# Dean’s Advisory Committee on Diversity, Equity and Inclusion

## Meeting Agenda

**Wednesday, May 26, 2021**


Co-Chairs: Richard Page, M.D., Dean, Larner College of Medicine
Margaret Tandoh, M.D., Associate Dean for Diversity, Equity & Inclusion

Vice Chair: Michael Upton, M.D., Faculty Development Liaison

ODEI Liaison: Tiffany Delaney, MA.Ed., Office of Diversity, Equity and Inclusion

Members: Ellen Black, Ph.D.; Elizabeth Bonney, M.D.; Brian Kim, M.D.; Stephen Meth, J.D.; Macaulay Onuigbo, M.D.; Marie Sandoval, M.D.; Anthony Williams, M.D.; Raj Chawla, M.P.H.; Julie Chiappinelli; Elizabeth McElhinney, M.Ed.; Jeff Rector; Melanie Sestokas; Reed Hausser, MSIV; Adam Ross, MSIII; Victor Abraham, MSII

Ex Officio: Associate Dean for Faculty Affairs; Associate Dean of Students; Sr. Associate Dean for Research; Sr. Associate Dean for Finance and Administration; Associate Dean for Admissions; Associate Dean for Graduate Education and Post-Doctoral Training; Director of Foundations Curriculum; Director, Learning Environment; Office of Medical Communications Representative

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<tr>
<th>Agenda Item</th>
<th>Time</th>
<th>Description</th>
<th>Presenter(s)</th>
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<tr>
<td>Welcome</td>
<td>2:00-2:03 pm</td>
<td>Welcome</td>
<td>Page, Tandoh</td>
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<tr>
<td>Updates</td>
<td>2:03-2:08 pm</td>
<td>LCME Visit Feedback- DEI Committee Charge</td>
<td>Page</td>
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<tr>
<td>ODEI Updates</td>
<td>2:08-2:13 pm</td>
<td>Introduction of Vice Chair</td>
<td>Tandoh</td>
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<tr>
<td>Workgroup Overview and DEI Plan Evaluation Process</td>
<td>2:13-2:20 pm</td>
<td>Objective, Process Workgroup Assignments Timeline/ Committee Meeting Schedule</td>
<td>Upton/Delaney</td>
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<tr>
<td>Workgroup Breakouts</td>
<td>2:20-2:40 pm</td>
<td>Determine Workgroup Leader(s), Review Charge and Materials</td>
<td>Pages 6-15</td>
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<td>Return from Breakouts</td>
<td>2:40-2:55 pm</td>
<td>Q&amp;A and Committee Discussion</td>
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<tr>
<td>Next Steps / Closing</td>
<td>2:55-3:00 pm</td>
<td>Adjournment</td>
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Dean’s Advisory Committee on Diversity, Equity and Inclusion

Committee Charge

1. Empower the work already in place throughout the institution by serving as a DEI ambassador

2. Advise and support senior leadership in recruitment and retention of faculty, staff and students

3. Participate in the analysis of metrics for DEI

4. Help identify best practices across campus and explore and advise to spread and connect those across campus
Dean’s Advisory Committee on Diversity, Equity and Inclusion

2018-2023 DEI Plan Evaluation Process

FALL 2021

Objectives

• Evaluate completed recommended actions identified in the 2018-2023 Strategic DEI Plan (Years 1 – 3)
• Prioritize remaining incomplete recommended actions to be completed by the end of Year 5.
• Make recommendations for next steps

Process

• The committee will be divided into three workgroups, Institutional DEI Framework, People and Programs, DEI Metrics who will each select a leader, and create a process to review both the completed and incomplete DEI plan initiatives they have been assigned. The workgroup will evaluate and make written recommendations on both complete and incomplete initiatives.

• Ex Officio members and ODEI staff have been assigned to each workgroup and will advise on their respective areas of responsibility.

• Full committee and workgroups will meet on alternate months (see page 5), with workgroups meeting as often as necessary to complete their charge. Workgroups will provide ongoing reports on their work to the full committee at the July and September DACDEI meetings.

