

UTRGV™



UT Health
Rio Grande Valley

.....
School of Medicine



2020-2021

Diversity Strategic plan

Table of Contents

Contents

Table of Contents	2
UTRGV School of Medicine Diversity Committee Members	3
Executive Summary	4
Outreach Activities	5
Student Pipeline Programs.....	7
Faculty Programs.....	9
Strategic Framework	11
Goals 1-4.....	12
LCME Whitepaper	13
Diversity Goals, Objectives & Metrics	14

UTRGV School of Medicine Diversity Committee Members (2017-2020)

Senior Administrative Staff

Sofia Hernandez, MPA

Chief Operating Officer and Chief Diversity Officer

Faculty

Adela S. Valdez, MD, MBA

Chair, Diversity Committee

Associate Dean for Diversity, Inclusion and Health
Equity

Benxu Cheng, PhD

Assistant Professor of Research, Molecular
Science

Shivani Maffi, PhD

Associate Professor of Research, Molecular
Science

Students

Fabiola Valenzuela

Medical Student Year 3, Class 2021

Residents

Diego Moreno, MD

Postgraduate Year (PGY) 3 Resident

Diversity Committee Guests

Kate Rader, FASPR

Director, Faculty Recruitment

Rachel J. Berget, MEd

Director, Accreditation

Betty Monfort, MPH

Senior Associate Dean, Admissions &
Enrollment

Florence Nocar, JD

UTRGV Title IX Coordinator, Chief
Institutional Equity and Diversity Officer

Beatriz Tapia, MD, MPH, EdD

Assistant Dean, Faculty Development

Assistant Professor, Pediatrics

Executive Summary

The University of Texas Rio Grande School of Medicine (UTRGV SOM) is committed to diversity and the inclusion of groups that are underrepresented in medicine in advancing our mission to serve the Rio Grande Valley community as well as South Texas. Located at the southernmost tip of Texas, near the Mexican border, the Rio Grande Valley has rich bicultural and family traditions. Nearly 1.5 million residents, the majority being Hispanic, live in the four counties that make up the Rio Grande Valley. To serve this unique community and to fulfill the mission and goals in the UTRGV SOM strategic plan, the UTRGV SOM defines diversity as the inclusion of faculty, staff, residents and students who identify as Hispanic, African American or female.

The UTRGV SOM Diversity Committee operates within the bylaws of the school and includes representatives from faculty, staff, residents and students. It also works closely with other school and university leaders to coordinate diversity efforts. The Committee is charged with advising and assisting the Associate Dean for Diversity, Inclusion and Health Equity in developing and supporting policies and programs that advance the diversity and inclusion goals of the UTRGV SOM.

MISSION

The mission of The University of Texas Rio Grande Valley School of Medicine (UTRGV SOM) is to educate a diverse group of dedicated students who will become physicians and serve across all the disciplines of medicine; to bring hope to patients by advancing medical knowledge through research; to integrate education and research to advance the quality and accessibility of patient care; and to engage with the Rio Grande Valley (RGV) communities to benefit Texas and the world.

UTRGV SOM GOALS

- Provide a forward-thinking medical education experience that graduates physicians dedicated to practicing scientific, evidence-based, patient-centered medicine in any setting, but particularly in underserved communities;
- Leverage UTRGV's unique geographic location at the border of the United States and Mexico; a place that is enriched by its culture and family traditions, but burdened by health disparities;
- Instill dedication to research, generation of new knowledge, and public service;
- Graduate culturally aware medical students who will provide exemplary care to the diverse populations in the RGV and the nation;
- Increase under-represented minorities in medicine;
- Contribute to substantially improving health outcomes in the RGV and beyond;
- Educate the physician workforce of the future

The University of Texas Rio Grande Valley School of Medicine offers an exceptionally innovative learning experience designed to instill students with scientific, clinical, and research expertise of the highest professional standards.

Our goal is to attract the best talent from the Valley, the state, the country, and beyond for resident, faculty, and senior administrative staff positions.

