

UC San Diego

School of Medicine

**UNIVERSITY LAND GRANT STATUS IN MEDICAL SCHOOL ADMISSIONS
APRIL 28, 2021: NATIONAL TRIBAL PUBLIC HEALTH SUMMIT**

Alec Calac

ABOUT ME

- Pauma Band of Luiseño Indians (Payómkawichum)
- B.S., Neuroscience and Cognitive Science, Molecular and Cellular Biology, 2016, University of Arizona
- California Area Representative, 2017 NIHB Tribal Youth Health Policy Fellowship
- M.D./Ph.D. Student, UC San Diego, San Diego State University School of Public Health
- Chapter President, UC San Diego Association of Native Medical Students
- National Policy Director, Association of Native American Medical Students
- Fellow, 2021 Clinton Global Initiative University



Land Acknowledgement

The School of Medicine holds great respect for the land and the original people of the area where our campus is located. UC San Diego, a public, land-grant research institution was built on the unceded territory of the Kumeyaay Nation. Today, the Kumeyaay people continue to maintain their political sovereignty and cultural traditions as vital members of the San Diego community. We are honored to share this space with them and will be strong community partners in support of equitable access to healthcare and education.



(Beyond A) Land Acknowledgement

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Association of Native American Medical Students (est. 1975)

- Supports Native American medical students in the successful completion of their graduate health professions curricula.
- Provides a forum for the interchange of ideas and information among Native American graduate health professions students.
- Assists tribal nations and Indian health organizations with the recruitment, retention, and graduation of Native Americans into medicine and other health careers.



Terminology

- Indigenous
- Native American
- American Indian and Alaska Native
(Racial/Ethnic Identifier)
- Enrolled Tribal Member (Political Classification)

The Question

- Should medical schools operated by land-grant universities and colleges prioritize tribal members for admission as an extension of the federal trust responsibility?



MODERN CALIFORNIA INDIAN HISTORY

Part 1



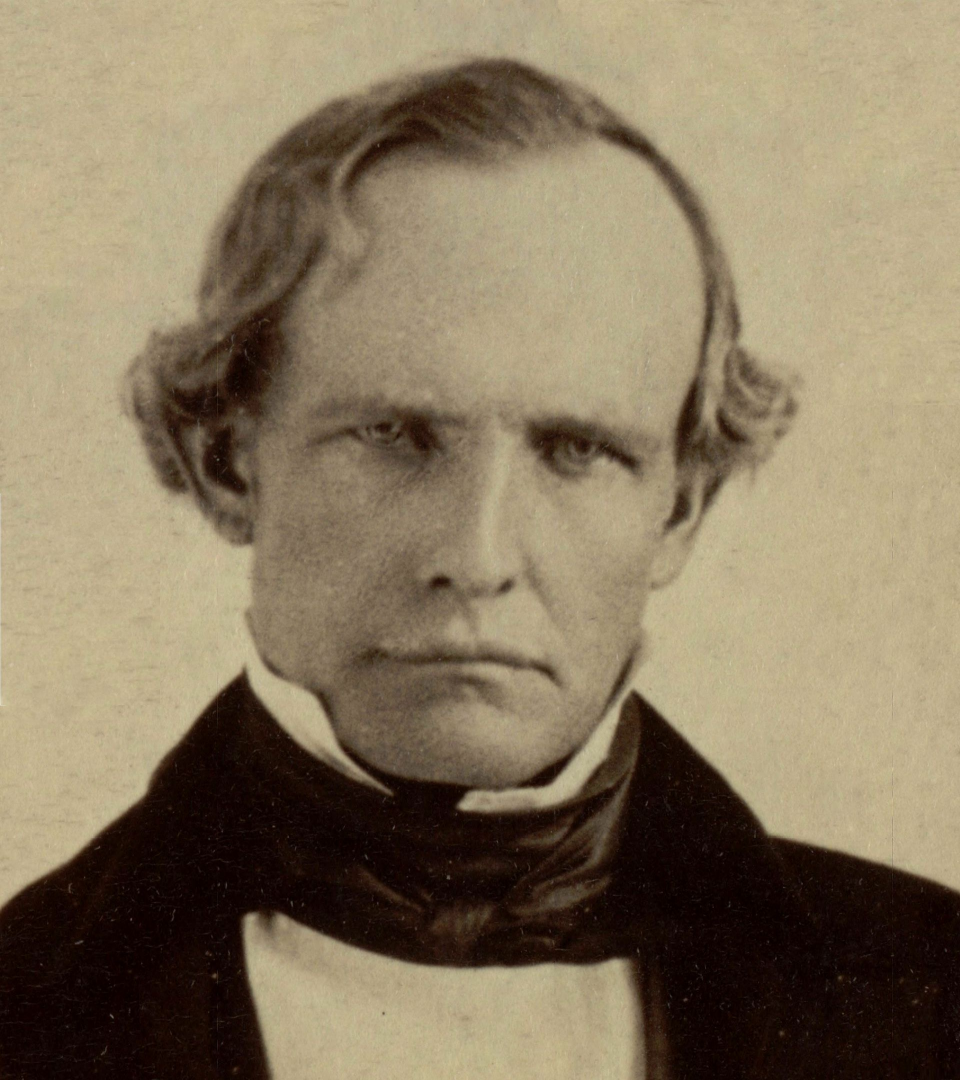
Contact – Spanish Mission Era: 1769 (for some) – 1834

- “In April of 1769, a Spanish ship named the *San Antonio* sailed into San Diego Bay, and two Spaniards became the first to meet and interact with the Indigenous people of the area, known today as the Kumeyaay.”
- “Father Junipero Serra and military commander Gaspar de Portola encountered Indigenous populations with complex and diverse cultures.”



