



## March 2023

### Awareness Months

March | Women's History Month

### Upcoming Events

3/2 | **Gender Equity Education Series: Celebration of Gender Equity.** Diana Lautenberger, *The Next Chapter in Gender Equity: Addressing Myths, Power, and Dominant Culture.* ([see calendar](#))

3/2 | **Health Equity Grand Rounds:** Departments of Orthopaedics and Surgery Grand Rounds: *Our Path Forward.* Dr. Valarae Lewis ([see calendar](#))

3/17 | **Match Day Celebration**

3/21-24 | **UVM Inclusive Excellence Symposium** [Register here](#)

3/31 | **Trans Day of Visibility**

*Missed an event?* [Visit our video library](#)

### Health Equity Grand Rounds

**The Departments of Orthopaedics and Rehabilitation and Surgery Present:**

**HEALTH EQUITY GRAND ROUNDS**

The Departments of Orthopaedics & Rehabilitation and Surgery Present:



**OUR PATH FORWARD**

Thursday, March 2, 2023  
7:00 a.m - 8:00 a.m.  
Davis Auditorium and Zoom

Interdisciplinary CME credit is available for MD, NP, and APPs to get it, visit the Orthopaedics website or email [monika.donlevy@med.uvm.edu](mailto:monika.donlevy@med.uvm.edu)

Zoom information may be found at [med.uvm.edu/events](http://med.uvm.edu/events)



**Valarae Lewis, M.D.**  
Professor and Chair  
Department of Orthopaedic Oncology,  
University of Texas, MD Anderson Cancer Center

UVM LARNER COLLEGE OF MEDICINE  
DIVERSITY • EQUITY • INCLUSION

## Our Path Forward

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## Office of Diversity, Equity and Inclusion (ODEI) News



### Tandoh Selected for AAMC HEDIC Certificate Program

**Margaret Tandoh, MD, FACS**, Associate Dean for Diversity, Equity and Inclusion and the Richard L. Gamelli MD '74 Green and Gold Professor of Surgery has been accepted to the AAMC's *Healthcare Executive Diversity and Inclusion Certificate* program. HEDIC is designed for DEI leaders and focuses on applied skills that will assist participants in successfully implementing diversity projects at their home institutions. [Learn more about HEDIC](#)

### Dougherty Awarded \$50,000 Program



**Anne Dougherty, MD**, Director for Gender Equity and Associate Professor of Obstetrics Gynecology and Reproductive Sciences, was recently awarded a New Program grant from the University of Vermont Medical Center for *New American Girls on the Rise*, a targeted mentorship and enrichment program for middle and high school girls from Chittenden County refugee and immigrant groups. The program aims to foster inclusive health care and improved health outcomes for local immigrant communities by increasing

collaboration and trust between the academic health center and the local community and, ultimately, increasing representation in the healthcare workforce.

## Rimal and Miller Awarded \$50,000 Grant to Launch Mentoring Program



**Anisha Rimal, MD.**, Assistant Professor of Pediatrics and **Miller Celestin, MSN, RN**, Clinical Instructor of Nursing, were recently awarded the [UVMHN Medical Group Educational Scholarship Award](#) to support for their program, *Finding Affinity and Mentorship (FAM)*. FAM uses a “cluster-mentoring” model to increase avenues of support

for BIPoC (Black, Indigenous, Person of Color) healthcare students, decreases the “minority tax” on BIPoC faculty serving as mentors and creates an interprofessional framework that has the potential to strengthen a network of support for the entire BIPoC healthcare community. ODEI is proud to support this initiative.

## Announcements

### Join the Gender Equity Listserv!

Want to keep up to date on Gender Equity events and initiatives? Join the [Gender Equity Listserv](#)

## Larner DEI Planning Updates

### Building Blocks of DEI: Continuous Quality Improvement (CQI). By Lejla Pasic and Krista Koeller - A Joint effort by ODEI and CQI

The [Liaison Committee on Medical Education \(LCME\)](#), Larner’s accrediting body, requires that the College report regularly about the progress we’ve made towards reaching our goals. This is part of the **Continuous Quality Improvement (CQI)** process that ensures we are in compliance with the LCME [accreditation standards](#) that guide our mission and promote iterative improvement so we can be the best we can be.

What are the LCME accreditation standards? In a nutshell, they are a set of nationally accepted standards of quality for medical schools that grant the M.D. degree. These standards cover all

areas of medical education, including admissions, curriculum, administration, faculty, resources and diversity programs, and partnerships. Other areas evaluated include things such as the space medical students need for studying, relaxation, or connecting with their peers at clinical sites. You can find more about those standards on the [CQI website](#).



Positive changes don't happen overnight. That is why the Larner College of Medicine has committed to engaging in Continuous Quality Improvement (CQI), a process and a mindset of continuously improving quality that supports the hard work being done at the college. Think of the CQI process like playing with building blocks: different patterns represent levels of compliance, different colors represent the status of

each standard/element, and the different shapes represent the timelines and complexity. Individual components, when put together in the right order, eventually build something spectacular. The CQI process reviews what is being built and makes recommendations that will bolster continuous improvement.

In the Office of Diversity, Equity and Inclusion (ODEI), we have been using CQI to approach our work. We are responsible for the execution of the LCME diversity standard requiring the College to achieve mission-appropriate diversity outcomes among its students, faculty, and senior administrative staff, through pipeline/pathway programs and partnerships. These are opportunities for members of groups underrepresented in medicine to access medical education as well as paths to career advancement.

