

LARNER COLLEGE OF MEDICINE

Inclusive Excellence Action Plan

General Information

1. **Dean:** Richard L. Page, M.D.

2. **Person submitting plan on behalf of College:**

Name: Tiffany Delaney, M.A.Ed.

Title: Director

Department/Office/Unit: Office of Diversity & Inclusion

E-mail address: tiffany.delaney@med.uvm.edu

Phone number: 802-656-2267

3. **Departments within the College:**

- a. [Anesthesiology](#)
- b. [Biochemistry](#)
- c. [Family Medicine](#)
- d. [Medicine](#)
- e. [Microbiology and Molecular Genetics](#)
- f. [Molecular Physiology and Biophysics](#)
- g. [Neurological Sciences](#)
- h. [Obstetrics, Gynecology and Reproductive Sciences](#)
- i. [Orthopedics and Rehabilitation](#)
- j. [Pathology and Laboratory Medicine](#)
- k. [Pediatrics](#)
- l. [Pharmacology](#)
- m. [Psychiatry](#)
- n. [Radiology](#)
- o. [Surgery](#)



Dean's Advisory Committee on Diversity & Inclusion (present)

Margaret Tandoh, M.D., (Chair) Associate Dean for Diversity and Inclusion
Tiffany J. Delaney, M.A.Ed., Director, Office of Diversity & Inclusion
Mercedes Avila, Ph.D., Assistant Professor of Pediatrics
Elizabeth Bonney, M.D., Professor of Obstetrics, Gynecology and Reproductive Sciences
Raj Chawla, Faculty Technology Liaison, College of Medicine Technology Services
Eileen Cichoski Kelly, Ph.D., Academic Excellence Liaison, Office of Diversity & Inclusion
Brian Cote, M.B.A., Senior Associate Dean for Finance & Administration
Mary Cushman, M.D., Professor of Medicine
Janice M. Gallant, M.D., Associate Dean for Admissions
Diane Jaworski, PhD., Professor of Neurological Sciences
Debra Leonard, M.D., Ph.D., Chair and Professor of Pathology
Melissa Romero, Medical Student, Class of 2020
Liz McElhinney, Assistant Director of Medical Admissions
Roxana del Rio-Guerra, Ph.D., Research Facility Manager
Michael Upton, M.D., Faculty Development Liaison, Office of Diversity & Inclusion

Larner College of Medicine Mission Statement

Our Mission The mission of the Robert Larner, MD College of Medicine at the University of Vermont is to educate a diverse group of dedicated physicians and biomedical scientists to serve across all the disciplines of medicine; to bring hope to patients by advancing medical knowledge through research; to integrate education and research to advance the quality and accessibility of patient care; and to engage with our communities to benefit Vermont and the world.

Larner College of Medicine Statement on Diversity & Inclusion

The Larner 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 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, sexual orientation, religion, belief, thought or philosophy, disability, education level, socioeconomic background, Veteran status, 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, recognizes and values our diverse backgrounds.

Because health cannot exist where justice does not prevail, we commit to extending these values to the wider community by engaging individually or collectively to advocate for health equality and justice in our community, state, country and the world in which we live.

Larner College of Medicine Office of Diversity & Inclusion Mission Statement

The mission of the Office of Diversity & Inclusion of the Larner College of Medicine is to build a broadly diverse faculty, student and staff community and to promote a culture that is welcoming and inclusive, and at the forefront of working to achieve health equity in the communities we serve.

Larner College of Medicine Statement on Medical Professionalism

Our Larner College of Medicine community upholds the highest standards of professionalism as we follow our passion for lifelong learning and improvement. We demonstrate professionalism through integrity, accountability, compassion, altruism, and social responsibility. We honor the trust our society has placed in us as stewards of the art and science of medicine, relying on cultural humility, kindness, and respect to guide our daily interactions. We expect all members of our community to embrace these principles of professionalism as we strive to conduct and support patient care, research, and education that are second to none.

