

# A Commitment to **INCLUSIVE EXCELLENCE** in Medicine

**A FIVE-YEAR REPORT**

THE ROBERT LARNER, M.D. COLLEGE OF MEDICINE  
AT THE UNIVERSITY OF VERMONT

**2012-2017**



# di·ver·sity

də'vərsədē, dī'vərsədē/

*noun*

1. the state of being diverse; variety.

# in·clu·sion

in'klōōZHən/

*noun*

1. the action or state of including or of being included within a group or structure.

# in·clu·sive ex·cel·lence

in'klōōsiv eks(ə)ləns/

*noun*

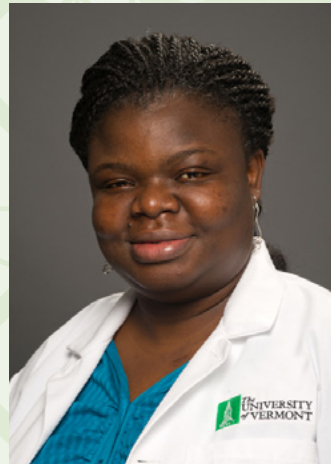
1. Inclusive Excellence assimilates diversity into the core of institutional functioning and means an institution understands that diversity and inclusion are catalysts for institutional and educational excellence, and integrated into the very core of the educational enterprise and are not isolated initiatives.

[www.rit.edu/diversity/inclusive-excellence-framework](http://www.rit.edu/diversity/inclusive-excellence-framework)



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Margaret Tandoh, M.D., F.A.C.S.

This five-year report from the Office of Diversity & Inclusion represents a cross-roads: we are celebrating our many and varied accomplishments since Dean Rick Morin made diversity and inclusion a key strategic initiative in 2011, while we are also putting forward a plan to address the challenges ahead. We have set our sights high – our goal is to be a leader in diversity and inclusion in medical education nationwide – and we are well on our way. We consider this a vital effort. As the Institute of Medicine's report on diversity, *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*, states: "Increasing racial and ethnic diversity among health professionals is important because evidence indicates that among other benefits, it is associated with improved access to health care for racial and ethnic minority patients, greater patient choice and satisfaction, and better educational experiences for health professions students."

Guided by our strategic plan, the Larner College of Medicine has put resources toward a variety of initiatives that address key goals, including orientation activities for the incoming class of medical students that are based on the tenets of Our Common Ground, a university-wide program that establishes a shared language and understanding of diversity and inclusion. From day one, we ask students to think critically about important issues like implicit bias, and health inequalities across race and socioeconomic status. Part of our mission is also to educate faculty, so we have developed a number of workshops, retreats and trainings that help them continue to refine and strengthen their dual roles as educators and healthcare leaders. Cultural competence in healthcare is not a fixed goal; it's an ever-evolving process. The programming we've instituted acknowledges this truth and helps students and faculty embrace a culture of life-long learning.

As we look to the next five years, UVM's four pillars of inclusive excellence will continue to help frame our initiatives. With an emphasis on preparing students to be globally responsible and engaged citizens, while recognizing the value of diverse communities and environments, the pillars inform much of our ongoing work. Our partnership with the UVM Health Network presents fantastic learning opportunities for students, and aided by the AAMC's cultural competence in education guide, we see this partnership as a key area for growth.

Ultimately, our goal is to produce competent, compassionate physicians with the ability to care for any patient they encounter, while fostering an inclusive environment where we can all perform at our best. It takes a broad and diverse group of people to meet these objectives, and we're lucky to have that motivated and talented team here at the Larner College of Medicine. We are excited to see what the next five years will bring.

**Margaret Tandoh, M.D., F.A.C.S.**

*Associate Dean for Diversity & Inclusion and Assistant Professor of Surgery*

# OUR STATEMENT ON Diversity & Inclusion

**The Robert Larner, M.D. College of Medicine at The University of Vermont**

values diversity as a driver of excellence. We actively seek diversity and inclusion within our academic community of students, faculty, and staff, as well as those we serve through teaching, research, patient care and community engagement.

Recognizing the limited ethnic and racial diversity of Vermont, we will actively seek students, faculty and staff to develop an academic community that is more diverse than the population of our State. We believe the ethnic and racial diversity of our College is an asset in teaching, research and patient care, and we strive to develop culturally competent students and graduates who reflect and understand the increasingly diverse populations they will serve here in Vermont, across the nation and around the world.

In alignment with the mission of the University of Vermont and the Larner College of Medicine to serve the citizens of Vermont, we seek to educate and provide physicians for the state of Vermont. We will work to encourage Vermonters to pursue careers in medicine, and actively recruit and educate Vermonters who are more likely to stay and practice in the state. We aim to provide the opportunity for exposure to a faculty and to patient populations that are more diverse than the population of our state by developing clinical training sites outside of Vermont. We define ethnic and racial diversity in alignment with the University of Vermont ALANA (African, Latino/a, Asian, and Native American) classification.

We embrace diversity in its broadest forms, encompassing and exploring the dimensions of not only racial and ethnic diversity, but also gender, gender identity, religion, sexual orientation, socioeconomic background, and life experience. We strive to provide an education and a culture that is accepting and supportive of this broader diversity. We are guided by the tenets in UVM: Our Common Ground and are committed to creating a culture that supports and encourages respect for every individual and celebrates our diverse backgrounds.

## UVM: OUR COMMON GROUND

**RESPECT** → We respect each other. We listen to each other, encourage each other and care about each other. We are strengthened by our diverse perspectives.

**INTEGRITY** → We value fairness, straightforward conduct, adherence to the facts, and sincerity. We acknowledge when things have not turned out the way we had hoped. As stewards of the University of Vermont, we are honest and ethical in all responsibilities entrusted to us.

**INNOVATION** → We want to be at the forefront of change and believe that the best way to lead is to learn from our successes and mistakes and continue to grow. We are forward-looking and break new ground in addressing important community and societal needs.

**OPENNESS** → We encourage the open exchange of information and ideas from all quarters of the community. We believe that through collaboration and participation, each of us has an important role in determining the direction and well-being of our community.

**JUSTICE** → As a just community, we unite against all forms of injustice, including, but not limited to, racism. We reject bigotry, oppression, degradation, and harassment, and we challenge injustice toward any member of our community. We work actively to eliminate discrimination in health care, as well as barriers to health, and to advocate for the availability of health care for all.