• The ODEI Coordinator, Tammy Candido, will provide administrative support for workgroup meeting scheduling.

• Workgroups will prepare a written summary report on both complete and incomplete initiatives, with recommendations, and present at the September 2021 DACDEI committee meeting.

• ODEI will synthesize the final recommendations into a draft report that will be voted on by the full committee in November 2021.

• The final report will then be sent to Dean Page and Dr. Tandoh in December 2021.
## Workgroup Assignments

### WORKGROUP 1 - INSTITUTIONAL DEI FRAMEWORK

1. Bookless, Michelle C
2. Nachbur, Jennifer
3. Onuigbo, Macaulay A.
4. Rector, Jeff A
5. Sandoval, Marie B.
6. Cote, Brian L*
7. Tandoh, Margaret A*
8. Irvin, Charles G*

### WORKGROUP 2 - PEOPLE AND PROGRAMS

1. Abraham, Victor M
2. Black, Ellen E
3. Chiappinelli, Julie A
4. Hausser, Reed W
5. McElhinney, Elizabeth A
6. Sestokas, Melanie K
7. Williams, Anthony
8. Feldman, Nathalie L*
9. Lounsbury, Karen M.*
10. Rosen, Lee*
11. Zehle, Christa H*

### WORKGROUP 3 - DEI METRICS

1. Berger, Christopher L
2. Bonney, Elizabeth A
3. Chawla, Rajan
4. Kim, Brian Y.
5. Meth, Stephen
6. Ross, Adam D
7. CichoskiKelly, Eileen M*
8. Jensen, Gordon L*
## DEI Plan Evaluation Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>May 2021</td>
<td>DACDEI Full Committee Meeting</td>
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<td>Workgroups are assigned</td>
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<td>June</td>
<td>Workgroups Meet</td>
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<td>July 22</td>
<td>DACDEI Full Committee Meeting</td>
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<td>Workgroups present their reports to the committee for <em>Completed/In Progress</em></td>
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<td><em>Incomplete</em> initiatives are assigned to Workgroups</td>
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<tr>
<td>August</td>
<td>Workgroups Meet</td>
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<tr>
<td>September 29</td>
<td>DACDEI Full Committee Meeting</td>
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<td>Workgroups present their reports to the committee for <em>Incomplete</em> initiatives</td>
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<td>October</td>
<td>ODEI prepares draft report with all findings and recommendations</td>
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<td>November 17</td>
<td>DACDEI Full Committee Meeting</td>
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<td>Draft report to leadership is presented and voted on</td>
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<td>December</td>
<td><strong>Report sent to leadership</strong>; outlining statuses and identifies next steps in</td>
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<td>remainder of plan years</td>
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WORK GROUP 1 – INSTITUTIONAL DEI FRAMEWORK

Members: Onuigbo, Sandoval, Nachbur, Bookless, Rector, Cote*, Irvin*, Tandoh

Instructions: After reviewing the objectives, recommended actions, and statuses below, be forward thinking and answer the questions that follow.

Objective 1: Create and sustain an organizational culture, environment, and climate that consistently promotes a welcoming and inclusive environment throughout all levels of the organization.

Recommended Action 1.1 - Departmental DEI Plans and Champions
Each LCOM Department Chair will develop a Department level Strategic Action Plan for Diversity and Inclusion, specific to Department and College needs, using a common template. (Literature based.)

Identify Department champions to implement plans. This will be a priority for 2018 (year 1).

Status
➢ All LCOM departments have developed strategic diversity plans utilizing variable templates and containing departmental identified priorities
➢ All LCOM departments have identified one or more departmental diversity champions

Recommended Action 1.2 – Demonstrated DEI Institutional Commitment
Ensure that Diversity, Equity and Inclusion (emphasizing Inclusion) is incorporated into all LCOM Strategic Plans and Initiatives.

