



Tomorrow's Doctors, Tomorrow's Cures

---

Learn

---

Serve

---

Lead

# GDI Navigator to Excellence: Strategic Planning Webinar

GDI Steering Committee  
May 9, 2013



Association of  
American Medical Colleges

# Today's Webinar

- Make sure to adjust your speaker volume on your computer
- To ask a question, please use the Q&A box to the right of the screen
- Questions we do not answer today will be addressed at other upcoming opportunities
- This webinar will be recorded and posted at [www.aamc.org/gdi](http://www.aamc.org/gdi)

Welcome from  
Chief Diversity Officer  
Dr. Marc A. Nivet

# Speaker Introductions



**Wanda D. Lipscomb, Ph.D.**

Chair, Group on Student Affairs Committee on Diversity Affairs  
Senior Associate Dean for Diversity and Inclusion  
Michigan State University College of Human Medicine



**David A. Acosta, M.D., FAAFP**

Chair, Group on Diversity and Inclusion  
Chief Diversity Officer, UW School of Medicine  
Director, Center for Equity, Diversity & Inclusion  
Clinical Professor, Department of Family Medicine  
University of Washington School of Medicine



**Maria L. Soto-Greene, M.D.**

Past-chair, Group on Diversity and Inclusion  
Vice Dean and Professor of Medicine  
Director, Hispanic Center of Excellence  
University of Medicine and Dentistry of New Jersey-New  
Jersey Medical School



**Marc A. Nivet, Ed.D.**

Chief Diversity Officer  
Association of American Medical Colleges

# Learning Objectives

- Describe some of the necessary elements for success in **developing** an institutional diversity strategic plan
- Discuss some of the necessary elements for success with **implementing** an institutional diversity strategic plan
- Describe how LCME accreditation diversity standards can help serve as **leverage** for your diversity initiative, and how a diversity strategic plan can help **improve** your LCME site visit

# Diversity Strategic Planning: A Primer



**David A. Acosta, M.D., FAAFP**

Chair, AAMC Group on Diversity and Inclusion

Chief Diversity Officer, Office of the Dean

Director, Center for Equity, Diversity and Inclusion

Clinical Professor, Department of Family Medicine

University of Washington School of Medicine

# Development & Implementation

- Challenging, complex process
- Alignment with institutional mission, vision, values along every step
- Create strong foundation for the initiative
- Assessment of the institution's landscape

# Tips for Success - Development

- Integrated into the overall strategic plan and success of the institution – not ‘siloed’
- Not just about affirmative action and EEO
- Build diversity efforts around existing strengths and infrastructure
- Understand institutional culture and climate
  - Senior leadership commitment – deliberate, transparent, visible, clear expectations
- *Continuous* improvement process
- Plan for sustainability from the start



# Diversity Strategic Plan Template - Example

1. Rationale – background/purpose
  - Imperatives driving this initiative
2. Conceptual framework
  - Structure
  - Core concepts
  - Methodology – assessment & findings
3. Implementation\*
4. Communication
5. Appendices

# \* Implementation

- Goals for diversity and inclusion
  - Alignment
  - Prioritization
- Objectives – strategies to achieve each goal
- Key tasks and action steps
  - Assign lead, timeline, resources needed
- Measures of success
  - Assign responsibilities
  - Design metrics

# Tips for Success - Implementation

- Build the educational foundation\*\* of the team
- Clear, focused vision
- Change readiness
- Establishment of your role with the process
- Identify leverage early
- Infrastructure is paramount
  - Human capital and building capacity
  - Advisory council
- Accountability is key

# Sharing the NJMS “Diversity” Experience



## **Maria L. Soto-Greene, MD**

Past-chair, Group on Diversity and Inclusion

Vice Dean and Professor of Medicine

Director, Hispanic Center of Excellence

University of Medicine and Dentistry of New Jersey-

New Jersey Medical School

# A "40" Year Journey



# Diversity: Preparing for the LCME

Needs Assessment: Define your target groups, programs and activities that contribute to diversity