**RESPONSIBILITY** → We are personally and collectively responsible for our words and deeds. We stand together to uphold our common ground.



# MISSION

The mission of the Office of Diversity & Inclusion is to build a broadly diverse faculty, student, and staff community, to promote a culture that is welcoming and supportive, and to work toward health equity for the communities we serve.



# GOALS

Our work is guided by a comprehensive strategic plan that supports the recruitment and retention of talented employees and students who contribute to our goals, including:

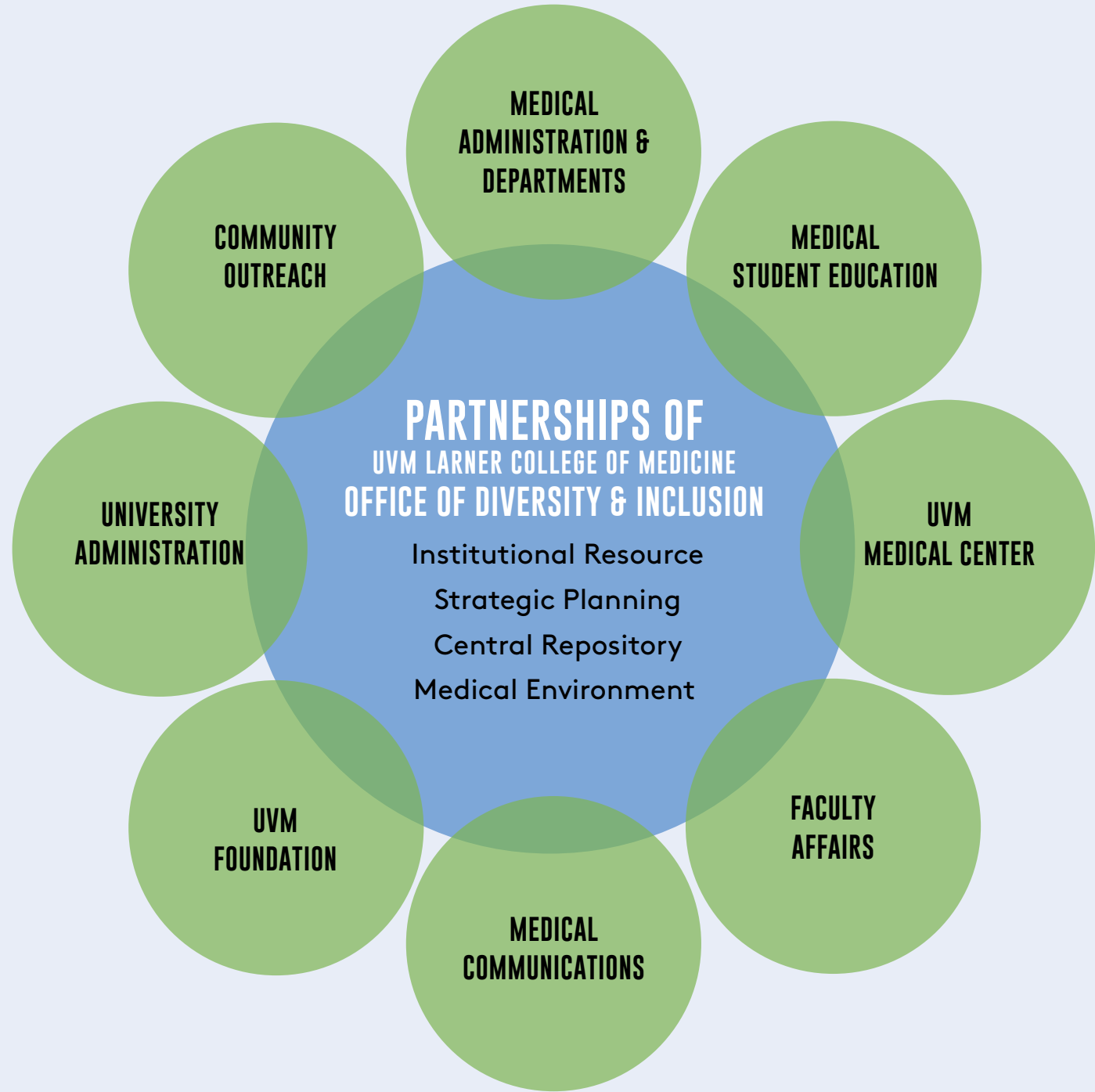
- Actively seeking diversity and inclusion within our academic community of students, faculty, and staff, as well as those we serve through teaching, research, patient care and community engagement.
- Establishing regular diversity programming.
- To actively develop an academic community of faculty, staff and students that is more diverse than the state of Vermont by 2017.
- To strive to provide an education and a culture that is accepting and supportive of this broader diversity, as evidenced by greater than 90 percent of faculty, staff and students experiencing respect on the biennial climate survey by 2017.



# VALUES

The Office of Diversity & Inclusion serves as the campus leader in building diversity and inclusion into all aspects of the College's mission to provide culturally competent education, discovery and patient care. We collaborate with partners within our academic medical center and the greater UVM community to promote diversity, inclusion and equity across all groups on campus.

- We value diversity as a driver of excellence, and embrace diversity in its broadest forms including racial and ethnic diversity as well as gender, gender identity, sexual orientation, religion, socioeconomic background, and life experience.
- We promote the advancement of diversity, inclusion and cultural competence in the medical profession as core strategic priorities.
- We believe diversity enhances our work and learning environments, strengthens our ties to local communities, and contributes to overall health through programs and trainings that aim to increase health equity.





# Questions & Answers

with **FREDERICK C. MORIN III, M.D.**  
Dean, Larner College of Medicine



## 1 Tell us about your vision of diversity and inclusion at the Larner College of Medicine.

**DEAN MORIN:** Diversity and inclusion touches upon all our missions at the College. In the realm of Education, we prepare students to care for future patients in a world filled with people of diverse ethnic, social, and economic backgrounds and identities. Our work to offer new clinical teaching opportunities is helping expand those teaching opportunities, and will lead to better patient care by our graduates. We have, over the course of the last several years, strengthened our focus throughout the College to communicate the value of diversity and inclusion in our work and in our workforce, at every level. I believe that message has been heard, and is bearing fruit in student recruitment, professional development, and a clear atmosphere of support for diversity and inclusion in everything we do.

