combined with the wealth of clinical opportunities available in New York City, the Columbia PB Program with its world-renowned faculty and research facilities offers PB students a tremendous advantage in their premedical and pre-health professions preparation.

The PB program affords great flexibility for part-time study at the outset, and many students who have gone on to medical or health professions school began by taking only a single course while continuing to work a full-time job; this is especially the case for students requiring preparatory coursework before enrolling in the required science courses. Those with sufficient preparation who begin the program in the fall term can expect to complete their coursework after two full academic years of study. In the third year, students complete the application process while deepening their exposure to medicine and the health professions through full-time employment, research, or volunteer work; some students choose to enroll in additional courses during the application year.

Although not specifically targeted to URM or economically disadvantaged students, the Columbia PB Program has successfully integrated highly motivated

URM students with the overall program and provides targeted community-based dental practice experiences for URM pre-dental students.

### **University of Connecticut**

The University of Connecticut Post-Baccalaureate Programs are two non-degree programs for capable college graduates wishing to prepare for application to dental schools. Counseling for the program course selection is available on an individual basis from the Office of Health Career Opportunity Programs and representatives of the School of Dental Medicine.

### **PB Effectiveness**

The measures of program effectiveness are the number of students who complete the PB and are admitted into dental school.

## **5. Pre-Professional/Pre-Health Advisors (PHA)**

### **Definition and Purpose**

Pre-professional/pre-health advisors (PHA) at the feeder universities play a critical role in encouraging URM students and those from economically disadvantaged backgrounds to apply to dental school. Some advisors are not familiar with the dental school application process and with the many rewards of a dental career. To address this problem, at least one annual information meeting for PHA's will be held at one of the NERRC schools or at a regional or national PHA annual meeting. All six schools will participate in each meeting.

### **Identification of Key PHA**

The six schools will compile a list of pre-health faculty advisors (including PHA's, Department Chairpersons, Biology and Chemistry Professors, faculty "sponsors" of the Pre Dental Club, and Directors of Offices of Diversity, Minority, or Multicultural Affairs if they are present on campus) at four-year universities and two-year colleges throughout the NERRC and additional schools that are deemed "top feeders."

### **PHA Host School**

When the PHA meeting is held at a host NERRC school, an attempt will be made to rotate between the NERRC school locations so that all six schools will have the opportunity to host a PHA meeting. Each will be attended by all six dental schools.

### **Program Organization and Content**

The organization and content of the program will be planned, initially by the host schools, and then agreed upon by the other schools. The day will consist of mini lectures, hands-on activity, a panel discussion including current dental students, and a tour of the school. Breakfast and lunch will be provided. A model program agenda that worked successfully in the spring of 2005 at Howard University is seen in Attachment F.

## **Program Budget**

The budget for the day's program includes breakfast and lunch for the advisors and selected dental students, parking, printed materials, mailing and supplies for "hands-on" activity (i.e. plastic teeth). Each NERRC site will be requested to sponsor at least two of their local feeder schools' PHA to attend the meeting.

## **Assessment of PHA Program Effectiveness**

At the conclusion of each program the advisors will be asked to complete a pre-tested satisfaction survey instrument. The results of the surveys will be distributed to the six schools and discussed. In addition to the data from the surveys, schools may recommend changes in program organization and content based on their participation in the program and discussions with advisors and dental students. An example of a model PHA meeting evaluation is seen in Attachment E.

## **Periodic Revision of PHA Program**

Based upon the surveys after each program, adjustments will be made to the program periodically to maximize its effectiveness.

## **6. Mentoring Program**

### **Definition**

Mentoring is a voluntary and reciprocal interpersonal relationship in which an individual with acknowledged experience shares his or her experience and learning with another less experienced person (protégé). These relationships are usually long-termed and are based on trust and mutual respect. Mentoring has several unique qualities, but also similarities to advising, coaching, role modeling and sponsoring. Some of the aspects of each include:

A **mentor** counsels, advises, supports, promotes and listens. A good mentor provides information, warns about changes, assigns challenging tasks, prepares to handle more difficult tasks, identifies strengths and weaknesses, asks for protégé's input, takes protégé's to meetings and events, gives clear and timely feedback and advice, provides guidance, runs interference when needed, and is always honest.