- Medical Student Graduation Questionnaire
- Independent Student Analysis
- Applicants, Matriculants, and Admissions Trend Data (7 years)
- Faculty Data (3 years)
- Faculty Forward
- Resident Data (3 years)
- Reviewed all mission statements: School wide; Offices of Admissions; Faculty Affairs; Student Affairs; and Diversity and Community Engagement
- Strategic Plan
- Curriculum: Education wide Goal that addressed the Health of the Community

# NJMS “New Beginnings” Strategic Plan and LCME Self-Study Process

The Dean’s charge to the Strategic Plan steering committee included:

- “Redefinition of the School’s mission and vision while maintaining its core values of discovery, educational excellence, diversity and service to the community;
- Creation of a sense of optimism and transformation to a stronger, unified organization focused on a common purpose;
- Wide engagement of diverse groups of faculty, staff and students at all levels, in imagining a new direction for themselves and our institution;
- Development of an innovative, achievable strategic plan that will position NJMS for success in the rapidly changing University and healthcare environment. “

# Think across the continuum of LCME standards

***LCME Subcommittees organized: How do these standards build your case or identify areas of improvement needed to achieve diversity?***

- Institutional Setting (IS-1, IS-14 & **IS-16**)
- Educational Program (ED-21 & 22)
- Faculty (FA-4 & 11)
- Medical Students (MS-3, MS-6 & **MS 8**)
- Educational Resources: Affiliation Agreements



# NJMS “New Beginnings” Strategic Plan

Diversity viewed as a strength:

*NJMS has a commitment to diversity and has fostered a spirit of inclusiveness for its highly diverse community, faculty, staff and students.*

- Diversity in leadership positions;
- One of the most diverse student bodies in the nation, which leads to a diverse healthcare workforce at NJMS;
- Pipeline Programs (1972 ) & continuous funding since 1991 for the Hispanic Center of Excellence;
- Urban, culturally diverse community- opportunity to treat a patient population that presents with conditions covering the spectrum of chronic and acute illnesses;
- Robert Wood Johnson Foundation Summer Medical-Dental Education Program.

# NJMS Ranks Among Most Diverse Medical Schools

**TABLE 2** Prepare a Diverse Physician Workforce  
 University of Medicine and Dentistry of New Jersey-New Jersey Medical School  
 Benchmarked against All Medical Schools



Percentile	Graduates from 2006 through 2011						Full-Time Faculty as of December 31, 2011					
	Total Graduates	Number who are Hispanic or Latino	Percent who are Hispanic or Latino	Number who are American Indian or Alaska Native	Percent who are American Indian or Alaska Native	Number who are Black or African-American	Percent who are Black or African-American	Total Faculty	Number who are Women	Percent who are Women	Number who are Hispanic or Latino, American Indian or Alaska Native, or Black or African-American	Percent who are Hispanic or Latino, American Indian or Alaska Native, or Black or African-American
90	1,147	136	13.8%	13	1.7%	112	11.4%	2,076	794	43.0%	147	12.4%
80	996	75	8.8%	9	1.2%	77	8.9%	1,581	581	39.8%	103	9.4%
70	934	53	6.9%	7	0.9%	61	8.0%	1,313	472	38.0%	87	7.9%
60	876	44	5.3%	6	0.7%	53	6.6%	1,122	386	36.5%	76	6.6%
50	806	34	4.3%	5	0.6%	45	5.7%	899	321	35.0%	57	5.7%
40	669	26	3.6%	4	0.5%	35	4.4%	734	261	33.8%	49	5.3%
30	600	19	2.7%	3	0.4%	25	3.4%	625	213	32.7%	36	4.5%
20	543	14	2.0%	2	0.3%	21	2.7%	381	136	31.4%	30	4.1%
10	386	10	1.4%	1	0.1%	8	1.3%	232	73	29.4%	20	3.6%
Mean	785	55	8.3%	7	0.9%	54	7.3%	1,101	403	35.7%	75	9.8%
Valid N	126	126	126	126	126	126	126	126	126	126	126	126

