

Diversity Policy for Recruitment of Students, Faculty and Staff

Background: West Virginia has a population of approximately 1.8 million. It is a rural state and the only state that rests entirely within the Appalachian region. Historically, large numbers of its residents have been employed in the extractive industries—including timbering and coal mining. This lack of economic diversity has often resulted in a weak economy, poor socioeconomic status, and lower educational attainment. The state’s demographics reflect a small percentage of citizens traditionally underrepresented in medicine.

Policy: The West Virginia University School of Medicine (WVU SoM) is the flagship institution of medical education, healthcare, and research for the state of West Virginia. As a land grant institution, our goals are to provide excellence in education, research, and community and to improve the health and wellness of West Virginia residents. Primarily, the WVU SoM aims to recruit students who are included in the socioeconomically and educationally disadvantaged rural Appalachian population. The state is home to a significant number of veterans, therefore, the WVU SoM is also committed to serving active and former members of the United State military. In order to maximize the quality of the learning environment, the School endeavors to select a gender-balanced and diverse student body, faculty, and staff including underrepresented in medicine groups, including those who identify as African-American, Hispanic, and Native American/Pacific Islander.

The School’s endeavors are congruent with the strategic plan of the School, the Health Sciences Center, and the University. The School believes the recruitment of key groups greatly diversifies and enriches our educational and research missions; the environment for our students, faculty, and staff; and, our goals in improving the healthcare of the citizens of West Virginia.

This policy is implemented to ensure there are no quotas or set-asides. Regardless of an applicant's characteristics, they are considered in the same competitive pool using the same application of University policies and procedures. We will evaluate our recruitment efforts by monitoring the number of offers made to our defined groups, the number of individuals who decline offers, and the number of individuals who choose to be employed by or be a student at West Virginia University’s School of Medicine.

LCME Standard 3: Academic and Learning Environments

A medical school ensures that its medical education program occurs in professional, respectful, and intellectually stimulating academic and clinical environments, recognizes the benefits of diversity, and promotes students’ attainment of competencies required of future physicians.

Applicable Element 3.3: Diversity/Pipeline Programs and Partnerships

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 Standard 7: Curricular Content

The faculty of a medical school ensure that the medical curriculum provides content of sufficient breadth and depth to prepare medical students for entry into any residency program and for the subsequent contemporary practice of medicine.

Applicable Element 7.6: Cultural Competence and Health Care Disparities

The faculty of a medical school ensure that the medical curriculum provides opportunities for medical students to learn to recognize and appropriately address gender and cultural biases in themselves, in others, and in the health care delivery process. The medical curriculum includes instruction regarding the following:

- *The manner in which people of diverse cultures and belief systems perceive health and illness and respond to various symptoms, diseases, and treatments*
- *The basic principles of culturally competent health care*
- *Recognition of the impact of disparities in health care on medically underserved populations and potential solutions to eliminate health care disparities*
- *The knowledge, skills, and core professional attributes (e.g., altruism, accountability) needed to provide effective care in a multidimensional and diverse society*

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