Mentoring must be distinguished from **advising**, which is a more formal relationship, often assigned, that focuses specifically on the individual's professional and career development and is usually time-limited and "one way".

**Coaching**, which is outcomes-oriented, is a reflective relationship in which the coach provides feedback to strengthen performance. It is usually goal-specific, outcome-specific, or time-specific and it is not essential that the coach be in the same field as the person being coached.

**Role modeling**, which is a one-way, passive and observational relationship that the role model does not necessarily even know that he or she is serving in this

capacity. Example is set through words and actions that are worthy of emulation and imitation; no interpersonal relationship or interaction is needed.

**Sponsoring** is a relationship that is strictly professionally focused and limited; Sponsors serve as advocates and champion for an individual's career advancement; nominating the person for positions, committees, and projects that will help the person's exposure and develop their career.

### **Purpose of Mentoring Program**

To increase the diversity of the dental workforce by enlisting members of organized dentistry, particularly the local chapters of the National Dental Association, Hispanic Dental Association, Society of American Indian Dentists, and the American Dental Association, to assist with the recruitment and mentoring of URM applicants and dental students and those from economically disadvantaged backgrounds.

### **Core Activities**

1. Attend local chapter meetings to share information about the Dental Pipeline Program, and to recruit mentors.
2. Convene a meeting of all mentors to discuss what the expectations are and share information about dental school admissions requirements and pre-dental programs.
3. Provide mentors with recruitment literature and brochures to display and disseminate in their offices.
4. Identify pre-dental and dental students and match with the appropriate mentors.
5. Encourage mentors to meet with protégés on a regular basis; at least bi-monthly.
6. Encourage mentors to invite protégés to observe practice and to job shadow.
7. Encourage mentors to inspire protégés from disadvantaged backgrounds to apply to summer enrichment programs.
8. Assess the mentoring program on a regular basis through meetings of dental school representatives and mentors. Invite the Dean to also participate in these meetings.
9. Provide a tour of the dental school for all mentors.
10. Hold a mentor recognition ceremony at the end of the year to acknowledge their contributions and commitment to the program.

## **7. Medical School Alliances**

Recruiting students from disadvantaged backgrounds can be very challenging, because these students have much greater knowledge of the profession of medicine than dentistry. Often, these students and their families have had many contacts with physicians but few with dentists. Therefore, family members are more likely to encourage them to pursue a career in medicine.

Further, many smaller, less well-funded colleges and universities attended by a significant number of URM students and those from economically disadvantaged backgrounds may not offer extensive advising services for pre-health professions

students. Dental recruiters who visit these institutions often find themselves making presentations to very small numbers of students.

Under these circumstances, it makes great practical sense to align the dental and medical school recruitment efforts. The collaborators need to agree to recruit for the benefit of the health professions and not just their individual professions. By adopting a collaborative strategy, dental recruiters gain access to many more potential students who readily admit that they have little knowledge of the dental profession and appreciate hearing about another career option. Medical schools also benefit from the collaboration, because they are able to spread their recruitment costs to another school.

Dental recruiters need to explain to pre-med/pre-dental groups the important role of oral health in overall health. Of special importance are the recent scientific discoveries showing an association between periodontal disease and systemic diseases such as heart disease and diabetes. It is also useful to ask self-identified pre-medical students about which medical fields they are interested. Based on experience, many are considering careers in Pediatrics. They need to know that there is a specialty of Pediatric Dentistry and that there is a great demand for these services.

It is also recommended that the dental school Director of Admissions and the Chair of the Admissions Committee participate in the recruitment efforts. Prospective students appreciate receiving information from individuals who are directly involved in the admissions process.