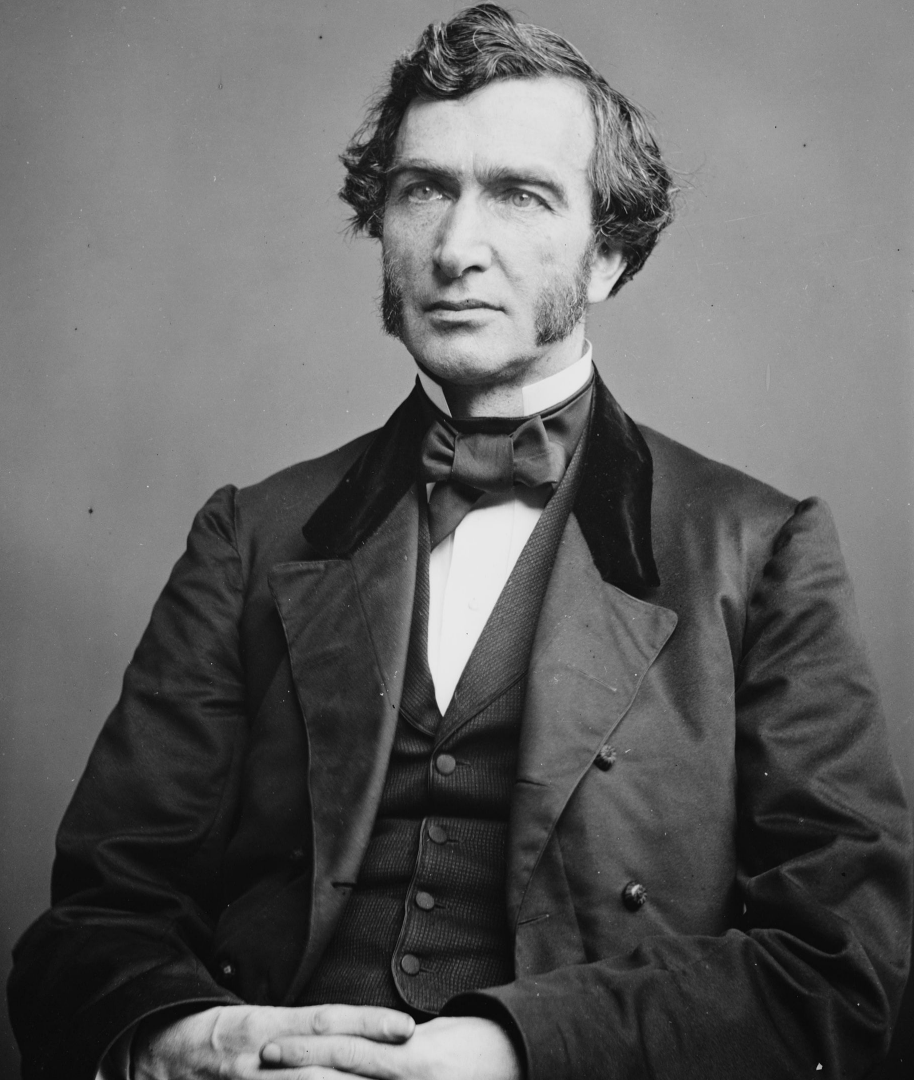
Rancho Era: 1834 – 1848

- “The center of activity in Pauma Valley in 1846 was Rancho Pauma, owned by Jose Antonio Serrano,”... Serrano was the grandson of Francisco Serrano, who came to California with Father Junipero Serra in 1769.
- Crumpler noted that the Pauma Indians “provided much of the labor needed to operate Pauma Rancho.” He added “relations between the Indians and the Californios had been strained from the time the Mexican government secularized the missions in 1834.”



California Governor Peter Burnett: 1849 – 1851

- “That a war of extermination will continue to be waged between the races until the Indian race becomes extinct must be expected.”
- “While we cannot anticipate this result but with painful regret, the inevitable destiny of the race is beyond the power or wisdom of man to avert.”



Morill Act of 1862

- “An Act donating Public Lands to the several States and Territories which may provide Colleges for the Benefit of Agriculture and the Mechanic Arts.”
- “The Morrill Act called for donating land left over from the building of the Transcontinental Railroad to provide states with the funding to create institutions that would educate people from all walks of life...”



University of California: 1868

- “The University of California began on March 23, 1868, when California Gov. Henry Haight signed the Organic Act, setting in motion the audacious idea that California should have a great public university — one that would serve equally the children of immigrants and settlers, landowners and industrial barons.”

Sherman Institute, U. S. Indian School,
Riverside, California.



Boarding School Era: 1860 – 1978

- Indian boarding schools were the brainchild of Captain Richard H. Pratt, a former military officer. He opened the first boarding school, the Carlisle Indian School, located on an abandoned military post in Carlisle, Pennsylvania in 1878.
- Pauma children, along with children from neighboring bands, were generally sent to Sherman Indian School in Riverside, CA.

PROVISION OF INDIAN HEALTHCARE SERVICES

Part 2



Basis for Indian Healthcare

1. United States Constitution
2. The Snyder Act of 1921
3. The Transfer Act of 1954
4. Indian Sanitation Facilities and Services Act of 1959
5. Indian Self-Determination and Education Assistance Act of 1976
6. The Indian Alcohol and Substance Abuse Prevention and Treatment Act of 1986
7. The Indian Child Protection and Family Violence Prevention Act of 1990
8. ...



