



TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER™

School of Medicine

Diversity and Inclusion Statement and Plan

June 30, 2016

BACKGROUND

As early as 1950, forward-looking residents in Lubbock and West Texas urged the establishment of a school of medicine at Texas Tech. Through the years, it became increasingly evident that other area medical and health care facilities were not keeping pace with the demands of the area's growing population. By 1963, the shortage of physicians and adequate health care facilities had become so critical that a large, well-organized group of West Texas supporters were converging on Austin with a plan for Tech's Medical School. The 61st Legislature responded by approving a bill to create such a school, and it was signed into law on May 27, 1969.

Since 1969, we have graduated nearly 4,000 physicians. Our original charter by the 61st Texas Legislature was to place more physicians in West Texas, an area of the state where many counties had none. At that time, there was only one physician for every 1,300 residents or more across the region. Today, we are proud that more than 20 percent of the practicing physicians in West Texas graduated from our medical school and/or residency programs, and there is now one physician for every 750 people. In 2010, we launched the Family Medicine Accelerated Track, which enables students planning to practice Family Medicine, to have an option to graduate in three years. The first program of its kind in the country, this innovative, educational initiative begins to address the growing need for primary care physicians. Based on outcomes of the TTUHSC School of Medicine FMAT Program (the first FMAT Class completed their Family Medicine Residencies in June, 2016), other medical schools nationwide are developing and implementing similar three-year curricula.

Texas Tech Physicians is the largest group practice in West Texas with more than 450 full-time, clinical faculty. The wide range of specialties and sub-specialties comprising the practice allow us to touch the lives of more than 224,000 patients each year.

As the School of Medicine has grown, commitment to the school's original mission has continued along with recognition of our responsibility to participate in the production of a diverse physician workforce to meet the increasingly diverse population of our area and state.

TTUHSC School of Medicine Mission

Founded in 1969, the TTUHSC School of Medicine has continually worked to address the shortage of physicians in West Texas by providing quality, innovative educational opportunities to medical students and residents who serve as competent and compassionate medical professionals for the region and the state of Texas. The medical education program emphasizes the principles of primary care and provides sound inter-disciplinary and inter-professional training that integrates basic sciences knowledge, clinical skill, diversity, and a humanistic approach focusing on high standards and comprehensive evaluation. The school's medical practice, Texas Tech Physicians, strives to utilize state-of-the-art technology to effectively meet the growing needs of a diverse and largely rural patient population through strong partnerships with clinical affiliates. Principles of teamwork, humanistic care, and cost effectiveness are embedded into the practice of medicine. The research strategy of the school is to develop insights into the science of medicine, treatments, prevention, and cures, and enhanced methods for managing patient illness. Centers of Excellence and Institutes work toward defined areas of excellence where contributions on a national level can be made.

TTUHSC School of Medicine Vision

To be known for excellence in teaching, patient care, and scientific contributions that enhance the health care of communities in the region.

Diversity Statement

(TTUHSC School of Medicine adopted the TTUHSC Diversity Statement July 7, 2015.)

The core foundational value of including the diverse cultures, lifestyles, personal beliefs and ideas of all those we serve – and serve alongside – provides a positive impact on the health of our regional, national, and global societies. As we pursue excellence in healthcare education, research, and patient care, we will be ever mindful of the strength that is gained through unity in diversity.

GUIDING PRINCIPLES

TTUHSC School of Medicine is committed to cultivating a diverse campus population for the well-being of its learners and workforce. Diversity coupled with inclusion brings about a nurturing educational environment ideal for learners at all levels, the faculty who teach, and the staff who support. To that end, the School of Medicine will recruit, retain, and advance a student body, faculty, and staff reflective of the diversity of the region served by the medical school as well as the state of Texas. In this context, a diverse student body includes students born and raised in rural areas and small towns of Texas, especially the West Texas region; all levels of family wealth and educational advantage; students who are the first generation in their family to attend college; and those from groups traditionally underrepresented in medicine.⁴ A diverse faculty includes individuals from those traditionally underrepresented in medicine groups as well as women, while diversity in the staff may also include other minority groups in the local community. TTUHSC School of Medicine's goal is to have its learners and workforce reflect the rich diversity found in the West Texas region so as to advance the School of Medicine's mission of improving the health and welfare of the entire region.

ACTION PLAN

This action plan advances TTUHSC School of Medicine's commitment to diversity and inclusion as outlined in the above-noted policy. The plan includes the School's objectives for diversity and inclusion, lists of diversity categories, and general strategies designed to achieve a more diverse and inclusive medical school.

