Road Map

Objective: Present our Implementation Plan

I. Welcome and Introductions
II. Task Force, Recommendations, Reflections
III. The Journey Ahead
IV. Open Forum: comments and questions
V. Tracking and Communicating Progress
VI. Closing Thoughts
Who has joined us today?
Have you had a chance to read the final report?
InclusiveVTCSOM Leadership

Chairs
Michael Jeremiah, MD
Chair, Family & Comm Med

Fidel Valea, MD, Chair
Obstetrics & Gynecology

Patricia Wooten
Human Resources Manager

Liaisons
N.L. Bishop, DMin
Senior Assoc Dean for Diversity, Inclusion, and Student Vitality

Karen Eley Sanders, EdD
Chief Diversity Officer

Consultants
Alicia Cohen, VT Director of Diversity Programs

Erin McCann, VT Director of Strategic Planning
The Mission of the Task Force
To advance an inclusive environment that attracts and retains the best talent, values diversity of life experiences and perspectives, and encourages innovation in our pursuit of equity.
<table>
<thead>
<tr>
<th>Member's Name</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Michael Bergen</td>
<td>Assistant Professor, Radiology</td>
</tr>
<tr>
<td>Dr. Elda Stanco Downey</td>
<td>Senior Instructor, Interprofessionalism</td>
</tr>
<tr>
<td>Paul Hudgins</td>
<td>Carilion Clinic - SVP, Chief Human Resources Officer</td>
</tr>
<tr>
<td>Dr. Don Kees</td>
<td>Carilion Clinic - Designated Institutional Official of GME</td>
</tr>
<tr>
<td>Dr. Brittany Lloyd</td>
<td>Resident, General Surgery</td>
</tr>
<tr>
<td>Giovanni Malaty</td>
<td>M4-Student</td>
</tr>
<tr>
<td>Sahana Nazeer</td>
<td>M2-Student</td>
</tr>
<tr>
<td>William Reis</td>
<td>M3-Student</td>
</tr>
<tr>
<td>Kim Roe</td>
<td>Carilion Clinic - VP, Family and Community Medicine</td>
</tr>
<tr>
<td>Kenny Young</td>
<td>M2-Student</td>
</tr>
</tbody>
</table>
InclusiveVTCSOM Task Force Report: February 1, 2021

Executive Summary (excerpts)
In the summer of 2020, in the thick of multiple high-profile killings of unarmed Black individuals, many students, faculty and staff identified VTCSOM policies and practices that were not allowing the School to fully live up to its values.

To align the school’s values and operations, immediate action was necessary. Therefore, in response to multiple incidents of racist, violent policing around the nation, as well as concerns expressed about the VTCSOM learning and clinical environments, Dean Lee Learman promptly established the InclusiveVTCSOM Task Force. Dean Learman charged the task force to review the state of the School regarding diversity, equity and inclusion, and to propose strategies that could launch both immediate and transformational change.

More than 100 people served on the task force as part of the steering committee or on one of the task force’s seven working groups. Under the leadership of its three co-chairs, the Task Force embarked on a 3½ month journey. Each working group presented their reports to the steering committee, who spent weeks evaluating every recommendation. After sorting through the key themes and all working group recommendations, the steering committee elected to advance 15 key recommendations.

https://medicine.vtc.vt.edu/diversity/taskforce/report.html
Phase I Curriculum, M1 and M2 Years
1. Broaden the curricular content to include areas not currently incorporated or fully addressed, such as the impact of identity on healthcare delivery and outcomes, implicit bias, structural racism, race-based medicine, imposter syndrome, LGBTQ+ and multicultural aspects of history and exam skills.
2. Ensure that faculty utilize content and teaching approaches that address bias and racism, and reflects broader diversity in patient examples and cases.

Phase II Curriculum, M3 and M4 Years
3. Modify curricular content to ensure that concepts of race, racism, and race-based medicine are addressed wherever applicable.
4. Ensure that faculty and clerkships are evaluated on their ability to appropriately address the topics of race, racism, and race-based medicine.

Student Support
5. Cultivate an inclusive VTC campus culture through a deliberate messaging campaign and dedicated space for activities, services, and celebration of diversity.
6. Enhance student support services with a focus on counseling, financial aid and literacy, and use of a campus-based ombudsperson.
7. Recognize student performance and success in expanded ways that ensure equity across the diversity of the student body.
Community Engagement
8. Create new opportunities for partnerships and programs that will enhance engagement with our community throughout the Greater Roanoke Area to solidify the school’s reputation as a trusted resource and valuable health education partner.
9. Deliberately and systematically, foster community involvement and support by the students, faculty, and staff.
10. Provide opportunities and expectations for faculty, staff, and students to learn about the history of diversity, race and healthcare, social justice, inclusion, and exclusion that has shaped the local population.