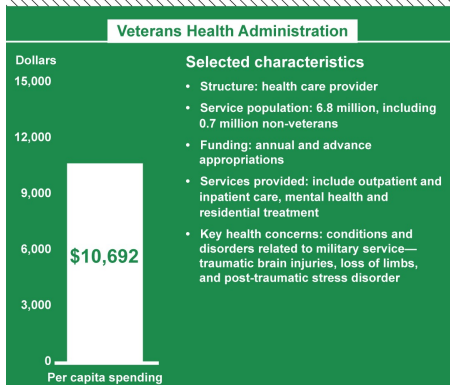
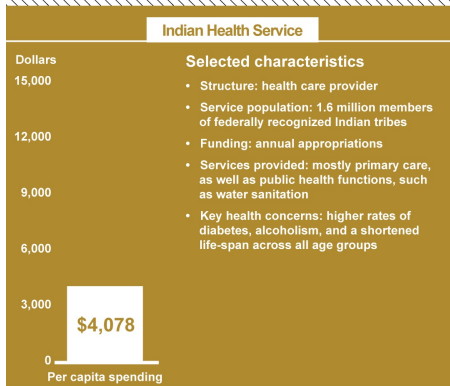
Federal Trust Responsibility

- The federal government has a unique legal and political relationship with Tribal governments established through and confirmed by the United States Constitution, treaties, federal statutes, executive orders, and judicial decisions.
- The federal trust responsibility establishes the basis for a variety of federal services provided to federally recognized tribes and villages, including healthcare delivery and the provision of physicians, based on tribal status, not just racial identification.

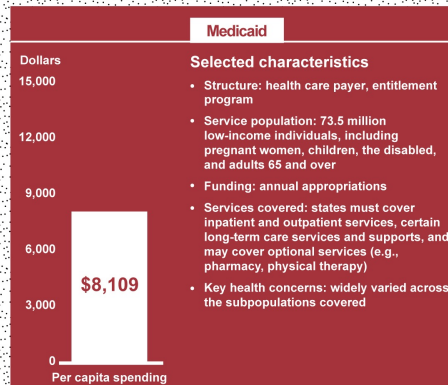
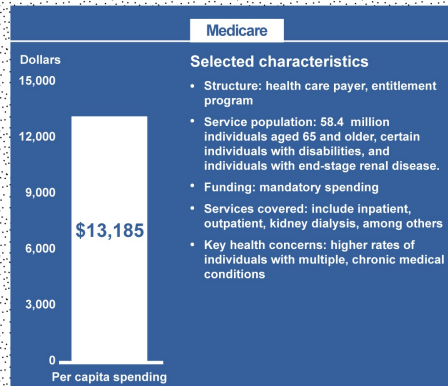
Type of Facility	IHS	Tribes
Hospital	24	22
Health Center	51	279
Health Station	24	79
Alaska Village Clinic	0	59
School Health Center	12	6
Youth Regional Treatment Centers	6	6

IHS Facilities: At-A-Glance (July 2020)