One of the programs we have focused on is the Visiting Student Elective Scholarship program (VSESP), which we highlighted in [last month's newsletter](#). This scholarship provides funds to offset the housing costs associated with a visiting rotation and encourages recipients to apply for a UVM residency. When ODEI first submitted its 2021 CQI report describing the VSESP program, we anticipated that the greatest challenge would be funding the scholarships. Since working with departments that have established scholarships, it has become clear that while funding has not been easy, the biggest challenges have been related to the applicants' experiences. These include ensuring potential applicants are aware of the program and student support services, such as locating housing and transportation resources. This has led us to shift our focus to providing housing and enhancing our marketing strategy and processes to optimize searchability.

While we have not yet reached our goal of each residency program having a VSESP scholarship, the CQI process has helped us take a step back and identify actionable barriers to success. CQI allows everyone at Larner to reflect on the building blocks they've added, celebrate hard work invested in projects, programs, policies, and different protocols, or reimagine excellence in the world of Larner. This all leads to supporting the effort to provide a medical education second to none."

## DEI at UVM



### 2023 UVM Inclusive Excellence Symposium

Tuesday, March 21 – Friday, March 24, 2023

The 2023 Inclusive Excellence Symposium will be held on March 21-23 and explores what it means to be in community with the University of

Vermont's Our Common Ground values with speakers Loretta Ross, Rabia Chaudry, D'Lo, and Maimouna Youssef with both in-person and online offerings.

[Read More →](#)

### FACULTY DEVELOPMENT WORKSHOP: Fostering STEM Identity Through Inclusion and Belonging & What Does it Take to Be an Ally

Tuesday, March 7, 2023

11:30 – 1:30 pm

Virtual (ZOOM)

Register at [go.uvm.edu/March 16](https://go.uvm.edu/March16)

The goal of this series is to increase faculty's cultural competence in the classroom and support a more diverse STEM learning environment. The majority of the workshop will focus on ways in which transformative education goals may be reflected in curriculum, pedagogical strategies, and activities and assignments.

[Read More →](#)

## DEI Articles of Interest



**The First Women** (from *Vermont Medicine*, Fall 2022 Issue)

**By Ed Neuert**

The earliest female student at UVM first walked across a snowy University Green to class in the spring of 1872. At that time, UVM's medical faculty vehemently opposed accepting women. In 1891, they had actually refused to sell lecture tickets to one woman. But in 1912, Dean Henry Tinkham, M.D., proposed practical reasons for admitting female students...

[Read More →](#)

## **Equity in scientific publishing: 2022 results from Research and Practice in Thrombosis and Haemostasis**

**By Elizabeth C. Pendlebury, B.A., Mary Cushman, M.D., M.Sc.**

A report from Research and Practice in Thrombosis and Haemostasis showing significant improvements toward gender equality among authors and gender parity on the editorial board. Identities are intersectional however, and there is still room for improvement in terms of racial identity and country of origin of authors and leadership.

[Read More →](#)

## **Promoting Gender Diversity in Leadership within Medicine, with Sandra Fryhofer, MD [podcast]**

**AMA update**

Sandra Fryhofer, MD, Chair of the AMA Board of Trustees discusses the importance of having women leaders in medicine and how we can create an environment that supports and encourages more women to take on leadership roles.

[Listen →](#)

## **From the AAMC**

### **AAMCNews: From community college to medical school**

Students attending community colleges face barriers to becoming doctors. Medical schools hope new programs will help.

[Read More →](#)

### **Call for applications for AAMC Center for Health Justice fellow**

The AAMC Center for Health Justice is seeking an inaugural full-time fellow with relevant subject matter and professional expertise, as well as a passion for the collaborative process of health justice, to support the co-development of its environmental justice portfolio.



[Read More →](#)

### **Apply for AAMC Telehealth Equity Catalyst Awards**

The AAMC is seeking applications for its Telehealth Equity Catalyst Awards as part of the association's efforts to continue supporting its members' work to advance telehealth equity. AAMC-member institutions will be awarded up to \$15,000 each for programming reflecting innovative contributions to health care delivery that can serve as models for other institutions to address and mitigate the barriers to care associated with telehealth, particularly for communities that are under-resourced with limited access to health care services.

[Read More →](#)

### **AAMC accepting applications for NEXT Grant program**

Applications are now being accepted for the AAMC Nurturing Experiences for Tomorrow's Community Leaders (NEXT) Grant program. Successful applicants will propose projects that seek to develop or enhance health and health care initiatives for learners to confront racism and advance health equity in partnership with local communities.

[Read More →](#)

### **New study on physicians' ability to stay current in medical information and practice**

A new study published in *Health Science Reports*, co-authored by AAMC experts, examines continuing medical education (CME) and the extent to which demographic, career, and experiential CME-activity variables were independently associated with physicians' satisfaction with their ability to stay current on medical information and practice. The authors found that significant predictors of respondents who were satisfied included — among others — a surgery specialty, an academic affiliation, and participation in professional meetings and journal-based CME. Respondents who self-identified as a race/ethnicity underrepresented in medicine and were between ages 40 and 49 were less likely to be satisfied.

[Read More →](#)

### **National Academies report explores anti-racism in STEMM organizations**

The National Academies of Sciences, Engineering, and Medicine have released a new consensus study report, *Advancing Anti-racism, Diversity, Equity, and Inclusion in STEMM Organizations*. The report suggests that to increase diversity, equity, and inclusion in science, technology, engineering, mathematics, and medicine (STEMM) fields, higher education institutions and STEMM organizations should go beyond a focus on simply increasing the numeric participation of minoritized racial and ethnic groups and act to change their organizational cultures and environments. Further, the report recommends that organizations follow a multitiered approach — at the leadership, team, and individual levels — and identifies policies and practices that can be implemented at each level.

[Read More →](#)