

Task 4: Set diversity and inclusion goals that align with organization mission, vision, and values

Texas A&M University Health Science Center College of Medicine

Directions: Review this example to help you think about and refine your communication around diversity.

TAMU Diversity Goals

In pursuit of our diversity mission, we have established the following goals:

- Ensure that the environment and culture of the college is inclusive, welcoming, and supportive of all people, regardless of their background or identity
- Develop sustained support for underrepresented populations by creating and enhancing initiatives that foster success among students, faculty, and staff
- Provide educational opportunities for students, faculty, and staff that develop an understanding of systemic social issues and the impact on health outcomes (through the curriculum and pedagogy and in professional development for basic science and clinical faculty)
- Create collaborations which allow the college to leverage resources and opportunities afforded by Texas A&M University, as well as community resources in Bryan/College Station, Houston, Round Rock, Temple, and Dallas that serve to further our educational mission and provide support through community partnerships
- Institutionalize practices within administrative procedures that ensure accountability for recruitment and retention of students, faculty, staff, and administrators from traditionally underrepresented backgrounds

Initiative 1: To Ensure That the Environment and Culture of the College Is Inclusive, Welcoming, and Supportive of All People, Regardless of Their Background or Identity, we will:

- In collaboration with several college constituents, we will create and enhance processes for the collection and analysis of presence (headcount) and climate data. Presence data will be assembled in collaboration with department heads and human resources for TAMHSC–COM. In order to analyze this data, aspirant peers will be identified for each department using data warehouses including the Texas Higher Education Coordinating Board, and the AAMC benchmark data will be gathered for each of these aspirant peers. Climate data collection will begin in the spring 2014. Data gathered will illuminate areas where disparities exist based on experiences and serve as the basis for passive and active programs, and/or administrative responses (as appropriate), to remedy problematic experiences. This data will be gathered annually to monitor progress and initiatives to improve areas of concern.

- Revitalize College of Medicine affinity groups, such as the Women’s Faculty Network, MAP (Multicultural Awareness Program), SNMA (Student National Medical Association), LMSA (Latino Medical Student Association), among others, so that a sense of belonging can be created for all people, regardless of identity.

Initiative 2: To Ensure That Sustained Initiatives Which Foster Success for Traditionally Underrepresented Populations Are Successful, we will:

- Collaborate with the Colleges of Veterinary Medicine, Science, Agriculture, Engineering, and educational support units to create networking and mentoring opportunities for our faculty and students of color in the health sciences. To leverage existing programs and resources at Texas A&M University, leadership from each of these colleges will be engaged to identify the mentoring and networking needs and possibilities of faculty and students of color in the health sciences.
- Create a multi-day institute which targets underrepresented faculty members (gender and race) and post-docs with sessions that address productivity and tenure, developing a fundable line of research, mentoring, grant writing for the NIH and other funding institutions, navigating departmental politics, and work-life balance. This session will be offered at very low cost and open to faculty from across Texas and the southwest.

Initiative 3: To Provide Educational Opportunities That Develop an Understanding of Systemic Social Issues and the Impact on Health Outcomes, we will:

- Cultural competence will be infused with the curriculum (basic science and clinical instruction) and the co-curriculum (including orientation) in a sustained manner (in-class, One45, standardized patient interactions, etc.), so that minimum expectations of what each student will know and be able to perform can be established and achieved.
- Faculty and staff will be expected to address issues of cultural competence in the curriculum and co-curriculum (including basic science and clinical instruction) systematically, so that the lessons reflect an understanding of social, identity, economic, and environmental factors that contribute to people’s health. These lessons will be integrated into existing curriculum, as well as through new course offerings.
- Professional and faculty development on diversity and cultural competence across a wide spectrum of identities and social issues will be presented, with the minimum expectation that faculty, staff, and administrators attend one session annually. In support of professional and faculty development, opportunities that address cultural competence, diversity, or health disparities will be provided in an ongoing basis, through invited speakers, passive programming, and interactive sessions that foster engaged learning.