Key Objectives and Action Steps

1. Enhance the core mission of Medical Education.
- 1.2 Enhance educational opportunities with innovative intramural and extramural curriculum:
 - Family Medicine Accelerated Track
 - Integrative ultrasound
 - Sex and gender curriculum
 - Simulation training
 - Free clinic (serving homeless and economically disadvantaged populations)
 - Humanities certificate program
 - International program
- 1.3 Offer opportunities to improve cultural competence, interpersonal skills, and ethical behavior/decision-making:
 - Monthly P3 small groups for discussion between 10 students and 2 faculty members
 - Improved OSCEs to optimally evaluate clinical skills and interpersonal interactions of students with patients

- Student focus groups and graduating student questionnaire to assess diversity issues and students learning from one another
 - Student organizations that foster diversity within the class
 - Inter-professional interactions with students from other health professions within the Institution
- 1.7 Use metrics to monitor and improve the quality of teaching, medical student outcomes, student and faculty satisfaction, and growth of the medical education mission.
4. Continue the development of administrative and faculty leaders focused on advancing the school’s mission.
- 4.3 Recruit and retain a diverse faculty.
- 4.4 Design initiatives to address faculty leadership concerns to develop faculty leadership programs on all campuses.
- 4.7 Encourage continued development of women faculty by engaging ELAM graduates in administrative leadership positions and special projects/initiatives in addition to identifying other women faculty for ELAM sponsorship.
- 4.8 Use metrics to monitor and improve faculty and leadership programs. Primary metrics will include:
- Faculty satisfaction report data, specifically Faculty Forward
 - Number of faculty participating in faculty development courses and programs to include women faculty involved in ELAM

TTUHSC School of Medicine will collaborate with the TTUHSC Office of Diversity and Inclusion to advance the awareness of and the importance of Diversity and Inclusion in medicine and healthcare and to provide educational and experiential opportunities to increase both diversity and inclusivity in the School of Medicine, TTUHSC and our local community.

The TTUHSC Office of Diversity and Inclusion holds the following strategic priorities for 2015-2018:

OFFICE OF DIVERSITY AND INCLUSION STRATEGIC PRIORITY I

Improve the Culture and Climate of Diversity and Inclusion on all TTUHSC Campuses.

- I. Assess the current culture and climate of Diversity on all TTUHSC Campuses
 - Administration of Diversity Engagement Survey – September 2015
- II. Development of School Diversity Statements – completed Fall 2015
- III. Increase awareness of Diversity and Inclusion on all TTUHSC Campuses – ongoing

OFFICE OF DIVERSITY AND INCLUSION STRATEGIC PRIORITY II

Offer training related to Diversity and Inclusion to Faculty, Staff and Learners (students, residents and fellows) on all TTUHSC Campuses.

- I. Unconscious Bias Training – Development of course offerings in 2015 – 2016 with roll-out of courses when development completed, (UB Training has been delivered as a one hour overview session to: combined group of faculty, students and staff (9/15, 10/15, 6/16); as a two-hour workshop to: SOM Faculty (2/16), Resident Physicians (3/16), Medical Students (3/16)
- II. Safe Zone Training – goal of 4 training sessions on Lubbock campus and 2 sessions on each of the other campuses in 2015 – 2017, collaborating with the TTUHSC Gay Straight Alliance Chapter
- III. Green Zone Training – deliver training related to Diversity and Inclusion of Faculty, Staff and Learners currently in the Military or prior service in the Military – anticipate incorporation of this training in 2017

Diversity Categories

The Liaison Committee on Medical Education's (LCME) standard for diversity states that an accredited medical school should "ensure that its medical education program occurs in professional, respectful, and intellectually stimulating academic and clinical environments, recognizes the benefits of diversity, and promotes students' attainment of competencies required of future physicians." The LCME also recommends that "A medical school has effective policies and practices in place, and engages in ongoing, systematic, and focused recruitment and retention activities, to achieve *mission-appropriate* diversity outcomes among its students, faculty, senior administrative staff, and other relevant members of its academic community."

Students

TTUHSC School of Medicine's mission commits the medical school to educating a physician workforce particularly well suited to addressing the health needs of the citizens of west Texas. Integral to this commitment is the recruitment, retention, and advancement of a medical student body drawn from Texas' rural areas and small towns, from among the broad range of economic and educational backgrounds present in it, and reflective of the region's ethnic and racial diversity. Students recruited from these diverse backgrounds will enhance the learning environment of all students, improve the students' understanding of and knowledge about the health needs of a diverse society, and encourage the students to help address problems of health access and equity once in practice.