Report for 2018 - 2019

UTRGV SOM has seized the opportunity to advance its diversity and inclusion mission. From the start, the Office of Diversity, Inclusion and Health Equity has supported students, staff and faculty and other trainees with a number of programs dedicated to creating a diverse SOM community. Leading this important work are Sofia Hernandez, Chief Diversity Officer, and Adela Valdez MD, MBA, Associate Dean for Diversity, Inclusion and Health Equity.

Overall, we have achieved significant progress in our strategy for promoting diversity, equity and inclusion across the School of Medicine.

Diversity Policy Changes

The UTRGV SOM Diversity Policy was revised this year. The LCME requires that we have policies and practices in place to drive our recruitment and retention of a diverse faculty, senior administrative staff and student body. As a school, we identify the categories that are used to guide these activities. With that as background, our diversity categories are Female, Hispanic/Latino, and African American. The policy also includes medical residents as a group that the policy applies to because of the important role that Graduate Medical Education plays in eliminating health disparities and training a diverse physician workforce.

Outreach Activities

Pathfinders Academy

UTRGV SOM has as its core priorities student success, educational opportunities, health and medical education, research impacting the Rio Grande Valley and beyond, and community engagement. The UTRGV Division of Health Affairs, led by the SOM's Office of Diversity, Inclusion and Health Equity (ODIHE), partnered with Region One Education Service (ESC) to increase the number of highly qualified healthcare professionals in the Rio Grande Valley. Region 1 ESC is part of a state-wide system of regional service centers. Region 1 ESC serves 38 school districts and 10 charter schools in eight South Texas counties. One major initiative, the PATHWAY Conference, occurred in June 2019. The conference targeted 8th grade counselors and teachers from the 38 school districts. With over 40 faculty from the Division of Health Affairs in attendance, the conference provided counselors and teachers with the needed knowledge, skills and resources to provide the proper career advising to aspiring healthcare professionals. The conference was an outstanding success, and a second conference is being planned for the summer of 2020.

Hispanic Engineering, Science and Technology (HESTEC)

In October 2018, as part of HESTEC, more than a thousand high school students had the opportunity to participate in a career fair at the School of Medicine. The students had opportunities to meet Dr. John Krouse, Dean of the School of Medicine, as well as health professions students, residents, and faculty in the career/health fair style event. In addition, for 5 days, the Division of Health Affairs faculty and staff (including the ODIHE) collaborated to provide hundreds of students with hands on experiences that demonstrated collaborative health care teams. 2020 will bring a new format that will be piloted by the Division of Health Affairs which will provide approximately 400 students with active, experiential learning experiences.

Report for 2018 - 2019

Area Health Education Center - Education Collaboration for Aspiring Health Professionals (ECAHP)

With inspiration from several medical student leaders, a forum was created to provide local high schools the opportunity to participate in a competition that focused on developing creative solutions to local healthcare disparities.

The competition engaged students from 8 regional high schools in a team-based effort to find creative solutions for addressing the healthcare challenges of people living in rural South Texas. The cases were developed by the medical students and faculty and were judged by a panel of five healthcare experts. The event was highly successful in providing a healthy competitive forum. Students' enthusiasm and creativity was impressive throughout the competition. A second ECAHP event is planned for February 2020.

Medical Student Government Association - Diversity Presentation to the Diversity Committee

With inspiration and leadership from the Diversity Committee, medical student member representatives, and with support of the Medical Student Government Association (SGA), 19 student leaders provided the Diversity Committee with a report of their work in support of the committee and school's diversity efforts. The Diversity Committee members were excited to meet with the students to discuss alignment and develop initiatives to support each other's efforts and causes. Overall the meeting was very productive and provided professional collegiality aimed at enhancing diversity and inclusivity in the SOM and reducing the health disparities in our community. A second follow up meeting is planned for Spring 2020.