[Larner College of Medicine 5 Year Diversity Plan Update \(2012-2017\): A Commitment to Inclusive Excellence in Medicine](#)

Components of Inclusive Excellence Summary

Pillar 1: Academics

Component 1: Faculty Support and Engagement

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Survey basic demographics faculty to determine current demographics (2012-present).	LCOM Office of Diversity & Inclusion
Promote opportunities for the development of intercultural competence for all faculty through curricular, professional development programs. (2012-present).	LCOM Office of Diversity & Inclusion
Faculty Development Workshop: “Intercultural Development Inventory (IDI)” (2015-present).	LCOM Office of Diversity & Inclusion
Faculty Development Workshop, “Culture in the Classroom” (2016).	LCOM Office of Diversity & Inclusion
MLK Health Equity Lecture Series (2012-present)	LCOM Office of Diversity & Inclusion
Imbasicani LGBTQ Health Equity Lecture Series (2015-present)	LCOM Office of Diversity & Inclusion
Family Medicine Pilot: Diversity Annual Evaluation Questions (2015-present) 1) <i>Describe your efforts to support diversity and inclusion through your teaching, research and service and/or as specific activities.</i> 2) <i>List any professional development activities focused on enhancing your diversity and inclusion competency and practice.</i>	LCOM Department of Family Medicine
Black History Month/Nutrition, Metabolism, Gastrointestinal course: Health Equity Film Series collaboration (2013-2015)	LCOM Office of Diversity & Inclusion
First (Year?) Reads: <u>The Spirit Catches You and You Fall Down</u> – Ann Fadiman Lecture (2015)	LCOM Office of Diversity & Inclusion
BBJ Sponsorship – Stereotype Threat in Higher Education (2015)	LCOM Office of Diversity & Inclusion
BBJ Sponsorship – Microaggressions in Health Care Settings (2016)	LCOM Office of Diversity & Inclusion
“Unconscious Bias and Cognitive Errors” – Joann Moody (2014)	LCOM Office of Diversity & Inclusion

Component 2: Student Support and Engagement

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Promote opportunities for the development of intercultural competence for all students through curricular programs, including: <ul style="list-style-type: none"> • <i>Finding Our Common Ground</i> curriculum (2015-present) • Intercultural Development Inventory (administered to all incoming students) (2015-present) • Health Equity Film Series (quarterly/2013-present) • COM Goes to the Fair (annually/2011-present) 	LCOM Office of Diversity & Inclusion LCOM Office of Diversity & Inclusion LCOM Office of Diversity & Inclusion LCOM Office of Diversity & Inclusion LCOM Office of Diversity & Inclusion
Financial and programmatic support for all identity-based Student Interest Groups: <ul style="list-style-type: none"> • Student National Medical Association (SNMA) \ Minority Association of Premedical Students (MAPS) sponsorship (2013-present) • Latino Medical Student Association (LMSA) (2019 – present) • Asian Pacific American Medical Student Association (2018 – present) • Gender & Sexuality Alliance (2013-present) • American Medical Women’s Association (AMWA)(2013 – present) 	LCOM Office of Diversity & Inclusion
Appointment of Academic Excellence Liaison to provide academic support to underrepresented students (2018)	LCOM Office of Diversity & Inclusion
Sponsorship: Trans101 Workshop (2014-present)	LCOM Office of Diversity & Inclusion
First (Year?) Reads: <u>The Spirit Catches You and You Fall Down</u> – Ann Fadiman Lecture (2015)	LCOM Office of Diversity & Inclusion
BBJ Sponsorship – Stereotype Threat in Higher Education (2015)	LCOM Office of Diversity & Inclusion
Established Diversity in Medical Education (DiME) mini-grants to support diversity/inclusion initiatives (2012-present)	LCOM Office of Diversity & Inclusion

Component 3: Curriculum, Pedagogy, and Research

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Complete the “Tool for Achieving Cultural Competence Training” (TACCT); analyze results and propose changes and enhancements to curriculum (2012).	LCOM Office of Diversity & Inclusion
Transition of Vermont Integrated Curriculum delivery to a nearly entire Active Learning model	Medical Student Education

Pillar 2: Community

Component 1: Representational/Compositional Diversity and Equity of Staff, Students, and Faculty

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
AAMC “Holistic Admissions Workshop” (2012)	LCOM Office of Diversity & Inclusion
Multiple mini-interview (2014-present)	Office of Medical Student Admissions
Data gathering enhancements – hiring process updates (2016-present)	LCOM Office of Diversity & Inclusion
Interview Day Diversity presentation (2015-present)	LCOM Office of Diversity & Inclusion
LCOM Gender Equity Initiative (2019) <ul style="list-style-type: none"> • Gender Equity Education Series • Women in Medicine and Science Networking Lunch • Town Hall on Gender Equity 	LCOM Office of Diversity & Inclusion

Component 2: Multicultural Competency Development of Staff, Students, and Faculty

