

DIVERSITY PLAN ACTION STEPS

AREA OF FOCUS: DEVELOPING COMMITTED AND INFORMED LEADERSHIP			
Goal	Strategies	Action Steps*	Status
<p>I. Demonstrate capacity to foster a diverse, equitable, and inclusive environment through modeling inclusive behaviors, developing political skills for advocating a diversity agenda, and holding one's self and others accountable.</p>	<ol style="list-style-type: none"> 1. Implement programming that develops culturally competent leadership throughout the University. 2. Place standard narrative on all appropriate internal and external institutional communications (print and electronic) that demonstrates commitment to diversity and principles of community. 3. Examine institutional policies and practices for exclusionary impacts. 4. Build meaningful relationships with community agencies representing minority interests that will enhance the University commitment to civic engagement. 5. Establish mechanisms for resolving conflict effectively (for use by all members of the community). 	<p>4. Develop an outreach program and implement with at least two local churches that serve underrepresented minority communities.</p>	
<p>II. Increase demographic diversity of University leadership, including the Board of Regents.</p>	<ol style="list-style-type: none"> 1. Establish a succession plan for employment of new or current middle managers from underrepresented groups including activities for their development. 2. Conduct national searches where appropriate for key administrative positions unless exempted by President's waiver. 3. Actively recruit qualified persons of color as members of the Board of Regents. 		

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AREA OF FOCUS: ASSESSING AND IMPROVING CAMPUS CLIMATE			
Goal	Strategies	Action Steps	Status
<p>I. Achieve a campus culture that is welcoming, equitable, and inclusive for all faculty, staff & students.</p>	<ol style="list-style-type: none"> 1. Implement professional development programs for faculty, staff, and students focused on cultural competency, equitable practices, inclusive behaviors and diversity engagement. 2. Include items relating to cultural competency and inclusive behaviors on annual performance evaluations for faculty and staff. 3. Develop protocols and practices for reporting bias-motivated incidents. 4. Enforce policies of equity, non-discrimination, and anti-harassment with robust compliance protocols. 	<p>1A. Implement a quarterly workshop series focused on cultural competency, equitable practices, inclusive behaviors and diversity engagement.</p> <p>1B. Implementation of an art showcase specific to cultural/diversity themes in partnership with student coursework where fitting.</p> <p>1C. Develop online webinar to guide students/staff/faculty existing policies, procedures, and reporting of issues around equity, non-discrimination, and anti-harassment</p>	<ol style="list-style-type: none"> 1. Quarterly: March, June, September, December 1B. Monthly, Bi-Monthly, or Quarterly 1C. On-going
<p>II. Build an institutional infrastructure that effectively monitors and evaluates progress in achieving a welcoming, equitable,</p>	<ol style="list-style-type: none"> 1. Implement appropriate mechanisms for periodically assessing the University climate in achieving a diverse and inclusive environment. 2. Benchmark climate results to national norms. 3. Identify diversity metrics for the SMU performance 		

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and inclusive working and learning environment.	dashboard.		
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AREA OF FOCUS: RECRUITING, RETAINING AND GRADUATING A DIVERSE STUDENT POPULATION			
Goal	Strategies	Action Steps	Status
<p>I. Increase enrollment for under-represented students to a target of 20% of the total enrollment by 2015 through effective and innovative recruitment strategies</p>	<ol style="list-style-type: none"> 1. Develop innovative “pipeline” strategies that motivate individuals from underserved populations to pursue study in the health sciences for serving medically underserved communities (MUCs) communities upon graduation. 2. Partner with local schools and community colleges to develop programs for underrepresented students that promote higher education preparedness. 3. Integrate non-cognitive variables into existing student admission processes to achieve a more diverse student applicant pool. 4. Develop integrated marketing and communication plans (and other outreach efforts), designed specifically for students from underrepresented communities and cultures. 	<p>1A.Track and report applicant numbers through the admission process for target populations as compared to national data per academic program.</p> <p>1B.Track and report enrolled student for target populations as compared to national data per academic program.</p> <p>2A.Track and report outreach activities with community agencies and health science “pipeline” partnerships.</p> <p>2B.Track and report applicants from these community agencies and partnerships.</p> <p>2C.Track and report presence at regional and national events designed for our targeted populations.</p> <p>3A.Track and report recruitment activities and communications with local schools and community colleges that have a higher ratio of our targeted populations.</p>	<p>1-4.Annual/Bi-annual</p>