Admissions
11. Utilize multiple strategies to consistently meet or exceed the compositional diversity of students at public medical institutions in Virginia.

Faculty & Staff Recruitment, Development & Retention
12. Share and utilize best practices across VTCSOM, Fralin Biomedical Research Institute (FBRI), Virginia Tech, and Carilion Clinic to recruit, mentor and retain a diverse faculty and staff.

Learning & Working Environment
13. Optimize the process of reporting concerns related to issues of diversity, equity, and inclusion in the learning and working environment.
14. Provide additional training opportunities and requirements (e.g., implicit bias, microaggressions, and bystander role) for faculty, residents, staff, and students.
15. Intentionally reach out to appropriate individuals and committees of Carilion Clinic to align and strengthen efforts related to the learning and working environment on issues of diversity, equity, and inclusion.
How did the final report fit your expectations?
Task Force Reflections

Michael Jeremiah, MD
Chair, Family & Community Medicine

Fidel Valea, MD,
Chair, Obstetrics & Gynecology

Annette Lewis
President & CEO
TAP into Hope

Kenneth Young
Class of 2023
Implementation Plan
Initial Tasks and Timelines
FEBRUARY 2021

VTCSOM leaders met with working groups to clarify recommendations, resource needs:

- Phase 1 curriculum: Rick Vari
- Phase 2 curriculum: Tracey Criss
- Student support: Aubrey Knight
- Community engagement: Dave Trinkle
- Admissions: Melanie Prusakowski
- Learning/Working Environment: Dan Harrington
- Faculty/Staff Recruitment, Development, Retention: David Musick
- Diversity, Equity, Inclusion Programs: Kemi Bankole

Base budget requests for FY22 submitted to Virginia Tech finance on 2/26/21
Implementation Plan
Initial Tasks and Timelines
MARCH 2021

• Dani Backus (VTCSOM Senior Director, Institutional Effectiveness and Accreditation) designated as project manager responsible for:
  o Organizing and tracking progress with implementation
  o Developing milestones, metrics, and summary dashboards
  o Linking efforts to strategic plan and institutional effectiveness reporting
  o As requested, providing updates to accountable leaders, diversity team, Dean

• Dean, accountable leaders, project manager, finance and diversity team review and finalize implementation timelines, focusing initially on the year ahead

• Communications strategy in development

March 22 5:30-7pm: Town Hall for VTCSOM Community
The road map to the
Where do we begin?

**Units**

<table>
<thead>
<tr>
<th>Phase</th>
<th># of Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase I</td>
<td>32</td>
</tr>
<tr>
<td>Phase II</td>
<td>32</td>
</tr>
<tr>
<td>Student Support</td>
<td>13</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>9</td>
</tr>
<tr>
<td>Admissions</td>
<td>9</td>
</tr>
<tr>
<td>Faculty/Staff Recruitment, Development, Retention</td>
<td>23</td>
</tr>
<tr>
<td>Learning and Work Environment</td>
<td>20</td>
</tr>
<tr>
<td>Diversity, Equity, and Inclusion</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>122</td>
</tr>
<tr>
<td>Duplicates</td>
<td>4</td>
</tr>
</tbody>
</table>

**Timeline**

- **2021**
  - Mar-Jun 21
  - Jul-Sep 21
  - Oct-Dec 21

- **2022**
  - Jan-Mar 22
  - Apr-Jun 22

- **Beyond 2022**
  - July 22- later

**The final report**

**Our stakeholders are many!**
The map of tasks cross the 8 units

<table>
<thead>
<tr>
<th>Units</th>
<th>Completed</th>
<th>Mar-Jun 21</th>
<th>Jul-Sep 21</th>
<th>Oct-Dec 21</th>
<th>Jan-Mar 22</th>
<th>Apr-Jun 22</th>
<th>July 22-later</th>
<th>Total tasks by unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase I</td>
<td>1</td>
<td></td>
<td>1</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Phase II</td>
<td>5</td>
<td>1</td>
<td></td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Student Support</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Admissions</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Faculty and Staff Recruitment, Development, Retention</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Learning and Work Environment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Diversity, Equity, and Inclusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Completed</td>
<td>6</td>
<td>21</td>
<td>13</td>
<td>16</td>
<td>11</td>
<td>44</td>
<td>11</td>
<td>122</td>
</tr>
<tr>
<td>% Completed by calendar year</td>
<td>5%</td>
<td>41%</td>
<td></td>
<td></td>
<td></td>
<td>54%</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

# of tasks we are working to complete in each segment

Figured out what % of the journey we can complete.
Each unit has themes. Some units have as little as two themes and as many as six.