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Host diversity-related speakers and workshops at LCOM and campus-wide events (2013-present).	LCOM Office of Diversity & Inclusion
Established mini-grants (DiME) to support diversity/inclusion initiatives (2012-present).	LCOM Office of Diversity & Inclusion
Family Medicine ‘Cultural Awareness Day’ Sponsorship – (2012-present).	LCOM Department of Family Medicine
Faculty Development Workshop: “Intercultural Development Inventory” (2015-present).	LCOM Office of Diversity & Inclusion
Faculty Development Workshop, “Culture in the Classroom” (2016).	LCOM Office of Diversity & Inclusion
MLK Health Equity Lecture Series (2012 – present).	LCOM Office of Diversity & Inclusion
Imbasicani LGBTQ Health Equity Lecture Series (2015-present).	LCOM Office of Diversity & Inclusion
Family Medicine Pilot: Diversity Annual Evaluation Questions (2015-present).	LCOM Office of Diversity & Inclusion
Black History Month/NMGI/Health Equity Film Series collaboration (2013-2015).	LCOM Office of Diversity & Inclusion
First (Year?) Reads: <u>The Spirit Catches You and You Fall Down</u> – Ann Fadiman Lecture (2015).	LCOM Office of Diversity & Inclusion
BBJ Sponsorship – Stereotype Threat in Higher Education (2015).	LCOM Office of Diversity & Inclusion
BBJ Sponsorship- Microaggressions in Health Care Settings (2016).	LCOM Office of Diversity & Inclusion
“Unconscious Bias and Cognitive Errors” – Joann Moody (2014).	LCOM Office of Diversity & Inclusion
Finding Our Common Ground Staff Equity & Inclusive Excellence Certificate (2019)	LCOM Office of Diversity & Inclusion

Component 3: Inclusive Campus Climate for Staff, Students, and Faculty

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Create a welcoming and inclusive environment by ensuring robust diversity and inclusion programming in all offices throughout the academic medical center (2012-present).	LCOM Office of Diversity & Inclusion
Present diversity-related speakers and workshops at LCOM and campus-wide events: <ul style="list-style-type: none"> • Blackboard Jungle (2013-present) • MLK Health Equity Lecture (2013-present) • LCOM faculty development retreats • Intercultural Development Inventory (IDI) • Health Equity Film Series (2013 – present) • Gender Equity Faculty Development Series (2018 – present) 	LCOM Office of Diversity & Inclusion
Support student interest groups that promote diversity, inclusion & cultural competence (2012-present). <ul style="list-style-type: none"> • Student National Medical Association (SNMA) \ Minority Association of Premedical Students (MAPS) sponsorship (2013-present) • Latino Medical Student Association (LMSA) (2019 – present) • Asian Pacific American Medical Student Association (2018 – present) • Gender & Sexuality Alliance (2013-present) American Medical Women’s Association (AMWA)(2013 – present)	LCOM Office of Diversity & Inclusion
LCOM Campus Climate Survey (2015)	LCOM Office of Diversity & Inclusion
Establish mini-grants (DiME) to support diversity/inclusion initiatives created by students, faculty and staff (2012-present).	LCOM Office of Diversity & Inclusion
LCOM Professionalism Statement created and disseminated to community (2019).	LCOM Office of the Dean

Component 4: Programs, Services, & Events

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
<i>Finding Our Common Ground</i> Medical Student Orientation Workshops (2015-present)	LCOM Office of Diversity & Inclusion
Intercultural Development Inventory (2015-present)	LCOM Office of Diversity & Inclusion
Health Equity Film Series (2014-present)	LCOM Office of Diversity & Inclusion
COM Goes to the Fair (x6) (2013-2018)	
SNMA/MAPS sponsorship (x4) (2010-present)	LCOM Office of Diversity & Inclusion
Sponsorship: Trans101 Workshop (x3) 2014-present)	LCOM Office of Diversity & Inclusion
First (Year?) Reads: <u>The Spirit Catches You and You Fall Down</u> – Ann Fadiman Lecture (2015)	LCOM Office of Diversity & Inclusion
BBJ Sponsorship – Stereotype Threat in Higher Education (2015) and Microaggressions in Health Care Settings (2016)	LCOM Office of Diversity & Inclusion
Family Medicine ‘Cultural Awareness Day’ Sponsorship – (2012- present)	LCOM Office of Diversity & Inclusion
Establish mini-grants to support diversity/inclusion initiatives (2014-present)	LCOM Office of Diversity & Inclusion