Report for 2018 - 2019

STUDENT PIPELINE PROGRAMS

This past year marked a continued increase in the recruitment and retention of one of the most diverse medical student bodies in the nation. Several new pipeline programs have been pivotal in helping the SOM to grow the diversity of the student body. These pipeline programs include:

- Joint Admissions Medical Program (JAMP)
- Early Decision Program
- Vaqueros MD
- High School to Health Professions (HS2HP) Program

The **Joint Admissions Medical Program (JAMP)** is part of a statewide initiative. The evaluation of the effectiveness of the program includes a longitudinal assessment of the impact of the program, including tracking the number of students matriculating into medical school and surveying of graduates. For the other SOM programs, a survey tool has been developed by the Office of Assessment, Evaluation and Quality to measure the satisfaction of participants at the start of the program followed by surveys at periodic points after the conclusion of the program. They will collect the data and provide it to the Office of Finance and Administration to track and compare the outcome data as part of their data warehousing initiative. They will provide data reports that will be used by the SOM Dean, Diversity Committee, and Office of Admissions to guide decisions about the allocation of resources based on the ability of programs to attract female and minority students to the health professions.

Early Decision Program

This program provides early acceptance to UTRGV SOM for high-achieving Rio Grande Valley students who currently reside and/or study in the RGV, as well as those who have chosen to leave the RGV to study at other educational institutions. The program targets college students in the school-defined diversity categories. The Office of Admissions (4 FTEs) supports the budget for this program out of state funds. The first cohort of six students has been selected and accepted for admission into the SOM entering class of 2020. Of the admitted students, 80% are Hispanic and 50% are female students from the Rio Grande Valley. These students will receive a scholarship to cover 50% of their tuition costs from a \$2.5 million grant awarded to SOM by the Robert J. Kleberg, Jr. and Helen C. Kleberg Foundation.

Vaqueros MD

Vaqueros MD is a Pre-Medicine Early Assurance Program (EAP) initiated by the SOM in partnership with the Honors College at URGV. The program was launched in November 2019 to increase the number of South Texas high-achieving students who enroll and complete their medical education at SOM. Candidates for the new program will be selected through a competitive selection process that includes targeted recruitment of diverse students. The application closes in January 2019. To date, we have received 11 applications from 297 high-school students that have been identified as meeting the selection criteria. At least 5 students will be selected each year for an opportunity to earn an undergraduate degree from the Honors College in any major and get guaranteed admission to SOM if they meet all the necessary requirements. The program is supported by the SOM Office of Admissions with \$25,000 in grant funds used to cover a program coordinator (.25 FTE), promotion, and student support services. The participants will be eligible to participate in the Summer Internship offered by the JAMP. They will also receive academic advising through the university and mentoring from a dedicated faculty member.

Report for 2018 - 2019

High School to Health Professions (HS2HP)

The High School to Health Professions program was created in 2019 in partnership with the Harlingen School of Health Professions to attract area high school students to the Health and Biomedical Sciences (BMED) program of the University as a path into medical school or other health professions. The program is being supported by the ODIHE staff. The Associate Dean for Diversity, Inclusion and Health Equity (.5 FTE) has worked closely with school and university officials to coordinate the development of the program requirements and student support services. The initial cohort of 5 high school seniors will be selected in March 2020 for admission to the BMED program in the fall. The partners are also working on designing the health professions track for 9-11 grade students.

Report for 2018 - 2019

Faculty Programs

The Office of Diversity, Inclusion and Health Equity (ODIHE) continues to develop strong collaborations across the SOM and the University to support a number of recruitment and retention programs for faculty and senior administrative staff.

Faculty Search/Selection Process

With the support of the University's Office of Institutional Equity & Diversity, Office of Human Resources, and SOM Office of Faculty Recruitment, the ODIHE developed the *Faculty Recruitment and Search Procedures* to guide faculty searches in the school-defined diversity categories. These procedures were approved by the SOM Dean and implemented on October 2018.

Enhancing the Faculty Search/Selection Process through Education and Training (Implicit Bias Training)

Search committee members are also required to complete diversity training. The training reviews how implicit biases impact the screening and selection process, covers common cognitive errors of search committees, and offers tips for how to avoid and/or handle them when encountered. Unconscious Bias training is mandatory for all those volunteering to become Equity and Diversity Advocates (EDAs). EDAs are assigned to faculty search committees. ODIHE is currently tracking the number of EDAs and participation by department. In collaboration with the Office of Faculty Affairs, the Office of Diversity and Inclusion and Health Equity (ODIHE) has enhanced the faculty development topics that target minority and female faculty.

