

Operational Overview of the Multicultural Advisory Council (MAC)

Mission

The Multicultural Advisory Council (MAC) shall function in an advisory and programmatic capacity to the Dean of the Joan C. Edwards School of Medicine (JCESOM) and the Dean's appointed officials. The MAC shall research, and advise on action items aimed at improving and maintaining a Diverse and Culturally Competent Medical School community at the Joan C. Edwards Marshall School of Medicine.

Composition

The MAC will be comprised of Faculty, Residents, Staff and Students who will be charged to serve on one of three distinct subcommittees. Because diversity and cultural competency intersect with all activities of the medical school community the subcommittees charged to address this intersection are:

- a. Cultural Awareness
- b. Recruitment and Retention
- c. Curriculum Diversity

Each Subcommittee has the responsibility of providing advice on how to develop measurable programs or organizational processes that will improve diversity and cultural competency in their functional area. If a member of the MAC already serves on the Faculty or Curriculum committee within the medical school they shall serve on the same MAC subcommittee

Meetings

The MAC will meet four (4) times a year on a quarterly schedule:

- a. Sub committees may meet on a more informal time schedule
- b. The MAC will review the LCME standards on an annual basis to ensure that the efforts of the MAC at a minimum will meet the LCME standards.

Reports and Documentation

It will be the responsibility of the Dean's office or designated personnel to tabulate measurable endpoints prepare reports and store documents/ information.

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Subcommittees:

A. Cultural Awareness

Goal: *To develop an institutional environment that promotes respect and inclusion among all members of the medical school community. To cultivate a campus climate that contributes to improving the academic achievement of our diverse student body.*

This subcommittee will develop and implement social awareness activities in the medical school community that are outside the functional areas of the other two subcommittees.

Action Items:

1. Develop an *ethnicity map* that charts all of the medical school community (faculty, residents, staff students).
2. Develop a *cultural calendar* to be placed on the medical school's website.
3. Develop and disseminate a questionnaire to students, faculty and staff to track all community activities and measure impact. (social accountability)
Examples:
 - Habitat for Humanity
 - Ebenezer medical outreach
 - Health fairs and free screenings
4. Questionnaire answers will be tabulated and collected on a semiannual basis and provided to the Dean's Office for review and response.

B. Recruitment and Retention

Goal: *To further enrich the institution by hiring, retaining and advancing a faculty and staff with diverse backgrounds, experiences and ideas; to recruit and retain a diverse student body.*

This subcommittee will focus on the recruitment and retention of a diverse medical school community.

Action Items:

- Faculty and Staff
 1. Implement targeted recruitment strategies aimed at underrepresented faculty and staff (e.g. posting position announcements in professional journals that have a diverse subscription base such as the Journal of the National Medical Association)

2. Implement a process to monitor faculty/staff position applicant pools (applicant tracking) to ensure a diverse pool and troubleshoot areas of deficiency. Liaison with Human Resources to obtain data on semiannual basis on applicant and hiring pools. This effort should begin with an archival review of past practices and results.

- Students

1. Develop a process to disseminate information to students about all events of a diverse and culturally relevant nature sponsored by the Marshall University Office of Multicultural Affairs, as well as those events sponsored by the community at large (Tri-State area).
2. Document faculty, staff and student participation in the Project P.R.E. M.E.D. program to be measured by hours of participation. Additionally, track the effectiveness of the program in the recruitment of underrepresented minorities through a review of applications to the JCESOM as well as entrance/exit interviews.
3. Develop a targeted recruitment process for underrepresented minorities to include the dissemination of the Application packet to all self-reported underrepresented minorities who have a MCAT score above ?????. Investigate the possibility of waiving the application fee for these students. Measure the number of applications sent out and the number applications received from this targeted group.

- Residents

1. Develop a Resident Ambassador Program (RAP) that will designate residents to attend national meetings sponsored by organizations with a stated mission of improving/increasing diversity in medicine. (e.g. Student National Medical Association, Hispanic American Medical Society). Residents will function in a recruiter capacity as well as participate in the events of the meetings.
2. Develop a program that will provide Residents from underrepresented minority groups institutional support (financial, etc...) to attend meetings and conferences that are diverse and culturally relative in nature.

C. Curriculum

Goal: *To extend curricular and extracurricular opportunities that facilitate understanding and interaction among diverse groups, to strengthen the campus community; to educate and prepare culturally competent physicians.*

This subcommittee will focus on developing and measuring how the principles of cultural competency are integrated within the curriculum. The targeted areas of cultural competency include but are not limited to the following: valuing inclusion and diversity, recognition of health care disparities (e.g. ethnic, racial, gender, socio-economic) and the importance of meeting the health care needs of the underserved populations.

Action Items:

1. Establish an annual lecture on Inclusion, Diversity and Healthcare Disparities. Student and Resident attendance will be mandatory.
2. Establish a grant that will allow departments within the JCESOM to bring in visiting professors to present grand rounds lecture. The speaker must have expertise or research that include health care disparities and medically underserved populations
3. Develop an E-Course that teaches the importance of diversity, inclusion, meeting the needs of underrepresented populations and addressing healthcare disparities. Student and Resident matriculation will be mandatory.
4. Develop a requirement for all faculty to obtain 2 hours of CME annually that address the principles of cultural competency. Proposed eligible CME activities include but are not limited to the following:
 - Attendance at a national meeting .
 - Attending the from the Inclusion, Diversity and Health Care Disparities lecture
 - Taking the Diversity E-Course
5. All CME activity will be tabulated and provided to Dean's office semiannually. .All Student and Resident CME activity will be tabulated separately and provided to the Dean's office semiannually. Data will be reviewed for impact and deficiencies.