These are the tasks within each unit and they vary in number.

Theme 1: The school's community connections should be formalized.
1.1 Revisiting and affirming current community partnerships.
1.2 Identifying and participating in local festivals and activities that celebrate diversity.
1.3 Identifying and participating in health fairs and health screen programs sponsored by local non-profits.
1.4 Creating programs with diverse speakers and content and marketing programs to a broader audience.
1.5 Identifying and participating in surrounding community school mentoring, health fairs, science fairs, STEM fairs, and career days.
1.6 Creating a minimum community engagement requirement for students, staff, and faculty. REASSIGNED to Faculty and Staff.
1.7 Creating a system to track community engagement activities with outcomes.
1.8 Creating a centralized calendar for community engagement activities for the purpose of combining resources.

Theme 2: Structured VTCSOM activities that introduce Roanoke's rich cultural heritage to the school community can strengthen the school's connection to the community.
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.
2.2 Creating an annual diversity and inclusion education requirement for faculty and staff. REASSIGNED to Faculty and Staff.
2.3 Developing M1 orientation requirements.

Had to rotate a few tires.

Themes, tasks, and tire rotations
We discovered one passenger was overbooked!

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4 Increasing visibility and advertising of URM diversity recruitment on the school’s website, specifically highlighting the Early Identification Program.</td>
<td>Admissions</td>
<td>Webmaster</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2 Making URM scholarships more visible on the VTCSOM website.</td>
<td>Admissions</td>
<td>Webmaster</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.3 Communicating efforts to increase diversity in the student body, including scholarships and fee waivers, on the Admissions website.</td>
<td>Admissions</td>
<td>Webmaster</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 Creating a Faculty Development webpage with curated and vetted diversity, equity, and inclusion resources.</td>
<td>Faculty and Staff</td>
<td>Webmaster</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6 Establishing a faculty inclusivity-mentoring award. (See LE 1.4)</td>
<td>Faculty and Staff</td>
<td>Webmaster</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 Make the LE website easier to find.</td>
<td>Learning Environment</td>
<td>Webmaster</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Clarifying where and how to submit learning environment concerns on the LE website.</td>
<td>Learning Environment</td>
<td>Webmaster</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Increasing transparency for report submission, status, and resolution.</td>
<td>Learning Environment</td>
<td>Webmaster</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Utilizing the LE website to highlight positive learning experiences and recognize faculty. (see FS 3.6)</td>
<td>Learning Environment</td>
<td>Webmaster</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Identifying specific faculty to talk to about LE issues.</td>
<td>Learning Environment</td>
<td>Webmaster</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We made car reservations

- Reviewed all the tasks
- Made sure we knew who was driving.

Prioritize the resource and time frames.

She's popular!
Who needs the bathroom?

Are we lost again?
Let me drive!

Are we there yet?

Who let the dogs out?

Are we missing anyone?

Rest stop #1
Mar-Jun 21

Rest stop #3
Oct-Dec 21

Rest stop #5
Apr-Jun 22

Rest stop #2
Jul-Sep 21

Rest stop #4
Jan-Mar 22

Rest stop #6
Apr-Jun 22
At rest stops, we will share pictures, stories of your progress, and any thing we discovered along our way.

<table>
<thead>
<tr>
<th>Segment</th>
<th>Mile marker 1</th>
<th>Mile marker 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mar-Jun 21</td>
<td>Jul-Sep 21</td>
</tr>
<tr>
<td></td>
<td>Planned</td>
<td>Executed</td>
</tr>
<tr>
<td>Phase I</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Phase II</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Student Support</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Admissions</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Faculty/Staff</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Recruitment, Development, Retention</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Learning and Work Environment</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Diversity, Equity, and Inclusion</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Milestone Completion</td>
<td>16</td>
<td>10</td>
</tr>
</tbody>
</table>
Moments to reflect on.
YUM!
OMG, how did I not know about this sooner?
July 28, 2020

M1-2 Concerns Completed or In Progress

1. Improve D&I Communications: personnel, programs
2. Improve Access to D&I Liaison
3. Establish SNMA chapter advisor
4. Implement robust climate and culture assessments
5. Assure PBL reflective discussion time
6. Make donation to anti-racism organization
July 28, 2020

M3-4 Concern Completed

Improve VTCSOM’s dress code policy for hair from “clean and neat” to language that respects racial differences in hair texture (EEOC).