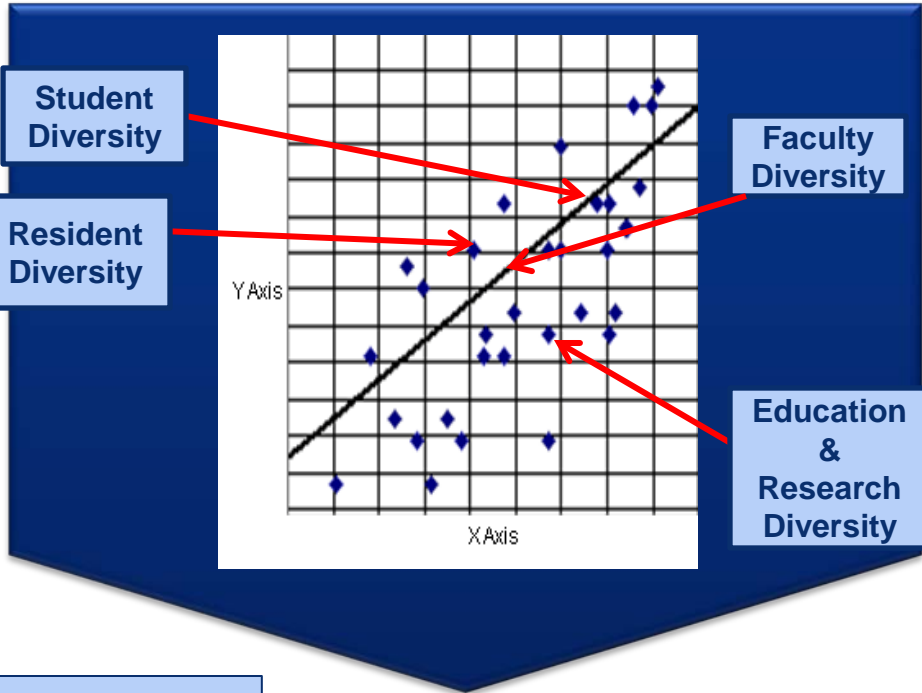
Note: The percentile distributions include reported zero values but exclude missing values.

Source: AAMC Student Records System; AAMC Faculty Roster

Staff Contact: For general report questions, contact Henry Sondheimer, M.D., at [hsondheimer@aamc.org](mailto:hsondheimer@aamc.org). For the data contributors to this table, see the definitions section of the report (pages 5 through 10).



