**Introduction to Diversity Initiatives at MCW**

The mission of MCW is to be a national leader in the education and development of the next generation of physicians and scientists; discover and translate new knowledge in the biomedical sciences; provide cutting-edge, interdisciplinary and compassionate clinical care of the highest quality; and improve the health of the communities we serve.

MCW is committed to developing an institutional culture that fosters the recruitment, nurturing and retention of a diverse student body, trainees, staff and faculty that is reflective of our larger community, and includes among its 2010-2015 strategic planning objectives to identify and implement strategies that enhance diversity at all levels of the College. With oversight by a special Diversity Committee appointed by the Dean in 2008, MCW is developing comprehensive strategies to facilitate equal opportunity and diversity in the educational, clinical and research programs and in our internal and external communities. MCW is working to accomplish these strategies through the following:

1. Recruitment of students, trainees, staff and faculty reflective of our diverse community to enhance our intellectual environment thereby enriching our missions in research, clinical care, education, and public and community health;
2. Building an inclusive environment that embraces diversity, celebrates cultural differences, promotes mutual understanding and respect for individuals, and creates a sense of community; and
3. Development and implementation of policies and procedures to insure retention and advancement of diverse students, trainees, staff and faculty.

The graduate school is dedicated to diversity through prospective student outreach and undergraduate research programs. All graduate level academic programs have been represented at conferences, graduate school and national fairs across the country. Faculty, students and staff have attended diversity fairs such as Society for Advancement of Chicanos and Native Americans in Science (SACNAS), Annual Biomedical Research Conference for Minority Students (ABRCMS), and Ronald E. McNair National Conference.

Current diversity pipeline initiatives are outlined here at all academic ladder rungs: from high school through faculty positions. However, we recognize that our current initiatives are inadequate. Through this proposed program, we will engage in the following additional activities specifically targeted to increase diversity among pre/postdocs: [need list here of what you propose to do].

**Pipeline Programs and Experience Related to Recruitment and Retention of Trainees from Diverse Groups.** Historically, the Medical College of Wisconsin and the Graduate School of Biomedical Sciences have given special attention to cultivating potential medical and graduate school candidates at an early age through a variety of pipeline programs. Approximately 200 postdoctoral fellows are currently doing their research training at MCW. *The Scientist* has consistently ranked MCW in the top twenty institutions to conduct research as a postdoctoral fellow, with strengths residing in training, mentoring, and career development opportunities. Additionally, *The Scientist* placed MCW among the top ten medical schools and universities for postdoctoral training.

Vigorous outreach efforts are structured to identify talented students as early as possible, starting within Milwaukee’s secondary schools. The goal is to build upon the Medical College of Wisconsin’s successful track record for internal recruitment, by increasing the number of diverse candidates who progress from high school through advanced levels of the Medical College’s medical and biomedical programs. Programs are added or expanded as resources are obtained, to enlarge the pool of potential recruits.

**High School Programs**

* ***SMART Teams (Students Modeling A Research Topic):*** In this multi-faceted program, students from Milwaukee-area high schools develop teamwork as they delve into the molecular world, explore science as a process and not just a collection of facts, and work closely with a researcher to understand and model the structure-function relationship of a protein the researcher studies. After designing and building a model of the protein using Rapid Prototyping technology, SMART teams create an oral presentation explaining their work to a lay audience and a poster which is presented to a scientific audience. The Clinical and Translational Science Institute of Southeast Wisconsin is one current funding partner for this program which was established in 2001.
* ***Research Opportunity for Academic Development in Science (ROADS):*** local high school students interested in science are engaged as research fellows for seven weeks. Each student assists an MCW faculty investigator who acts as their mentor on a current research project. This program, launched in 1990, is designed to provide participants with a meaningful experience in a health-related field and to stimulate their interest in careers in science, medicine and biomedical research. **To date, 100 high school students have participated in the ROADS program, and 65% of those students have gone on to pursue high education.**
* ***Apprenticeship In Medicine (AIM):*** Each year, this program offers 12 local high school students from diverse backgrounds, the opportunity to engage in a variety of clinical hands-on experiences. An intensive six-week program, established in 1989, is designed to increase awareness of common medical problems in underserved communities and career opportunities in fields of medicine. **To date, 170 high school students have participated in the AIM program, and 82% have gone on to pursue higher education.**

**Undergraduate Programs**

* ***Summer Program for Undergraduate Research (SPUR):*** provides the opportunity for students to learn first-hand the potential of the biomedical sciences as an interesting and fulfilling career. The SPUR program provides laboratory experience in science, in which the undergraduate works with graduate faculty, students, and staff on significant ongoing basic science research issues. This 10-week summer program is primarily intended for students interested in a PhD degree in biomedical sciences. Since 1987, 597 undergraduate students have participated in this program from 31 states, Washington D.C., and the United Kingdom. Of that number, **approximately 50% matriculate in a graduate program and more than 75% choose careers in a health-related area.**
* ***Program for Undergraduate Research Experience (PURE):*** The PURE initiative began in Fall 2011. Since that time, five underrepresented undergraduate minority students have participated in internships available in the fall and spring (part-time hours) and the month of January (full-time hours) to engage in laboratory research.

**Undergraduate, Graduate and Medical Students Programs**

* ***Diversity Summer Health-related Research Education Program (DSHREP):*** This 10-week summer fellowship for students interested in the areas of cardiovascular, pulmonary and hematological research is available to undergraduate, graduate and medical students from diverse backgrounds. The program is sponsored by the National Institutes of Health, Lung and Blood Division and offers a monthly stipend to participants. Since 2008, sixty undergraduate and graduate students have participated in this program; the majority (63%) remain in undergraduate or graduate school and 12% are attending medical school respectively. Five percent are working in research or other health care fields.
* ***Medical Scientist Training Program:*** There is a national shortage of physician-scientists who can care for patients and conduct state-of-the-art research. The mission of the MSTP (MD-PhD) at the Medical College of Wisconsin is to support medical and research training leading to the combined MD-PhD degree. Our MSTP is partially supported by a T-32 training grant from the NIH. Our MSTP provides students with experiences in academic medicine through a combination of patient care, research, and medical and graduate student education. Our Program is diverse and encourages interactions, including opportunities to interact with other MSTP trainees at national meetings.

**Faculty Diversity and Inclusion Initiatives**

The college has generated a number of initiatives aimed at improving diversity of faculty and staff because it is clear that a diverse faculty provide a complementary environment for URM students to receive appropriate mentorship and training. Recent initiatives include:

* Centralized Diversity and Inclusion Workgroup.
* Diversity and inclusion training for senior faculty and then cascade to all levels of the organization.
* Adhere to a defined faculty recruitment process which will allow for open, competitive recruitment of faculty positions.
* Identify opportunities to collaborate and synchronize diversity and inclusion efforts campus wide through the work of our Diversity Coordinator.
* Create a diversity and inclusion website to include a calendar of events (i.e. the MCW Spring Festival of Cultures).
* Present members of the MCW community with annual awards for diversity and inclusion contributions.
* Deliver a presentation to the Rank and Tenure Committee in regards to incorporating diversity and inclusion efforts into promotion consideration.
* Increase the number and amount of scholarships available to URM students.
* Continue to deepen partnerships with community organizations.