

IN THIS ISSUE: Element 3.3 Diversity/Pipeline Programs and Partnership

Message from the Assistant Vice Chancellor for Diversity Affairs



Dr. Toni Thibeaux, EdD, MPH, CLS

The primary mission of Louisiana State University Health Sciences Center at Shreveport (LSUHSC-S) is to teach, heal, and discover to advance the well-being of the region and beyond. In pursuit of this mission, the Office of Diversity Affairs aims to establish an atmosphere that celebrates and values each person's unique attributes. Diversity enhances the educational experience, promotes innovative research, and improves quality of patient care. Hence, equity, inclusion, and excellence are at the forefront of our priorities.

A diversified workforce is vital to achieving health equity, enhancing scientific discovery, and strengthening bonds among our varied communities. LSUHSC-S is training the next generation of physicians, health professionals, and scientists to go out into a world where diversity is the norm. Through our initiatives and programs, we endeavor to create a diverse and inclusive learning climate where all are empowered to succeed.

We each come from different places and traversed a distinctive path to LSUHSC-S. These differences contributed to shaping us and inspire our viewpoints regarding societal and health care issues. The better we appreciate and understand our individual perspectives, the more cohesive and engaged our institution will be. While our commitment to diversity is clear, we recognize that our effort is ongoing. By creating a more welcoming and inclusive community and working to eliminate health and educational disparities, we strive towards equality and the accomplishment of our purpose of bringing hope and well-being to Louisiana and beyond.

Thank you,

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Assistant Vice Chancellor for Diversity Affairs

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RESOURCES

LSUHS School of Medicine

LCME Self-Study Website
www.lsuhs.edu/LCMEaccreditation

LCME Website

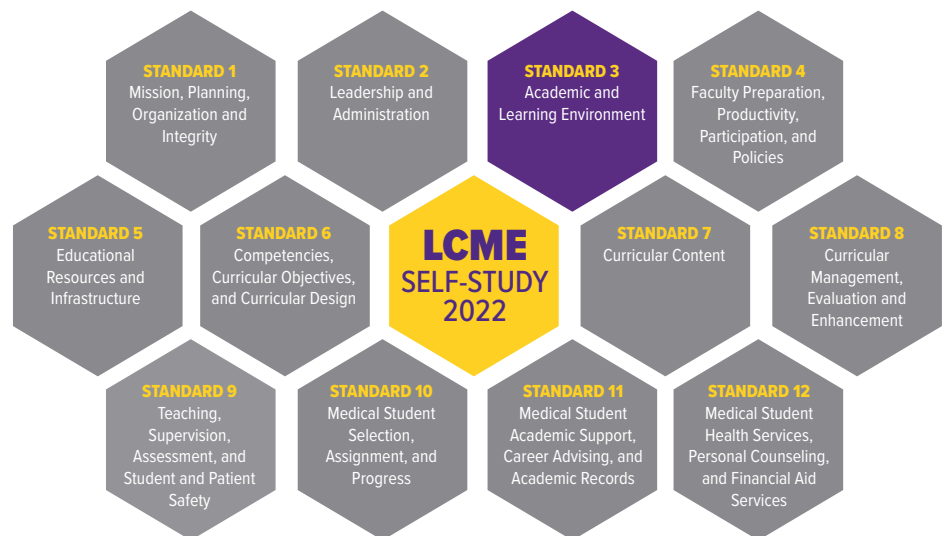
<https://lcme.org>

2019-2020 Catalog

<http://catalog.lsuhs.cshreveport.edu>

Student Handbook

<https://www.lsuhs.edu/our-schools/school-of-medicine/student-resources>



LCME REACCREDITATION TIMELINE

January 2020:
Dean appoints Faculty Accreditation Lead (FAL), initiates survey and data collection

September 2020:
Begin DCI collection and establish Self-Study Task Force and Independent Student Analysis Team

September 29, 2020:
LCME Self Study Kick-off Town Hall and Consult

October 2020:
Independent Student Analysis begins

March-May 2021:
DCI completed; ISA Task Force provides final ISA report to FAL

June-November 2021:
Self-Study Task Force reviews; DCI & ISA report analysis; prepare Self-Study Summary Report

January 2022:
Update DCI and Self-Study Summary reports; Submit final survey package

April 27-29, 2022:
LCME Survey Team visits LSU Health Shreveport

Aug.-Dec. 2022:
Final LCME action on accreditation status

Element of the Month 3.3 Diversity/Pipeline Programs and Partnership

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. These activities include the use of programs and/or partnerships aimed at achieving diversity among qualified applicants for medical school admission and the evaluation of program and partnership outcomes.

LCME Consensus Statement Related to Satisfaction with Element 3.3

In March 2015, the LCME released a consensus statement which outlines the following principles that medical education programs should follow to be satisfactory with Element 3.3:

- A mission-appropriate diversity policy with identification of diversity groups for students, faculty and senior administrative staff.
- Ongoing systematic recruitment and retention activities (e.g. pipeline programs and partnerships) to achieve mission-appropriate diversity outcomes in its students, faculty, and senior administrative staff.
- Methods to evaluate the effectiveness of activities to achieve the mission-appropriate diversity outcomes.
- Evidence of effectiveness of the diversity efforts, including offers made and numbers reflecting progress in achieving mission-appropriate diversity outcomes. Evaluation of the sufficiency of the numbers may consider the context of the institution, reasonable timelines for achieving measurable mission-appropriate diversity outcomes, and other supporting data indicative of success in achieving mission-appropriate diversity outcomes.