The students' categories are designed for these purposes:

Category 1: Students – Rural/Small Town Students.

Students from Rural Settings (as designated by population of and description of "hometown" or "location where you spent a majority of your time growing up from birth to 18 years of age" on the Primary Application through TMDAS (i.e., Approximate Population: less than 5000 / Describe the area where you grew up: Rural-Small town or sparsely populated farming/ranching area), or AMCAS (choice of military, other, rural, suburban, urban) or TTUHSC School of Medicine Secondary Application:

1. Areas of interest:

- Interested in the F-MAT (Family Medicine Accelerated Track)
- Interested in practicing in an underserved area
- Interested in rural health
- Medical Research
- Medical Academics
- Primary Care
- Border Health
- Public Health
- Other

2. List your activities (completed, current or planned) related to the selections made in question #1.

Supplemental Information

1. What do you like or dislike most about the area you are from; your hometown (500 words or less)?
2. In 500 words or less please describe what you would see as the "ideal" practice for you. (where, type of practice --- clinic, hospital, both, specialty, who would be your patients, etc.)
3. Please tell us about your favorite recreational/leisure activities (500 words or less).
4. Do you consider yourself from the West Texas region or as having West Texas ties?

Category 2: Students – First Generation College Students.

Students that are the first member of their family of origin to attend a college or university.

Category 3: Students – Traditionally Underrepresented in Medicine Students (TURiMS)

Medical students from one or more of the following ethnic or racial groups, traditionally underrepresented in medicine: African-Americans/Black, Hispanics/Latinos, Native-Americans, Alaskan-Natives, Native Hawaiians, and other Pacific Islanders.

Faculty and Staff

As a national leader in medical education, the School of Medicine also is committed to advancing diversity within the medical profession and within the patient care systems of the West Texas region. By training medical students in a diverse educational environment, TTUHSC's physician graduates will be well prepared to care for patients from any background as well as to help address health inequities in society. A diverse faculty and staff is achieved through the employment of faculty and staff who reflect the rich diversity of the communities served by the medical school.

Faculty and staff categories are the following:

Category 4: Faculty – Traditionally Underrepresented in Medicine Faculty and Females.

Faculty members drawn from the ethnic and racial categories traditionally underrepresented in medicine (see above) and females.

Category 5: Staff – Diverse Staff.

Medical school staff from minority and international backgrounds

In this context, minority and international backgrounds include the traditionally underrepresented in medicine groups noted above as well as other nonwhite backgrounds.

STRATEGIES

Achieving TTUHSC School of Medicine's objectives for diversity and inclusion will require the concerted, ongoing, and positive actions of the entire medical school community. Faculty, staff, students, and leadership of the medical school should seek opportunities to advance diversity and inclusion in their normal activities. As an institution, the medical school will pursue the following strategies.

Medical Students

1. Scholarships for students from rural/small towns, economically/educationally disadvantaged backgrounds, and traditionally underrepresented in medicine (TURiM) backgrounds. The medical school currently offers needs-based scholarships and advises all medical students on the availability of other scholarships and loan programs. These efforts will continue. In addition, the medical school will explore additional scholarship resources for which members of the diversity category groups may qualify.
2. Recruitment visits to west Texas universities/colleges, New Mexico and Louisiana universities/colleges. The School will continue making recruitment visits to Texas, New Mexico, and Louisiana universities and colleges with relatively high numbers of undergraduate students in the diversity categories. When possible, the medical school's representatives will include individuals from similar backgrounds.
3. Collaboration with undergraduate student groups with high representation from our institutionally identified diversity populations, focused on preparation for medical school and a career in medicine, i.e. MAPS – Minority Association of Premedical Students, the undergraduate organization associated with the School of Medicine SNMA Chapter – Student National Medical Association. The Office of Admissions works closely with the officers of MAPS and SNMA to offer educational sessions, advising, mentoring and mock interviews to student members of MAPS. In 2015, the mentoring program expanded to MAPS members mentoring local area high school students interested in medicine.