## 2 How do you help drive diversity and inclusion progress from the top at the College?

**DEAN MORIN:** No effort of this level of importance gets done without buy-in from across the institution. To ensure these principles become embedded in the work we do, my role is to not only help set the direction but also to hold all members of my leadership team accountable for advancing diversity and inclusion initiatives — both individually and collectively as senior leaders within the organization.

In 2011, we recognized the need for a focused effort on diversity and I appointed a strategic task force to advise me on moving our diversity and inclusion efforts forward. The task force developed a set of clear-cut recommendations that included creation of an Associate Dean for Diversity & Inclusion position. I created the position in 2012 and recruited Dr. Margaret Tandoh to lead the new Office of Diversity & Inclusion at the College. I also appointed the Dean's Advisory Committee on Diversity and Inclusion (DACDI), which has been helpful in keeping us focused on our goals and priorities over the last five years.

## 3 What are your thoughts on successes and challenges so far?

**DEAN MORIN:** I think we have made significant progress improving diversity and inclusiveness in our student body. We certainly have more to achieve, but I am proud that we have what is certainly the most diverse student body of any college or school at this university. And the work our community members have done in the area of LGBTQ inclusiveness has been notable on a national scale. I think we face our biggest challenge with recruiting a more diverse faculty and staff, and we are looking at more initiatives that will help with national recruitment. I look forward to the five-year strategic plan that will address these issues in greater detail and help to move us to the next level.

# WHY DIVERSITY & INCLUSION?

Far from just enriching our campus culture and the academic experience, diversity and inclusion are drivers of institutional excellence that lead to greater innovation and the ability solve complex problems, both essential in the field of medicine and fundamental to everything we do at UVM. We believe that inclusive excellence is an asset in teaching, research and patient care, and we strive to develop culturally competent faculty, staff, students and graduates who reflect and understand the increasingly diverse populations they serve here in Vermont, across the nation and around the world.

Diversity in the health professions is key to eliminating inequities in the quality and availability of health care for underserved populations. A landmark initiative commissioned by the Sullivan Commission on Diversity in the Healthcare Workforce documented the need to address the diversity challenge. The report stated: “The fact that the nation’s health professions have not kept pace with changing demographics may be an even greater cause of disparities in health access and outcomes than the persistent lack of health insurance for tens of millions of Americans.”

Diversity improves both patient care educational opportunities for future professionals. According to the W.K. Kellogg Foundation’s 2007 report, “In the Nation’s Compelling Interest: Ensuring Diversity in the Health Care Workforce,” “Increasing racial and ethnic diversity among health professionals is important because evidence indicates that among other benefits, it is associated with improved access to health care for racial and ethnic minority patients, greater patient choice and satisfaction, and better educational experiences for health professions students.”

“Increasing racial and ethnic diversity among health professionals is important because evidence indicates that among other benefits, it is associated with improved access to health care for racial and ethnic minority patients, greater patient choice and satisfaction, and better educational experiences for health professions students.”

W.K. KELLOGG REPORT ON DIVERSITY





# THE 5-YEAR PLAN 2012-2017

In 2011, a Special Task Force on Diversity Initiatives, whose members included faculty and staff, was charged by Dean Rick Morin with reviewing institutional efforts related to diversity and inclusion at the College of Medicine. The Task Force reviewed available data, and relevant accreditation standards, the College's statement on diversity, programs already in place as well as initiatives at our university and clinical partner, Fletcher Allen Health Care (now The University of Vermont Medical Center). Based on its review, the task force made a series of recommendations on how to enhance institutional diversity efforts.

## **The recommendations of the Special Task Force included:**

- Determine how "diversity" is defined and measured at the College and its affiliates.
- Review previous diversity strategic plans, as well as data analysis of the 2010 UVM Climate Survey.
- Define goals and objectives for diversity and inclusion for the College of Medicine.
- Revise the COM Statement on Diversity & Inclusion/Anti-Discrimination Policies.

→ Create a Dean's Diversity & Inclusion Committee to assist with the creation, oversight and implementation and evaluation of goals and priorities.

→ Develop an internal marketing strategy to ensure that ALL constituents of the College feel represented when diversity and inclusion are discussed.

→ Create a standing award for College of Medicine community members to establish new programs, promote cultural engagement, and other initiatives that show dedication to cultivating a diverse academic community.

Based on these recommendations, the position of Assistant Dean for Diversity & Inclusion and the Office of Diversity & Inclusion (ODI) were created in 2011. The Dean's Advisory Committee on Diversity & Inclusion (DACDI) was appointed by the dean in 2012. The 2012-2017 Diversity & Inclusion Strategic Plan, that identified robust goals, objectives, and strategies to achieve inclusive excellence at the College of Medicine, was launched in 2012.

## **The plan covered seven areas of focus that were identified by the diversity task force:**


- ➊ Develop a common language and understanding of diversity and inclusion as drivers of excellence.
- ➋ Create a welcoming and inclusive environment by ensuring a breadth of diversity programming.
- ➌ Ensure access to medical education for a diverse pool of applicants through a holistic admissions process.
- ➍ Recruit and retain a diverse academic and administrative workforce, including leadership.
- ➎ Develop collaborative outreach programs and partnerships with our communities.
- ➏ Promote opportunities for the development of intercultural competency for all faculty, staff and students.
- ➐ Assess our progress on a regular basis.

## **Looking at Our Accomplishments...**

In this first Diversity & Inclusion Five Year Report, we present the progress made and measurable outcomes toward meeting the goals of the 2012-2017 Diversity & Inclusion Strategic Plan.







# AREA OF FOCUS 1

Develop a common language and understanding of diversity and inclusion as drivers of excellence.

Ensuring that all members of the UVM community understand our values is the first step in defining diversity, inclusion and inclusive excellence as more than just buzzwords. Diversity and inclusion apply to each member of our community—both personally and in the work they do at our institution. Our initiatives aim to define the importance of these through professional development, education, policy, and practice.



## SELECTED ACCOMPLISHMENTS

→ **Associate Dean for Diversity & Inclusion appointed.** Margaret A. Tandoh, M.D., F.A.C.S., assistant professor of surgery, appointed in 2012, is responsible for overseeing the initiatives that are critical to building and sustaining a diverse and inclusive academic medical environment. The Associate Dean reports directly to the dean of the Larner College of Medicine and collaborates with university and medical center partners on initiatives designed to promote inclusive excellence.

