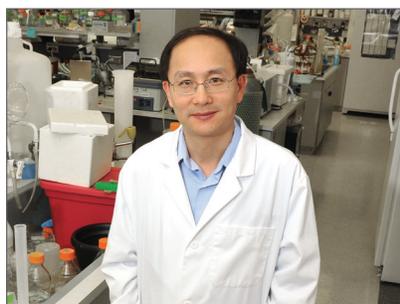




NORTHEAST OHIO MEDICAL UNIVERSITY DIVERSITY STRATEGIC PLAN



2015-2020

Prepared by the Office of Diversity, Equity and Inclusion
For review by the Northeast Ohio Medical University Board of Trustees

NEOMED President's Statement on Diversity

“Northeast Ohio Medical University appreciates the rich diversity of our country and is dedicated to increasing the diversity of our students, faculty and staff to ensure that our community is inclusive to all. It is more important than ever that we look at the critical role health care providers play and the need to ensure that the health care workforce is representative of the patients that are served. The efforts of our Diversity Council, combined with the outreach efforts of our Education for Service initiative, aid us in focusing on diversity efforts that can make a positive impact in the communities we serve.”

- Jay A. Gershen, D.D.S., Ph.D.

President

Northeast Ohio Medical University (NEOMED) is committed to meeting the diverse needs of its students, faculty, staff, and surrounding communities. Diversity is integral to the mission, vision and values of NEOMED. Embracing and fostering diversity enhances the quality of education for all students and provides the skills required to communicate effectively across cultures. Each individual at NEOMED possesses unique experiences, talents and backgrounds that are diverse and enrich the overall academic community.

For the purpose of this Diversity Strategic Plan, the definition of diversity used by the University has been broadened beyond those that are federally protected (race, color, religion, national origin, sex, age, veteran status, and disability to include sexual orientation, gender identity/expression, and socioeconomic class). Diversity encompasses the representation, inclusion and engagement of these populations. Ideally, the students, faculty, staff and administration of the institution will be representative of the populations the institution exists to serve. Northeast Ohio Medical University encourages engagement by supporting opportunities for intercultural interaction in research, curriculum, community outreach and co-curricular activities.

The accrediting bodies of the University and its programs (The Higher Learning Commission, the Liaison Committee on Medical Education, the Accreditation Council for Pharmacy Education and the Council on Education for Public Health) emphasize the importance of the diversity of students, faculty and staff. It is critical to have educational programs that inspire learners and educators to understand and interact with the diverse world of patients, one another, and the health care team to improve the health of individuals and communities.

NEOMED recognizes that it is not only important to create a student population, workforce and future health care practitioners who reflect the composition of the community in which it serves, but it is imperative that we continue to build a sense of community that is equitable and inclusive. NEOMED will continue to value, respect and provide opportunities to all those who are engaged in the mission of the University.

Diversity has been embedded within the University Strategic Plan to ensure diversity initiatives are a part of the goals of the various departments of the University and that the necessary resources are available to support those initiatives. A number of initiatives have already been implemented, which include: diversity campus climate surveys, diversity focus groups, diversity co-curricular education, and efforts to infuse cultural competency into the curriculum. These initiatives are the beginning of a journey to the diversity, equity and inclusion destination that NEOMED is committed to reaching.

The Creation of the Office of Diversity, Equity and Inclusion

In 2014, NEOMED created the Office of Diversity, Equity and Inclusion. “NEOMED recognizes that diversity, equity and inclusion are educational, economic and civic necessities and that diversity is essential to achieving academic excellence,” said Dr. Gershen. “As a leader in health professions education and a significant local employer, NEOMED is committed to thoughtfully addressing these areas. Through the development of the Office, the University will strive to achieve positive change in the areas of equity, diversity, inclusion, multiculturalism and community.

The Office seeks to build on the successes achieved by various NEOMED entities and organizations and, in collaboration with internal and external stakeholders, will develop and implement this University Strategic Diversity Plan; collaborate with University departments to identify opportunities and barriers to the recruitment and retention of a diverse community of successful students, faculty and staff; and, will lead and support diversity-building programs across campus. The office will also evaluate NEOMED's assets and challenges with regard to underrepresented groups, community support and cultural awareness, working with the President’s Leadership Team to foster a climate of support and inclusiveness.

The University’s leadership recognizes that the development of a Diversity Strategic Plan is critical to achieving the aforementioned goals related to diversity, equity and inclusion. Therefore, the Office of Diversity, Equity and Inclusion has been charged with spearheading the development of this Diversity Strategic Plan. The development of the Diversity Strategic Plan includes input, recommendations, and participation of the entire NEOMED community.

