

UVM Larner College of Medicine Office of Diversity & Inclusion  
Updates 7/19

Objective 1: Create and sustain an organizational culture, environment, and climate that consistently promotes a welcoming and inclusive environment throughout all levels of the organization.

*Recommended Action 1.1 - Each LCOM Department Chair will develop a department-level Strategic Action Plan for Diversity and Inclusion, specific to Department and College needs, using a common template. (Literature based.) Identify Department champions to implement plans. This will be a priority for 2018 (year 1).*

**2019 Update**

**Departmental Diversity, Equity and Inclusion (DE&I) Update**

In 2018, Dr. Maria 'Mercedes' Avila (LCOM Health Equity and Inclusive Excellence Liaison) and Ms. Tiffany Delaney (Director LCOM ODI) met with every department chair to share LCOM ODI DE&I strategic plan priorities and focus areas based on the three priorities and recommended actions of the 2018-2022 Strategic Diversity Plan. Specifically, we discussed Objective 1: Create and sustain an organizational culture, environment, and climate that consistently promotes a welcoming and inclusive environment throughout all levels of the organization.

In 2018, Dr. Avila and Ms. Delaney led a session for the departmental champions that highlighted [AAMC Diversity and Inclusion Strategic Plan Toolkit](#); a step-by-step document that guides these processes for schools of medicine. To this date, 13 of the 15 LCOM Departments have identified champions and are engaged in ongoing processes to draft their DE&I strategic plans. Champions meet regularly (via phone, distance technology, in person; individually and/or in small groups) with Dr. Avila; and will gather as a group again on July 29<sup>th</sup>, 2019 to discuss challenges and opportunities related to this work and share their work up to this date. Five champions will additionally be joining the opening cohort of the [Finding Our Common Ground: Equity & Inclusive Excellence Certificate](#). (Note: This initiative also addresses DE&I LCOM ODI priority Objective 4: Recruit and retain a diverse staff using tested organizational approaches. *Recommended Action 4.3 Identify opportunities for staff participation in (voluntary) educational opportunities and to champion diversity and inclusion initiatives at LCOM at the Department and College levels. Recommended Action 4.4 Identify existing and/or create University, College, and Department level staff recognition for support of Diversity and Inclusion.*)

**Some highlights to this date include:**

- Departments have utilized different approaches to identify champions:
  - o Chair appointed faculty/staff/resident/fellow to lead initiative

- Requested input from department to identify champions, sought out volunteers
- Having one faculty or staff person or a combination of both staff/faculty teams; and in some cases residents/fellows/graduate students are involved as well
- Having their existing Diversity councils or workgroups lead these initiatives or serve as place to obtain ongoing feedback
- Departments are utilizing diverse approaches to gather DE&I departmental feedback:
  - Holding stakeholder meetings to gather information about DE&I strengths and areas of growth at different locations and with different groups (clinical, staff, faculty, community, etc.)
  - Creating surveys that are being deployed within departments to gather information related to DE&I initiatives staff/faculty/residents are currently involved in. E.g. programs/teaching initiatives related to addressing and eliminating health disparities, pipeline programs targeting historically disadvantaged students interested in health and sciences disciplines, mentoring programs for URM students focusing on retention and support of historically underrepresented students/faculty/staff in medicine and health sciences, etc.
  - Using [Appreciate Inquiry](#) (AI) strengths based frameworks
  - Following AAMC's guiding questions as framework for this work
- Departments are developing processes to institutionalize DE&I cultural knowledge:
  - Creating databases of research articles in their field of studies/disciplines that focus on issues related to health equity, social determinants of health, social medicine, addressing and eliminating health disparities and inequities
  - Creating databases of speakers in their field of studies/disciplines who focus on related DE&I areas in order to bring them to campus as Grand Rounds speakers. E.g. Several departments are working on ensuring 3-5 Grand Rounds sessions per year focus on DE&I topics.
- Departments are identifying (to this date) the following areas of DE&I strategic plan focus:
  - **Commitment/culture**
    - Department climate and awareness
    - Inclusive workplace
  - **Environment/Community**
    - Hiring, holidays, events
    - Health literacy, Limited English Proficiency (LEP) patients, language access
  - **Academic/Education/Lifelong Learning**
    - Training and Education (formal, informal, ongoing)
    - Standardized use of Bias training for search committees
    - Increase awareness of systemic injustices
  - **Operations/hiring/facilities**
    - Operations, patient facing, language
    - Process and response to address discrimination and microaggressions
  - **Policy/Advocacy**

- Coordinated care for every patient
- Address and eliminate health disparities through research, teaching and practice
- **Mentorship/Workforce Development**
  - Hire and promote diverse workforce and leadership
  - Retention of diverse staff/faculty/clinicians/residents/graduate students

Prepared by Maria ‘Mercedes’ Avila, PhD, MSW

Associate Professor of Pediatrics

Dean’s Office of Diversity and Inclusion Health Equity and Inclusive Excellence Liaison

Objective 3: Recruit and retain a diverse and inclusive medical and graduate student community.

*Recommended Action 3.2 - Create a pilot program for medical students at high academic risk for the summer prior to matriculation to enhance preparedness and retention (Literature based).*

#### **Jumpstart the VIC:**

The Office of Diversity & Inclusion participated on the development of an enhanced pre-matriculation program for incoming LCOM students, “Jumpstart the VIC”:

“The first 18 months of your medical education are designed to help you acquire a current understanding of the scientific principles and phenomena that form the basis of the practice of medicine today. Delivered through active learning modalities, the Foundations curriculum will provide you with approaches that will deliver deeper and more precise life-long learning. The goal of JumpStart VIC is to prepare you for success in medical school by providing objective-driven MCAT review materials and multiple-choice questions for evaluation of learning. This FREE, 4-week on-campus program begins on July 8, 2019, with daily 8:30 AM–12:30 PM active-learning sessions facilitated by current VIC faculty, with first-year Larner medical students (who are transitioning to their second year) serving as Teaching Assistants.

#### **JUMPSTART VIC OBJECTIVES**

- Prepare you to engage in the learning activities of the VIC by reviewing and mastering crucial materials and objectives covered in the MCAT.
- Enable your understanding of the importance of how participation in active learning leads to memory consolidation, effective information retrieval and an ability to engage in higher-order thinking.

*Recommended Action 3.3 - Ensure availability of additional student support services for at-risk students, including student “siblings” or peer mentoring availability, and coordinate with existing programs.*

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**Objective 4:** Recruit and retain a diverse staff using tested organizational approaches.

*Recommended Action 4.3 - Identify opportunities for staff participation in (voluntary) educational opportunities and to champion diversity and inclusion initiatives at LCOM at the Department and College levels.*

*Recommended Action 4.4 - Identify existing and/or create University, College, and Department level staff recognition for support of Diversity and Inclusion.*

- Finding Our Common Ground Equity & Inclusion Certificate
- Quarterly Dining with the Dean initiative with Dean Page
- Create annual LCOM Awards ceremony for Staff, Faculty and Students
- Enhance the DACDI staff subcommittee by opening membership to all interested staff