**Attachment A**  
**Member Dental Schools and Contacts of the North East Regional**  
**Recruitment Collaborative**

<p><b>Boston University Goldman School of Dental Medicine</b>  <b>Gregory A. Stoute DMD, MPH</b>          Director of Minority Affairs          B.U. Goldman School of Dental Medicine          100 E. Newton Street, G305          Boston, MA 02118          617-414-1131  <a href="mailto:gastoute@bu.edu">gastoute@bu.edu</a>  <a href="http://www.dentalschool.bu.edu">www.dentalschool.bu.edu</a></p>	<p><b>Howard University College of Dentistry</b>  <b>Richetta Johnson</b>          Director of Recruitment          HU College of Dentistry          Washington, DC 20059          202/806-0400          Fax: 202/806-0470  <a href="mailto:rdjohnson@howard.edu">rdjohnson@howard.edu</a>  <a href="http://www.howard.edu">www.howard.edu</a></p>
<p><b>Columbia University College of Dental Medicine</b>  <b>Dennis A. Mitchell, DDS, MPH</b>          Associate Dean for Diversity and Multicultural Affairs          Columbia University College of Dental Medicine          630 West 168<sup>th</sup> Street          P&amp;S 3-452D          New York, New York 10032  <a href="mailto:DML48@columbia.edu">DML48@columbia.edu</a>  <a href="http://dental.columbia.edu/">http://dental.columbia.edu/</a></p>	<p><b>Temple University School of Dentistry</b>  <b>Shawn Campbell</b>          Director of Multicultural Development &amp; Recruiting          Temple University          School of Dentistry          3223 North Broad Street          Philadelphia, PA 19140          215/707-9761  <a href="mailto:scampbell@temple.edu">scampbell@temple.edu</a>  <a href="http://www.temple.edu/dentistry/">www.temple.edu/dentistry/</a></p>
<p><b>University of Connecticut School of Dental Medicine</b>  <b>Cynthia Hodge, D.M.D., M.P.H., M.P.A.</b>          Associate Dean          Director, Pipeline, Professions and Practice: Community-based Dental Education Program          School of Dental Medicine          University of Connecticut Health Center          263 Farmington Avenue, MC 3915          Farmington, CT 06030-3915          860-679-3470  <a href="mailto:hodge@uchc.edu">hodge@uchc.edu</a>  <a href="http://ocop.uchc.edu/">http://ocop.uchc.edu/</a></p>	<p><b>West Virginia University School of Dentistry</b>  <b>Shelia S. Price, DDS, EdD</b>          Associate Dean for Admissions, Recruitment and Access          West Virginia University          School of Dentistry          G110-H Health Sciences North          PO Box 9407          Morgantown, WV 26506-9407          304/293-5226  <a href="mailto:sprice@hsc.wvu.edu">sprice@hsc.wvu.edu</a>  <a href="http://www.hsc.wvu.edu/sod/">www.hsc.wvu.edu/sod/</a></p>

**Attachment B**  
**Model Program for Dental Admissions Workshop**

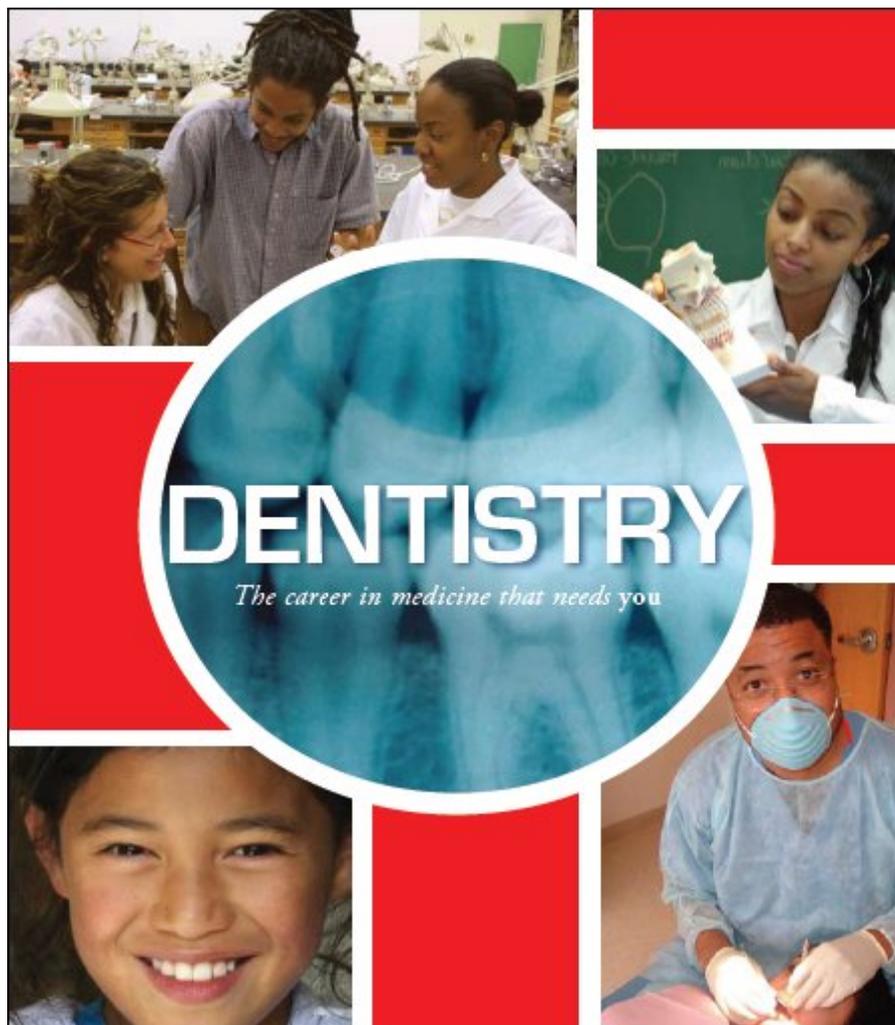
*West Virginia University School of Dentistry*  
*Dental Admissions Workshop*