The goals and action steps set forth in this document are designed to provide NEOMED with a “road map” to achieve its commitment to diversifying its students, faculty and staff; fostering a welcoming and inclusive environment; enhancing the curriculum to increase awareness and knowledge regarding cultural competency in health care and health disparities; and, diversifying the University’s vendors and suppliers.

Diversity is everyone’s responsibility at NEOMED. Each individual that is a part of the NEOMED community is responsible for creating an environment that is welcoming, inclusive and respectful of the differences, as well as the similarities, that people bring to the community.

This Diversity Strategic Plan reflects NEOMED's commitment to its students, faculty and staff, but also to *improving* the health, economy, and quality of life in Northeast Ohio through the medical, pharmacy and health sciences education of students and practitioners.

NEOMED's success in reaching the goals stated in this Strategic Plan requires **Administrators** who understand and are committed to diversity. These individuals must be accountable for enhancing and supporting diversity in internal and external settings as an institutional priority and be willing to implement the goals set forth in this Plan, as well as demonstrate their commitment to diversity, equity and inclusion by their behaviors.

NEOMED's success in reaching the goals stated in this Strategic Plan requires **Faculty** and **Staff** that understand that diversity, equity and inclusion create an environment of excellence that enriches the education and work experience of all who are a part of the NEOMED community. Diversity, equity and inclusion are imperative to the ability of the University to achieve excellence.

NEOMED's success in reaching the goals stated in this Strategic Plan requires **Students** that are open-minded, compassionate and passionate about learning in an environment that leverages the unique talents, backgrounds and experiences of all who are part of the NEOMED community.

"Diversity is everyone's business" is the overarching motto at NEOMED. This Diversity Strategic Plan is a comprehensive document that emphasizes diversity, equity and inclusion as a core value of NEOMED, and it should serve as a guide for our personal and collective behavior.

The Diversity Strategic Plan will be only useful if a system is in place to both assess the effectiveness of diversity initiatives and ensure that there is accountability for their implementation. To that end, the Office of Diversity, Equity and Inclusion was charged to:

- a. Create assessment and reporting processes that systematically measure and communicate progress toward implementing all goals of the Diversity Strategic Plan.
- b. Formally budget adequate funding to support diversity initiatives, programs, and processes approved as priorities in the Diversity Strategic Plan.
- c. Annually review the Diversity Strategic Plan, vet the Diversity Strategic Plan with University leadership, and communicate findings to the University community.
- d. Develop and implement a departmental diversity scorecard aligned with the Diversity Strategic Plan, to be reviewed during alternating years by the Office of Diversity, Equity and Inclusion, along with the status of progress on diversity initiatives.

- e. Create an annual report and presentation that will be provided to the campus community on progress made toward achieving diversity goals in the Strategic Plan and will include reporting on changes and refinements to policy and practice.
- f. Design and develop a comprehensive system that defines responsibilities and accountabilities. The system will measure progress toward achieving a culturally diverse academic community and improved campus climate, as well as advance the knowledge of diversity and differences in perspectives.

Recommended Actions:

- a. Incorporate diversity and inclusion as a performance indicator within the annual employee performance evaluation (PfS) process for all University administrators, faculty and staff.

Metric: Performance indicators will be incorporated in the Staff and Manager PfS as a competency indicator for purposes of midyear and year end rating of staff to be implemented by January of 2017.

- b. Develop stakeholder accountability measures and metrics for all actions in support of the diversity goals and recommended actions.

Metric: Accountability measures and metrics will be completed by January 2017.

- c. Develop and implement an equity scorecard aligned with the Diversity Strategic Plan, to be reviewed by the Leadership Team, along with the status of progress on diversity initiatives.

Metric: Equity scorecard will be developed by June 2017. Status reports will be provided annually during State of Diversity Address.

- d. The results will be provided to the campus community on progress made toward achieving diversity goals in the Strategic Plan and will include reporting on changes and refinements to policy and practice. Leadership will plan for a report and presentation to the campus community during alternating years on progress made toward achieving diversity goals in the Strategic Plan.

Metric: Diversity Strategic Plan update will occur annually to the Leadership Team. A progress report will be created and communicated (written) to the campus community. A formal presentation to the community will be conducted biannually.

- e. Conduct periodic campus climate surveys that will focus on diversity among students, faculty, staff, and administrators.

Metric: A diversity campus climate survey will be developed and implemented during academic year 2017.