Pillar 3: Environment

Component 1: Physical Accessibility

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Gender inclusive restrooms and gender inclusive changing area for students (2016)	LCOM Office of Diversity & Inclusion
Audit of physical spaces for accessibility, including new construction.	LCOM Office of the Dean
All classrooms and learning spaces at LCOM are designed with sound reinforcement to accommodate students and faculty with hearing disabilities.	College of Medicine Technology Services (COMTS)
Layout and furnishing of our rooms accommodate faculty and students with mobility disabilities or service animals.	College of Medicine Technology Services (COMTS)

Component 2: Technology Use and Accessibility

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Ensure that systems are in place that support accessibility in technology use, including websites and technology used in the learning environment.	College of Medicine Technology Services (COMTS) College of Medicine –Medical Communications (websites)
LCOM Ed Tech and Applications team ensure that all delivery platforms are accessible.	College of Medicine Technology Services (COMTS)
LCOM Ed Tech and Applications teams partner with the curriculum and content developments to ensure the accessibility of instructional materials and provide, where appropriate, multiple formats of learning materials.	College of Medicine Technology Services (COMTS)
LCOM technicians can install and support assistive software and hardware where accommodations require it.	College of Medicine Technology Services (COMTS)

Room displays are optimized to ensure appropriate viewing, and can accommodate visual disabilities through individualized streaming if room displays are insufficient.	College of Medicine Technology Services (COMTS)
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Component 3: Cognitive Accessibility

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Encourage student use of Student Accessibility Services, and the Stern Center for Language and Learning.	Office of Medical Student Education LCOM HR
All managers are made aware of the accommodation services provided through HR and work collaboratively with the ADA/504 Coordinator to provide the appropriate materials and services.	LCOM HR
Transition to nearly entirely Active Learning model. Active Learning methods change the way faculty and students teach and learn and rely on student engagement to construct knowledge rather than passively absorb it from an expert.	Office of Medical Student Education

Component 4: Inclusive Spaces

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Preliminary discussion re: representational photos, artwork in common areas (2015).	LCOM Communications
Create plan for increase in representational artwork in common areas (2019)	LCOM Communications
Creation of gender inclusive restrooms and gender inclusive changing area for students	LCOM Office of Diversity & Inclusion
Create affinity group space in the Office of Diversity & Inclusion	LCOM Office of Diversity & Inclusion

Pillar 4: Operations

Component 1: Policies, Procedures, and Practices

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Diversity and Inclusion strategic planning process for 2017-2022 (2017-present)	Office of the Dean
LCOM Professionalism Statement created and disseminated to community (2019)	LCOM Office of the Dean
Diversity Statement updated (2018)	LCOM Office of Diversity & Inclusion

Component 2: Evaluation and Assessment

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Demographic survey completed (2012)	LCOM Office of Diversity & Inclusion
Climate survey completed (2015)	LCOM Office of Diversity & Inclusion

Component 3: Financial

Action/Initiative/Activity	Responsible Unit(s)/Role(s)
Diversity in Medical Education mini-grants (2012-present)	LCOM Office of Diversity & Inclusion

Component 4: Internal/External Communications

	Responsible Unit(s)/Role(s)
2012-2017 Diversity & Inclusion Five Year Report	LCOM Office of Diversity & Inclusion

Action Plan for the Four Pillars of Inclusive Excellence

Pillar 1: Academics

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.

1. What are the benefits, impacts, and/or learning outcomes of your initiatives and practices? How do these initiatives and practices promote inclusive excellence in your college/division?
 - a. The overarching goal of our initiatives related to diversity and inclusion in academics is ensuring that all members of our community develop the knowledge, skills and attitudes to successfully teach students and treat patients from a variety of backgrounds. The initiatives we have implemented provide an opportunity for our students, faculty and staff to develop these traits in developmentally appropriate ways.
2. What initiatives and practices for inclusive excellence does your division/college consider exemplary and could serve as a model or best practice at UVM?
 - a. Implementation of the [Intercultural Development Inventory \(IDI\)](#) as an assessment for all incoming medical students to help guide their own planning for intercultural development.
3. What goals does your college/division want to achieve within the next year? Within the next three years?
 - a. Expanded use of the IDI for faculty and staff in developing their own plans to address professional development goals around inclusive excellence.
 - b. All faculty and staff members annually evaluate their progress toward reaching cultural competency goals.
 - c. Examine growth of intercultural development over time via the IDI.
4. What strategies and resources (e.g., skills, expertise, financial) will your college/division use to meet your goals within a given component? What resources are needed?
 - a. See our [strategic plan](#).
5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
 - a. See our [strategic plan](#).