**4. Honor the strengths of our culture**



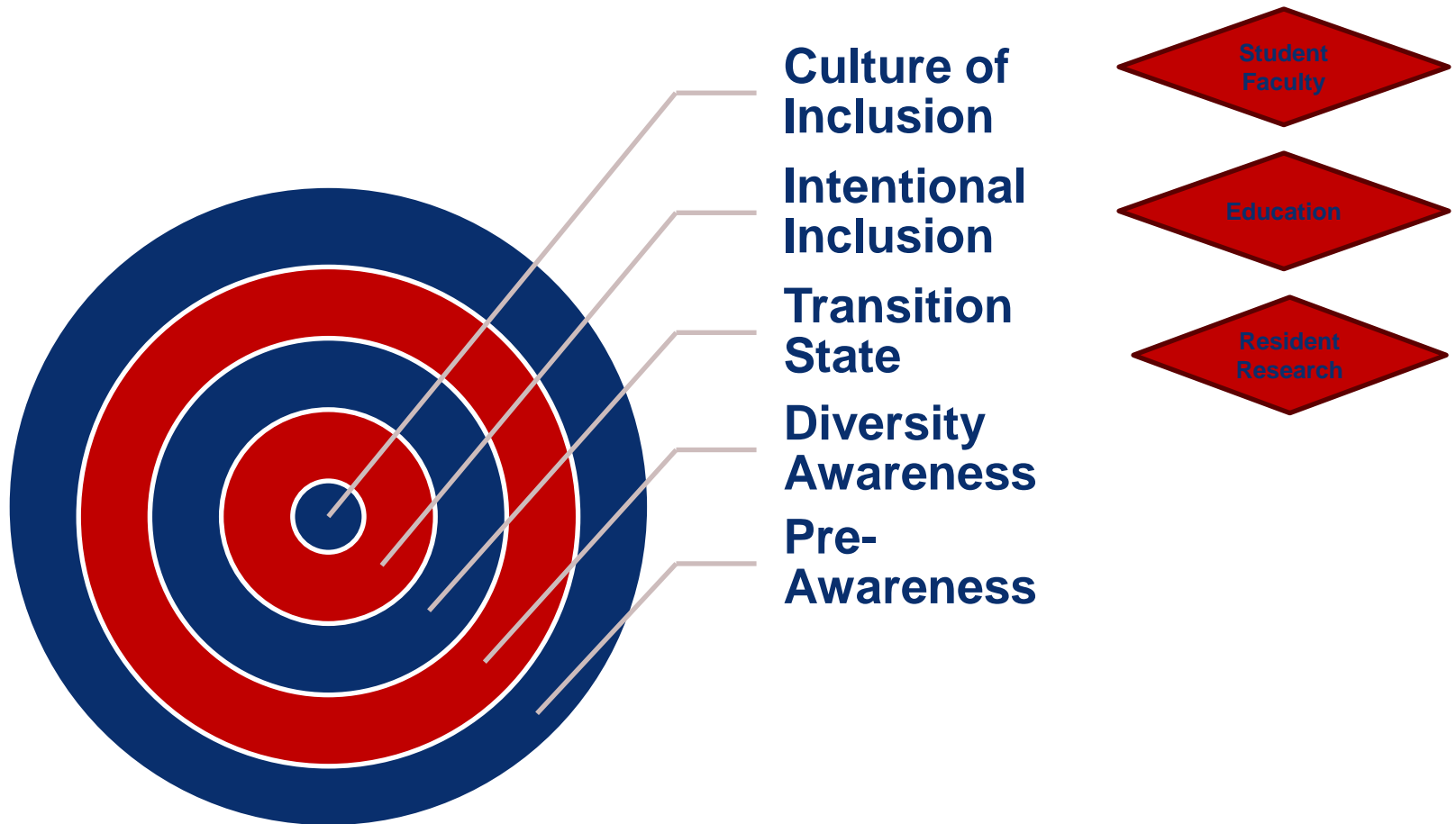
**5. Focus on a few critical shifts on culture**

**1. Match \*\* strategy and culture**

**2. Measure and monitor cultural evolution**

**3. Integrate formal and informal interventions**

# Achieving a Culture of Inclusion



# 'New Beginnings' Strategic Plan Vision for Education and Diversity

## **Goal #3 Education**

“Develop innovations in education to prepare students and trainees from diverse backgrounds to be collaborative practitioners of medicine, educators and researchers with a focus on the health of underserved and vulnerable populations.”

## **Select Strategies from Research and Education:**

2. Incorporate longitudinal service learning experiences in the curriculum with a focus on underserved and vulnerable populations.
3. Establish an Institute of Urban Health and Research focusing on patient-centered outcomes, comparative effectiveness, health services and translational research in diseases and injuries affecting urban populations.
5. Support programs to develop future talented and diverse students in the sciences through our relationships with K-12 institutions, undergraduate programs, and other medical schools.
7. Recruit, develop, and retain a diverse faculty in order to maintain an optimal learning environment.

# Establish Urgency: LCME

Clear Message sent

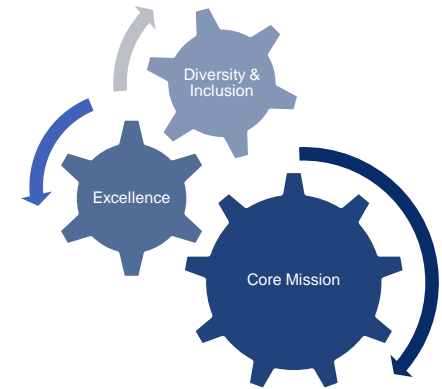
Created Work Groups

- Created a Vision
- Communicated the Vision
- Empowered to Act on Vision

Created Short Term Wins

- Diversity viewed as strength by LCME
- Gather the gains and produce further change