Status
➢ Cultural Humility is referenced in the Vision 2025 LCOM strategic plan
➢ Beginning in FY’21, there has been increased messaging from leadership re: the importance of diversity, equity and inclusion to the work of the institution
➢ Renaming of the Office of Diversity, Equity and Inclusion
➢ Associate Dean for Diversity, Equity and Inclusion added to Sr. Leadership Team
Recommended Action 1.5 - DEI Education for the LCOM Community

Develop a College-wide voluntary educational strategy, including but not limited to curricular efforts, Teaching Academy sessions, inclusive management for supervisors, and leadership training. (Literature based.)

**Status**
- **Finding Our Common Ground** diversity, equity and inclusion curriculum framework implemented for medical students, beginning in 2017
- **Everfi eModules** introduced to LCOM community in 2019
- **Equity and Inclusive Excellence Certificate** program introduced in 2019
- **Annual DEI Professional Development** collaboration with Teaching Academy
- **Gender Equity Education Series**- monthly workshops developed to increase the representation, advancement, and workplace satisfaction of women identified community members through education, recognition of achievements, and advocacy
- **Leadership training** - Everfi eModules
- **Expanded professional development** sessions on Everfi eModules introduced to departments in 2020.
- **Search Committee Anti-Bias Training** - All search committee members are assigned Everfi “Managing Bias” eModule prior to serving

Questions:
1. The recommended actions are three years old. Are these activities and initiatives still relevant? Why or why not?
2. What additional information will you need to evaluate if an initiative is complete? Effective?
3. Can you identify any new goals and directions?
4. Review current status (in red) and determine if they are adequate to fully evaluate the outcomes presented for each action. What is missing? What is done well? (example: RA 1.1 – All departments have plans. Should each be evaluated? If so, how?)
5. Does the Recommended Action connect to both **Vision 2025** and the **UVM Framework for Inclusive Excellence**?
6. For Recommended actions that are not “one and done” – what do we want to continue to understand?
WORK GROUP 2 – PEOPLE AND PROGRAMS


Instructions: After reviewing the objectives, recommended actions, and statuses below, be forward thinking and answer the questions that follow.

Objective 2: Recruit, retain, mentor, and promote a diverse faculty workforce, including leadership, with specific emphasis on women, ALANA and URM, and LGBTQ faculty.

Objective 3: Recruit and retain a diverse and inclusive medical and graduate student community.

Objective 4: Recruit and retain a diverse staff using tested organizational approaches.

Recommended Action 2.1 - Create Faculty Pipelines

Collaborate with UVMMC by linking LCOM students to UVMMC Graduate Medical Education (GME) programs, and then to junior faculty positions.

Status
➢ Visiting Student Elective Scholarship Program (VSESP) established in Emergency Medicine department. Recruitment of first cohort put on hold due to pandemic and suspension of visiting electives at UVMMC. Goal is to create scholarships in ½ of departments by 2023.

Recommended Action 3.1 - Expand Student Pipeline Programs:
Create scholarships in the UVM Post-Bac Premedical program and Master of Medical Science programs; link performance to LCOM admission (Literature based)

Status
➢ The Dean’s Medical Scholars Program (DMSP) has been created for the Master of Medical Science program beginning in 2021. Participants receive a full tuition scholarship for the one-year Master of Medical Science (MMS) Program which allows participants to demonstrate further academic readiness for the rigors of medical school. Performance is linked to LCOM admission.
**Recommended Action 3.2 - Enhance Student Support:**
Create a pilot program for medical students at high academic risk for the summer prior to matriculation to enhance preparedness and retention (Literature based).

Ensure availability of additional student support services for at-risk students, including student “siblings” or peer mentoring availability, and coordinate with existing programs.