4. Selection criteria preference for rural/small town residents, first generation college students, and traditionally underrepresented in medicine backgrounds. The School will continue the selection criteria preferences in its admissions process for students from the West Texas regions or have strong ties to the area, those from rural areas, and those students who have demonstrated strong interest in pursuing a primary care specialty.
5. Intensive academic advising/remediation activities for students. The faculty and staff of the medical school provide intensive academic advising and remediation for students needing help in progressing through the medical school's curriculum. These efforts will continue.
6. Course/clerkship content addressing health topics associated with diverse cultures/ belief systems, cultural biases, and health disparities among population groups. The undergraduate medical education program includes numerous opportunities for educating the medical students regarding health topics associated with diverse populations and communities. These are integrated in existing courses and clerkships, and are continuously reviewed for improvement as part of the School's ongoing curriculum review activities.
7. Select students were funded to participate in the BNGAP Conference (Building the Next Generation of Academic Physicians) in 2015. TTUHSC School of Medicine will continue to encourage and fund participation in this event by students from Traditionally Underrepresented in Medicine Populations.
8. Continue leadership offices (Student Affairs, Admissions and Diversity Office). The medical school has established these offices to lead diversity and inclusion efforts. These offices have faculty and staff well trained and experienced in student support, particularly as it relates to the needs of a diverse student body. These offices will continue in their work.
9. Continue the Early Dedication to Medical Education (EDME) and both our summer undergraduate Premedical Enrichment Program (PEP) and EDME Summer Enrichment Program (SEP), both of which serve as pipeline programs to the School of Medicine and reflect the medical school's diversity policy and objectives. The Joint Admissions Medical Program was established in 2003 by the Texas State Legislature to assist students from economically disadvantaged backgrounds, many of whom are also from traditionally underrepresented in medicine backgrounds, to prepare for success in medical professions schools. These programs will be continued and sustainable funding will be pursued.

Faculty

1. Minority Faculty Recruitment Plan will be developed (including education on Unconscious Bias for faculty search committee members) in 2016. The Minority Faculty Recruitment Plan will be implemented in late 2016 including a plan to provide useful advice for departments to use in advertising faculty recruitments, organizing search committees (with appropriate composition including member from TURiM populations), and hosting applicants. This plan will be fully implemented, including efforts to promote it among department chairs and with search committee members.
2. Faculty Networking Group (designed to facilitate academic socialization among new faculty and specifically faculty from TURiM populations) will continue to be supported by both the School of Medicine Office of Faculty Affairs and Development and the School of Medicine Office of Diversity. In fall 2016, a new Assistant Dean of Admissions and Diversity was appointed to focus on assessment of diversity and inclusion specific to faculty and he will monitor the progress of the Faculty Networking Group and its effectiveness in improving the sense of inclusion felt by the members of the group. He will also be responsible for development of other avenues to improve faculty engagement in general with respect to diversity and inclusion.
3. Two faculty were funded to participate in the BNGAP Conference (Building the Next Generation of Academic Physicians) as invited speakers in 2015. TTUHSC School of Medicine will continue to encourage and fund participation in this event by faculty from TURiM populations.

4. Faculty from TURiM populations will be encouraged to attend the AAMC Minority Faculty Development Programs. Currently TTUHSC School of Medicine supports 2 faculty from the Lubbock Campuses, 1 faculty from the Amarillo Campus, and 1 faculty from the Permian Basin Campus to attend each year.
5. Faculty from TURiM populations are also invited to participate with the TTU System Minority Faculty organization.
6. Educational programs celebrating diversity. The TTUHSC School of Medicine will continue educational programs for faculty, staff, learners (students, resident, and fellows) and community member addressing diversity topics. The President's Diversity Speaker Series began in the fall of 2015 and continues to host a variety of speakers on diversity and inclusion topics throughout the academic year.

Staff

1. Minority Staff Recruitment Plan developed/ implemented. A Minority Staff Recruitment Plan similar in concept to that used for faculty will be developed and implemented. This plan will include concerted outreach efforts to the local minority and rural communities and exploration of ways to more fully open employment opportunities to minority applicants.
2. Recruitment visits in diverse minority communities. The medical school, working with TTUHSC Office of Human Relations, will continue recruitment visits (e.g., fairs) to area communities with a high percentage of minority citizens and other individuals from diverse backgrounds. This will be part of the concerted outreach efforts to the local minority communities noted above. Also continue performing these recruitment visits in conjunction with SIU's other health professions programs, including those in health professions, nursing, and pharmacy.
3. Mentorship program formalized/developed. As with faculty, mentorship activities for staff are informal and vary significantly among departments and units of the medical school. A formal staff mentorship program will be developed and offered to all staff, including those from minority, diverse backgrounds.
4. Educational programs celebrating diversity. The medical school will continue educational programs for faculty, staff, and community members addressing diversity topics.
5. Tuition reimbursement program. The School has an employee tuition reimbursement program which provides funding for approved college coursework for employees. The program will be marketed during recruitment visits to minority communities.