The Mission of the Stony Brook School of Medicine is to advance the medical sciences, train caring and skilled physicians and biomedical scientists, and deliver world-class, compassionate clinical care.

Goals of the Stony Brook School of Medicine are:

Educational:
Achieve excellence in education of students for careers in medical practice or research by providing broad knowledge and skills, developing appropriate professional behavior, mastery of essential competencies, and preparing students for life-long intellectual growth. Research:
Advance medical knowledge by conducting active programs in basic and applied research.

Service:
Provide the highest quality of medical care, as well as ensure access to health and educational services for the local, national, and international communities.

Diversity:
Diversity is a core institutional value, including all aspects of human differences (such as socioeconomic status, race, ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, geography, disability, and age) that permeate our educational, clinical, and research activities.

Why is diversity of healthcare providers important?
The increasing population growth of racial and ethnic communities and linguistic groups, each with its own cultural traits and health profiles, presents a challenge to the health care delivery service industry in this country. The provider and the patient each bring his/her individual learned patterns of language and culture to the health care experience which must be transcended to achieve equal access and quality health care.

"Considerable evidence indicates that racial, ethnic, and linguistic diversity among health professionals is associated with better access to and quality of care for minority and underserved populations. Secondly, a culturally competent workforce will likely be better equipped in dealing with expanding diversity among patient populations" (Deas et al. 2012).

Why is cultural competency in healthcare important?
Cultural competency is one of the main ingredients in closing the disparities gap in health care. It is the way patients and doctors can come together and talk about health concerns without cultural differences hindering the conversation, but enhancing it. Quite simply, health care services that are respectful of and responsive to the health beliefs, practices and cultural and linguistic needs of diverse patients can help bring about positive health outcomes.

Culture and language may influence:
- Health, healing, and wellness belief systems.
- How illness, disease, and their causes are perceived by the patient.
- The behaviors of patients who are seeking health care and their attitudes toward health care providers.
- The delivery of services by the provider who looks at the world through his or her own perspective, which has the potential to compromise access to appropriate care for patients from other cultures.
Disparities

"Although the term “disparities” often is interpreted to mean racial or ethnic disparities, many dimensions of disparities exist in the United States, particularly in health. If a health outcome is seen in a greater or lesser extent between populations, there is disparity. Race or ethnicity, sex, sexual identity, age, disability, socioeconomic status, and geographic location all contribute to an individual’s ability to achieve good health. It is important to recognize the impact that social determinants have on health outcomes of specific populations.” Reference: Healthy People 2020 http://www.healthypeople.gov/2020/about/DisparitiesAbout.aspx

"Of all the forms of inequality, injustice in health care is the most shocking and inhumane.”
-The Reverend Martin Luther King, Jr.

Our Institutional Commitment to diversity is outlined in The Stony Brook University School of Medicine Strategic Plan 2011-2015 championed by Kenneth Kaushansky, MD, Senior Vice President Health Sciences & Dean, School of Medicine. The following were the guidelines:

1. Make efforts and successes in diversifying the workforce a critical part of the evaluation of department chairs. The Dean’s office will provide faculty and resident demographic data to department chairs annually.
2. Departments will evaluate the steps taken to diversify their workforce. The Dean’s office will develop and provide best practices, and the departments will analyze their practices and construct and report their action plan to the Dean’s office.
3. Identify, examine, and address the problems and issues that are barriers to recruiting and retaining members from underrepresented groups within departments/divisions. In order for this effort to be successful, an expansion of outreach activities will be necessary, facilitated by a distinct Office of Faculty Diversity.
4. Reward chairs and departmental units that are making substantial progress in enhancing the diversity of the work environment by providing additional recruitment resources.
5. Build pipeline programs that will enhance the entry of underrepresented minorities into medicine and monitor their success.

Steps to Achieve These Goals
An initial step was the establishment of the Faculty Diversity Advisory Council (FDAC) in December 2012, under the umbrella of the Office of Faculty Affairs & Faculty Development. FDAC is chaired by Dr. Meenakshi Singh, Vice Dean for Faculty Affairs & Faculty Development. Its current members (October 2014) are Drs. Maricedes Acosta-Martinez, Cordia Beverley, Frances Brisbane, Latha Chandran, Howard Fleit, Barbara Nemesure, Ramin Parsey, William Wertheim and Thomas A Wilson and Inel J. Lewis, MPA.

