

Update : APRIL 2022

InclusiveVTCSOM Task Force

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A close-up photograph of a field of tulips. The majority of the flowers are a vibrant red color, with some in sharp focus and others blurred in the background. In the foreground, slightly to the right of the center, there is a single white tulip with a pinkish-red variegated pattern on its petals. The green leaves of the tulips are visible, some in focus and some blurred. The overall scene is bright and colorful.

This is the progress we made
(January - March 2022) to
arrive at Mile Marker 4.

Map for the remaining of the journey

Units	Completed before March	Mar-Jun 21	Jul-Sep 21	Oct-Dec 21	Jan-Mar 22	Apr-Jun 22	Jul 22 - later	Total tasks by unit	
Phase I		1		15	5	10		31	
Phase II		6	0		2	5		13	
Student Support	2	5	0		2			9	
Community Engagement		1	4	1	1	2	1	10	
Admissions	4	4	3	2	3	0	7	23	
Faculty/Staff Recruitment, Development, Retention		1	14	1	2	4		22	
Learning and Work Environment		1	4	4	0		1	10	
Diversity, Equity, and Inclusion		1	2			2		5	
Completed	6	20	27	23	15	23	9	123	
% Completed by calendar year		74%					26%		100%

Percent completed: 74% (91/123)

Results

Time period	Mile Marker 1	Mile Marker 2	Mile Marker 3	Mile Marker 4	Total number of tasks by unit	Total % complete by unit	Remaining
	March-June 2021	July-September 2021	October-December 2021	January-March 2022			
Phase I	1	0	15	5	31	68%	10
Phase II	6	0	0	2	13	62%	5
Student Support	7	0	0	2	9	100%	0
Community Engagement	1	4	1	1	10	80%	3
Admissions	8	3	2	3	23	70%	7
Faculty/Staff Recruitment, Development, Retention	1	14	1	2	22	86%	4
Learning and Work Environment	1	4	4	0	10	90%	1
Diversity, Equity, and Inclusion	1	2	0	0	5	60%	2
Milestone Completion	26	27	23	15	123	74%	32

Highlights

We are on schedule with 32 tasks left (last 26%).

Some units completed tasks ahead of schedule.

Units that did not have a task assigned during this period continued making progress with upcoming tasks.

PHASE 1 CURRICULUM: Completed ahead of schedule (5)



Completed

3.2 Review session content for bias relating to gender, ethnicity, religion, and socioeconomic status.

3.7 Offer students the opportunity to develop skills around patient interactions with non-patients present.

3.8 Incorporate relevant psycho-socio-cultural elements within Phase I curricula where appropriate.

4.2 Expand psychosocial faculty learning objectives to address topics that may contribute to inequality in medicine.

4.4 Involve health equity and social medicine experts in Problem Based Learning (PBL) end-of-week wrap-ups to expand impact and diversity of representation.

Ongoing commitment to remaining tasks

In addition to continuing the work of implementing the task force recommendations for the Phase I curriculum, BIC-1 has developed a strategy for systematizing ongoing review of our implementation of these recommendations.

PHASE 2 CURRICULUM: Completed on schedule (1) and ahead of schedule (1)

Completed

1.4 Providing at least one HSSIP lecture during Phase II curriculum about the impact of pandemics and their impacts vary based on race and socioeconomic classifications, largely due to the longstanding effects of systemic racism.

Ahead of schedule

1.1 Creating an introductory lecture to define and further understanding on race and race-based medicine to be given by the Health Systems Science and Interprofessionalism (HSSIP) Department during 3rd and 4th year clinical orientation.



COMMUNITY ENGAGEMENT: Completed on schedule (1) going commitment on remaining tasks (2) and improvement (1)



Completed

1.4 Creating programs with diverse speakers and content and marketing programs to a broader audience.

Ongoing commitment to remaining tasks

2.1 Creating a short reading/video module for incoming students that highlights the history of diversity and inclusion/exclusion and the relationship between race and health in Roanoke. We are currently working with the Harrison Museum, City of Roanoke, Carilion, and other stakeholders on two related projects. The first is the Hidden in Plain Sight video history project. The video, scheduled to be completed in the fall of 2022 will be used during medical student orientation as a discussion prompt. The second is the Henrietta Lacks statue that will recognize her unauthorized contribution to medical research and her local roots in Roanoke.

5.1b Coordinating and engaging with interdisciplinary health professions from Virginia Tech in Blacksburg and Radford University-Carilion would be beneficial. Contacts have been uncovered at RCU for Student Involvement, Student Government, as well as a list of Student Organization Leadership. We are currently forming a partnership with the VT Department of Human Nutrition, Foods, and Exercise to work with the Virginia SNAP program on nutrition education. The Healthstorian Project is now part of the newly formed Center for Oral History at Virginia Tech, a multidisciplinary group that will engage students from many colleges and departments in historical interviews and research.

Improvement made

2.3 Developing M1 orientation requirements. Some orientation materials are set to be used this summer for M1 orientation and the remaining will be finalized and used next year for M1 orientation. The material will also be made available to all students, staff and faculty with planned speaking and panel events to review the material.

STUDENT SUPPORT: Completed ahead of schedule (2)

Ahead of schedule

1.2 Expanding efforts to integrate a variety of cultural activities and services into student support through a dedicated, on-campus cultural engagement center.

Room 202B in Riverside 1 is the HS&T Center for Inclusion

1.3 Establishing a committee to lead the development and design of the center.

There is a committee of DEI folks and VTC/TBMH students who are overseeing the design and use of the space.



ADMISSIONS: Completed on schedule (2) and ahead of schedule (1)

Completed

3.1 Recruiting a more diverse workforce in the Admissions team and increasing awareness of URM recruitment responsibilities.

3.3 Reinstating the diversity recruiter position in Admissions. Sophia Minor has been hired as the Admissions Diversity Counselor and will begin work April 10, 2022.

Ahead of schedule

3.5 Reassessing and reorganizing diversity recruitment efforts as appropriate.



FACULTY AND STAFF RECRUITMENT, DEVELOPMENT & RETENTION: Completed on schedule (2)



Completed:

2.8 Highlighting the demonstrated benefits of diversity and the importance of healthcare disparities research as part of faculty development discussions.

3.2 Consulting Virginia Tech departments who have implemented successful mentoring programs.