**Sponsored by The Robert Wood Johnson Foundation**  
*Pipeline, Profession & Practice: Community-Based Dental Education*  
Friday, November 19, 2004

**AGENDA**

- 9:00 a.m.      Pre-session preparation      Dr. Brunson, Dr. Mitchell, and Dr. Price  
(*Dental Hygiene Conference Room*)
- 10:30 a.m.      Executive session      Dr. Brunson, Dr. Koelbl, Dr. Mitchell, Dr. Price  
(*Dean Koelbl's Office*)
- 11:00 a.m.      Consultants' Preparation      Dr. Brunson and Dr. Mitchell  
(*West Virginia Room*)
- 12:00 noon      Welcome and Introductions      Dr. Price  
(*Dental Conference Room*)
- 12:15 p.m.      Working lunch with Dr. Mitchell  
(*Dental Conference Room*)
- Introduction to Dental Pipeline Recruitment and Retention Initiatives
- Review of the June 2003 U.S. Supreme Affirmative Action Decision
- 1:00 p.m.      *What Changes Make a Difference?*      Dr. Brunson  
(*Classroom 1106*)
- 1:30 p.m.      *S.M.E.P. Dental Pilot Program*      Dr. Mitchell  
(*Classroom 1106*)
- 2:00 p.m.      Break
- 2:15 p.m.      *Best Practices in Dental Admissions*      Dr. Brunson  
(*Classroom 1106*)
- 2:45 p.m.      *Where do we go from here?*      Dr. Brunson and Dr. Mitchell  
(*Classroom 1106*)
- 4:30 p.m.      Informal discussion and reception  
(*Health Science Center Student Lounge*)

**Attachment C**  
**Recruitment Brochure Designed to Attract URM Students and those from Economically Disadvantaged Backgrounds into a Career in Dentistry**







**Attachment F**  
**Model Program for Pre-professional Health Advisors Meeting**  
**Northeast Regional Recruitment Committee**  
**Regional Meeting of Pre-Health Advisors**  
**April 8-9, 2005**  
**Howard University College of Dentistry**

**Dr. Donna Grant-Mills, Planning Committee Chair**

**Tentative Schedule**

	Thursday, April 8, 2005
6:00-7:30pm	Reception/Pre-Registration at Hotel for <i>Pre-Health Advisors traveling from distance</i>
Dinner	
<b>Friday, April 9, 2005</b>	
8:00-9:00	Registration/Continental Breakfast/Career Expo College of Dentistry Student Lounge, First Floor
9:00-9:15	Welcome, Grant-Mills & Rouse
9:15-9:30	Greetings, Jeanne Sinkford Introduction to the Dental Pipeline Project
9:30-10:10	<b>What is new and exciting in Dentistry?</b> -Research (10 min) -Public Health (10 min) -Practice 10 min)
10:10-10:45	<b>The Dental School Experience</b> -What is it like? -Who should study it? -Why is diversity important?
<b>Break</b>	
10:45-12:00	<b>Dental School Admissions</b> -What is the DAT? -The Application/AADSAS -Pre-dental syllabus/prerequisites -Financial Aid (Interactive Discussion)
12:00-1:15	<b>Lunch</b>
1:15-2:30	<b>Student Panel</b>
2:30-4:00	<b>Optional Tour of facilities/Individual meeting with Admissions Officers/Advisors</b>