Pillar 2: Community

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.

1. What are the benefits, impacts, and/or learning outcomes of your initiatives and practices? How do these initiatives and practices promote inclusive excellence in your college/division?
 - a. More visible commitment to ensuring inclusive excellence is a demonstrated priority by the institution on many levels: administrative, student services, communication, and education. This visibility by all levels of the institution demonstrates to all members of the community that we are committed to ensuring all members of our community feel respected, valued, and have a voice in the institution.
2. What initiatives and practices for inclusive excellence does your division/college consider exemplary and could serve as a model or best practice at UVM?
 - a. Interactive cultural diversity presentation to all interviewing applicants.
 - b. Expanded sexual orientation/gender identity demographic information gathering for students when applying.
 - c. Offering the Intercultural Development Inventory (IDI) as a foundation for cultural humility development for all students, faculty and staff.
 - d. Larner College of Medicine Cares (COMCares) community engagement initiatives.
 - e. Finding Our Common Ground Staff Equity & Inclusive Excellence Certificate.
 - f. Statement on Medical Professionalism, included in all employment offer letters.
 - g. Partnership with HRDMA on programming that highlights diversity in its broadest sense and is cross-disciplinary with the arts and sciences (e.g., [Kinetic Light](#))
 - h. Participation in national initiatives to address bias and discrimination, including [Time's Up Healthcare](#) and [White Coats for Black Lives](#).
3. What goals does your college/division want to achieve within the next year? Within the next three years?
 - a. All strategic planning processes for the College explicitly address inclusive excellence as one of the planning objectives.
 - b. Application for the [Higher Education Excellence in Diversity in Medicine \(HEED\)](#) submitted annually beginning in 2020 and receiving the award annually beginning in 2022.
 - c. Creation of ongoing opportunities for staff, faculty and students to engage in community engagement as teams as part of their own professional development.
 - d. Review of all standing committees of the College for representational membership. (FY 2020).

4. What strategies and resources (e.g., skills, expertise, financial) will your college/division use to meet your goals within a given component? What resources are needed?
 - a. See our [strategic plan](#).
5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals
 - a. See our [strategic plan](#).

Pillar 3: Environment

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.

1. What are the benefits, impacts, and/or learning outcomes of your initiatives and practices? How do these initiatives and practices promote inclusive excellence in your college/division?
 - a. The most important outcome/impact of these initiatives is ensuring that all members of the community experience an inclusive and supportive environment.
2. What initiatives and practices for inclusive excellence does your division/college consider exemplary and could serve as a model or best practice at UVM?
 - a. Establishment of gender inclusive restrooms and changing spaces for all medical students.
 - b. [Larner College of Medicine's Statement on Medical Professionalism](#).
 - c. Finding Our Common Ground Student Orientation Series.
 - d. [Finding Our Common Ground Staff Equity & Inclusive Excellence Professional Development Certificate](#).
3. What goals does your college/division want to achieve within the next year? Within the next three years?
 - a. Ensuring all programming is accessible and options for accessibility are reviewed and promoted.
 - b. Review of common spaces for representational artwork, communications vehicles (e.g. articles and websites) and accessibility.
4. What strategies and resources (e.g., skills, expertise, financial) will your college/division use to meet your goals within a given component? What resources are needed?
 - a. See our [strategic plan](#).
5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
 - a. See our [strategic plan](#).

Pillar 4: Operations

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.

1. What are the benefits, impacts, and/or learning outcomes of your initiatives and practices? How do these initiatives and practices promote inclusive excellence in your college/division?
 - a. Ensuring that diversity and inclusive excellence principles form the foundation of all business operations.
2. What initiatives and practices for inclusive excellence does your division/college consider exemplary and could serve as a model or best practice at UVM? N/A
3. What goals does your college/division want to achieve within the next year? Within the next three years?
 - a. Each department of the LCOM will create an annual diversity plan based on a template aligned with the Framework for Inclusive Excellence and the LCOM Diversity Strategic Plan by (FY'2021).
4. What strategies and resources (e.g., skills, expertise, financial) will your college/division use to meet your goals within a given component? What resources are needed?
 - a. See attached [strategic plan](#).
5. What metrics will your college/division use to gauge its progress with diversity and inclusive excellence goals?
 - a. See attached [strategic plan](#).