Master of Health Care Delivery Science Program
Plan for Diversity & Inclusion: 2018-2019

Dartmouth Mission Statement:
Dartmouth College educates the most promising students and prepares them for a lifetime of learning and of responsible leadership, through a faculty dedicated to teaching and the creation of knowledge.

MHCDS Mission Statement:
The Master of Health Care Delivery Science Program equips leaders and emerging leaders to transform health care delivery.

Dartmouth Statement on Diversity and Inclusion (from President Hanlon’s letter to the Dartmouth Community, May 27, 2016):

Dartmouth’s capacity to advance its dual mission of education and research depends upon the full diversity and inclusivity of this community. We have work to do. We must increase diversity, particularly among our faculty and staff. As we do so, we must also create a community in which every individual, regardless of gender, gender identity, sexual orientation, race, ethnicity, socio-economic status, disability, nationality, political or religious views, or position within the institution, is respected. On this close-knit and intimate campus, we must ensure that every person knows that he, she, or they is a valued member of our community.

Diversity and inclusivity are necessary partners. Without inclusivity, the benefits of diversity— an increase in understanding, improvement in performance, enhanced innovation, and heightened levels of satisfaction—will not be realized. We commit to investments in both, to create a community in which difference is valued, where each individual’s identity and contributions are treated with respect, and where differences lead to a strengthened identity for all.

MHCDS Statement on Diversity and Inclusion:
Principles of diversity and inclusion have guided MHCDS since its inception, in both the structure of the program (students from varied geography and profession, an emphasis on teamwork and participation, and strong relationships between students, faculty, and staff) and the content of its curriculum (critical analysis of data, communication tools such as shared decision making and co-production, ethics, innovation through diverse thought, and health equity).

For the program, diversity and inclusion are core values and also essential tools for realizing the mission of improving care. The MHCDS education hinges on exposure to and consideration of new perspectives. Learning and collaborating in this setting requires humility, curiosity, self-reflection, and a willingness to listen and be challenged, drawing on diversity as a collective asset. These skills, coupled with others from fields like management, finance, operations, and population health, are critical to leadership in health care delivery.

MHCDS activities, 2017-2018 academic year:
1. **Staff**: Members of the MHCDS staff engaged in professional development on an individual basis in issues related to diversity and inclusion, both here at Dartmouth and at national conferences. These included, but were not limited to:

   - Building & Sustaining Diverse Organizations through Inclusion, Yale School of Business webinar
   - Understanding ADA in the workplace, Dartmouth IDE training
   - Dartmouth LEADS program
   - Dartmouth DartSmart program

2. **Students**: During the July 2017 residential, we asked the second-year students for feedback on their experience of diversity and inclusion in the MHCDS program and their suggestions for the future. We invited input through a focus group (6 participants), a survey (11 responses), and personal communication (4 responses). Several themes emerged:

   **Current climate:**
   - The diversity of the class and the strong sense of community is a plus.
   - There is a widespread desire to learn from one another in a more structured way, due to the vast amount of knowledge and experience in each class.
   - There is an opportunity for the MHCDS curriculum to integrate issues related to diversity and inclusion across courses, for example workforce/management/human resources/leadership issues; health equity, disparities of access or care; and international perspectives.

   **Priorities for action:**
   - Continue to seek out diverse class composition.
   - Find more and varied opportunities for small group work. Look for additional ways to elicit diverse voices and perspectives in class discussions.
   - Explore opportunities to broaden the curriculum and to include topics and perspectives of diversity and inclusion throughout.

3. **Faculty/curriculum**: During its annual retreat in May 2018, the curriculum committee identified diversity and inclusion as a curricular priority for the coming academic year. The committee discussed goals and possible approaches for implementation.

   - **Learning goal**: Upon graduation, students should understand and be able to apply what we know about diversity and inclusion from social science literature. This goal could be accomplished by encouraging faculty to include topics related to diversity and inclusion in their courses across the curriculum, e.g. Population Health; Personal Leadership; Negotiation.
   - **Program goal**: Foster an environment in which people listen to each other. This goal could be accomplished by creating venues outside the classroom for students to express themselves, e.g. Gender and Leadership fishbowl forum; TuckTalks storytelling series.
4. **Alumni**: In conjunction with the 2017 and 2018 Dartmouth Symposia on Health Care Delivery Science -- MHCDS's signature alumni event -- we launched five Affinity Groups, made up of students and alumni who share professional interest in a particular topic and who connect in order to exchange expertise and knowledge with one another.

The Health Equity affinity group's 33 members are exploring issues relating to access to care, implicit bias, addressing social determinants of health and formation of community partnerships. They are also interested in supporting provider resiliency especially focusing on at-risk workers and integrating employees representing communities served.

**Planned activities for the 2018-2019 academic year:**

1. **Staff**: We will identify and implement at least one workshop or other group activity that will facilitate increased self-awareness and improved communication amongst the staff.

2. **Students**: We will repeat our information-gathering (focus group, survey, etc.) with the class of ‘19, in order to extend our knowledge of students’ experience of diversity and inclusion. We will work to create venues outside of the classroom for students to listen to each other’s stories.

3. **Faculty/curriculum**: We will act on the curriculum retreat recommendation regarding inclusion of diversity and inclusion topics across the curriculum. We will launch this effort with a specially designated instance of our faculty seminar series.

4. **Alumni**: In 2019, the symposium theme will be “Promoting Health Equity through Health Care Delivery Science.” Through varied and interactive sessions, we will discuss the degree to which the health system bears responsibility to increase health equity and where and how it can feasibly do so most effectively. We will explore the business case for increasing equity, consider evidence about which innovations are most effective and learn tips and tricks for implementing them.