



# Albany Medical College's Strategic Approach to Support and Sustain Diversity

## Strategic Vision

Albany Medical College defines diversity in the broadest sense, meaning the inclusion of all persons regardless of ethnic and racial background, socioeconomic background, geographic (urban and rural), gender, gender identity, sexual orientation, religious beliefs, age, physical disabilities and other personal attributes, that can contribute to a welcoming, inclusive culture across the Medical College and Medical Center. Understanding and recognizing that disparities exist in society today and can be clearly documented in health care, the College looks to develop and educate future physicians, Physician Assistants, Nurse Anesthetists and scientists to be able to practice medicine and sustain translational science in a way that supports the health care needs of all people. To successfully achieve this goal, Albany Medical College and Medical Center should serve as the role model that helps to shape the knowledge, skills, behaviors and attitudes of its graduates, faculty and staff.

To realize this vision within the Medical Center, the Medical College will institute tactics to:

- Provide a culturally rich and diverse environment that leads to the inclusion of all persons regardless of their ethnic and racial background, gender, gender identity, sexual orientation, religious beliefs, age or other personal attributes serving as a role model for all employees, staff and learners.
- Develop curricular components and professional development opportunities to support an inclusive world view for individual healthcare practitioners thereby influencing the health of the public and institutional culture..
- Increase the number of underrepresented minorities in the student body, faculty and leadership of the Medical College
  - Challenge stereotypes and by increasing the percentage of American Indians or Alaskan Natives, African Americans or persons of African or Caribbean descent, Native Hawaiian or Pacific Islanders, Puerto Rican backgrounds, other Hispanic or Latino backgrounds including Latin Americans, Asians, multiracial persons and persons who may be socioeconomically challenged in the student body, faculty and staff.

- Basic Science and Clinical Departments will offer short-term research opportunities for underrepresented minorities and women trainees at all levels, develop visiting professorships for underrepresented minorities.
- Departments will work with the faculty recruitment office and the Dean's office to identify resources like websites and advertisement venues to attract underrepresented minority and women staff and faculty.
- Monitor retention and recruitment of underrepresented minorities through continuous monitoring of learner admissions and faculty recruitment.

### **Tactical Approach**

1. Provide a culturally rich and diverse environment that leads to the inclusion of all persons regardless of their ethnic and racial background, gender, gender identity, sexual orientation, religious beliefs, age or other personal attributes serving as a role model for all employees, staff and learners.
  - Enhance the cultural competency of faculty, staff and students.
  - Create programs to create a more respectful and inclusive climate
2. Develop curricular components and professional development opportunities to support an inclusive world view for individual healthcare practitioners thereby influencing the health of the public and institutional culture.
  - Departments and clinical units will sponsor educational programs designed to inform nurses, doctors, staff and scientists on a wide range of diversity issues.
  - UME, GME and CME programs will utilize innovative curricular components to explore the non-biologic determinants of health to increase understanding of the plight of the underserved with the goal to decrease health care disparities.
  - Prepare students for the provision of care in a demographically diverse national and international arena,
3. Increase the number of underrepresented minorities in the student body, faculty and leadership of the Medical College
  - Challenge stereotypes and prepare students for the provision of care in a demographically diverse national and international arena, by increasing the percentage of American Indians or Alaskan Natives, African Americans or persons of African or Caribbean descent, Native Hawaiian or Pacific Islanders, Puerto Rican backgrounds, other Hispanic or Latino backgrounds including Latin Americans, Asians, multiracial persons and persons who may be socioeconomically challenged in the student body.
  - Promote the AMC Pipeline incubator project to house the programs and initiatives that serve to recruit and support underrepresented individuals from disadvantaged backgrounds from elementary school through medical school.
  - Maximize participation in recruitment fairs and college visits to increase underrepresented applicants.

- Continually refine the Medical school admissions screening protocol to identify qualified underrepresented candidates.
  - GME Office will work with Clinical Departments to identify residency recruitment fairs to increase underrepresented recruitment candidates and to develop 4<sup>th</sup> year visiting student clerkships for underrepresented medical students.
  - Increase diversity of the faculty, executive, managerial positions deliberately through comprehensive searches, websites collaborative relationships with institutions serving minorities and NIH funded programs geared toward increasing diversity in biomedical fields.
4. Monitor retention and recruitment of underrepresented minorities through continuous monitoring of learner admissions and faculty recruitment.
- Report statistical results quarterly to the Dean and Committee on College Affairs.