- f. A special working session will be held at least annually by the Diversity Council to review existing university policies, practices, and initiatives, with a charge to identify prospective changes, advocate for their approval, and lay the groundwork for implementation.

Metric: Diversity Council Policy and Procedure Subcommittee will review university policies by April 2017. Recommendations will be developed and presented to the Leadership Team by September 2017.

Overarching Goals

Goal 1: Recruitment, Retention, and Development

Increase and maintain the diversity of students, faculty, staff and administrators through targeted and innovative recruitment, retention, and professional development.

Strategy 1: Recruitment

Develop and support recruitment policies, strategies, and processes that ensure equal opportunity and progressively expand the number of highly qualified viable diverse candidates for student, faculty, staff, and administrator openings.

I. Students Action Steps

- a. Develop a comprehensive annual diversity recruitment plan through the University's Office of Enrollment Services and the Office of Diversity, Equity and Inclusion that identifies traditional and nontraditional sources (i.e. minority associations, Akron Urban League, The Black Professionals Association, Latino Young Professional Association, The Links, etc.) to attract qualified underrepresented students.

Metric: Diversity Recruitment Plan developed and implemented by August of 2016. Plan will contain traditional and non traditional sourcing for diverse medical university applicants.

- b. Develop and implement a summer on-campus diversity pre-matriculation program designed to prepare students for the medical and pharmacy school curriculum and experiences.

Metric: Summer on-campus diversity pre-matriculation program designed and implemented by June of 2017. Pre-matriculation program will be

available to all NEOMED students and strongly encouraged for identified non-traditional students.

- c. Enlist currently enrolled students, alumni, faculty and staff from underrepresented groups as admissions representatives on targeted recruitment events.

Metric: Identify and enlist students, alumni, faculty and staff as Ambassadors for recruitment events targeting underrepresented students to be completed June 2016.

- d. Increase funding for diversity admissions recruitment including outreach efforts with minority communities and diverse professional organizations. Increase underrepresented diverse student campus visits and participation in minority education recruitment fairs.

Metric: Work with Director of Enrollment Services and identify funding sources that will assist in increasing underrepresented outreach efforts by June 2016.

- e. Continue to develop scholarship opportunities to facilitate achieving a diverse student body.

Metric: Work with Development Office to develop strategy to increase gifts for diversity scholarships, as well as, implementation of annual scholarship luncheon. To be developed and implemented by June 2018.

- f. Continue to develop Central State University partnership with pathway addition via Cleveland State University Partnership to NEOMED.

Metric: Development Central State University pathway that will allow for up to five slots in the College of Medicine each year for qualified candidates by December 2016.

- g. Continue to support and to increase middle school and high school pipeline programs such as Health Professions Affinity Councils (HPAC) and Bio-Med Science Academy, targeted at diverse underrepresented student populations statewide, regionally and nationally.

Metric: Annual increase in the number of Health Professions Affinity Councils developed to expose diverse underrepresented urban and rural student populations to the health professions.

- h. Foster relationships with the Cleveland Metropolitan School District as well as relationships with the Akron, Kent, Youngstown, Canton, Columbus and other school systems within Northeast Ohio. Relationships also need to be strengthened with middle and high school guidance counselors to increase the

publicizing of the NEOMED Pathway Programs to predominantly minority student populated schools.

Metric: Development and implementation of scheduled meet and greet informational sessions with middle and high school counselors to market the NEOMED pathway programs to predominately minority student populated schools. Minimum two meet and greet sessions annually commencing academic year 2017.

- i. Collaborate with diverse community leaders on how to increase the diversity of the NEOMED student population.

Metric: Annual meet and greet informational sessions with diverse professional organizations to inform community leaders of the pathways programs offered at NEOMED. Minimum two meet and greet sessions annually commencing academic year 2017.

II. Faculty, Staff, and Administrators Action Steps

- a. Action steps include an increased use of diversity-centric advertising venues, networking opportunities, and targeted recruitment of diverse employment candidates; i.e., diversity professional associations, websites, publications, community contacts, etc.

Metric: Development of a diversity sourcing list that will be utilized by Search for full time faculty and Staff searches to identify diversity recruitment options to market employment to diverse candidates. Approved sourcing list developed and implemented by 2016.

- b. Develop diversity toolkit containing guidelines and resources for effective outreach to attract diverse qualified applicants.

Metric: Toolkit approved and developed by January 2017.

- c. Budget targeted funding for diverse advertising sourcing, as well as participation at diverse community events. It is the intent that participation will include mechanisms to assess effectiveness of targeted recruitment efforts to determine return on investment.