**Status**
- **Jumpstart the VIC** program created for entering med students. The goal of JumpStart VIC is to prepare students for success in medical school by providing objective-driven MCAT review materials and multiple-choice questions for evaluation of learning. Data may be available for first two cohorts of participants.
- **Academic Excellence Liaison** position (.45 FTE) created in ODEI—coordinated with OMSE Director of Student Success to provide academic support to students from priority groups.
- **Collaborative Task Force (OMSE and ODEI)** created to address student support concerns. Group meets bi-monthly and includes Sr. Assoc Dean for Medical Education, Associate Dean for Diversity, Equity and Inclusion and others.
- **LCOM Mentors** program created, which pairs medical students who are members of groups underrepresented in medicine with faculty members and/or residents who have common interests and goals.

**Recommended Action 4.3 – Staff DEI Education**
Identify opportunities for staff participation in (voluntary) educational opportunities and to champion diversity and inclusion initiatives at LCOM at the Department and College levels.

**Status**
- **Equity and Inclusive Excellence Certificate** created. First faculty and staff cohort graduated in June 2020. Continuation of program on hold due to pandemic. Participant feedback data available.

**Recommended Action 4.4 - Staff Recognition**
Identify existing and/or create University, College, and Department level staff recognition for support of Diversity and Inclusion.

**Status**
- **Dean’s Professionalism Award** created to include staff recognition.
Questions:
1. The recommended actions are three years old. Are these activities and initiatives still relevant? Why or why not?
2. What additional information will you need to evaluate if an initiative is complete? Effective?
3. Can you identify any new goals and directions?
4. Review current status (in red) and determine if they are adequate to fully evaluate the outcomes presented for each action. What is missing? What is done well? (example: RA 1.1 – All departments have plans. Should each be evaluated? If so, how?)
5. Does the Recommended Action connect to both Vision 2025 and the UVM Framework for Inclusive Excellence?
6. For Recommended actions that are not “one and done” – what do we want to continue to understand?
WORKGROUP 3 – DEI METRICS

Members: Kim, Bonney, Sestokas, Ross, Meth, Chawla- ST, Jensen*, Berger*, *CichoskiKelly

Instructions: After reviewing the objectives, recommended actions, and statuses below, be forward thinking and answer the questions that follow.

Objective 5: Identify data gaps and develop specific metrics, using practical and systematic approaches, to regularly monitor and ensure progress.

Recommended Action 5 – Data Gap Analysis
Identify data gaps and develop specific metrics, using practical and systematic approaches, to regularly monitor and ensure progress.

Status
- ODEI has begun compiling a list of ongoing data requests from various LCOM departments and initiatives and identified barriers to accessing this data.
- ODEI has consulted with the UVM Office of Institutional Studies to inventory the types of faculty and staff-related data requests they can accommodate.

Recommended Action 5.2 - Climate Assessments
Conduct regular assessment of the College’s culture, environment, and climate using validated or national methods. Develop process measures for inclusion, as needed. (Literature based).

Status
- ODEI has begun discussions with UVM and UVMMC to identify current scheduled for climate surveys and the needs for climate feedback data for all three to explore if there could be one climate survey so they do not compete against each other with the hospital and university (our folks work in multiple place).

Questions:
1. After reviewing the recommended actions related to metrics, what has been accomplished---be forward thinking---identify:
   a. What types of data would be useful that is not captured?
   b. What types of data would be useful in the future?
   c. What data points should an annual report include?
   d. Who at the LCOM should be presented with the data annually?
   e. How often should climate assessments be conducted?
WORK GROUP 1 – INSTITUTIONAL DEI FRAMEWORK

Members: Onuigbo, Sandoval, Nachbur, Bookless, Rector, Cote*, Irvin*, Tandoh

Instructions: After reviewing the objectives, recommended actions, and statuses below, be forward thinking and answer the questions that follow.

Objective 1: Create and sustain an organizational culture, environment, and climate that consistently promotes a welcoming and inclusive environment throughout all levels of the organization

Recommended Action 1.3 - DEI in Bylaws
In the 5-year review of the 2012 Bylaws of the Faculty of the College of Medicine, specific language regarding diversity and inclusion of all Standing committees, with particular attention to the Nominations Committee, should be considered.

Recommended Action 1.4 - Communications Strategy
Develop a communications strategy highlighting inclusion and innovation in a scientific and medical culture.

