

## Virginia Tech Carilion School of Medicine (VTCSOM)

**Policy:** Diversity and Inclusion  
**Subject:** Diversity  
**Administrator:** K.E. Sanders & D. Trinkle  
**Rev.:** 4  
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### 1 Purpose

**Vision:** The Virginia Tech Carilion School of Medicine (VTCSOM) will be the first choice of a diverse class of medical students who seek an educational experience grounded in inquiry, research, and discovery, set in a learning environment of interprofessionalism, and cultural competency.

**Mission:** To develop physician thought leaders through inquiry, research, and discovery, using an innovative curriculum based upon adult learning methods in a patient-centered context. Our graduates will be physicians with outstanding clinical skills and significantly enhanced research capabilities who will remain life-long learners. They will have an understanding of the importance of interprofessionalism to enable them to more effectively function as members of a modern healthcare team.

#### Values:

- Virginia Tech Carilion School of Medicine values human diversity because it enriches our lives and the School. We acknowledge and respect our differences while affirming our common humanity. As care givers and educators, we recognize the inherent dignity and value of every person and strive to maintain a climate for work and learning based on mutual respect and understanding.
- Virginia Tech Carilion School of Medicine values the concept of patient-centered care, manifested in physicians who are receptive and expressive communicators, developing patient plans grounded in evidence-based medicine with an emphasis on safety, quality, professionalism, and cultural competency.
- Virginia Tech Carilion School of Medicine values the science of medicine and its application to the resolution of clinical problems, and the development of self-instruction skills that keep physicians informed regarding developments in medical sciences.
- Virginia Tech Carilion School of Medicine values continuous improvement of quality in its broad application to clinical care and to the development of new knowledge.
- Virginia Tech Carilion School of Medicine values communication, interpersonal skills, and interprofessionalism to make the healthcare system better for patients and all healthcare professionals.
- Virginia Tech Carilion School of Medicine values community service by providing service learning opportunities, encouraging students to see themselves as having the responsibility to improve the world around them.

## 2 Policy

### a. Expectations Regarding Diversity Across the Academic Community

VTCSOM views the educational benefits of diversity to include improving both the cultural competence of its graduates and improving access to care for underserved populations.

VTCSOM is committed to preparing its students for medical practice in a diverse society. Therefore, it is the policy of the school to develop and maintain an academic environment characterized by, and supportive of, diversity and inclusion. The curriculum facilitates training in:

- Basic principles of culturally competent health care;
- Recognition of health care disparities and the development of solutions to such burdens;
- The importance of meeting the health care needs of medically underserved populations; and
- The development of core professional attributes needed to provide effective care in a multi-dimensionally diverse society.

Through the governance structure as dictated in their *Bylaws*, the faculty have the responsibility to define diversity for the VTCSOM community. This policy is approved by the faculty at large, and published annually in the *Faculty Handbook*.

### b. Programmatic and Institutional Goals

The specific groups whose members the institution seeks to appoint to its faculty, to employ in its staff, and to enroll in its student body are:

#### i. Faculty

VTCSOM seeks to appoint to its faculty those individuals traditionally underrepresented in medicine, and those from geographically diverse training sites.

#### ii. Staff

VTCSOM seeks to employ in its staff those individuals traditionally underrepresented in medicine.

#### iii. Students

VTCSOM seeks to enroll in its student body those individuals traditionally underrepresented in medicine, those students from low socio-economic status backgrounds (SES)/first generation college students/distance traveled, and women in science, engineering, technology, and mathematics (STEM).

Applications for appointment/employment/enrollment from diverse candidates are holistically reviewed for the positive attributes they bring to the learning environment.

While VTCSOM aims to provide a fully inclusive environment, we respect individuals' privacy and currently do not quantify data in categories of diversity such as physical ability, age, sexual orientation, and gender identification.

### 3 Definitions

- a. Underrepresented in Medicine (URM)**  
Racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population; at VTCSOM, those groups are: African-American/Black, Hispanic/Latino, and Native American
- b. Socio-economic Status (SES)/First Generation College Students/Distance Traveled**  
Students from limited socio-economic backgrounds, first generation college graduates and those with challenging experiences based on family, economic and social situations have a more limited opportunity to attend professional schools
- c. Women in Science, Engineering, Technology, and Mathematics (STEM)**  
Women whose college majors are in science, engineering, technology and mathematics are also underrepresented in medicine
- d. Geographic Diversity of Training (GDT)**  
Faculty whose training in the practice of medicine was outside of the local Roanoke and surrounding areas
- e. Staff**  
Residents and administrative staff in the Office of the Dean
- f. Diversity**  
The institution's broad variety of individual characteristics, as well as group and social identities, including those marked by unique experiences, beliefs, and backgrounds
- g. Inclusion**  
The active, intentional, and ongoing engagement with diversity in all activities of the institution (e.g., education, professional development, policy, and other programming)

### 4 Procedures

- a. Student Recruitment, Selection, and Retention**  
Admissions staff proactively recruit diverse students through campus visits, pipeline programs, and individual contacts with potential applicants. The

admissions committee holistically reviews all applications to achieve the educational benefits of a diverse student body, including enhancing the cultural competency of all physicians the school educates and improved access to care for underserved populations.

**b. Scholarships and Financial Aid**

All funding available for scholarships and financial aid, except those that are otherwise restricted by law or donor intent, are available as a resource to attract and matriculate a diverse student body.

**c. Educational Program**

The medical curriculum committee ensures that the curriculum facilitates training in the basic principles of culturally competent health care; recognition of health care disparities and the development of solutions to such burdens; the importance of meeting the health care needs of medically underserved populations; and, the development of core professional attributes needed to provide effective care in a multi-dimensionally diverse society.

**d. Personnel Recruitment, Employment, and Retention**

Chairs/Administrators are given tools and strategies to help them recruit diverse faculty and staff to achieve the institutional diversity goals.

**e. Faculty Development**

Chairs and department heads provide faculty development opportunities consistent with the intent of this policy. The resources of the partner institutions are utilized to assure diverse recruitment and appointment strategies, as well as professional development and retention of our faculty and staff.

**f. Community Liaison Activities**

The VTCSOM Office of Community and Culture provides multiple, yearly outreach programs to raise awareness of the opportunities for careers in the health sciences, and activities to build and sustain a diverse and inclusive engagement between our community and our faculty, students and staff.

## 5 Review

The VTCSOM Academic Council and the VTCSOM Board of Directors shall receive an annual report on the school's success in achieving diversity in the categories that it has defined for medical students, faculty, and staff.

This policy shall be reviewed on an annual basis.