• Policy updated 7/25/20 (last update was 12/3/16)
• “Hair should be clean. Hairstyle should not interfere with assigned duties . . . “
• 8 other out-of-date standards removed
Task Force Recommendations: Completed

1. Enhance *student support* with a full-time mental health counselor.
2. Establish an Office of the Ombudsperson. *Student Support*
3. Review interpretation/application of school’s “race neutral policy” *admissions*.
4. Confirm whether race/ethnicity can be considered in college *admissions*.
5. Establish written policy that ensures appropriate consideration of race and ethnicity in VTCSOM *admissions*.
6. Incorporate a diversity-related question into MMI scenarios to demonstrate to prospective students that the school values diversity. *Admissions*
VTCSOM Offers and Matriculants: URiM
(African American/Black, Native American, Hispanic)
VTCSOM Offers and Matriculants: Other Diversity Groups
(first generation to college, socioeconomic disadvantage)
To Be Completed by June 30

1. PBL facilitator retreat focusing on conscious and unconscious bias, health equity, and structural racism in medicine. **Phase I**
2. Clerkship directors to implement discussion topics on the impact of systemic, institutionalized racism on the disease or pathology being discussed. **Phase II**
3. Add evaluation points for lectures/lecturers, and on overall clerkship evaluation forms. **Phase II**
4. Take steps to understand and manage the extent of bias in assessments. **Phase II**
5. Campaign to reframe seeking help as utilizing resources and support services. **Student Support**
6. Identifying VT, VTCSOM, CC and other awards students are eligible to receive. **Student Support**
7. Standardize the process for nominating students for awards. **Student Support**
8. Revisit and affirm current community partnerships. **Community Engagement**
9. Add secondary application questions that elicit responses related to diversity and health equity. **Admissions.**
To Be Completed by June 30

10. Review/update Admissions staff job descriptions related to diversity recruiting.

11. Include VTCSOM Chief Diversity Officer as a member of Admissions committee (will start in 21-22 cycle)

12. Recruit individuals who contribute to the diversity of the Admissions committee.

13. Encourage faculty to attend LGBTQ+ SafeZone Training. Faculty/staff

14. Establish community engagement requirement for students, faculty and staff.

15. Establish diversity, equity and inclusion working group for faculty and staff.


17. Utilize VT Future Faculty Diversity Program for CC/VTCSOM/FBRI joint hires.

18. Exit interview process for faculty/staff with focused Diversity and Inclusion questions.

19. Evaluate available survey instruments for ongoing assessment at the item level to determine the most appropriate items, scales, and threshold values for measuring different aspects of the learning environment.
To Be Completed by September 30

1. Offer more financial aid counseling and financial literacy services. *Student Support*

2. Establish Class Awards (M1-M4) recognizing contributions related to DE&I. *Student Support*

3. Make URM scholarships more visible on the VTCSOM website. *Admissions*

4. Explore application of affirmative action and race neutral policies at other Virginia institutions. *Admissions*

5. Collaborate with diversity-focused job posting clearinghouses for *faculty and staff*.

6. Incorporate inclusive language in all job postings for *faculty and staff*.
To Be Completed by September 30

7. Include local diversity and inclusion resources and activities in recruitment materials for faculty and staff.

8. Identify Learning Environment Advisory Committee members and their interest in serving as a resource for students, faculty, and staff. Also appoint one person to be curator of the website.

9. Make the learning environment website easier to find.

10. Offer diversity and inclusion training opportunities at CC and VTCSOM, including implicit bias, microaggressions, active bystander intervention and cultural humility training. DE&I team

11. Host cultural lunches to enhance exposure to diverse communities, and establish a VTCSOM/CC Multicultural Calendar. DE&I team
How invested are you in our journey?
Tracking and Communicating Progress
Change Management Approach

Phase 1 – Creating a climate for change: **underway**
1. Create urgency – June 2020 Town Hall
2. Form a powerful coalition – August 2020 (Task Force formed)
3. Create a vision for change – February 2021 (TF recommendations)

Phase 2 – Engaging and enabling the whole organization: **in progress**
4. Communicate for buy-in – TONIGHT’S TOWN HALL
5. Empower action
6. Create short-term wins

Phase 3 – Implementing and sustaining change: **pending**
7. Don’t let up (pressure to revert to old ways)
8. Make it stick (a culture that eats strategy for breakfast)

Framework for Safe & Reliable Care

Leadership
- Psychological Safety
- Leadership
- Transparency
- Reliability
- Improvement & Measurement

