THE GEORGE WASHINGTON UNIVERSITY
SCHOOL OF MEDICINE AND HEALTH SCIENCES
DIVERSITY AND INCLUSION
ACTION PLAN
2015-2017

The George Washington University School of Medicine and Health Sciences in partnership with the University and the Vice-Provost for Diversity and Inclusion will engage in ongoing, systematic and focused recruitment and retention activities to achieve mission-appropriate diversity outcomes among its students, faculty, and senior administrative staff. The term diversity is used to describe individual differences (e.g. life experiences, learning and working styles, personality types) and group/social differences (e.g. race, socio-economic status, class, gender, sexual orientation, country of origin, ability, intellectual traditions and perspectives, as well as cultural, political, religious, and other affiliations) that can be engaged to achieve excellence and innovation in teaching, learning, research, scholarship, and administrative and support services. The SMHS diversity focus is on groups that have been traditionally under-represented in medicine, particularly Black/African Americans, Hispanic/Latinos, those who are economically disadvantaged and women.

The SMHS Diversity Action Plan aligns with the mission and vision of the School of Medicine and Health Sciences as articulated below.

The George Washington University School of Medicine and Health Sciences is dedicated to improving the health of our local, national, and global communities by:

- **Educating** a *diverse* workforce of tomorrow's leaders in medicine, science, and health sciences.
- **Healing** through innovative and compassionate care.
- **Advancing** biomedical, translational and health services delivery research with an emphasis on multidisciplinary collaboration.
- **Promoting** a culture of excellence through *inclusion*, service, and advocacy.

As a globally recognized academic medical center, GW embraces the challenge of eliminating health disparities and transforming health care to enrich and improve the lives of those we serve.

Abbreviation Key:

*DODI (Director Office of Diversity & Inclusion)
*ADDI(Associate Dean Diversity & Inclusion)
*ADFA (Associate Dean Faculty Affairs)
*DOFA (Director Office of Faculty Affairs)
*ADA (Assistant Dean Admissions)
*DOA (Director Office of Admission
*ADD (Associate Dean Development)

Goal 1: Increase recruitment of diverse* students, faculty and senior administrative staff in the School of Medicine and Health Sciences

Priority	Interim goal(s)	Activities for accomplishing each goal	Responsibility: Who will carry out this work?	Timeline: When will this be accomplished?	Possible budget implications
Students					
Increase matriculation rate of diverse students admitted to SMHS MD program by XX%	• Identify barriers to matriculation for accepted students • Analyze matriculation rates of accepted students • Develop response to identified barriers	• In depth analysis of accepted students who choose not to matriculate • Conduct focus groups with current matriculates to identify strengths & challenges • Explore best practices to eliminate barriers	DODI, DOA DODI, DOA,ADDI, ADA	Nov 2015 Aug 2017	None TBD
Identify two formal partnerships with academic institutions for the purpose of identifying and recruiting diverse candidates	• In depth analysis of current partnerships • Enhance current working partnerships • Develop new partnerships to align with target populations	• Review recruitment and enrollment data from current partners • Plan bi-annual visit to partners • Review best practices	DOA DODI, ADDI	Dec 2015 Oct 2015 Sept 2015	None _$ TBD
Establish one additional pipeline program	• Develop a new pipeline program using the DC Health and Academic Preparation Program(DC HAPP) as a template	• Recruit mentors • Recruit participants • Design curriculum • Develop evaluation tool • Develop tracking mechanism	DODI ADDI	July 2015-ongoing	_$

Priority	Interim goal(s)	Activities for accomplishing each goal	Responsibility: Who will carry out this work?	Timeline: When will this be accomplished?	Possible budget implications
Students					
Increase scholarship funding and other resources to support recruitment and retention of a diverse student body.	• Evaluate Financial Aid policies, programs and processes to support and sustain SMHS diversity and inclusion efforts. • Collaborate with the Development Office to identify philanthropic opportunities	• Track and report the number and dollar amounts of scholarships by demographic groups. • Track and report monetary contributions earmarked to advance and support SMHS diversity and inclusion efforts.	DOFA DODI ADD ADDI	Ongoing	$$$$$
Faculty/Senior Leadership					
Analyze SMHS, and national faculty diversity data	• Provide departmental benchmarking data • Review best practices for "diversity advocate" position in recruitment • Include diversity metrics as part of the chairperson's annual review	• Utilize AAMC faculty roster for benchmarking • Meet with each department chair • Modify diversity advocate process	DODI ADDI DOFA ADFA DODI ADDI	Nov/Dec 2015 Sept/Oct 2015 June/Jul 2015	

Goal 2: Enhance the climate of inclusion throughout the SMHS

Priority	Interim Goal	Activities for accomplishing each goal	Responsibility	Timeline	Budget
Build institutional capacity for diversity and inclusion	• Frame the diversity and inclusion discussion within the context of institutional excellence, innovation in health care delivery and elimination of disparities	• Presentations by experts/ leaders in the field of diversity and inclusion • Include student groups, residents, faculty and senior leadership	DODI	Ongoing 2015-2017	TBD
Assess and respond to opportunities for and barriers to recruiting faculty.		• Conduct and evaluate exit interviews and focus groups • Conduct and evaluate "culture of inclusion" using self-assessment tool	DODI ADDI	Mar 2016	_$
Provide unconscious bias training to all members of SMHS leadership to include chairs, program directors, course and clerkship directors	• Train a cadre of institutional leaders in the area of unconscious bias	• Designate staff/faculty to participate in next AAMC Unconscious bias workshop • Provide semi-annual focused discussion with admissions committee members	ADDI	Ongoing 2015-2017	_$
Monitor curriculum using AAMC Tool for Assessing Cultural Competence Training. (TAACT)	• Report results to CUMEC	• Develop and enhance cultural competency curriculum and modules for the SMHS community.	DODI ADDI	June 2014 Ongoing	

*Definition of Diversity: African American/Black, Hispanic/Latino, Economically Disadvantaged, Women

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