Questions:
1. The recommended actions are three years old. Are these activities still relevant?
2. Can these be implemented and complete by the end of the current plan (June 2023)?
3. Can you identify any new goals and directions?
4. Does the RA connect to both Vision 2025 and the UVM Framework for Inclusive Excellence?
5. For RA’s that are not “one and done” – What do we want to continue to understand?
WORK GROUP 2 – PEOPLE AND DEI RESOURCES


Instructions: After reviewing the objectives, recommended actions, and statuses below, be forward thinking and answer the questions that follow.

Objective 2: Recruit, retain, mentor, and promote a diverse faculty workforce, including leadership, with specific emphasis on women, ALANA and URM, and LGBTQ faculty.

Objective 3: Recruit and retain a diverse and inclusive medical and graduate student community.

Objective 4: Recruit and retain a diverse staff using tested organizational approaches.

Recommended Action 2.2 - Implement recommendations of University of Maryland (Diversify the Faculty)
Grow areas of mentoring, work-family balance, transparency in promotion and tenure protocols, and promotion of research.

Recommended Actions 2.3 - Faculty Mentoring and Coaching
Create mentoring and coaching programs for junior faculty at LCOM, in all departments, specifically emphasizing women, ALANA and URM, and LGBTQ faculty (literature based). Explore feasibility (including costs) of a pilot junior faculty fellowship award program (Literature based).

Recommended Action 2.4 - Leadership Training
Create a leadership forum, with training for executive and leadership skills in women, ALANA and URM, and LGBTQ faculty.

Recommended Action 3.1 - Expand Student Pipeline Programs:
Create new evidence-based pipeline programs with the Burlington and Winooski School districts, and underserved areas of Vermont, such as the NE Kingdom. (Literature based).

Create new pipeline relationships with Middlebury and St. Michael’s Colleges.

Expand UVM’s pre-medical enrichment program with addition of a second entry point in sophomore year (“second chance”).
**Recommended Action 3.3 - Exit Interviews**
Offer exit interviews for all students leaving LCOM.

**Recommended Action 4.1 - Create a pilot initiative at LCOM allowing decentralized human resources strategies to recruit and retain a diverse and inclusive staff in technical areas.**

**Recommended Action 4.2 - Create staff pipelines:**
Create partnerships with local minority associations, non-profit organizations, and Veteran’s groups to enhance recruitment

Identify specific educational needs and develop pre-employment training programs or certificates;

Explore opportunities for staff community service initiatives in enhancing diversity.

**Questions:**
1. The recommended actions are three years old. Are these activities still relevant?
2. Can these be implemented and complete by the end of the current plan (June 2023)?
3. Can you identify any new goals and directions?
4. Does the RA connect to both Vision 2025 and the UVM Framework for Inclusive Excellence?
5. For RA’s that are not “one and done” — What do we want to continue to understand?
WORKGROUP 3 –DEI METRICS

Members: Kim, Bonney, Sestokas, Ross, Chawla- ST, Jensen*, Berger*, CichoskiKelly

Instructions:
After reviewing the objectives, recommended actions, and statuses below, be forward thinking and answer the questions that follow.

Objective 5: Identify data gaps and develop specific metrics, using practical and systematic approaches, to regularly monitor and ensure progress.

Recommended Action 5.1 – DEI Annual Report
Create LCOM annual report based on faculty, staff, and student data. For faculty (UVM data), data is available on gender, ethnicity, rank. UVM data is available through the office of the Associate Dean for Faculty Affairs prospectively. The Office of Medical Student Admissions and registrar are sources of student data.

Recommended Action 5.2 - Climate Assessments
Conduct regular assessment of the College’s culture, environment, and climate using validated or national methods. Develop process measures for inclusion, as needed. (Literature based).

Questions:
1. After reviewing the Objectives and Recommended actions (below) related to metrics, be forward thinking and identify:
   - what types of data would be useful that is not captured?
   - What types of data would be useful in the future?