Source: https://lcme.org/wp-content/uploads/filebase/white_papers/lcme-consensus-statement-with-intro-element3-3.doc

The following sections summarize the School of Medicine's adherence to these guidelines.

Mission-Appropriate Diversity Policies

LSUHSC-S has adopted following diversity policies that are aligned with the institution's mission as a public university serving the people of Louisiana:

■ School of Medicine Diversity Policy

In keeping with its commitment to the citizens of Louisiana, the School of Medicine identifies the following groups with unique potential to contribute to the educational experience and the profession of medicine: Black or African American, Hispanic/Latinx, Rural, and Veterans.

■ LSUHSC-S Administrative Directive 2.6.12 – Achieving Workforce Diversity and Inclusion

LSUHSC-S is committed to increasing the diversity of its faculty and leadership with respect to underrepresented populations in medicine, biomedical research, and allied health professions in Louisiana and elsewhere. For faculty and senior leadership, LSUHSC-S identifies the following mission-appropriate diversity categories: Black or African American, Hispanic/Latinx, LGBTQ, Veterans, and Females.

Systematic Recruitment and Retention Activities

For Medical Students

In pursuit of the goal of creating a diverse and inclusive campus, LSUHSC-S has developed and implemented plans, policies, and pipeline programs to attract a diverse applicant pool to meet the needs of Louisiana and the nation. The Office of Diversity Affairs directs various pipeline programs and recruitment initiatives such as research programs for high school and college students, educational conferences, Memorandum of Understanding with Historically Black Colleges and Universities in the state of Louisiana, and more.

Of note, the institution offers and supports the following summer programs that are intended to attract school-identified student diversity groups to the field of health care and biomedical science:

SUMMER PIPELINE PROGRAMS

Jumpstart (JSEP): 8-week program that provides early exposure to medical research for 10th and 11th grade students who attend a high school in Caddo and Bossier Parish

Undergraduate Research Apprentice Program (UGRAP): 8-week program that provides exposure to research for second- and third-year college students enrolled at an institute of higher education in Louisiana

Educational Familiarization Program (EFP): 6-week Medical College Admissions Test (MCAT) preparatory course that provides participants with test taking strategies used to prepare for the exam

Pre-matriculation Program (PEP): a program aimed at 1st year medical students with an MCAT score below the cohort's average

In addition, LSUHSC-S School of Medicine has two programs related to the retention of medical students from the underrepresented student categories: Diversity Affairs Mentoring Program (DAMP) and Step for Prep. DAMP, implemented in 2018, pairs first-year minority medical students with underrepresented minority group faculty and residents to serve as mentors through the first year of medical school. Step for Prep, also implemented in 2018, assists medical students with creating a study plan for USMLE Step 1 exam using educational resources.

For Faculty and Senior Administrative Staff

In accordance with Administrative Directive 2.6.12, the following procedures are in place for ongoing systematic recruitment and retention of faculty and senior administrative staff:

- Annual unconscious bias training for all personnel with content determined and administered by the Office of Diversity Affairs
- Annual education and reinforcement on the importance of diversity and inclusion is given to leadership by the Chancellor and the Deans of the School of Medicine, School of Allied Health Professions, and School of Graduate Studies
- Advertisement of faculty and leadership positions in journals, professional organizations, and/or other locations frequented by potential faculty members who would increase diversity
- Annual reports from Department Chairs to the appropriate Dean's office on each department's efforts and successes related to increasing diversity and inclusion
- Search committees will keep records of all candidates considered for positions and specific efforts made in increasing diversity
- Pipeline programs identify and assign mentors to talented individuals in our programs & residencies who would increase the diversity of the faculty
- Cultural sensitivity, diversity, and bias training is given during onboarding for new faculty and yearly education for faculty and senior administrative staff
- Institutional Grand Rounds on diversity and inclusion given at least annually
- Development of online content promoting diversity and inclusion by the Office of Diversity Affairs

Effectiveness of Activities to Achieve Mission– Appropriate Diversity Outcomes

LSUHSC-S tracks metrics that represent important factors in assessing progress toward its diversity and inclusion goals and objectives. Key measures include trends in the demographic composition of the campus over time, participation in programs, utilization of services, increased awareness, and other performance indicators. The success indicators listed below are used as the basis for reporting on the effectiveness of activities to achieve mission-appropriate diversity outcomes.

Success Indicators

- Medical Students — first-year and overall makeup of student body; number of total offers (declined and enrolled) by mission-appropriate diversity categories
- Faculty and Senior Administrative Staff—demographic composition of faculty and senior administrative staff; number of total offers (declined and accepted) by mission-appropriate diversity categories
- Number of diversity-related activities and events on campus
- Satisfaction with programs related to the retention of medical students from school-defined diversity categories
- Number of participants in pipeline programs
- Number of participants in pipeline programs that yield diverse applicants, interviewees, and matriculants to medical school and other health-related educational programs
- Awareness of diversity and inclusion activities and partnerships
- Student perceptions regarding diversity on the AAMC Graduation Questionnaire:
 - My knowledge or opinion was influenced or changed by becoming more aware of the perspectives of individuals from different backgrounds
 - The diversity within my medical school class enhanced my training and skills to work with individuals from different backgrounds
 - I believe I am adequately prepared to care for patients from different backgrounds



Did you KNOW?

The last time the **School of Medicine** was reaccredited, in June of 2014, Alex Trebek set the Guinness World Record for most game show episodes hosted by the same presenter (6,829). He would go on to host over 8,200 episodes of Jeopardy.

In the next LCME Newsletter...

We'll look into LCME Element 10.2 (Final Authority of Admission Committee)