Non-entitlement Programs

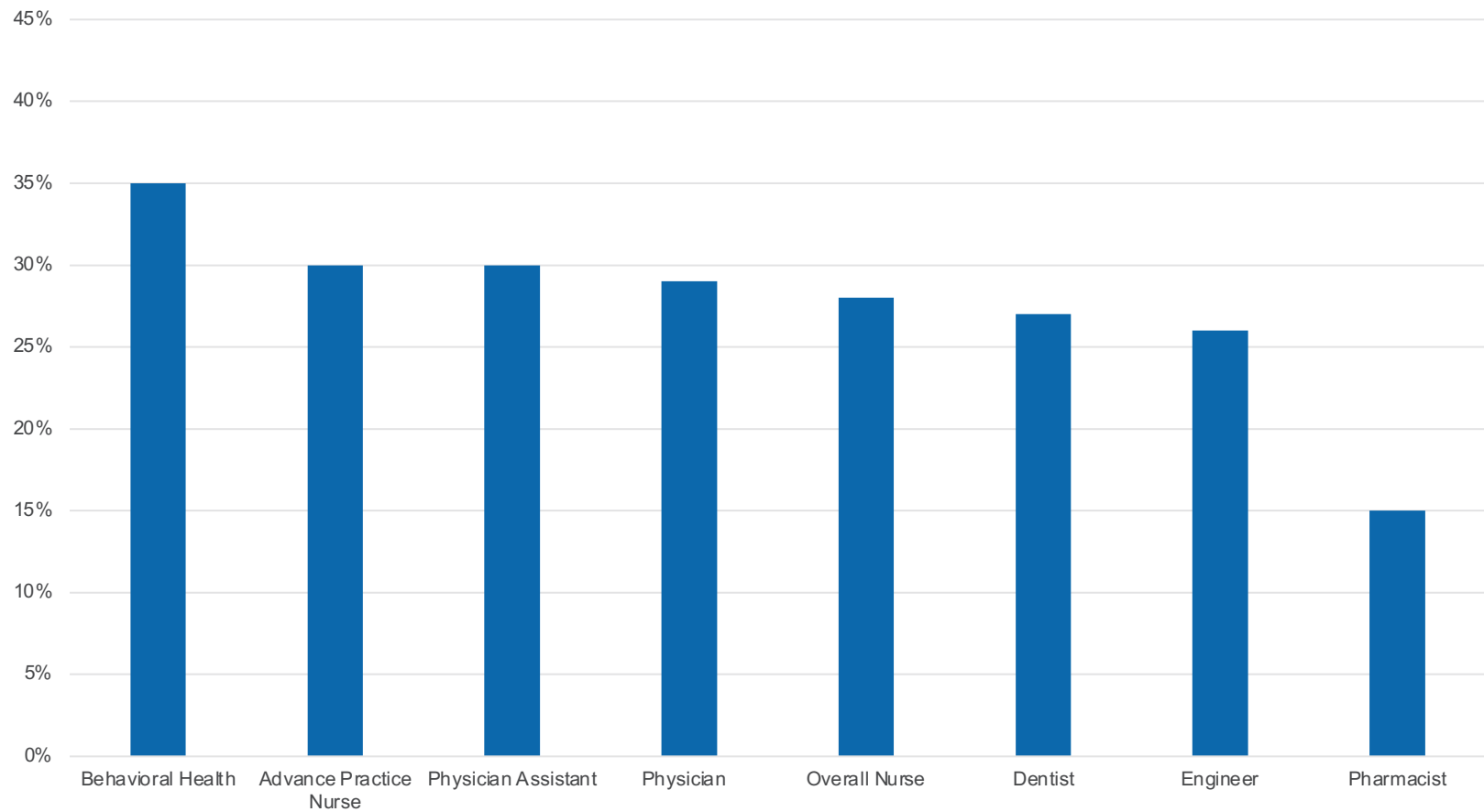


Entitlement Programs

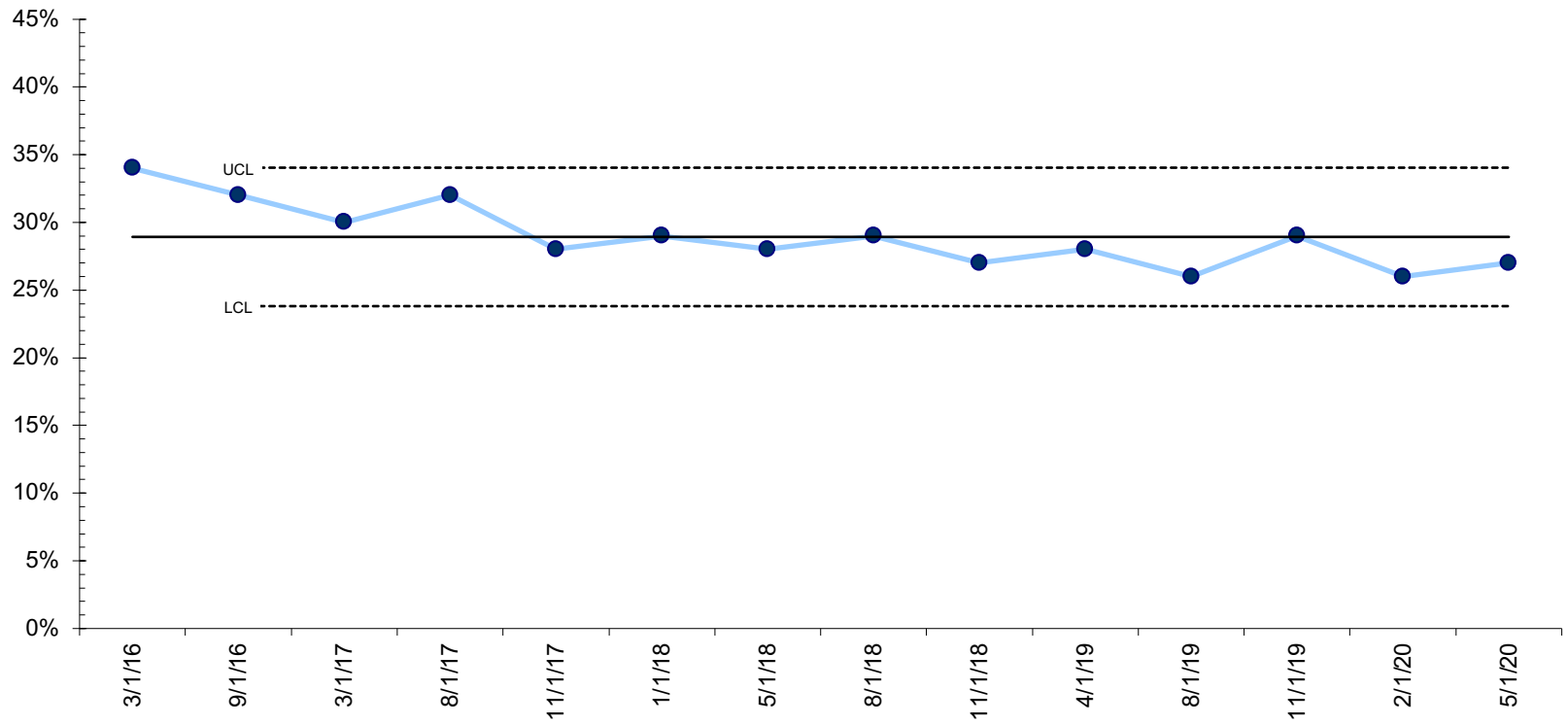


Source: GAO analysis of 2017 data from: Indian Health Service (IHS); Veterans Health Administration (VHA); the Medicare Board of Trustees; and the Centers for Medicare & Medicaid Services (CMS). | GAO-19-74R

Healthcare Expenditures: Non-Entitlement vs. Entitlement Programs



Average IHS Vacancy Rate by Discipline: May 2020



Average IHS Physician Vacancy Rates: 2016 – 2020



2017 American Academy of Pediatrics Committee on Native American Child Health Congressional Briefing

IHS Health Professions Scholarships (2015):

- 16 of 34 (47%) of eligible bachelor level nurses were funded.
- 21 of 112 (19%) of eligible undergraduate pre-health professions students were funded.
- All eligible unfunded students were AI/AN from federal or state recognized tribes.



2017 American Academy of Pediatrics Committee on Native American Child Health Congressional Briefing

IHS Loan Repayment Program (2015):

- Pays \$20,000 annually in student loans (\$5000 less than NHSC)
- 1211 health professionals funded in 2015 with 437 being new recipients.
- 613 (33%) of the health professionals who applied for LRP were not funded.
- Only 19% of LRP recipients were AI/AN

TRAINING OUR OWN: CHALLENGES TO BUILDING THE INDIAN HEALTH WORKFORCE

Part 3

Reshaping the Journey

American Indians and Alaska Natives in Medicine

Learn

Serve

Lead



The Data: AAMC and AAIP

1. Taking in the Landscape: Why Increasing AI-AN Representation in Medicine is Critical
2. Cultivating Fertile Ground
3. Learning From Our Community: Effective Practices
4. At the Crossroads