→ **Office of Diversity & Inclusion established.** The Office of Diversity & Inclusion was established in 2012, based on a recommendation of the Dean's Diversity Task Force. The vision of ODI is to become a national leader in building diversity and inclusion into all aspects of the academic medical center. ODI staff include Tiffany Delaney, M.A.Ed., director, and Michael D. Upton, M.D., Assistant Professor of Psychiatry and faculty development liaison, who support the Larner College of Medicine's mission to provide culturally competent education, discovery and patient care.

→ **Statement on Diversity and Inclusion approved.** Based on the input of faculty, staff and students, the diversity statement of 2012 clearly defines that diversity and inclusion are not only broadly defined and valued, but also mission-driven, connected to institutional strategic planning and policy development and are integral in how the institution measures its success.

→ **Branding and Marketing Campaign launched.** A branding and marketing campaign was established to visibly identify diversity-related initiatives. Copies of the diversity statement, banners, pins, and other give-aways provide a visual reminder of our commitment to promoting inclusive excellence in medicine to applicants, faculty, staff and students.

→ **Strategic Action Plan created.** The five year (2012-2017) strategic action plan was created to identify measurable goals within seven critical areas of focus for the institution, as well as annual initiatives that are reviewed and assessed each year.

Our overarching goals included actively developing an academic medical community that is more diverse than the state of Vermont by 2017; and to strive to create a culture that is accepting and supportive of this broader diversity as evidenced by more than 90 percent of faculty, staff and students experiencing respect on the biennial climate survey by 2017.

→ **Dean's Advisory Committee on Diversity & Inclusion (DACDI) established.** DACDI members include faculty, staff and students and are appointed by the dean and work to address diversity issues through recommendations related to the following areas:


- Faculty & Staff Recruitment & Development
- Admissions Recruitment & Outreach
- Medical Education & Curriculum
- College of Medicine Environment
- Measurement & Assessment

→ **Website and social media accounts established.** An important part of communicating the work of the ODI, our website and social media framework includes updated information, timely articles related to diversity issues in medicine, highlights of event and blogs. Metrics include goals related to measuring traffic to all media sites.

→ **Semiannual newsletter – Connections** *Connections* is sent to all Larner College of Medicine faculty, staff and students twice per year. *Connections* provides updates on events, cultural months, professional development opportunities, health equity quizzes and articles of interest.







# AREA OF FOCUS 2

Create a  
welcoming  
and inclusive  
environment  
by ensuring  
a breadth  
of diversity  
and inclusion  
programming.

The Larner College of Medicine is home to faculty, staff and students from numerous backgrounds, perspectives and experiences. We cast a spotlight on the richness of this diversity by the acknowledgement of racial, religious, gender, ethnic, philosophical and cultural differences. Inclusion has a root word...“include.” Inclusion recognizes and honors the fundamental value of each person and an inclusive environment has a significant and positive impact on satisfaction.



- **Martin Luther King Health Equity Lecture established.** Part of the University's Martin Luther King Celebration, Education and Learning Week, this annual lecture brings nationally known physician's and health professionals to the college to discuss timely issues related to health equity and disparities. The lecture follows the College's annual **Public Health Projects Poster Session** which showcases the community service work of second-year medical students in addressing health access and equity.
- 2013 – Race: Are We Really SO Different – Exhibit & Reception – ECHO Lake Aquarium
  - 2014 – Social Justice, Human Rights and the Social Determinants of Health - Adewale Troutman, M.D., Ph.D., President, American Public Health Association
  - 2015 – Geography, HIV/AIDS and the War on Drugs in Black Chicago – Rashad Shabbazz, Ph.D., Assistant Professor of Geography
  - 2016 – Achieving Health Equity – Tools for a National Campaign Against Racism – Camara Jones, M.D., Ph.D., M.P.H., President, American Public Health Association

## SELECTED ACCOMPLISHMENTS

→ **A Health Equity Film Series Established.**

The series was established in 2012, to explore health topics and issues through the medium of film. Each film screening is free, open to the public and followed by a discussion to further explore the film's topic, and bring the campus and local community together. Films included: *Unnatural Causes*, *Soul Food Junkies*, *The Waiting Room*, *How to Survive a Plague*, *Two Spirits*, *You're Looking at Me Like I Live Here* and *I Don't, Fire in the Blood*, *More Than a Month* and *Wonder Women*.

→ **Gender Inclusive Restroom and Changing Room Added** in the Given Building.

→ **Burlington Pride Parade Participation.**

Diversity office staff members join with college faculty, staff and students in leading a contingent in the annual VT Pride Parade each year.

→ **Finding Our Common Ground Orientation Program Launched.**

To welcome and orient new students into our community, *Finding Our Common Ground* includes a set of experiential activities and workshops which aim to create a more vibrant atmosphere and supportive climate, lead to more effective learning, and deepen a sense of belonging to our institution. The goals of this program are to:

- Establish a common language and understanding of diversity, inclusion, inclusive excellence and cultural competency, as they relate to health and medicine.
- Encourage students to establish common expectations about how to respectfully interact with others.
- Motivate students to explore issues of diversity and social justice as part of their medical school education and beyond.

→ **COM Health Equity Lunch and Learn**

**Lecture Series Established.** This series brings faculty, alumni and local scholars to the college to speak about their work in researching and addressing inequities in their careers.

- 2014 – “The Legacy of Kakewalk at UVM” – Patrick Brown
- 2015 – “The Irish Wave in Vermont” – Vincent Feeney, Ph.D.
- 2015 – “The Bullet is the Pathogen” – The San Francisco Wrap Around Project” Rochelle Dicker, M.D.

→ **Imbasciani LGBTQ Health Equity Lecture**

**Established.** Through a generous gift from Vito Imbasciani, M.D. Ph.D., and his spouse, George DiSalvo, the Imbasciani-DiSalvo Lectureship Endowed Fund at the University of Vermont College of Medicine aims to ensure the preparation of culturally-competent physicians who can provide medical care and prevention services that are specific to LGBTQ populations.

- 2014 – “It’s A Rainbow World, Caring for a Diverse Population” – Vito Imbasciani, M.D. ’85, Ph.D.
- 2015 – “Almost Home: LGBT Health Care” – Evan Eyler, M.D.