**Attachment G**  
**Draft Letter to Pre-Professional/Pre-Health Advisor**

September 2005

Dear Colleague (or specific name of Pre-health Advisor):

I am writing to inform you about an exciting dental student recruitment effort in the Northeast region. Six dental schools in the Pipeline, Profession, and Practice: Community-Based Dental Initiative (Dental Pipeline) have collaborated to form the North East Regional Recruitment Collaborative (NERRC) to recruit talented students, particularly those from underrepresented minority and economically disadvantaged backgrounds, to the dental profession. These schools include: Boston University, Columbia University, University of Connecticut, Howard University, Temple University, and West Virginia University. The program is designed to address the lack of diversity in the dental profession, develop culturally sensitive oral health professionals, and extend high quality dental services to underserved urban and rural communities in the United States. The program is funded by a grant from The Robert Wood Johnson Foundation.

Only 5% of dentists nationally are African American, Hispanic/Latino, or Native American, U.S. when these groups constitute over 25% of the nation's population. Furthermore, the Surgeon General's Report on the Oral Health in America (May 2000) cites "There is a silent epidemic of oral disease affecting poor children, the elderly and many members of racial and ethnic minorities." We also know there are students who have a strong desire to practice in an underserved community and are interested in attending dental school. We are interested in meeting and sharing more information with them. We would like to ask for your assistance in addressing this issue by utilizing your institution as a feeder school. Please refer to the enclosed brochure to become more familiar with our dental student recruitment programs. .

We would like an opportunity to meet with you and to share more information about how we can work together on this important effort. Someone from our office will contact you in the near future to identify a mutually convenient meeting schedule. For any additional questions that you might have, I can be contacted at (**your telephone number/e-mail address**). We wish you the best in the coming academic year and look forward to talking with you soon.

Sincerely,

Your name

Title

**(Note:** enclose a business card with your letter)

## Attachment H

### MEMORANDUM OF UNDERSTANDING AFFILIATION AGREEMENT

Between *Queens College Pre-Health Advising Office*  
And  
*The Columbia University*  
*College of Dental Medicine (CDM)*  
Dental Pipeline Program (DPP)

*Queens College* has agreed to assist the *Columbia University* Dental Pipeline Program with identifying students from disadvantaged backgrounds and those who have an interest in becoming an oral health care provider who would like to practice dentistry in an underserved urban or rural community. Specifically, *Queens College* will:

1. Identify key personnel who will serve as the liaison(s) to the *Columbia University* Dental Pipeline Program.
2. Assist the Dental Pipeline Program (DPP) with publicizing all dental education and enrichment programs, to students who may benefit from or have an interest, by providing time and space for on site recruitment visits as well as distributing printed information to students.
3. Potential applicants to the Dental Pipeline Program Schools will be identified by the *Queens College* liaisons. The CDM DPP liaisons will give feedback to the *Queens College* liaison as to the strengths and weaknesses of potential applicants.
4. CDM DPP will monitor all applicants from *Queens College* throughout the application process. Specifically, the CDM DPP will facilitate interviews of qualified *Queens College* applicants who meet eligibility criteria for admission into all CDM Dental Pipeline Programs.
5. The CDM DPP staff will assist *Queens College* staff in monitoring the progress of *Queens College* students who apply and matriculate into any DPP summer enrichment or post-baccalaureate programs so that rates of application, acceptance, and graduation from the dental school can be determined.
6. The CDM DPP will prepare an annual summary report as to the number of *Queens College* URM students or those from economically disadvantaged background who apply and matriculate into the Dental Pipeline Program Schools.

This Agreement will be reviewed yearly by both parties and will remain in effect until both parties mutually agree to any changes. Either party shall have the right to terminate this Agreement and withdraw from the Agreement at any time, having given the other party 90 days written notice of its intention to do so. This agreement is not legally binding.

Dennis A. Mitchell, D.D.S., M.P.H.  
Associate Dean  
Columbia University College of Dental Medicine

John Smith  
Pre-Health Advisor  
Queens College

(Date)

(Date)