October 2018

Association of
American Medical Colleges

Active physicians



0.56%

reported as AI-AN
alone or in combination
with another race

**(4,099 of
727,300 total)**

Full-time faculty

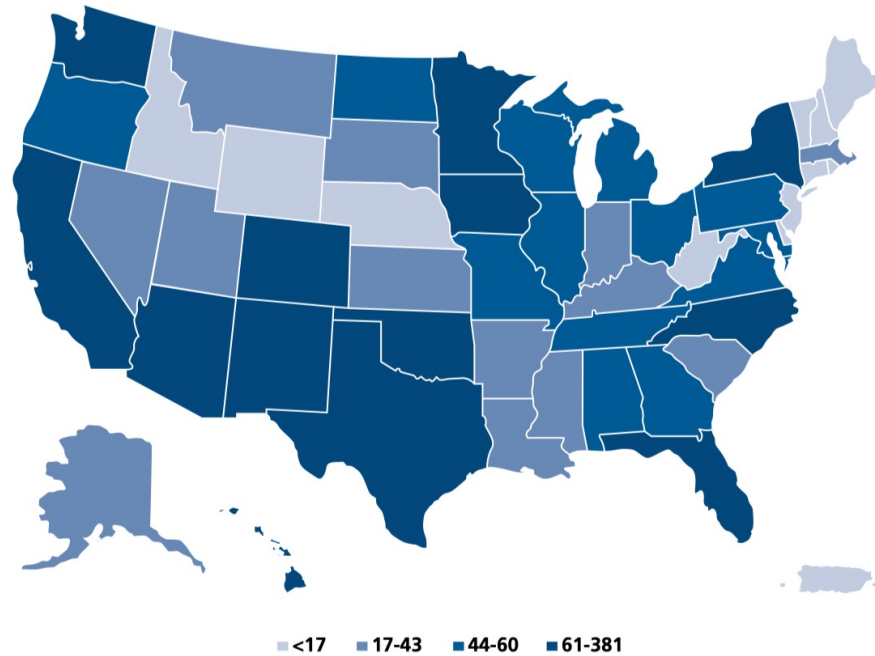


0.48%

reported as AI-AN alone
or in combination with
another race or ethnicity

**(836 of 174,570
total at MD-granting
institutions)**

Figure 3 displays the distribution across the United States of active MD physicians who identify as AI-AN. Most Native physicians are concentrated in areas with high populations of AI-AN people.



Source: American Medical Association Physician Masterfile, Dec. 31, 2016.

Figure 3. Active U.S. MD physicians in 2016 who identify as American Indian or Alaska Native.

Distribution of Self-Identified AI-AN Physicians

Table 1. AI-AN Applicants Alone or in Combination in 2006-07 and 2017-18

	2006-07		2017-18	
	Alone	In Combination	Alone	In Combination
Applicants	147 (0.38% of 39,108)	274 (0.70% of 39,108)	100 (0.19% of 51,680)	408 (0.78% of 51,680)
Matriculants	68 (0.39% of 17,361)	114 (0.66% of 17,361)	42 (0.20% of 21,338)	163 (0.76% of 21,338)

Source: AAMC Applicant Matriculant Data File, March 6, 2018.

Table 4. Tribes That Had at Least 10 Self-Reported Tribal Members Who Applied to Medical School, by Number of Applicants and Matriculants, 2013-14 Through 2017-18

Reported Tribal Affiliation	Applicants	Matriculants
Cherokee	629	144
Choctaw	118	29
Navajo	88	24
More than one tribal affiliation	84	20
Chickasaw	55	13
Blackfeet	43	8
Lumbee	37	7
Chippewa	34	8
Muscogee	28	11
Osage	26	6
Apache	25	2
Choctaw Oklahoma	19	5
Creek	19	2
Sioux	19	2
Echota	18	6
Mohawk	15	5
Eastern Band - Cherokee	14	7
Sault Ste Marie Tribe of Chippewa Indians	14	5
Seminole	12	7
Turtle Mountain Band of Chippewa Indians	12	5
Cheyenne River Sioux	11	1
Delaware	11	4
Aleut	10	1
Choctaw-Apache	10	2
Citizen Potawatomi Nation	10	2
Micmac	10	4
Pascua Yaqui	10	1
Potawanomi	10	3

Source: AAMC Applicant Matriculant Data File, Feb. 28, 2018.

AI-AN Medical School Applicant and Matriculant Tribal Affiliations

Plans to work in underserved areas:



(Source: AAMC Matriculating Student Questionnaire, 2015 and 2016.)



(Source: AAMC Medical School Graduation Questionnaire, 2016 and 2017.)

Who has premedical debt:



45%
of AI-AN matriculants

36%
of matriculants

Source: AAMC Matriculating Student Questionnaire, 2015 and 2016.

Table 2. Graduation Rates by Years to Graduation and Total Matriculants, by AI-AN or White Race/Ethnicities, 2002-03 Through 2011-12 (Aggregated)

Race/Ethnicity (Alone or In Combination)	4 Years	5 Years	6 Years	Total Matriculants
American Indian or Alaska Native	71%	86%	89%	1,307
White	87%	96%	97%	98,911

Source: AAMC Student Records System, June 27, 2018.

Notes: Graduation rates were calculated only for medical students who matriculated into MD-granting programs; students in joint-degree programs and with Advanced Standing statuses (such as from foreign medical schools) were excluded from the analysis. Students who identified with more than one race/ethnicity category were counted in each of those categories.

About AI-AN Medical Students



99%

of medical schools report specific programs or policies to recruit a diverse student body (n = 140 U.S. MD-granting institutions).

Source: 2017 AAMC Survey of Medical School Enrollment.



11%

of U.S. MD-granting schools' curricula have AI-AN health content

Source: AAMC Curriculum Inventory, 2016-17.

AI-AN Student Enrollment in U.S. MD-Granting Institutions, 2016-17



9%

4 or more students

48%

1 to 3 students

43%

0 students

Source: AAMC FACT Table B-5: Total Enrollment by U.S. Medical School and Race/Ethnicity, 2016-2017.