Some examples of the Diversity Leadership series include:

- Recruiting, retaining and selecting a diverse faculty
- Equity in promotion
- Navigating the promotion process
- Grant writing
- Communication skills
- Leadership development (resilience in leadership)
- Gender pay equity
- Negotiation skills
- Conflict management

The Office of Faculty Affairs conducts a Faculty Needs Assessment each year to determine the type of faculty development offerings and mentoring opportunities important to the SOM faculty. They also conduct surveys to determine faculty satisfaction with each of the faculty development sessions. The ODIHE supports this activity with \$5,000/year to help leverage the funds allocated to the Office of Faculty Affairs for faculty development.

The Group of Women in Medicine and Science Initiative at SOM Established:

The ODIHE hosted Dr. Susan Bailey, President-elect of AAMC, in September as part of our celebration for Women in Medicine Month. This generated an interest from female faculty to initiate a Group of Women in Medicine and Science which met in October with support provided by the Associate Dean for ODIHE. The group will be meeting on a quarterly basis at minimum.

The SOM Dean appointed a junior female faculty member to the AAMC Group on Women in Medicine and Science (GWIMS) and supported travel to the annual conference (funded by an additional \$5,000/year from the Office of the Dean). She is working with ODIHE and Faculty Affairs to share her experiences and resources provided by AAMC GWIMS with other female faculty at SOM to further support women in science, especially minority females.

Provide Support for Leadership Development

The ODIHE staff collaborates with the Office of Faculty Affairs to support the executive coaching program that is offered to minority faculty that are new to a dean role as well as promising junior faculty from the school-defined diversity categories. The SOM supports female and minority faculty participation in AAMC leadership programs, such as the Leadership Education and Development (LEAD) Certificate Program, the Minority Faculty Career Development Seminars and The University of Texas System Women's Leadership Development Program (also open to staff). These leadership development and mentorship activities are supported by an additional \$15,000/year from the Office of Faculty Affairs.