→ **Co-Sponsor, Blackboard Jungle.** The Blackboard Jungle Symposium supports UVM faculty, staff, and all others who are dedicated to creating “open spaces” where all members of our community can participate in authentic dialogue, valued reflection, and expanded learning to promote inclusive excellence for all. The diversity office has sponsored two workshops:

- 2015 – *Stereotype Threat in Medical and Allied Health*, Sunny Nakae, Ph.D., M.SW.
- 2016 – *Cultivating Awareness of Race, Gender and Sexual Orientation Microaggressions in Health Care Settings* – Jaymie Campbell, M.A., M.Ed.

→ **Conversation Dinners.** Held the world over, Conversation Dinners provide an opportunity for members of our community to discuss timely topics related to health and medicine. Over a delicious meal, participants go beyond the usual small talk to share their thoughts and opinions on topics that affect all of us.

- 2014 – Physicians and Spirituality
- 2015 – Privileged Identities and Medicine

→ **Inclusive Registration.** Banner student registration system allows for students to select the pronoun that reflects their identity.


→ **Co-Sponsor, Family Medicine Cultural Awareness Workshop.**

Cultural Awareness Workshop symposium is designed to introduce health care students and professionals to the knowledge, skills, and attitudes needed to provide competent, comprehensive, and sensitive care.

- 2014: Caring for Patients with Differing Abilities
- 2015: Food, Culture, and Health
- 2016: Coming to the USA: A Focus on Healthcare Challenges

→ **Events Co-Sponsored**

- UVM ALANA Banquet
- UVM LGBTQ Rainbow Graduation
- Diwali Night



# AREA OF FOCUS 3

Ensure access to medical education for a diverse pool of applicants through a holistic admissions process.

The Larner College of Medicine acknowledges its role as a key player in increasing diversity in medicine by selecting and educating future health professionals. Our commitment is reflected not only in the variety of regions from which students are accepted, but also in varied backgrounds of the student body.



## SELECTED ACCOMPLISHMENTS

### → Comprehensive Holistic Admissions Process.

The Larner College of Medicine has refined its holistic admissions process in an effort to ensure a broadly diverse student body. While academic scores are still used as part of the admissions process, holistic review also considers an applicant's life experiences, goals and personal attributes.

Using the core competencies developed and endorsed by the Association of American Medical Colleges, the admissions committee assesses a range of intrapersonal and interpersonal skills, including:

1. Teamwork
2. Resiliency and Adaptability
3. Cultural Competency
4. Service Orientation
5. Responsibility and Dependability
6. Ethical Responsibility for Self and Others
7. Oral Communication
8. Social Skills
9. Capacity for Improvement
10. Critical Thinking
11. Quantitative Reasoning
12. Scientific Inquiry
13. Written Communication
14. Living Systems
15. Human Behavior

→ **Diversity Essay Question Added.** To ensure applicants to the College are aware that our commitment to diversity and inclusion extends to all members of our community, a diversity-related essay question was added to the secondary application, beginning in the 2014 application cycle. Applicants are asked to respond to the following: "In reflecting on your personal background, talents, opinions and life experiences, how might you contribute to the overall diversity of the College community?"

→ **New Interview Process.** The College implemented Multiple Mini Interviews (MMI) in 2014, with a goal of diminishing bias and gaining a deeper appraisal of the core competencies. Applicants rotate through several scenario-based interview stations and discuss scenarios related to themes such as ethical decision-making, critical thinking skills, or communication skills.

→ **Expanded Demographic Questions.** To ensure that applicants are aware of the college's commitment to ensuring a broad definition of diversity, all applicants are invited to indicate if they identify as members of different communities, including the LGBTQ, ALANA, and first generation college student.

→ **Interactive Diversity Presentation.** All interviewees at the College experience an interactive diversity presentation, which covers topics such as diversity, health disparities, social determinants and their importance to ensuring health equity is achieved by all.

### Diversifying the Physician Workforce

17% → 31%

Percentage of  
ALANA students who  
matriculated in 2006


Percentage of  
ALANA students who  
matriculated in 2015



“The Multiple Mini Interview process is a reliable, validated tool that decreases interviewer bias. We are quite pleased by the results we’re seeing.”

JANICE GALLANT, M.D.





# AREA OF FOCUS 4

**Recruit and retain a diverse academic and administrative workforce, including leadership.**

An organization should strive to look like the people it serves. This is the vision that guides recruitment and retention efforts throughout our academic medical center. Research indicates that organizations that articulate the values of inclusive excellence tend to appeal to a broader pool of applicants.



## → Faculty Recruitment Process Upgraded.

Through a collaboration between the university and Larner College of Medicine leadership, the faculty recruitment process was enhanced. The new process ensures that all faculty recruitments use a standardized system for the collection of applicant data, and will give the institution the ability to monitor the process—from when applicants apply through the selection process.

## → Position Announcements Enhanced.

Postings for faculty positions have been rewritten to explicitly state institutional values around diversity and inclusion, as well as highlighting the benefits of the greater Burlington community.

## → Family Medicine Faculty Review Pilot.

ODI assisted with the development of a pilot of faculty self-assessment with the Department of Family Medicine. The pilot includes the addition of three diversity engagement questions to the annual faculty review form:


- Describe your efforts to support diversity and inclusion through your teaching, research and service and/or as specific activities
- List any professional development activities focused on enhancing your diversity and inclusion competency and practice
- Please include assessment of faculty's contribution to diversity an inclusion through their teaching, research, and service and/or specific activities related to professional development in diversity and inclusion.

## → Larner College of Medicine Demographics Established.

A demographic assessment of all of the College's faculty, staff and students, was conducted to establish a baseline of the identities within the College community.







# AREA OF FOCUS 5

Develop  
collaborative  
outreach  
programs and  
partnerships with  
our communities.

Connection with our community isn't something that happens outside the medical campus — indeed, it is impossible to find a border between the campus and the community. Those connections have translated into programs large and small that link the work of the College to the communities of Vermont and the wider world.



## SELECTED ACCOMPLISHMENTS

→ **Co-Sponsors, COMCares.** The Larner College of Medicine COMCares is a community service organization at the College, which brings together students, faculty and staff who develop service events to give back to the community. COMCares has worked with organizations throughout Vermont including the Green Mountain Club, Vermont Special Olympics, and more.

→ **Co-Sponsors, Project Micro.** Since 1999, the UVM Microscopy Imaging Center has been participating in the nation-wide outreach program, Project MICRO, under the auspices of the Microscopy Society of America (MSA). With a kit (microscopes and supplies) provided by MSA, volunteers visit local middle schools and set-up Microscopic Festivals during which students rotate through learning activities, investigating sand, fabrics, fingerprints, pond life, bugs, crystals and other small specimens.