Institutionalize the Change



# Questions and Answers



## **Wanda D. Lipscomb, Ph.D.**

Chair, Group on Student Affairs Committee on Diversity Affairs  
Senior Associate Dean for Diversity and Inclusion  
Michigan State University College of Human Medicine



## **David A. Acosta, M.D., FAAFP**

Chair, Group on Diversity and Inclusion  
Chief Diversity Officer, UW School of Medicine  
Director, Center for Equity, Diversity & Inclusion  
Clinical Professor, Department of Family Medicine  
University of Washington School of Medicine



## **Maria L. Soto-Greene, M.D.**

Past-chair, Group on Diversity and Inclusion  
Vice Dean and Professor of Medicine  
Director, Hispanic Center of Excellence  
University of Medicine and Dentistry of New Jersey-New  
Jersey Medical School



## **Marc A. Nivet, Ed.D.**

Chief Diversity Officer  
Association of American Medical Colleges

# Closing Remarks



**David A. Acosta, M.D., FAAFP**

Chair, AAMC Group on Diversity and Inclusion

Chief Diversity Officer, Office of the Dean

Director, Center for Equity, Diversity and Inclusion

Clinical Professor, Department of Family Medicine

University of Washington School of Medicine



# \*\*Suggested Readings

## ***The framework for diversity and inclusion – institutional integration, accountability***

- Smith DG. Diversity's Promise for Higher Education: Making it Work

## ***Making the business case for diversity***

- Ross HJ. Re-Inventing Diversity: Transforming Organizational Community to Strengthen People, Purpose, and Performance
- Liswood L. The Loudest Duck: Moving Beyond Diversity While Embracing Differences to Achieve Success at Work
- Wilson T. Diversity at Work: The Business Case for Equity

## ***Diversity leads to excellence and innovation***

- Page SE. The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies

# \*\* Suggested Readings

## ***Change readiness and management, accountability***

- Conners R, Smith T. Change the Culture, Change the Game: The Breakthrough Strategy for Energizing Your Organization and Creating Accountability for Results
- Heath C, Heath D. Switch: How to Change Things When Change is Hard

## ***Difficult conversations & confrontational skills***

- Patterson K, Grenny J, et al. Crucial Conversations: Tools for Talking When Stakes Are High
- Patterson K, Grenny J, et al. Crucial Confrontations: Tools for Resolving Broken Promises, Violated Expectations, and Bad Behavior

## ***How to influence people***

- Sjodin TL. Small Message, Big Impact: The Elevator Speech Effect
- Patterson K, Grenny J, et al. Influencer: The Power to Change Anything

Group on  
Diversity and Inclusion  
**GDI**



# Group on Diversity and Inclusion (GDI) Navigator: A Strategic Planning Resource



A Resource for  
Diversity and Inclusion

Group on Diversity and Inclusion

Learn  
Serve  
Lead

Association of  
American Medical Colleges



**See you in Toronto!**  
**May 16-19, 2013**  
**Fairmont Royal York Hotel**



# Contact Information



**Wanda D. Lipscomb, Ph.D.**

Chair, Group on Student Affairs Committee on Diversity Affairs

[Wanda.Lipscomb@chm.msu.edu](mailto:Wanda.Lipscomb@chm.msu.edu)



**David A. Acosta, M.D., FAAFP**

Chair, Group on Diversity and Inclusion

[dacosta@u.washington.edu](mailto:dacosta@u.washington.edu)



**Maria L. Soto-Greene, M.D.**

Past-chair, Group on Diversity and Inclusion

[sotogrml@umdnj.edu](mailto:sotogrml@umdnj.edu)



**Marc A. Nivet, Ed.D.**

Chief Diversity Officer

[chiefdiversity@aamc.org](mailto:chiefdiversity@aamc.org)



Tomorrow's Doctors, Tomorrow's Cures

---

Learn

---

Serve

---

Lead

Association of  
American Medical Colleges