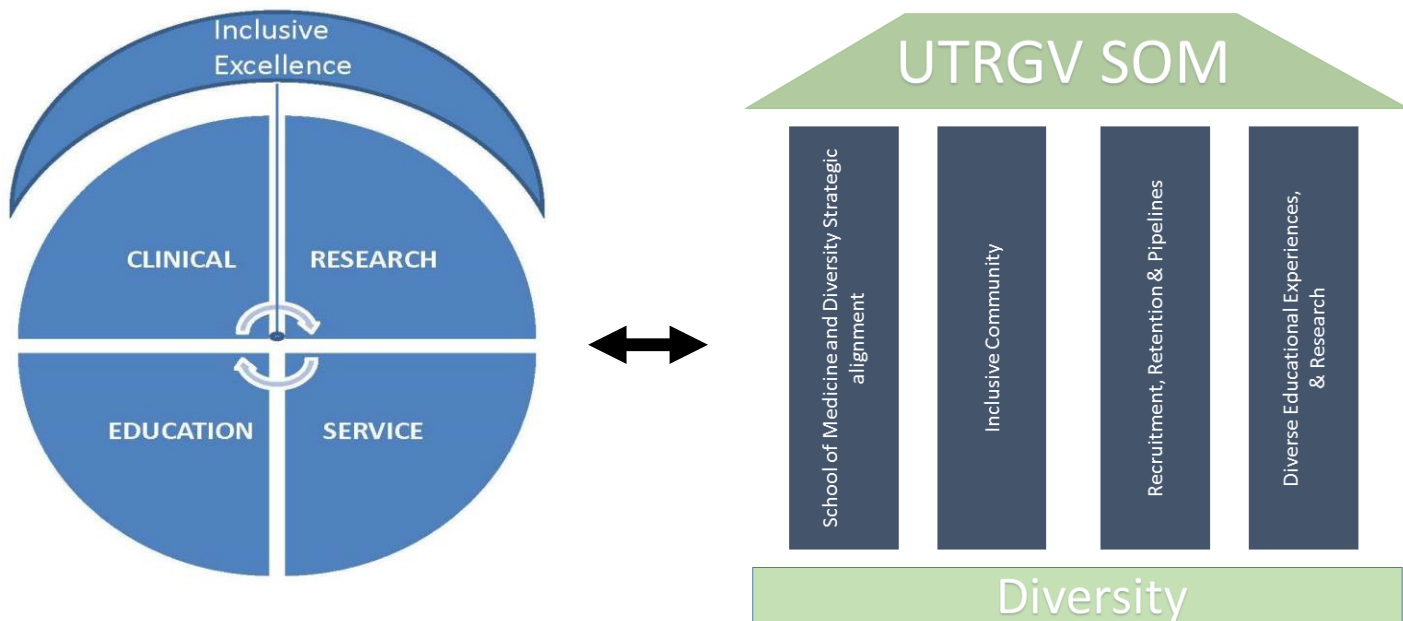
Launch of Mentorship Program

In collaboration with AAMC, the Office of Faculty Affairs developed a junior faculty leadership and mentoring program. The program is pairing junior faculty with a trained mentor to complete a focused project over a 6-9-month period. Typically, junior faculty will be in the first three years of appointment and hold the rank of assistant professor or that of an incoming Kleberg Scholar. Minority and female faculty members are targeted in the recruitment for the program. Each mentee will need to have 10% protected time for this program. There are 12 participants in the program for FY 2020. The Office of Faculty Affairs supports the program as part of the \$15,000/year budget for faculty development.

Launch and Completion of a Faculty and Staff Diversity Assessment Survey

The SOM completed the AAMC StandPoint survey in 2018 to measure faculty and staff satisfaction with the workplace culture. The full-time/part-time faculty response rate was 78.3% (94) and the staff response rate was 59% (154). The diversity of the workplace satisfaction score for faculty was 76.1% and 78.9% for staff.

Strategic Framework



Diversity Strategic Plan 2020-2022

Goals 1-4

Goal 1

SOM Diversity Alignment – Dedicate resources, establish and sustain intentional and committed initiatives and policies, and act to advance diversity inclusion and equity at all departmental levels.



Goal 2

Community – Foster and sustain a welcoming climate of inclusion where individuals of differing cultural backgrounds, identities, abilities and life experiences are welcomed, valued and supported in their education, working, and living.



Goal 3

Recruitment, Retention and Success – Intentionally attract and retain diverse students, residents, fellows, faculty and senior administrative staff, with deliberate attention to achieving mission-appropriate diversity outcomes.



Goal 4

Education, Scholarship and Research – Provide rich educational, learning, research and scholarly, creative and service experiences to prepare all students for global citizenship. Support faculty, staff and student research, scholarship and creative expression that address diversity and inclusion issues in disciplinary and interdisciplinary fields.



LCME Whitepaper

Medical education programs will be found to be satisfactory with Element 3.3 when they have all the following:



A mission-appropriate diversity policy with ***identification of diversity groups*** for students, faculty, residents, 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, residents, 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.

All the above are required for a determination of satisfactory

Diversity Goals, Objectives & Metrics



Alignment with LCME 3.3

Formal institutional policies specifically aimed at ensuring a diverse student body, faculty, residents, and senior administrative staff

Goal 1: School of Medicine Diversity Alignment: Dedicate resources, establish, and sustain intentional and committed initiatives and policies*, and act to advance diversity, inclusion, and equity at all departmental levels.

Objective 1: Provide and communicate clear, and comprehensive strategies and diversity and inclusion policies to all School of Medicine stakeholders*.

