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LIAISON COMMITTEE ON
MEDICAL EDUCATION

Connecting with the Secretariat Webinar

Element 3.3: Yesterday, Today, and Tomorrow
March 7, 2024 | 1:30 pm – 3:00 pm ET

Welcome!

Thank you for joining us for today's webinar. The program will begin shortly.
You will not hear audio until we begin.

If you have technical questions, please email aamc@commpartners.com.

LCME Actions- February 2024

☑ **Approved changes to DCI (AY 2025-26)**

Data tables and narrative response questions

☑ **Element 3.3**

Now through June 2025, Element 3.3 performance will be based on the following:

- Mission statement, strategic plan, or policy that demonstrates the school's commitment to the value of diversity in the academic learning environment

- Mission-aligned diversity categories for students and tracking of recruitment outcomes

- Pathway programs and partnerships, and tracking of program outcomes

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Element 3.3: Out with the Old (2024-25)

Table 3.3-1 | Diversity Categories

Provide the school-identified diversity categories that inform recruitment and retention activities for medical students, faculty, and senior administrative staff. Note that the medical school may use different diversity categories for each of these groups. If different diversity categories apply to any of these groups, provide each relevant definition. If the category requires a definition (e.g., the specific definition of "rural" or "socioeconomically disadvantaged"), provide that below.

Medical Students	Faculty	Senior Administrative Staff*

Table 3.3-2 | Offers Made to Applicants to the Medical School

Provide the total number of offers of admission to the medical school made to individuals in the school-identified diversity categories for the indicated academic years. Add rows as needed for each diversity category.

School-identified Diversity Category	2023 Entering Class			2024 Entering Class		
	# of Declined Offers	# of Enrolled Students	Total Offers	# of Declined Offers	# of Enrolled Students	Total Offers

Element 3.3: Out with the Old

Table 3.3-3 | Offers Made for Faculty Positions

Provide the total number of faculty positions available for the given academic year and the total number of offers. Add rows as needed for each diversity category.

	AY 2022-23			AY 2023-24		
Total # of Faculty Positions Available						
School-identified Diversity Category	# of Declined Offers	# of Faculty Hired	Total Offers	# of Declined Offers	# of Faculty Hired	Total Offers

Table 3.3-4 | Offers Made for Senior Administrative Staff Positions

Provide the total number of senior administrative staff positions available for the given academic year and the total number of offers. Add rows as needed for each diversity category.

	AY 2022-23			AY 2023-24		
Total # of Senior Administrative Staff Positions Available						
School-identified Diversity Category	# of Declined Offers	# of Staff Hired	Total Offers	# of Declined Offers	# of Staff Hired	Total Offers

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Element 3.3: Out with the Old

Table 3.3-5 | Students, Faculty, and Senior Administrative Staff				
Provide the requested information for the 2024-25 academic year on the number and percentage of enrolled students, employed faculty, and senior administrative staff in each of the school-identified diversity categories (as defined in Table 3.3-1 above). If the diversity categories differ among the groups, include the category for each group in a separate row and provide the data in the corresponding row.				
School-identified Diversity Category	First year Students Number (%)	All Students Number (%)	Employed/Full-Time Faculty Number (%)	Senior Administrative Staff Number (%)

Table 3.3-6 | Diversity Programs and Partnerships				
List each current program aimed at broadening the diversity of qualified medical school applicants. Provide the average enrollment (by year or cohort), target participant group(s) (e.g., college, high school, other students), and a description of any partners/partnerships, if applicable. Add rows as needed.				
Program	Year Initiated	Target Participants	Average Enrollment	Partners

Element 3.3: In with the New (2025-26)

Table 3.3-1 | Offers Made to Applicants to the Medical School

Provide the total number of offers of admission to the medical school made to individuals in the school's mission-aligned diversity categories for the indicated academic years. Add rows as needed for each diversity category.

School-identified Diversity Category	2024 Entering Class			2025 Entering Class		
	# of Declined Offers	# of Enrolled Students	Total Offers	# of Declined Offers	# of Enrolled Students	Total Offers

Table 3.3-2 | Enrolled Students in the School's Mission-Aligned Diversity Categories

Provide the requested information for the 2024-25 academic year on the number and percentage of enrolled students in each of the school-identified diversity categories.

School-identified Diversity Category	First year Students Number (%)	All Students Number (%)

Table 3.3-3 | Diversity Programs and Partnerships

List each current program aimed at broadening the diversity of qualified medical school applicants. Provide the average enrollment (by year or cohort), target participant group(s) (e.g., college, high school, other students), and a description of any partners/partnerships, if applicable. Add rows as needed.