Over 6000 students and 750 adults (teachers, parents, etc.) in Vermont have already participated in Project MICRO.

→ **Co-Sponsors, Summer Neuroscience Undergraduate Research Fellowship.** Undergraduate students participate in investigations of how the nervous system develops, functions and repairs itself after injury and get hands-on training in molecular, cellular, anatomical, physiological approaches, while gaining valuable experience before you enter graduate or medical school. Students have the opportunity to discover the world of neuroscience research and gain valuable experience before entering graduate or medical school.

→ **Annual Coat Drive for COTS.** The Larner College of Medicine COMCares has partnered with the Committee on Temporary Shelter (COTS) on its annual fall coat drive. New and gently used coats are collected in October and November and Gadue's Dry Cleaning cleans each coat free of charge and delivers them to COTS, who then distributes them to those in our community who need them most.

→ **Minority Association of Premedical Students Mentoring Program.** The Larner College of Medicine Chapter of the Student National Medical Association (SNMA) and the Minority Association of Pre-Medical Students (MAPS), serves students from underrepresented groups through mentorship and activities. Group members explore opportunities within the health professions through informational programs, networking, and volunteering support for national meetings. MAPS undergraduate students are matched with a medical student member, with whom they can attend medical school classes, activities, and learn more about medical school.

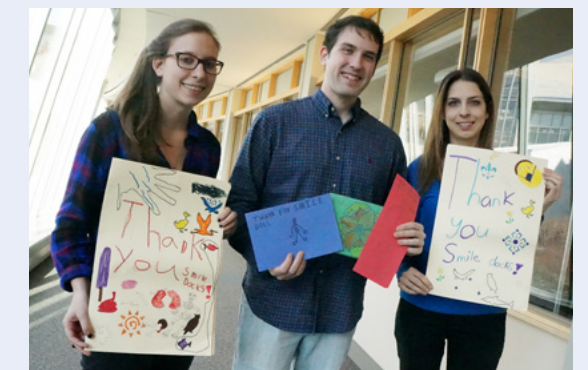
→ **Contributor, Girl's Science Discovery Day.** Each year middle-school-aged girls from schools across Vermont participate in the Larner College of Medicine's Girls Science Discovery Day in May. Hosted by the American Medical Women's Association's student chapter at UVM and staffed by medical students, the day features hands-on activities with real anatomical specimens, blood-clotting experiments and a lunchtime discussion and tour the UVM Larner College of Medicine and UVM Medical Center campus.

→ **Contributor, VT AHEC Program.** The University of Vermont Larner College of Medicine AHEC Program is a statewide network of community and academic partners working together through three regional AHECs and a Program Office at UVM to improve the health of Vermonters. Encouraged by the State Legislature, UVM established the Office of Primary Care (OPC) in 1993 to focus the College of Medicine's commitment to primary care and community outreach in Vermont. OPC is actively involved in preparing the workforce for the future, including through its many pipeline programs that promote health careers awareness and exploration for youth in communities across the state. AHEC sponsors the MedQuest Health Careers Exploration Program, a rigorously structured, educational, week-long,


and residential program that is held each summer on the University of Vermont campus, providing students with the opportunity to explore a variety of careers in health care while gaining comfort in a college environment.



Project MICRO, an outreach program brings critical observation and inquiry to young kids interested in science.







# AREA OF FOCUS 6

Promote opportunities for the development of intercultural competency for all faculty, staff and students.

With increasing diversity in the U.S. population and college community, and strong evidence of disparities in health care, it is critically important that health care professionals are specifically educated on how their own and their patients' demographic and cultural identities influence health, health care delivery and health behaviors.\*



\* [www.aamc.org/download/54338/data/](http://www.aamc.org/download/54338/data/)

→ **Intercultural Development Inventory® selected.** The Office of Diversity & Inclusion selected the Intercultural Development Inventory® (IDI®) as an assessment tool to measure the intercultural competence of both individuals and groups. Originally developed by Milton Bennett and Mitchell Hammer, the IDI® is a cross-culturally valid and reliable assessment that can be used to measure the intercultural competence of both individuals and groups.

All matriculating students complete the Intercultural Development Inventory® prior to orientation and faculty and staff may also complete the assessment.

→ **Orienting New Students.** ODI debuted "Finding Our Common Ground" in 2015, as a way for new students to connect the principles of Our Common Ground, to professionalism and cultural competence. The program includes experiential activities that will take place prior to and during orientation and include activities designed to enhance knowledge of concepts related to diversity, inclusion, social determinants of health and social justice.

→ **Travel Grants for Professional Development.** Since 2010, faculty, staff and students have received support to attend national and regional meetings to enhance their professional development, including:

- National Medical Association (NMA)
- Gay and Lesbian Medical Association (GLMA)
- Student National Medical Association (SNMA)
- Philadelphia Trans Health Conference
- Northeast Group on Educational Affairs

→ **2015 Cultural Competency Leadership Retreat.** This retreat was held in 2015 for members of the Larner College of Medicine senior leadership team and the Dean's Advisory Committee on Diversity & Inclusion.

→ **Unconscious Bias Learning Opportunities.** Unconscious bias refers to biases that people are unaware of that happen automatically. JoAnn Moody, J.D., Ph.D., presented "How Cognitive Errors and Shortcuts Allow Inequities in the Candidate Selection Process" for the College's leadership team and members of the Admissions Committee.

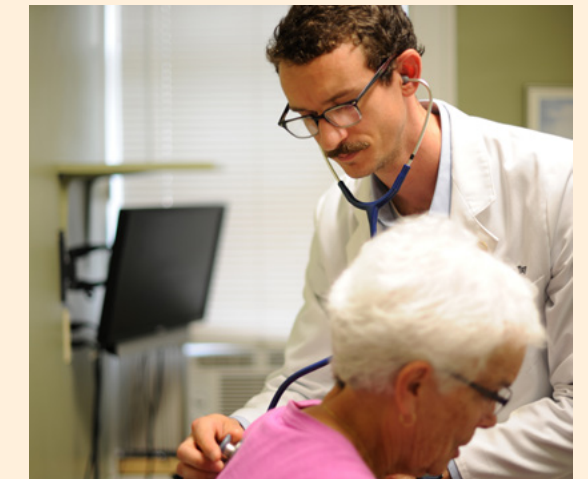
→ **Professional Development Collaborations.** ODI has supported ongoing professional development opportunities including:

- Mud Season Faculty Development Retreat
- Blackboard Jungle Faculty Development Retreat
- Closer Look Day for Admitted Students
- Family Medicine Cultural Awareness Day
- Gender 101
- Muslim Medical Ethics: The Case of Organ Donation Egypt
- Keynote Speech - Anne Fadiman, "The Spirit Catches You and You Fall Down," UVM Summer First Reads
- Keynote speech – Damon Tweedy, "Black Man in a White Coat"
- Narrative Medicine Course




→ **Curriculum Review.** ODI worked with members of the curriculum leadership team to facilitate the use of the AAMC Tool for Assessing Cultural Competency Training, which benchmarks competencies within the Vermont Integrated Curriculum.