Medical School Institutional Composition

POLICY LANDSCAPE: CHALLENGES AND OPPORTUNITIES

Part 4

The Question: Revisited

- Should medical schools operated by land-grant universities and colleges prioritize tribal members for admission as an extension of the federal trust responsibility?



A close-up photograph of a metal padlock with a blue handle, secured to a metal latch on a wooden door. The door is made of light-colored wood with visible grain and knots. The padlock is silver-colored metal, and the handle is a textured blue plastic. The latch is a simple metal bar with a hole for the padlock's shackle. The background is a solid blue color.

Anti-Affirmative Action Laws

- Proposition 209 (California)
- I-200 (Washington State)
- Hopwood vs. Texas
- Proposition 2 (Michigan)
- Takeaway: Anti-affirmative action laws have impacted AI-AN application rates.

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CREATING EQUAL

*My Fight
Against Race
Preferences*

WARD
CONNERLY

Proposition 209: “California Civil Rights Initiative”

- “The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.”

An aerial photograph of a city, likely San Francisco, with a large orange outline of the state of California overlaid on the left side. The city features a mix of residential and commercial buildings, a waterfront with a bay, and a bridge in the distance. The sky is blue with some clouds.

Impact of Proposition 209

- American Indian students were the only racial group to experience a sustained decline in representation across all three systems of public education: University of California, California State University, California Community Colleges.
- Implications far beyond undergraduate admissions → medical school admissions.



But, Tribal Membership?

- Tribal Membership and State Law Affirmative Action Bans: Can Membership in a Federally Recognized American Indian Tribe be a Plus Factor in Admissions at Public Universities in California and Washington (Reynoso and Kidder, 2008).
- American Indian Tribal Affiliation as a Factor in Undergraduate Admissions (UC Regents, 2008)
- The Clarification of Proposition 209: Gauging the Impact on Native Americans at the University of California (Herman, 2014)



Making the Distinction: What do we mean by “Indian”?

- The group at the statistical bottom of all the scales thought to measure lack of opportunity is American Indians. A line of viable Supreme Court authority holds that equal protection of the law does not require strict scrutiny of laws singling out Indians for advantage or disadvantage, when “Indians” is **understood to mean members of federally recognized tribes** rather than Indians by ethnicity. - Judge Steve Russell



Institutional Examples

- University of New Mexico: *The county and the Trustees agree to have and make available at all times when required not less than one hundred (100) beds for Indians; provided that Pueblo Indians of New Mexico shall have first call on and priority to the use of said 100 beds so reserved for Indian use.*
- University of California, San Diego: *Tribal Membership Initiative Fellowship With 18 tribes in San Diego County, the University of California San Diego has an affirmative obligation to educate tribal members.*
- University of North Dakota School of Medicine: *For nearly 30 years, UND SOM has reserved seven slots for qualified tribal members.*

University of California Medical School First-Year Class Enrollments

American Indian and Alaska Natives (alone, not in combination)

	UCD	UCI	UCLA	UCR	UCSD	UCSF
Fall 2019	2	0	0	1	0	2
Fall 2018	1	0	2	0	1	1
Fall 2017	0	0	0	0	0	1
Fall 2002	3	0	2	1	0	1
Fall 2001	0	0	0	0	1	1
Fall 2000	0	0	0	0	1	1

*Until 2002, the AAMC only allowed for one racial identifier to be selected. Until 2008, American Indian, Alaska Native enrollment was aggregated with Native Hawaiian.