Program	Year Initiated	Target Participants	Average Enrollment	Partners

Element 3.3: Out with the Old (2024-25)

Narrative Responses

1. Describe the personnel, organizational locus (e.g., the medical school dean's office, an office of the sponsoring organization), and the funding sources available to support recruitment and retention programs for medical students, faculty, and senior administrative staff.

2. Describe the activities directed at the recruitment and retention of medical students from school-identified diversity categories.

3. Describe the activities directed at the recruitment and retention of faculty and of senior administrative staff from school-identified diversity categories.

4. Describe the personnel, organizational locus (e.g., the medical school dean's office, an office of the sponsoring organization), and the funding sources related to the administration and delivery of programs aimed at developing a diverse pool of medical school applicants, both locally and nationally.

5. Describe how the medical school monitors and evaluates the effectiveness of its programs to develop a diverse pool of medical school applicants. Provide evidence of program effectiveness, such as the number of participants and data on program outcomes.

Supporting Documentation

1. Formal medical school policies addressing activities to support student, faculty, and senior administrative staff diversity.

Element 3.3: In with the New (2025-26)

Narrative Responses

1. Describe how the medical school expresses its commitment to the value of diversity in the academic learning environment and aligns this commitment with its mission.

2. Provide the categories of mission-aligned student diversity. If the category requires a definition (e.g., the specific definition of "rural" or "socioeconomically disadvantaged"), provide that as well.

3. Describe the medical school's activities directed toward recruiting a pool of applicants and retaining a body of students who possess the backgrounds and experiences consistent with the school's mission-aligned diversity categories.

4. Describe how the medical school ensures that its faculty and senior administrative staff are prepared to support its diverse student body. How does the school determine that this support is adequate and effective?

5. Describe how the medical school monitors and evaluates the effectiveness of its diversity programs and partnerships to develop a diverse national pool of medical school applicants. Provide evidence of program effectiveness, such as the number of participants and data on program outcomes.

Supporting Documentation

1. Provide the mission statement, strategic plan, or policy that demonstrates the school's commitment to the value of diversity in the academic learning environment.

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Element 3.3 Diversity 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.

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Submitted Question

Can you comment on how the LCME will take into account post SCOTUS?

1. Data as all schools are concerned about a decline in minoritized applicants
2. Tension between what schools can do and what schools and LCME aspire to do in diversifying the pool of med school applicants

Q&A

How to ask a question in Zoom:

Hover your mouse over the bottom of the screen to bring up the toolbar.
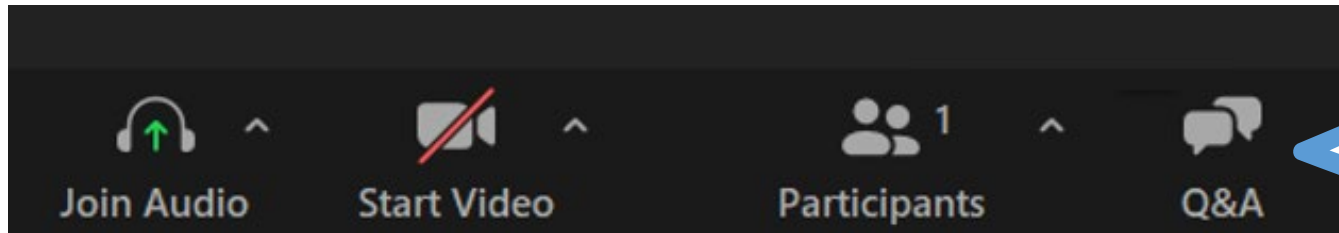
Click the Q&A icon and a box will open where you can submit a question.*

*Only speakers will see the questions submitted. Participants will not see other participants' questions.

Announcements

Three new documents have been posted to the LCME website on March 1, 2024

1. Functions and Structure of a Medical School (AY 2025-26)
2. Checklist of Requirements for Completing the ISA for Full Accreditation (AY 2025-26)
3. Checklist of Requirements for Completing the ISA for Provisional Accreditation (AY 2024-25)

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Next Webinar

**How the LCME Collects and Utilizes Student Data:
Introducing the AY 2025-26 ISA**

Thursday April 4, 2024 | 1:30 pm – 3:00 pm ET

Email lcme@aamc.org with element or topic suggestions.