→ **Classroom Climate Evaluation Question.** Students are given the opportunity to comment on the classroom learning environment through a question included in each course evaluation.





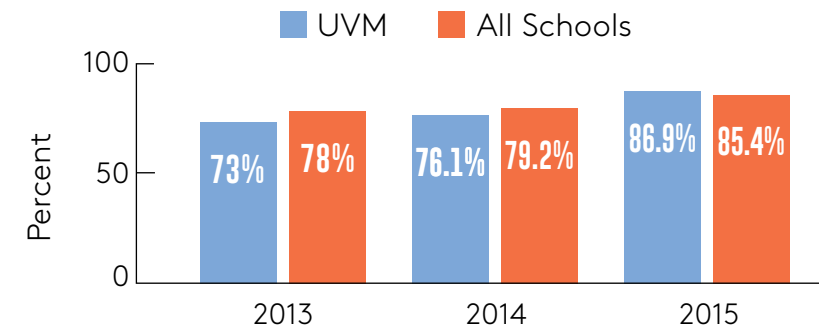


# AREA OF FOCUS 7

## Assess Our Progress and Refine Our Goals.

The Office of Diversity & Inclusion continually assesses our progress related to key goals. We've seen progress in several areas related to demographics and diversity awareness measures. This is, in part, a result of our increased funding for outreach activities, including professional development grants, and programmatic initiatives.

**The Graduate Questionnaire results showed UVM Larner College of Medicine increased 14% from 2013 to 2015**



*“My knowledge or opinion was influenced or changed by becoming more aware of the perspectives of individuals from different backgrounds.”*

## UNDERSTANDING OUR COMMUNITY

In order to meet our diversity goals we first need to understand who is in our community. Over the past five years, several surveys have helped to gain a deeper understanding of the experiences of our faculty, staff and students, as well as identify our strengths as an institution and areas to improve.

### LARNER COLLEGE OF MEDICINE DEMOGRAPHIC SURVEY

A **demographic survey** of all faculty, staff and students was conducted by the Office of Diversity & Inclusion in the spring of 2013. In addition to providing a snapshot of our community members, the results were used to assess how the Larner College of Medicine is achieving our diversity and inclusion goals.

### AAMC DIVERSITY ENGAGEMENT SURVEY 2013

This survey, measured and described the inclusiveness of the academic learning environment at the Larner College of Medicine and defined the institutional areas of strengths and areas for improvement. Areas of strength included 86% of respondents answering favorably to the question *“In my institution, I experience respect among individuals and groups with various cultural differences”* (versus 82% of respondents nationally). Scores were lower, for the question, *“In my institution, I receive support for working with diverse groups and working in cross-cultural situations”* (59% vs. 65% nationally), indicating an area of opportunity for the Larner College of Medicine to grow.

### COLLEGE OF MEDICINE CLIMATE SURVEY 2015

The 2015 Climate Survey of all students, faculty, and staff was designed to provide an assessment of our campus climate and the results of the survey will be used for the creation of a positive and inclusive learning and working environment:

- identify successful initiatives
- uncover any challenges facing members of our community
- develop strategic initiatives to build on the successes and address the challenges.

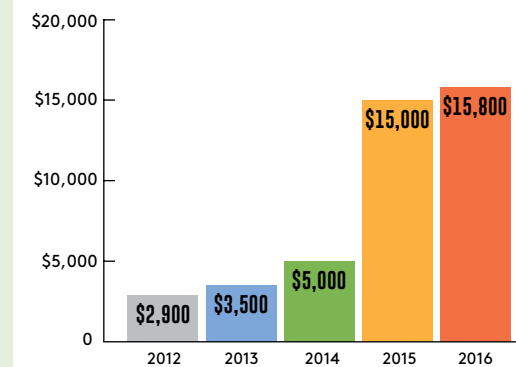
## AAMC GRADUATE QUESTIONNAIRE

The annual Graduate Questionnaire (GQ) asks graduating medical students nationwide to answer questions related to their medical education. Topics include the relevance of the curriculum, their experience in clerkships, their perception of the college environment, and other topics.



(From left to right) Frederick Morin, dean of UVM's College of Medicine (COM); Wanda Heading-Grant, vice president for human resources, diversity, and multicultural affairs at UVM; Tiffany Delaney, director of the Office of Diversity & Inclusion of the COM; and Margaret Tandoh, associate dean for diversity & inclusion for the COM, proudly display UVM's 2014 HEED Award certificate.

**Diversity & Inclusion in Medical Education Grants Awarded 2012-2016**



## FUNDING KEY GOALS

The Office of Diversity & Inclusion strategically funds initiatives that integrate the values of diversity and inclusion into the learning environment. DiME Mini-Grants support organizational and individual efforts and events that advance diversity through co-curricular or outreach activities.

### DIVERSITY & INCLUSION MINI-GRANTS (DIME)

DiME Mini-Grants support organizational and individual efforts and events that advance diversity through co-curricular or outreach activities. This fund, managed by the Office of Diversity & Inclusion, funds a growing number of projects.