High Country News

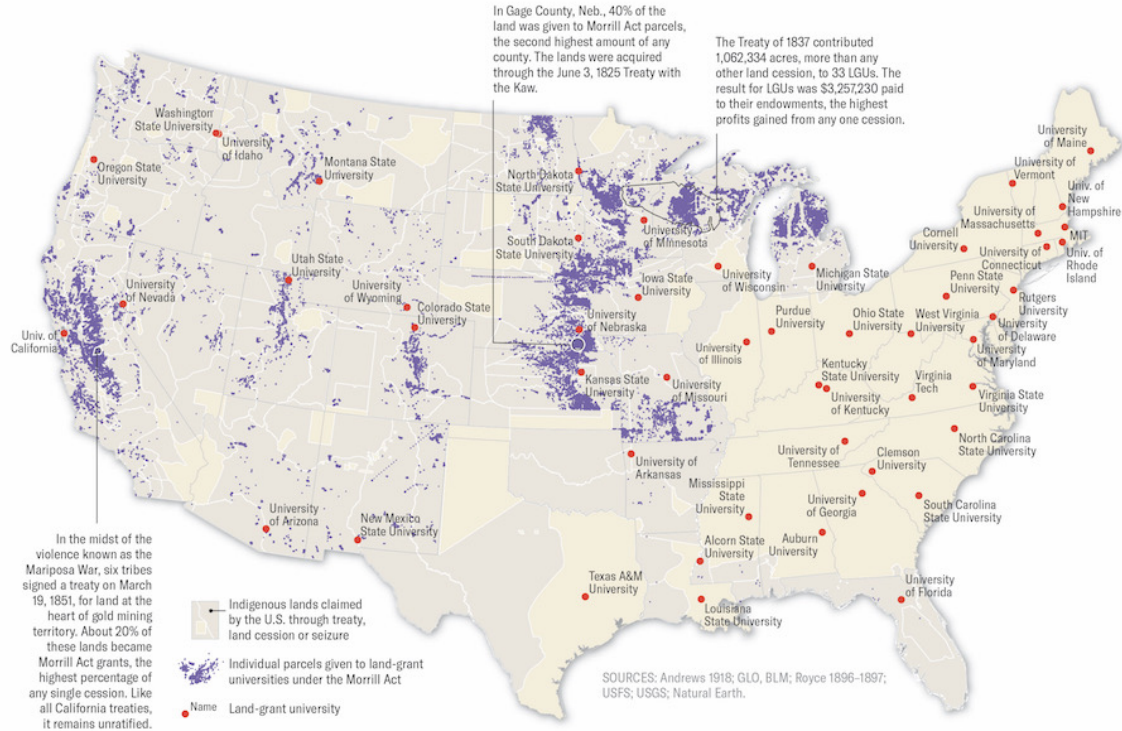
Takeaways

Cornell University / University of Minnesota / University of California / Washington State University / Colorado State University / University of Florida / University of Arizona / Pennsylvania State University / Kentucky State University / Alcorn State University / Clemson University / South Carolina State University / Virginia State University / University of Kentucky / Massachusetts Institute of Technology / University of Massachusetts / Michigan State University / Polytechnic Institute / Auburn University / Connecticut College / University of Vermont / University of California / University of Maryland / University of North Carolina / University of Nebraska / University of New Mexico / University of Nevada / Ohio State University / Oregon State University / University of Rhode Island / South Dakota State University / University of Tennessee / Texas A&M University / Utah State University / University of Vermont / University of Wisconsin / West Virginia University / University of Wyoming

LAND-GRAB UNIVERSITIES



- Thirty-two land-grant universities got a share of California Indian land, raising approximately \$3.6 million from over 1.7 million acres.
- In the late 19th century, income from the [land grant] fund — traceable to the lands of the Miwok, Yokuts, Gabrieleño, Maidu, Pomo and many more — covered as much as a third of the University of California's annual operating expenses.

The Morrill Act gave **79,461 parcels of Indigenous lands**, totaling about **10,700,000 acres**, to **52 land-grant universities (LGUs)** to fund their endowments.



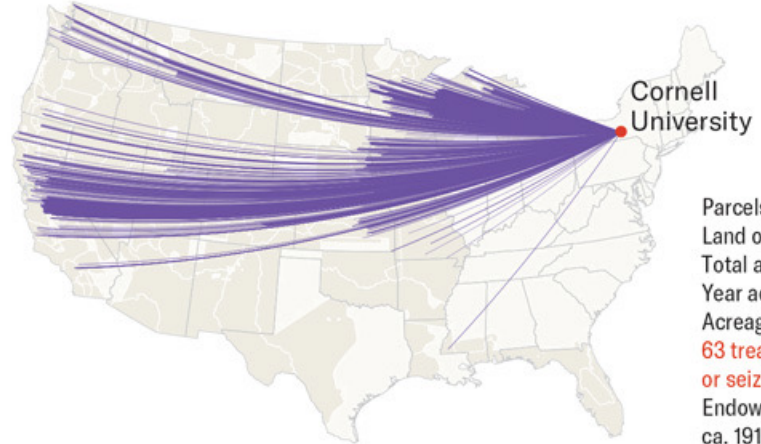
Map by Margaret Pearce for High Country News

Two **land-grant universities** and their **Morrill Act parcels**.

 Paths connecting LGUs to the individual parcels they benefited from.
 Indigenous lands claimed by the U.S. through treaty, land cession or seizure.

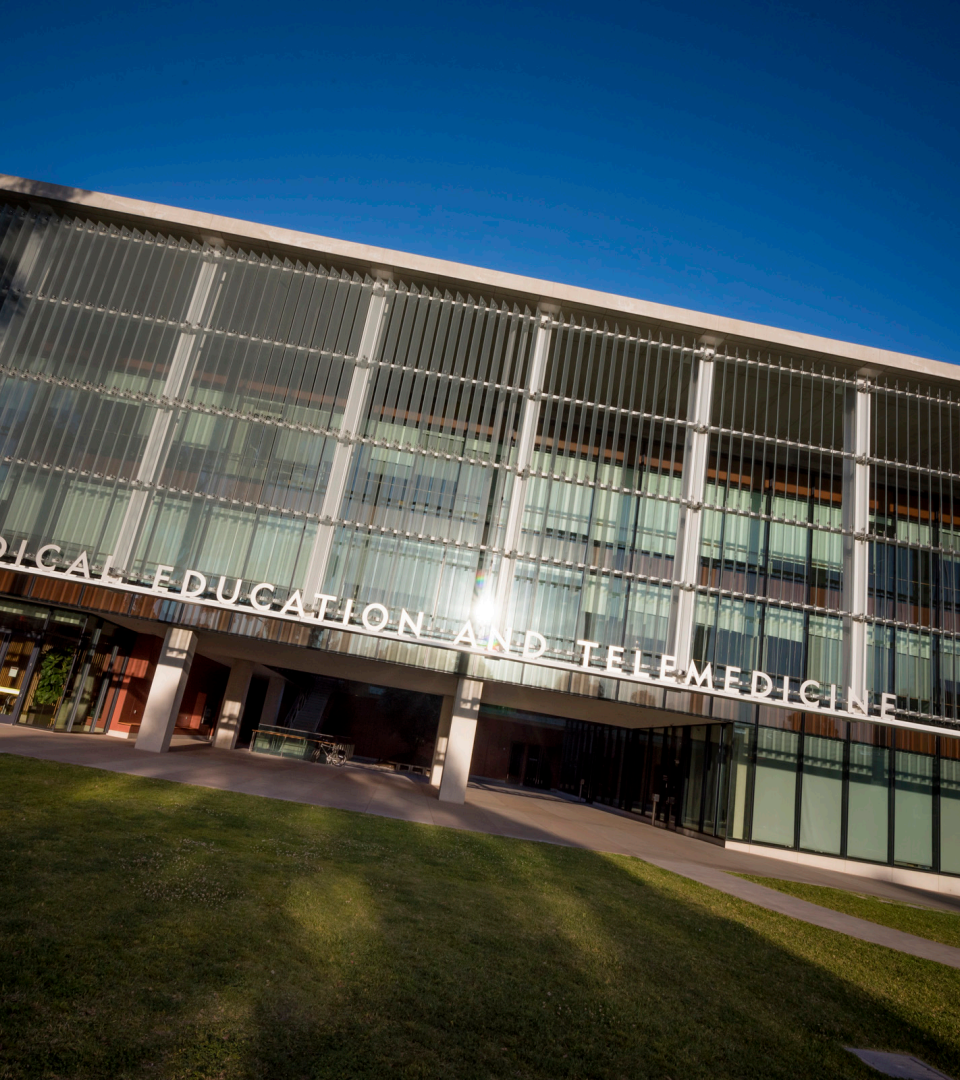


University of California
 Parcels: **2,395**
 Land or scrip: **Land**
 Total acreage: **150,525**
 Year acquired: **1868**
 Acreage from:
34 treaties, cessions, or seizures in 1 state
 Endowment raised, ca. 1914: **\$740,146**