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		<p>3B. Track and report application numbers of applicants and enrollment outcomes of targeted populations from outreach programs.</p> <p>4A. Align diversity and recruitment goals with that of academic program and regional accreditation agencies, National Institutes of Health and Health Resources and Services Administration, SMU strategic goals, and state and federal regulations.</p> <p>4B. Assess, evaluate, and implement admission policy/programming/processes that will support and sustain targeted populations including NCV's in partnership with academic programs.</p> <p>4C. Implement admission website pages and multimedia communications to support and sustain interest from targeted applicant groups that correlates with SMU marketing strategy.</p>	
<p>II. Increase retention and satisfaction of under-represented students.</p>	<ol style="list-style-type: none"> 1. Institute a Multicultural Center. 2. Increase capacity to support both graduate and undergraduate students through increased financial aid awards, endowed scholarships, and external grants. 3. Minimize barriers to academic progress for 	<p>2A. Track and report the number of scholarship/grant awards by targeted population.</p> <p>2B. Increase the number and</p>	<p>2A. Annual</p> <p>2B. Ongoing</p> <p>2C. Quarterly</p> <p>3A. Bi-Annual</p>

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	<p>underrepresented students through expanded co-curricular programming and support services.</p>	<p>amounts of Hope Scholarship's awarded for incoming students in all academic programs.</p> <p>2C. Develop and implement online webinar on the financial investment (including the return on investment) into a healthcare career and financial planning for and post completing the degree.</p> <p>3A. Assess and implement academic support policies that support and sustain targeted populations.</p> <p>3B. Expand the SISP program and its support to all academic programs.</p>	<p>3B. Annual</p>
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AREA OF FOCUS: INCREASING AND RETAINING A DIVERSE FACULTY			
Goal	Strategies	Action Steps	Status
I. Increase the number of faculty from underrepresented groups across all schools, departments, and programs.	<ol style="list-style-type: none"> 1. Revise faculty recruitment and search committee policies for increasing the number of underrepresented applicants. 2. Develop Opportunity Hire Policy (Hire for Excellence). 		
II. Enhanced retention and satisfaction of faculty from underrepresented communities.	<ol style="list-style-type: none"> 1. Educate academic leadership and faculty on effective retention strategies for faculty from underrepresented groups. 2. Develop faculty-mentoring program. 3. Optimize training and resources to assist with identification and recruitment of diverse faculty. 		

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AREA OF FOCUS: IMPROVING DIVERSITY IN THE CURRICULUM			
Goal	Strategies	Action Steps	Status
<p>I. Faculty and students will develop, demonstrate, and promote professional practices that recognize, respect and are responsive to the diverse needs of our communities.</p>	<ol style="list-style-type: none"> 1. Widely distribute to faculty and students expected codes of behavior relating to equitable practices, diversity engagement, and cultural competency. 2. Educate faculty and students on how to address behaviors detrimental to maintaining a diverse and inclusive environment. 	<p>1A. Development of a Social Justice Training regarding equitable conduct and communication.</p> <p>1B. Develop and distribute a list of 10-20 key terms used in diversity ad inclusion work.</p> <p>2. Develop and implement a series of Social Justice Based “TED Talks” offered through a variety of media or provide invitation to Social Justice Training/Informational Webinars.</p>	<p>1A. Bi-Annual</p> <p>1B. Multiple times over 12 months</p> <p>2. 5 “talks” over 12 months</p>
<p>II. Faculty and students will share responsibility for a learning¹ environment that prepares graduates</p>	<ol style="list-style-type: none"> 1. Integrate course content into current curricula that addresses student learning outcomes related to health disparities in MUCs including analysis of systems of power and privilege that contribute to health disparities. 	<p>1-2. Integrate culturally relevant speakers, workshops, and/or events addressing systems of power/privilege</p>	<p>1-2. Bi-Annual; or more as needed.</p>

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<p>to be culturally responsive to the needs of a diverse world.</p>	<p>2. Integrate course content into current curricula that addresses student learning outcomes related to becoming a culturally competent healthcare provider.</p>	<p>regarding health care disparities and health needs/disparities of MUC's in collaboration with faculty and partnership with community organizations.</p>	
<p>III. Faculty will cultivate inclusive, equitable, supportive and challenging learning environments.</p>	<p>1. Set standards and identify best practices for culturally competent teaching. 2. Provide resources to develop peer-to-peer teaching opportunities that enhances culturally competent pedagogy.</p>		

REV: 7/3/2012 SF

Diversity: *The definition of diversity at Samuel Merritt includes, but is not limited to, individual differences, such as personality, learning styles and life experiences, and group/social differences such as race and ethnicity, gender, gender identity and sexual orientation, veteran status, socioeconomic status, language, nationality, physical and mental abilities, political viewpoint, and religion (Adapted from ACC&U, 2009).*

Inclusion: The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions. (ACC&U, 2005).