The FDAC has been charged by the Dean to conduct diversity assessment across all SOM departments

1. Develop a SOM-wide diversity plan as well as tactical diversity initiatives.
2. Advice departments on diversity related issues.
3. Support departments to develop departmental-specific diversity plans.
4. Establish a timeline for diversity plan implementation.
5. Track departmental and SOM’s progress.
6. Evaluate departmental and SOM success in achieving SOM diversity plan goals/objectives.
1. **Conduct diversity assessment across all SOM departments**
   In April, 2013, the Vice Dean for Faculty Affairs & Faculty Development and FDAC surveyed the department chairs regarding their existing diversity plans. These plans were reviewed by FDAC so as to create a set of SOM guidelines.

   FDAC will also keep abreast of Stony Brook campus programs, through the Office of Diversity and Affirmative Action, that are committed to creating an inclusive campus climate (Refs: The Diversity Affiliates [http://www.stonybrook.edu/diversity/partnership/affiliates.html](http://www.stonybrook.edu/diversity/partnership/affiliates.html) and Dialogues Across Differences [http://www.stonybrook.edu/diversity/partnership/dad.html](http://www.stonybrook.edu/diversity/partnership/dad.html))

2. **Develop a SOM-wide diversity plan as well as tactical diversity initiatives**
   In January, 2013, the Vice Dean for Faculty Affairs & Faculty Development and FDAC conducted a literature review of best practices regarding achieving diversity in a medical school community.

   The members of FDAC have sought best practices for creating a diverse community from the National Science Foundation, the AAMC’s Group on Diversity and Inclusion, and other higher education resources.

   Using best practices as a guide and after discussions with The Dean, FDAC established the following guidelines for a SOM-wide diversity plan the implementation of which shall be facilitated by one of the following:

   i. Create positions for one or two Diversity Officers (DO). These may report to the Dean or the Dean may delegate their reporting (paid positions). They will be responsible for coordinating the departmental diversity efforts and initiatives in liaison with the DAs.

   ii. Faculty Diversity Associates (DA) in each department (voluntary role)

   Each department chair can support the mission of the school to enhance diversity and appoint a faculty member to serve as Diversity Associate (DA) for the department, who will work with the chair on diversity goals. The DA will serve in the role of a Diversity champion, or the “go to” person in regards to diversity matters within their department. In departments where there is no clearly identified candidate to be the DA, the chair has the option to self-nominate him/herself for this role.

   **2A. Faculty**

   **Faculty Recruitment Efforts**
   The Dean shall communicate to all the best practice for all search committee members and search committee chairs to become educated about Unconscious Bias. They will also be encouraged to take the Implicit Association Test (IAT) available at [https://implicit.harvard.edu/implicit/research/](https://implicit.harvard.edu/implicit/research/)

   - The chair, DA and departmental administrator shall ensure that women and those who are underrepresented in medicine (URM) serve on search committees.
   - The chair and DA shall ensure that search committee members are educated regarding unconscious bias.

• The chair of the search committee shall ensure that there is compliance with the AA/EEO recruitment guidelines, to ensure that the committee has performed due diligence in regards to selecting the most qualified candidate.
• At the time of recruitment, the chair shall ensure that when women and URM faculty are interviewed they are welcomed by the department and would favor choosing SBM if they were offered the position.
• SUNY Stony Brook guidelines for recruitment are available at:
  • Achieving Results: Guidelines for Searches to Improve Diversity  
  • Office of Diversity and Affirmative Action: Conducting A Search From An EEO Perspective  
    http://www.stonybrook.edu/diversity/services/recruitment/conducting_search.html
  • Summary of Affirmative Action Recruiting Activity for Faculty and Non-Teaching Professional Positions  
    http://www.stonybrook.edu/diversity/documents/susb_68.pdf

Faculty Retention Efforts
• The DA & chair shall review existing departmental diversity plans to ensure compliance with the SOM diversity plan. In the absence of a plan, the DA will work with the department chair to develop one, with realistic expectations, as well as an understanding of the department’s culture and needs.
• The DA & chair shall implement initiatives, such as departmental grand rounds on cultural competency, mentoring of URM faculty and mentoring of women faculty.
• The chair shall create venues for recognition of diverse faculty.
• The chair ensures that diversity programs and events are advertised on the department website.
• The chair shall ensure that women and URM faculty submit their packages for promotions in a timely manner.