Culture
- Accountability
- Teamwork & Communication
- Negotiation

Learning System
- Continuous Learning
- Communication & Learning

Engagement of Patients & Family
Framework for Diversity, Equity and Inclusion

Engagement of students, residents, faculty, staff & community

Leadership
- Psychological Safety
- Accountability
- Teamwork & Communication
- Negotiation
- Continuous Learning
- Improvement & Measurement
- Reliability
- Transparency
- Leadership

Learning System

Culture

Virginia Tech Carilion School of Medicine
For measuring progress, what means the most to you?
For communicating progress, what would be useful to you? (multiple answers ok)
# Logic Model

<table>
<thead>
<tr>
<th></th>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Resources to implement program</td>
<td>Program details</td>
<td>Tracking what was delivered</td>
<td>Hypothesized short/medium-term changes</td>
<td>Longer-term change you expect if outcomes achieved</td>
</tr>
</tbody>
</table>

**Process Indicators**
## Tracking What’s Delivered

<table>
<thead>
<tr>
<th>Segment</th>
<th>Milestone 1</th>
<th>Milestone 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mar-Jun 21</td>
<td>Jul-Sep 21</td>
</tr>
<tr>
<td></td>
<td>Tasks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Planned</td>
<td>Executed</td>
</tr>
<tr>
<td>PHASE I</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PHASE II</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Student Support</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Admissions</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Faculty and Staff</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Diversity, Equity, and Inclusion</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Milestone Completion</strong></td>
<td>20</td>
<td>11</td>
</tr>
</tbody>
</table>
Tracking Outcomes and Impacts

Advance Regional, National, and Global Impact

- Increase extramural research expenditures to $410M by 2024
- Achieve Top 10 US public land-grant (WSJ/THE US College Rankings) by 2024
- Achieve Top 13 US land-grant (THE World University Rankings) by 2024
- Ensure 50% of academic degrees have a required experiential learning component by 2026-2027

Elevate The Ut Prosim (That I May Serve) Difference

- Achieve 25% representation of underrepresented minority students in the entering class (freshmen and transfers) by 2022
- Achieve 40% representation of underrepresented minority or underserved students (Pell-eligible, first generation, and veterans) in the entering class (freshmen and transfers) by 2022
- Increase the total enrollment in the Corps of Cadets to 1400 by 2022
- Achieve 20% representation of underrepresented minority graduate and minority professional students by 2024

Be A Destination for Talent

- Achieve progress in competitive faculty salaries towards 50th percentile of Research (R1) Public Land-Grant Universities by 2024
- Achieve progress in competitive administrative and professional and staff salaries towards the average median market salary by 2024
- Increase the four-year graduation rates for all undergraduate (entering freshmen) students to 70%
- Increase the three-year graduation rates for all undergraduate transfer students to 75%
- Reduce the average student loan debt per graduating senior to $25k by 2024

Ensure Institutional Excellence

- Achieve 100% completion of college and unit-level strategic plans by May 2020
- Achieve Maintenance Reserve funding in the range of 1 - 1.5% of facility values for auxiliary enterprises
- Maintain Debt Rating in the AA or Aa Range
- Maintain = or <5% University debt ratio
- Increase the University's unrestricted net assets by $20 million annually by 2024

https://udc.vt.edu/spm/
Strategic Planning Committee

Chairs

- David Musick, PhD, Senior Dean for Faculty Affairs
- Rebecca Pauly, MD, Professor and Vice Chair for Education, Department of Medicine

Committee Members

- Dani Backus, MS, PMP, SSGB, Senior Director, Institutional Effectiveness and Accreditation
- Paul Davenport, Vice President for Emergency Services and Care Management, Carilion Clinic
- Joshua Eikenberg, MD ’15, MPH, Assistant Professor, Department of Medicine (Dermatology)
- Casey Engel, M1 Class President
- Daniel Harrington, MD, Vice Dean VTCSOM and Vice President for Academic Affairs, Carilion Clinic
- Heidi Lane, EdD, Assistant Dean for Clinical Skills Assessment and Education
- Eduardo Lara-Torre, MD, Professor and Vice Chair, Department of Obstetrics & Gynecology
- Giovanni Malaty, M4 Class President
- Sahana Nazeer, M2 Class President
- William Reis, M3 Class President

February - March
Draft VTCSOM strategic plan

April - May
Complete edits, communication formats

By June 1
Announce VTCSOM strategic plan including implementation steps via email and possible town hall
How helpful was this Town Hall?
Closing Thoughts

Addie Adenikinju, Class of 2021

Casey Engel, Class of 2024

March 19, 2019: VTCSOM Medical Students: Addie Adenikinju, Vaish Sridhar, Meeta Prakash, and Anna Shvygina
If you want to walk fast, walk alone. If you want to walk far, walk together.

African Proverb