Diversity and Inclusion in Academic Medicine: A Strategic Plan

A GDI/GFA Pre-Conference Session

A collaboration among:
Group on Diversity and Inclusion
Group on Faculty Affairs
Group on Institutional Planning
Diversity and Inclusion in Academic Medicine: A Strategic Plan

• Initially in our webinar we identified the groundwork needed to create buy-in and commitment from the institution

• Discussed metrics as a tool to justify change and evaluation methods

• The need to engage and seek out your institutions leaders who will be needed to support and endorse the strategic planning process
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• Remember “A Strategic Planning Guide” has been developed to implement your plan as a valuable institutional resource.

• Maria Soto-Greene, MD from Rutgers, New Jersey Medical School discussed the changing face of America as an emptiest for change and the nine essential task needed to create a plan.
Part I: Nine Essential Tasks for Creating a Diversity and Inclusion Strategic Plan: A Structured Approach and Key Resources

Essential Task 1: Solicit buy-in and commitment from key stakeholders
Essential Task 2: Build a strong foundation for the initiative by assessing the existing landscape
Essential Task 3: Identify leverage points and challenges
Essential Task 4: Set diversity and inclusion goals that align with organization mission, vision, and values
Essential Task 5: Set clear and realistic objectives, supporting tasks, and action steps required to achieve goals
Essential Task 6: Develop accountability methods and metrics to measure achievement of each objective
Essential Task 7: Establish roles, responsibilities, and decision-making channels
Essential Task 8: Develop a realistic timeline for executing all action steps
Essential Task 9: Prepare the written plan
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• Preparing for your diversity goal and doing a needs assessment.
  • Medical Student Graduation Questionnaire
  • Faculty Data, Faculty Forward
  • Institutions mission statement, etc.
• Assessing your landscape historically over the years.
• Leverage Points
  • Legal-diverse student body benefits all
  • LCME, ACGME-cultural competence.
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Deborah Plummer, PhD., Vice Chancellor, Chief Diversity Officer at University of Massachusetts Medical School

- Discussed making diversity metrics meaningful
- Assessing, Measuring, and Evaluating
- The goal of the above is to determine the impact of an organizations and individuals diversity initiative.
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The *End Game* is an Inclusive Academic Center

- Use a scorecard whether it be Engagement
- Participation in Diversity Programming and evaluation results, Diversity Survey Results
- Cultural Competence, Community
- Talent Management of Faculty and Staff or an
- Inclusive Academic Learning and Work Environment
- Including the Diversity Engagement Survey
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Dave McIntosh, Assistant Dean of Diversity, Texas A&M Health Science Center College of Medicine

- Establish Goals
- Who’s on the team?
- LCME standards may open the door but not keep them open
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Engage Resistance

- Overt
- Covert (aka, passive aggressive)
- Why it is important to know the players
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Linda Reimann, Assistant Dean for Strategic Planning at Washington University in St. Louis School of Medicine
A strategic plan answers four simple questions …

Where is the Organization Today?

Where Should the Organization Be in the Future?

How Should the Organization Get There?

Is the Organization Getting There?

Mission & Values → Environment → Vision & Goals → Strategic Initiatives → Operating Plans → Metrics/Assessment

How can the goals and strategies for diversity and inclusion be infused through all components of the institution’s plans?
Session Speakers

Chiquita A Collins, PhD
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School of Medicine

Yvonne (Bonnie) Maldonado, MD
Stanford School of Medicine

Lynn Gordon, MD, PhD
University of California, Los Angeles
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