2B. Graduate Medical Education (GME) (prepared in collaboration with the Vice Dean for GME/ Designated Institutional Officer (DIO))

As faculty diversity is significantly impacted by the diversity of the physician pipeline GME diversity is an important aspect of the institutional diversity plan. The charge for this rests with the Vice Dean for Graduate Medical Education.

Diversity Initiative for Graduate Medical Education
• Create an “unconscious bias” brochure and educational opportunities for GME search committees.
• Program Directors should take the Implicit Association Test (IAT) provided by the AAMC free of charge  
  ➢ This is a self-assessment tool for bias training
• The Designated Institutional Officer (DIO) shall present this strategic Initiative to the GME Committee (GMEC).
• Track Diversity in programs  
  ➢ Create a “diversity” mentor for each program. These are to serve on a one-on-one basis for residents/fellows. These would report to the DIO/GMEC.
  ➢ Mentors should be from outside the program if feasible.
Create a Collaboration between the Student National Medical Association (SNMA) and GME.

Develop and distribute a survey to evaluate the “Diversity Experience”.

2C. Undergraduate Medical Education (UME) (prepared in collaboration with the Vice Dean for UME)

As faculty diversity is significantly impacted by the diversity of the physician pipeline UME diversity is an important aspect of the institutional diversity plan. The charge for this rests with the Vice Dean for Undergraduate Medical Education and the Office of Students and Minority Affairs.

The School of Medicine Committee on Admissions carefully examines each candidate’s preparation and promise for creative work in medicine and adheres to the AIMCO definition of Underrepresented in Medicine. The School has and continues to develop programs or partnerships aimed at broadening diversity among well-prepared applicants. Since 1976, Dr. Aldustus E. Jordan has served as the Associate Dean for Student and Minority Affairs and continues to be a driving force in our planning and recruitment processes. He serves as advisor to the Student National Medical Association (SNMA) which assists in the recruitment of qualified underrepresented minority students. All recruitment efforts are funded by the Dean’s Office including programs, activities, and conference travel. Pipeline programs for diversity enhancement include Associated Medical Schools (AMS) of New York, Post Baccalaureate Program at the Univ. of Buffalo, the W. Burghardt Turner Fellowship as well as the MS Degree Program in Physiology and Biophysics.

In addition, the Admissions Office in collaboration with the SNMA, conducts two major events each year to showcase the School of Medicine’s aim to broaden diversity:

* Welcome Reception for Accepted Students of Color (NYC Campus)

* Students of Color Accepted Student Weekend

The medical school has active and long standing programs and partnerships aimed at broadening diversity among qualified applicants for medical school. These activities involve medical students, faculty, staff and internal affinity organizations that assist in outreach and identification of qualified students.

Internal and External Partnerships and Programs

- Student National Medical Association Stony Brook Chapter
- Student National Medical Association Stony Brook Chapter MAPS Program
- Minorities in Medicine (MIM)
- Collegiate Science and Technology Entry Program (CSTEP)
- The Health Occupations Partnership for Excellence (HOPE Program)
- Student National Medical Association (SNMA, Stony Brook Chapter) Dream BIG Project.
- National Medical Association-Long Island Chapter
- Suffolk County Minority Health Action Coalition (SCMHAC)
3A. Departments