### INITIATIVES SUPPORTED BY DIME GRANTS (2012-2017)

- UVM Goes to the Fair (2013-present)
- Narrative Medicine Senior Elective Grant (2013 - present)
- Family Medicine Cultural Awareness Day (2012 - present)
- AMWA Girl's Science Discovery Day (2015 - present)
- Bioethics in Muslim-Majority Societies – Family Medicine Grand Rounds (2014)
- Medical Spanish Student Interest Group – Healthy Fields Initiative (2014)
- Project Micro (2012 - present)
- Summer Neuroscience Undergraduate Research Fellowship (SNURF) (2013 - present)
- AAMC Northeast Group on Educational Affairs
- (NEGEA) Travel Grant
- Public Health Poster Presentation and Celebrations (2013 - present)
- UVM Rainbow Graduation (2013 - present)
- UVM Diwali Celebration (2013 - present)
- ALANA Student Center Awards Banquet (2013-present)
- GSA workshop, Sexual History Taking (2013)
- Conversation Dinners (2013 - present)
- Privileged Identities in Medicine (2015)







# LOOKING AHEAD

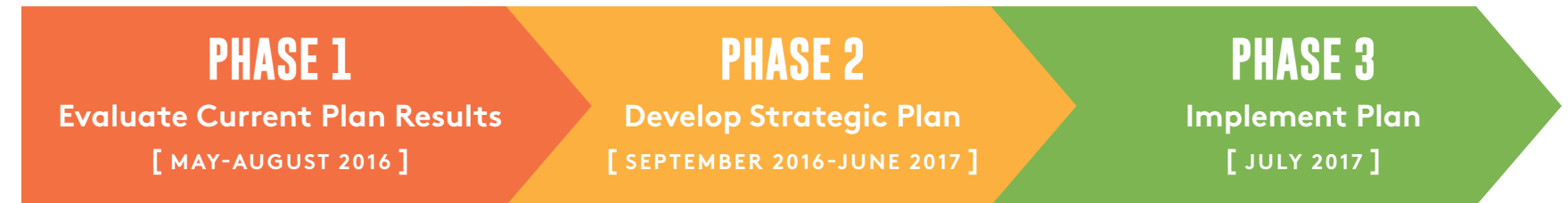
The first strategic goal for the University of Vermont is to “build a diverse and globally aware university community sustained by an inclusive, supportive, and just campus climate.” Our goal is to ensure that diversity and inclusive excellence are an integral part of all aspects of our University.

The Larner College of Medicine is aligned with the UVM effort to actively diversify and support our student body and workforce (through recruitment and retention efforts) and continue to develop and enhance educational and other programs to support our institution’s values, vision, mission and goals. We have come to realize that diversity and inclusive excellence need to be the work of the whole campus.

“A Framework for Building a More Diverse, Inclusive, and Multiculturally Competent Campus” is the product of intense dialogue, inquiry, campus feedback, and deliberation among many individuals within the UVM community. This document aligns with UVM’s Strategic Action Plan and academic excellence goals, and outlines a framework to support strategic diversity planning among all levels, divisions, colleges, and constituent groups within the University of Vermont community. This framework will be reviewed and updated every five years.

The University of Vermont has many unique organizational subcultures within our community. All segments of the University of Vermont (e.g., academic, administrative, and student services) must actively work together if we are to be successful in becoming an institution of inclusive excellence.

## Planning Process Overview



### COMMUNICATIONS PLANNING

#### PHASE 1

- Conduct stakeholder interviews, evaluate current plan, future alignment with LCOM priorities
- Review and assess outcomes from current plan
- Strategic planning interviews, SWOT analysis
- Stakeholder survey
- Environmental assessment
- Benchmark assessment

#### PHASE 2

- Affirm/refine mission, vision and guiding principles
- Define goals
- Define strategy design team and assignments
- Strategy design teams
- Develop strategies and tactics
- Present recommendations to leadership
- Develop implementation approach
- Finalize strategic plan
- Develop communication plan

#### PHASE 3

- Implementation structure and process
- Dashboard development
- Annual progress review
- Prioritize strategies
- Resource requirements



# Moving Forward

Guiding the development of our next five year diversity plan is the **UVM Framework for Inclusive Excellence**. This framework is the product of intense dialogue, inquiry, campus feedback, and deliberation among many individuals within the UVM community and was designed to support strategic diversity planning among all levels, divisions, colleges, and constituent groups within the University of Vermont community.

**PILLARS:** Four core areas of focus for institutional diversity efforts (i.e., academics, community, environment, and operations);

**COMPONENTS:** Major areas of systemic engagement and intervention within the pillars (e.g., student support and engagement; multicultural competency development; technology use and accessibility; policies, procedures, and practices);

**STRATEGIC PRIORITIES:** Organizational and systemic actions needed to maintain and enhance effective practices, and to address emerging or identified concerns (e.g., students have structured learning opportunities to develop effective interpersonal and intercultural skills);



ALIGNING UVM & LARNER COLLEGE OF MEDICINE DIVERSITY FOCUS AREAS	
7 LARNER COLLEGE OF MEDICINE DIVERSITY FOCUS AREAS	4 UVM PILLARS
6. Develop intercultural competence →	1 ACADEMICS
2. Create an inclusive environment 3. Holistic admissions process 4. Develop a diverse workforce 5. Develop outreach programs 6. Develop intercultural competence →	2 COMMUNITY
2. Create an inclusive environment →	3 ENVIRONMENT
1. Communicate diversity values and missions 7. Measure our progress →	4 OPERATIONS

# UVM Framework for Inclusive Excellence

PILLARS	1 ACADEMICS	2 COMMUNITY	3 ENVIRONMENT	4 OPERATIONS
	Central to the mission and strategic goals of the University of Vermont is excellence in the academic experience to help prepare members of our community to be globally responsible and engaged citizens, advance knowledge, and build critical thinking and problem solving skills.	The University of Vermont aspires to be a community that affirms and demonstrates the value of the diverse identities and backgrounds of its members, promotes multicultural competence, and builds positive and productive connections throughout the community.	The University of Vermont strives to create physical, virtual, and educational living, learning and work environments that are inclusive and accessible to all in our community.	Business operations and organizational processes (e.g., policy development, fiscal and capital planning, human resource functions, and organizational practices and procedures) are critical to the daily functioning and long-term health of the University of Vermont.
COMPONENTS	1 Faculty Support and Engagement 2 Student Support and Engagement 3 Curriculum, Pedagogy, and Research	1 Representational/ Compositional Diversity and Equity 2 Multicultural Competency Development 3 Inclusive Campus Climate 4 Programs, Services, and Events	1 Inclusive Spaces 2 Technology Use and Accessibility 3 Cognitive Accessibility 4 Inclusive Spaces	1 Policies, Procedures, and Practices 2 Evaluation and Assessment 3 Financial 4 Internal/External Communications

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diversity & inclusion  
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