Initiatives & Actions	Measurement & Timeframe	Responsible Unit / Process Owner
<p>Create a diversity and inclusion policy that aligns with the UTRGV SOM Vision and Mission</p>	<p>Documented annual review of diversity policy by the Diversity Committee with recommendations for actions as needed.</p> <p><u>Timeline:</u> Policy to be reviewed annually during the month of June.</p> <p><u>Revision:</u> Policy revised 12/12/19 with the removal of Veterans and the addition of Residents categories.</p>	<ul style="list-style-type: none"> • Chief Diversity Officer • Diversity Committee • Faculty Assembly • Associate Dean for Diversity, Inclusion and Health Equity
<p>Diversity Strategic Plan should reflect the SOM’s general Strategic Diversity & Inclusion goals and processes.</p>	<p>Diversity & Inclusion Strategic goals and initiatives are incorporated in the UTRGV’s strategic plan (date of strategic plan acceptance).</p> <p><u>Timeline:</u> Goals and initiatives to be reviewed annually during the month of June.</p>	<ul style="list-style-type: none"> • Chief Diversity Officer • Diversity Committee • Associate Dean for Diversity, Inclusion and Health Equity
<p>Support a communication strategy on diversity and inclusion that encompasses communication formats for both internal and external efforts.</p>	<p>Support website updates to address better communication format.</p> <p><u>Timeline:</u> Update should be complete, and website goes live by January 2020.</p>	<ul style="list-style-type: none"> • Chief Diversity Officer • Program Manager, Division of Health Affairs



Goal 2: Community: Create and sustain a welcoming climate of inclusion where individuals of differing cultural backgrounds, identities, abilities and life experiences are welcomed, valued, and supported in their education, work, and lives.

Objective 1: Create and foster a climate and culture characterized by respect and support where all members of the UTRGV SOM community feel welcomed and included as members of the SOM community;

Initiatives & Actions	Measurement & Timeframe	Responsible Unit / Process Owner
<p>Support consistent onboarding and orientation for all new residents, faculty, senior administrative staff, and students to ensure awareness and understanding of all SOM diversity and inclusion policies, resources and goals.</p>	<p>Assist with the onboarding process and development of orientation materials to increase awareness of SOM's diversity and inclusion policies, resources and goals.</p> <p>Timeline: Ongoing</p>	<ul style="list-style-type: none"> • Operations • Chief Diversity Officer • Associate Dean for Diversity, Inclusion and Health Equity • Diversity Committee • Office of Faculty Affairs • Office of Human Resources
<p>Provide inclusive SOM community-wide professional development and training opportunities in diversity and inclusion that support the SOM's commitments and goals targeting success for all students, residents, faculty, and senior administrative staff. Ensure that offerings are culturally relevant in design.</p>	<p>Number of professional development and training offerings and resources in the following areas: unconscious bias, EDA training, cultural competence, search committee, assisting students with disabilities.</p> <p>Timeline: Policy to be reviewed annually during the month of August.</p>	<ul style="list-style-type: none"> • Chief Diversity Officer • Associate Dean for Diversity, Inclusion and Health Equity • Diversity Committee • Institutional Equity • Faculty Affairs • Office of Student Affairs
<p>Support the development and maintenance of a mentoring program to enhance the understanding of career advancement processes. Create opportunities to build valuable professional relationships and supportive positive relations among employees.</p>	<p>Support a mentoring program for Jr Faculty</p> <p>Timeline: Short term—1 year.</p>	<ul style="list-style-type: none"> • Office of Faculty Affairs • Office of Graduate Medical Education
<p>Monitor AAMC surveys or other internal surveys to assess progress in diversity and inclusion.</p>	<p>Review and address pertinent actions of diversity and inclusion surveys AAMC Student and graduation questionnaire, Standpoint Surveys (Faculty and Staff), and DATASTAR</p>	<ul style="list-style-type: none"> • Office of Continuous Quality Improvement • Optimal Learning Environment Committee (OLEC) • Diversity Committee • Office of Student Affairs



Goal 3: *Recruitment, Retention and Success: Intentionally attract and retain a diverse student, resident, faculty, and senior administrative staff with deliberate attention in achieving mission appropriate diversity outcomes. Objective 1:

Support the retention and support efforts that will graduate a diverse professional learning body.

Initiatives & Actions	Measurement & Timeframe	Responsible Unit / Process Owner
Support the recruitment and enrollment of a diverse and representative population in all academic programs;	Monitor recruitment and enrollment data for our SOM and academic programs; Share recommendations to respective units based on data results; <u>Timeline</u> : Policy to be reviewed annually during the month of June	<ul style="list-style-type: none"> • Operations • Office of Faculty Affairs • Office of Student Affairs • Office of Human Resources • Office of Faculty Recruitment

Goal 3: *Recruitment, Retention and Success: Intentionally attract and retain a diverse student, resident, faculty, and senior administrative staff with deliberate attention in achieving mission appropriate diversity outcomes.

