A. Call to order – 8:02 pm EDT
B. Roll call and review of COI
C. Welcome from the Chair (especially new TF members)
   a. A reminder of Housekeeping/Rules of Engagement/Ground Rules
      i. Brave Space

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AN INVITATION TO BRAVE SPACE

Together we will create brave space.
Because there is no such thing as a “safe space”
— We exist in the real world.
We all carry scars and we have all caused
wounds. In this space
We seek to turn down the volume of the outside
world, We amplify voices that fight to be heard
elsewhere, We call each other to more truth and love.
We have the right to start somewhere and continue to
grow. We have the responsibility to examine what we think
we know. We will not be perfect.
This space will not be perfect.
It will not always be what we wish it to be.
But
It will be our brave space together,
and
We will work on it side by side.

by Micky ScottBey Jones

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b. Mission of the Task Force
   i. To explore and identify potential diversity, equity, and inclusion gaps in APMA
      practices, policies, and procedures that have resulted from historic inaction and
      silence.

c. Purpose of the Task Force
   i. To ensure diverse and inclusive perspectives within APMA staff and
      membership.
d. Diversity Training for TF members
   i. Review Additional Resources at www.apma.org/dei

e. Goals
   i. Review internal APMA documents
      1. Comments due August 31 (due date may vary based on small group
         assignment)
      2. Share comments with small group for discussion (if comfortable)
      3. Share comments with Chair and Staff for collation
   ii. Action Items
      1. Explore recruiting methods to attract prospective students who are in a
         socially disadvantaged position as well as students enrolled in
         Historically Black Colleges and Universities.
         a. Black Student Unions at colleges
         b. AAPI groups at colleges
         c. Underrepresented minority groups at colleges
         d. Sororities and fraternities – Divine Nine
         e. Historically Hispanic Colleges
         f. Tribal Colleges
         g. Explore DHHS HRSA grant process – reach out to high and
            middle schools – may be grant funding available for DPM
            schools
         h. Use our own members to reach out to their own or local schools
            and counselors to speak with pre-health students
         i. Who are we recruiting and what are their needs? What are their
            cultural wants and how can those fit into our profession? This
            can also help with serving these underrepresented populations.
         j. Social media platforms
         k. Have a group of ‘recruiters’ who could help train members to
            recruit. Counselors need additional information on podiatry.
         l. Need resources for the students we recruit. Financial resources.
            Students might have more support going in another field or
            specialty.
      2. Provide additional educational opportunities for members on topics
         such as racism, implicit bias, and health-care disparities.
         a. Planning in progress through PHPPMC for health equity,
            disparities, implicit bias and/or cultural competency webinar
         b. Track at The National on racial and implicit bias in 2022
         c. Develop PPT for state components to have at their
            local/state/regional meetings
            i. Short video messages to be shared more broadly
         d. Health disparities speaker – Lisa Cooper, MD, MPH
3. Extend previously conducted research on diversity within the podiatric medical profession including among our applicants, students, residents, fellows, and established members.
   a. **STRIVE article**
   b. Demographic data
   c. Preliminary discussions on collecting better data on APMA members with new membership database
   d. **Demographics of enrolled students from the colleges**
   e. Where do we get data from residents?

4. Continue to extend invitations to a diverse group of speakers at our Annual Scientific Meeting.
   a. *NMA – Podiatric Medicine and Surgery Section can assist (Dr. Atkinson-Sneed)*
   b. Reach out to residency directors to find out who they trained and who might be good educators

5. Investigate opportunities to collaborate with like-minded organizations to address racism and health-care disparities.
   a. *NMA – Podiatric Medicine and Surgery Section*
   b. *AMA*
   c. *ACGME (MD)*
   d. *AAMC*
   e. *Other non-profits (National Urban League, NAACP)*
   f. *National Hispanic Medical Association*
f. Parking Lot
   i. Residency issues – people forced out of residency programs due to racism
   ii. Mentorship program for students and residents
      1. STRIVE article
      2. Assign mentor to student
         a. Schools may have student buddy systems (DMU and Temple as example)
   iii. Retention strategies rather than just recruitment
   iv. Military and/or recruiters
   v. *Student loan forgiveness (consider additional burdens due to COVID) (HRSA, NMF)
      1. Focus for the Health Profession loan programs since late 1980s have been on primary care. In the late 1970s DPMs were involved in this program but with the defunding of this program in the early 1980s DPMs were dropped.
      4. PSLF
   vi. Podiatric organizations (colleges, certifying boards, affiliated organizations, educational affiliates, etc.)
      1. Report cards for commitment to diversity
   vii. Video required for residency programs (during orientation)

D. Upcoming call
   a. August TBD
   i. Discuss Code of Ethics

E. Adjournment – 9:21 pm EDT
Larry Harkless, DPM – Advisor
Pamela Hong, DPM - Advisor
Karen Langone, DPM – Advisor
Christopher Lotufo, DPM - Advisor
Kieran Mahan, DPM – Advisor
Mori North - Advisor
Rene Settle-Robinson, DPM – Advisor
Jeffrey DeSantis, DPM – President, APMA/Ex Officio
Seth Rubenstein, DPM – Immediate Past President, APMA/Ex Officio
Staff Liaisons: James Christina, DPM; Kayla Fuller; Gail Reese, JD; Stephanie Simmons; Dyane Tower, DPM, MPH, MS; Ben Wallner
Guest Staff: Kathy Balderson; Kenna Barrett, PhD; Tiffany Kildale
Heather Keith – APMSA ED