Cornell University
 Parcels: **6,716**
 Land or scrip: **Scrip**
 Total acreage: **977,909**
 Year acquired: **1865**
 Acreage from:
63 treaties, cessions, or seizures in 15 states
 Endowment raised, ca. 1914: **\$5,739,657**

SOURCES: Andrews 1918; GLO, BLM; Royce 1896-1897; USFS; USGS; Natural Earth.



Land-Grant Medical Schools

1. University of California: Davis, San Diego, Los Angeles, Riverside, San Francisco, Los Angeles
2. Washington State University
3. Cornell University (Weill Cornell)
4. University of Arizona
5. University of Nevada (LV/R)
6. New Mexico State University
7. The Ohio State University
8. University of Minnesota
9. ...



University of California ANAMS Advocacy



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August 21, 2020

From: Executive Board, Association of Native American Medical Students

To: Dr. Kamia Gulumu, UC San Diego School of Medicine
Dr. Jennifer Lucero, David Geffen School of Medicine at UCLA
Dr. Mark Henderson, UC Davis School of Medicine
Dr. Michelle Alber, UCSF School of Medicine
Dr. Cruzabal Berrios, UCI School of Medicine
Dr. Emma Simmons, UCR School of Medicine

Subject: Admissions Procedures for AMCAS Applicants Affiliated with California Indian Tribes

Dear University of California Medical School Admissions Deans:

In 2018, the Association of American Medical Colleges (AAMC) and Association of American Indian Physicians (AAIP) released their landmark report *Reimagining the Journey: American Indian and Alaska Natives in Medicine*, which made the case for increasing American Indian and Alaskan Native (AI-AN) representation in the health professions by highlighting the value of diversity in education and training, workforce needs, health disparities, and showcasing institutional profiles of medical schools that have successfully graduated AI-AN physicians.

Several of these medical schools have made a distinction between self-identification as AI-AN and those declining citizenship or lineal descent in a federally recognized Indian Tribe, Village, or Pueblo in the US. Those who can certify citizenship or lineal descent in a federally recognized Indian Tribe are a part of a protected political class that is distinct from racial or ethnic identification (*Morton v. Mancari*, 1974), meaning anti-affirmative action laws (e.g. Proposition 209 in CA, I-200 in WA) do not apply.^{1,2}

¹University of California, Academic Senate (2008), "American Indian Tribal Affiliation as a Factor in Undergraduate Admissions." Board of Admissions and Relations with Schools.
²Nelson, W., Reynolds, C. (2008), "Tribal Membership and State Law Affirmative Action Bars: Can Membership in a Federally Recognized American Indian Tribe by a Non-Federally Recognized Tribal Member in California and

Data from the AAMC ("Table B-5.1: Total Enrollment by U.S. Medical School and Race/Ethnicity (Alone), 2019-2020") reveal that there are only a total of 5 AI-AN students enrolled in UC medical school programs; most students (either alone or in combination) are known to not be from California Indian Tribes. Despite well-intentioned efforts to recruit a more diverse UC medical student population, most UC medical schools have reported 0 enrolled first-year AI-AN medical students (alone, not in combination) for the last 2 decades ("UCOP UJM Data: California Medical Schools, First-Year Class Enrollments, 2000-2019").

The Association of Native American Medical Students and all undersigned Indian Tribes and Organizations strongly urge you to adopt this policy in support of California Indian Tribes:

- Applicants to UC medical schools who can provide documentation of citizenship or lineal descent in a federally recognized California Indian Tribe will automatically receive an interview if they meet minimum screening criteria.

We estimate that this policy, if adopted, will result in 0-5 additional interviews per admissions cycle at each of your medical schools. Further, such a consideration is not prohibited by Proposition 209, since it is not specific to racial or ethnic identification.

Given that the University of California is a land-grant institution, meaning that it was established on land expropriated from California Indian Tribes, your medical schools have an affirmative obligation to train future physicians from California Indian Tribes.

Thank you for your attention to this matter.

Sincerely,

The Association of Native American Medical Students (ANAMS) Executive Board



CENTER FOR NATIVE AMERICAN YOUTH AT THE ASPEN INSTITUTE



COYOTE VALLEY Band of Pomo Indians



National Indian Health Board



NATIVE AMERICAN HEALTH CENTER Serving the community since 1972



SNAHC Sacramento Native American Health Center



SAN MANUEL BAND OF MISSION INDIANS



Wilton Rancheria

Widespread Support

- Further support from California State Assemblyman James Ramos (San Manuel Band of Mission Indians), California State Assemblyman Todd Gloria (Tlingit), and Congressman Raul Ruiz.



Conclusions

- This effort was initiated by Native American medical students – in recognition that workforce challenges require transformative policies and programs that acknowledge our political status with the federal government.
- Changing medical school admissions is necessary, but not sufficient, to address these challenges. Need to train our own workforce on our terms. **OSU-CN. A model?**

AUDIENCE DISCUSSION

Sources

- Indian Health Service
- High Country News
- UC San Diego School of Medicine
- University of California
- Pauma Band of Luiseño Indians
- U.S. Government Accountability Office
- University of California Health
- Association of American Indian Physicians
- Association of American Medical Colleges
- American Academy of Pediatrics Committee on Native American Child Health
- American Medical Association

UC San Diego

School of Medicine