Objective 2: Monitor strategies for enhancing recruitment, retention, and success.

Initiatives & Actions	Measurement & Timeframe	Responsible Unit / Process Owner
Monitor successful outcomes among diverse populations as measured by graduation rates and post-graduation outcomes;	Monitor student demographic information on graduation rates; Monitor SOM program licensing and examination pass rate; <u>Timeline</u> : Examination pass rates and both graduation and licensing pass rates to be reviewed annually during the month of June.	<ul style="list-style-type: none"> • Operations • Office of Admissions • UTRGV Registrar’s Office • UTRGV SOM Registrar’s Office • Match Results • Texas Medical Board / FSMB

*LCME consensus statement requirements

**Finances, personnel, space, resident, faculty development, promotion and tenure



Goal 3: *Recruitment, Retention and Success: Intentionally attract and retain a diverse student, resident, faculty, and senior administrative staff with deliberate attention in achieving mission appropriate diversity outcomes.

Objective 3: Attract, recruit, support, and retain a diverse student, resident, faculty, and senior administrative staff who can continue to shape the diverse culture of the SOM.

Initiatives & Actions	Measurement & Timeframe	Responsible Unit / Process Owner
<p>Support the diversity target groups in scholarly work that will enhance their tenure, promotion, and annual performance evaluation.</p>	<p>Measure the progression of promotion and tenure by gender and ethnicity as per the SOM’s diversity categories.</p> <p><u>Timeline:</u> Examination pass rates and both graduation and licensing pass rates to be reviewed annually during the month of June.</p>	<ul style="list-style-type: none"> • Office of Faculty Affairs • Promotion and Tenure Committee
<p>Support the development of a mentoring and professional program for all junior faculty members to support their career advancement</p>	<p>Support and monitor the design, deployment and evaluation of faculty mentoring program and professional development workshops and other initiatives. Faculty mentoring survey underway.</p> <p><u>Timeline:</u> Survey content and results to be reviewed bi-annually in June.</p>	<ul style="list-style-type: none"> • Office of Faculty Affairs
<p>Annual reporting of demographic information on comprehensive hiring, retention, promotion and attrition.</p>	<p>Encourage and monitor the annual reporting of demographic data on residents, faculty, and senior administrative staff to include employment searches, hiring, promotion, retention, and attrition.</p> <p>Annual training for Equity and Diversity Advocates (EDA’s) and search committees.</p> <p>Percentage of people completing training from each school and department.</p> <p><u>Timeline:</u> Reports to be reviewed annually during the month of June.</p>	<ul style="list-style-type: none"> • Operations • Office of Faculty Recruitment • Office of Human Resources • Office of Faculty Affairs • Office of Graduate Medical Education



Goal 4: Education, Scholarship and Research: Provide rich educational, learning, research, scholarly, and service experiences to prepare all students for global citizenship. Support resident, faculty, senior administrative staff, student research, and scholarship that address diversity and inclusion issues in disciplinary and interdisciplinary fields.

Objective 1: Increase the proactive and ongoing SOM support of research scholarship and addressing diversity and inclusion issues in disciplinary and interdisciplinary fields.

Initiatives & Actions	Measurement & Timeframe	Responsible Unit / Process Owner
<p>Support institutional initiatives that incentivize research and collaborative scholarship in addressing health disparities and health issues important to the Rio Grande Valley community.</p>	<p>Monitor the numbers and the amount of funds associated with internal grants awarded for research addressing diversity and inclusion related scholarship; Increase in number of scholarly activity (poster presentations, abstract, articles , book published) by students, residents, and faculty</p> <p><u>Timeline</u>: To be reviewed annually during the month of June.</p>	<ul style="list-style-type: none"> • Associate Dean of Research, SOM • Administrative Leadership, SOM Research