- The chair and departmental administrator are encouraged to create a line-item in the annual department budget for recruitment and retention diversity initiatives, e.g. recruitment and retention of women and URM faculty.
- The chair shall work collaboratively with the department DO to provide funding support for URM faculty to attend professional conferences, including the National Medical Association, National Hispanic Medical Association, the Association of American Indian Physicians and the AAMC Minority Faculty Career Development Seminar.
- The chair, administrator and DA shall identify institutional resources to assist URM faculty and women reduce their student loan indebtedness.
- The chair and administrator shall provide resources to URM faculty to obtain grant funding for their research endeavors, including research that focuses on health inequities in underserved populations.
- The chair and administrator shall work with the Stony Brook University President and Provost Offices, Office of Diversity and Affirmative Action (ODAA) to apply for diversity related grants, awards and scholarships such as:
  - Presidential Mini-Grants for Departmental Diversity
    [http://www.stonybrook.edu/pres/minigrants.html](http://www.stonybrook.edu/pres/minigrants.html)
- The chair and administrator shall work with the SUNY Office of Diversity, Equity and Inclusion (ODEI) to apply for diversity related grants, awards and scholarships such as:
  - The Faculty Diversity Program. This is designed to assist SUNY campuses with the recruitment, retention and promotion of outstanding scholars from different backgrounds, including individuals from groups that have been historically underrepresented in higher education.
    [http://www.suny.edu/provost/odei/programs.cfm](http://www.suny.edu/provost/odei/programs.cfm)
  - An Exploration in Diversity and Academic Excellence initiative provides SUNY’s state-operated universities and colleges with support for innovative approaches that illuminate and strengthen the intersections between diversity and academic excellence. Projects eligible for funding include, but are not limited to, those that involve improving the campus climate, improving access and success for students, course development and pedagogical innovations, conferences and symposia, film and speaker series, recruitment and retention of diverse faculty, campus-community dialogues, campus surveys that can be used to further any of the above, and other comparable programs.
    [http://www.suny.edu/provost/odei/programs.cfm](http://www.suny.edu/provost/odei/programs.cfm)

3B. Advise departments on diversity related issues

- The FDAC shall be a resource for advice on diversity.
- A brochure “Unconscious Biases and Assumptions” has been created to advise department chairs, administrators and search committee members about understanding bias.
  - The brochure is available for view on the Stony Brook Faculty Affairs & Faculty Development website.
- URM faculty should be encouraged to participate in search committees.
3C. Track department and SOM progress
- The chairs shall meet with the Dean/Dean's designee annually to provide an update report on diversity related progress and discuss ways to overcome barriers.
- The Assistant Dean for Faculty and Personnel shall provide faculty and resident demographic data to chairs annually, specifically reviewing the recruitment, retention and promotion rates for women and URM faculty.
- Chair evaluation related to diversity achievements will be a part of the formal success metrics upon which chairs will be evaluated by the Dean and a dashboard will be created for this.
  - The Dean shall reward chairs and departmental units that are making substantial progress in enhancing the diversity of the work environment. E.g.s include providing additional recruitment resources and making efforts and successes in diversifying the workforce a critical part of the evaluation of department chairs.

3D. Evaluate department and SOM success in achieving SOM diversity plan goals/objectives.
- The Dean shall on an annual basis attend a meeting of the FDAC and discuss his evaluation of the diversity report updates provided to him by the department Chairs and the Chair dashboard for diversity.

3E. Support for departments to develop departmental-specific diversity plans
- The Dean shall make his commitment to diversity clear to the chairs.
- The Vice Dean for Faculty Affairs & Faculty Development shall serve as a resource for chairs to resolve career matters for diverse faculty.
- Faculty Development workshops shall be offered by the SOM on cultural competency, diversity and health equity.

4. Proposal for obtaining funds to start two scholarships for SOM URM faculty for $25,000/yr each for two years per person selected. The departments can share in this by providing matching funds (i.e. $12,500 each).

5. Establish a timeline for diversity plan implementation (as reported to the LCME)
- December 2013-Develop a SOM-wide diversity program and tactical diversity initiatives.
- June -July 2014-Discuss department diversity plans and update the strategic plan draft.
- December 2014-Establish a timeline for diversity plan implementation
- June -Dec 2015-Track departmental and SOM progress in diversity. The baseline data will be from the academic year 2012-2013.

6. Reporting requirement
The department shall create a diversity report which will be submitted to the Dean annually. The template for this report will be provided by FDAC.
References:

- http://medicine.stonybrookmedicine.edu/mission
- AIMCO Spotlight: University of California, Davis Office of Diversity and Faculty Life
- A Diversity Action Plan for The Ohio State University
- Charting the Path Towards Inclusive Excellence, School of Medicine Diversity Report, Duke University School of Medicine
- The Medical University of South Carolina Diversity Plan, 2010-2015
- The Perelman School of Medicine Plan for Faculty Diversity and Inclusion
- The Reverend Doctor Martin Luther King, Jr. quote
- University of Colorado School of Medicine Diversity Plan, May 2007

Acknowledgement

- Cover word collage: Source: Stony Brook Office of Diversity & Affirmative Action
  http://www.stonybrook.edu/diversity/

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