- Research and scholarship on health disparities will be disseminated in each discipline or department to raise the level of understanding among faculty and students of the healthcare issues impacting underrepresented populations. In AY 2014-2015, a Health Disparities Scholar Series will be created. In AY 2015-2016, an interdisciplinary plan for creating a certificate in Health Disparities will be created and include collaboration with the Transdisciplinary Center for Health Equity Research.
- Coordinate, link and align our cultural competency and diversity efforts so that it is clear that our initiatives and curriculum build toward a common goal and understanding.
- An assessment of current diversity initiatives will be completed to ensure that a wide range of issues is covered through the programmatic efforts, as well as to ensure the efficacy in meeting the needs of the intended audience. The Diversity Leadership Council will identify and document each of the diversity initiatives along with critical elements of the initiative, such as the audience served, the identified need, the frequency, the desired outcomes, and the assessment strategy.

Initiative 4: To Ensure Collaborations Which Allow the College to Leverage Resources and Opportunities Afforded by Texas A&M University, as well as Educational and Community Resources in Bryan/College Station, Houston, Round Rock, Temple, and Dallas, we will:

- Programmatic connections will be made with Texas A&M University units, including the Office of the Vice President and Associate Provost for Diversity, the ADVANCE Center, the Department of Multicultural Services, the GLBT Resource Center, General Academic Programs, and other units that can be helpful collaborators in programming and resource development.
- Expand the community service initiatives at each campus to involve students and faculty working with those who are medically underserved in each of our communities. In addition to Health for All, Twin City Mission, and Martha's Clinic new partnerships will ensure that the needs of our communities, as well as the faculty and students, are being met. Students on each campus will be required to undertake community service experiences that target traditionally underserved or underrepresented populations.
- A short-term faculty exchange program will be developed with an HSI, HBCU, or Tribal Institution whereby a College of Medicine faculty member will teach/conduct research on their campus and an underrepresented faculty member from the HSI, HBCU, or Tribal Institution will teach/conduct research in the College of Medicine.

Initiative 5: To Ensure Collaborations Which Support Initiatives That Seek to Recruit New Students, Faculty, Staff, and Administrators From Traditionally Underrepresented Backgrounds, we will [in addition to what is documented in the Admissions section]:

- Work with institutional advancement to secure funding for scholarships targeted to service and financial need. To support this effort, the Alumni Committee on Diversity in Medical Education will be reinvigorated as a resource to not only help identify those interested in creating scholarships, but also in identifying underrepresented medical school candidates and participating in possible recruitment activities.
- Search committee chairs will be required to attend the training sponsored by the Dean of Faculties, as well as training for the entire search committee on implicit bias and best practice with the College of Medicine Eminent Scholars (trained by the TAMU ADVANCE Center). The procedure for creating a search committee for a faculty search will be amended to include the requirement that search committee chairs attend the Dean of Faculties training, while the entire search committee will be required to attend a session on implicit bias conducted by ADVANCE or the College of Medicine Eminent Scholars, which focuses on the questions and dilemmas that hiring committees encounter.
- At the beginning of each faculty and administrator search, the chair of the search committee will collaborate with the Assistant Dean for Diversity to identify strategies and opportunities for ensuring diversity in the search process and increasing the diversity of the candidate pool. The procedure for initiating a faculty or administrator search process will be amended to include the requirement of the search committee chair to collaborate with the Assistant Dean for Diversity at both the initiation and conclusion of the search. In AY 2014-2015, all search committee chairs will work with the Assistant Dean for Diversity at both the beginning and the conclusion of the search. The search committee chair will report the results of the search, including the success of the strategies for increasing the diversity of the candidate pool. Modifications and new strategies will be documented for future searches.
- Secure funding for initiatives that foster success for traditionally underrepresented populations in medicine, in particular faculty and students. Identify governmental and foundational entities that will fund diversity initiatives related to enrollment and success of underrepresented students and faculty. Submit proposals for funding in an ongoing basis by partnering with colleges and units at Texas A&M University and other colleges within the Health Science Center. The Diversity Leadership Council will submit at least one grant application annually, and collaborate with Texas A&M University or Health Science Center units on at least one joint application annually.
- The evaluation process will continue to be refined and reviewed to ensure that diversity is assessed as a competency for faculty, staff, and administrators

Source: *Transforming Medicine A Strategic Plan for the Texas A&M University HSC College of Medicine*, August 2014, <http://medicine.tamhsc.edu/strategic-plan/docs/strategic-plan.pdf>.

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