Metric: Develop diversity sourcing strategy that includes identified funding specifically for diversity recruitment and developed outcome measures for sourcing. Strategy to be completed by January 2017.

- d. Develop enhancements to the diversity website highlighting the positive and welcoming environment at NEOMED and the University's commitment to diversity, equity and inclusion.

Metric: Annual review and inventory of webpage content and implementation of enhancements where needed. Commencing during academic year 2016.

- e. Institute on-going training of search committees on the importance of diversity and the selection approaches and hiring practices that ensure equal opportunity. The training of search committee members will be required prior to participation on search committees.

Metric: Development of diversity search committee training program that will be completed and implemented by July 2016.

- f. Collaborate with the diversity office of NEOMED hospital affiliates to conduct annual faculty diversity recruitment events. NEOMED will continue to appraise the hospital affiliate offices of the benefits and opportunities of becoming a member of NEOMED's clinical faculty.

Metric: Develop annual scheduled recruitment informational sessions with NEOMED hospital affiliates Office of Diversity and Inclusion staff to invite diverse physicians to learn of clinical and Rootstown based faculty opportunities (when available) and the application process.

- g. Search Committee Chairs must seek diverse representation on all faculty and staff search committees to ensure an inclusive recruitment and selection process in all NEOMED employment searches. Search committees must seek guidance from the Office of Diversity, Equity and Inclusion prior to commencing searches.

Metric: Search Committee diversity representation approval process will be developed, vetted, marketed and implemented by January 2017.

- h. Require Search Committee Chairs to submit a report to the Office of Diversity, Equity and Inclusion regarding the outreach efforts to enhance the pool of qualified underrepresented groups prior to selection of candidates for interview. Search committee chairs must provide rationale for selection of final candidate.

Metric: Search Committee Approval Process will be vetted, marketed and implemented by January 2017.

Strategy 2: Retention

Better understand the factors related to successful recruitment and retention of a diverse student body, faculty, staff, and administrators.

I. Students Action Steps

- a. Biannually conduct a campus climate survey among students, focused on diversity, inclusion and overall climate and experiences at the University. Compile survey data to identify best practices, as well as, obstacles to diversity goals.

Metric: Implement diversity student campus climate survey to assess perception of diversity and inclusion across demographics. Survey to be implemented by Spring 2017.

- b. Biannually conduct a survey of diverse alumni seeking their feedback and recommendations regarding their experiences at the University. Compile survey data to identify best practices, as well as obstacles to diversity goals.

Metric: Implement survey of diverse alumni to assess perceptions of experience at the University and opinions on diversity and inclusiveness of the University. Survey to be implemented by Spring 2017.

- c. Highlight the University's commitment to diversity by bringing together the University's underrepresented minority alumni to celebrate achievements and build relationships with current diverse underrepresented minority students.

Metric: Implement a "Welcome Back" event for underrepresented minority alumni to connect alumni to current students and develop relationships with the diversity Alumni. Event to be planned and implemented by Fall 2016.

- d. Develop mentoring program for students in diverse underrepresented minority groups including pairing of first year underrepresented minority students with second year student peer mentors.

Metric: Program recommendations formed and implemented by Fall 2016

- e. Develop an orientation and training program to ensure that Admissions Committee members are prepared to implement the admissions goals outlined in the Diversity Plan.

Metrics: Program recommendations formed and implemented by Fall 2016

- f. Continue to conduct monthly forums with underrepresented minority students designed to solicit feedback from those students regarding climate at NEOMED.

Metric: Forums are held monthly and will be on-going throughout the academic year and subsequent academic years.

- g. Encourage and support leadership activities by minority students in local, regional and national minority health and health professions organizations.

Metric: Inform underrepresented students about annual conferences, seminars and workshops designed to provide leadership opportunities and professional development. Provide listing of professional development opportunities throughout the academic year. This action step is ongoing.

II. Faculty, Staff and Administrators Action Steps

- a. Biannually conduct an assessment (survey) of faculty attitudes toward diversity and equity on campus. Use information gathered from surveys to develop additional retention measures for women faculty and staff, as well as from diverse underrepresented groups.

Metric: Faculty assessment survey will be development and implement in 2017. Result will be reviewed and recommendations developed and vetted by University constituents.

- b. Conduct systematic mandatory (where possible) exit interviews of departing faculty to identify barriers to academic and social success and retention of underrepresented minority faculty; data should be shared with departments and administrators and used to improve the climate and support systems for underrepresented minorities and other faculty.

Metric: Exit interviews shall be conducted by Human Resources on an ongoing basis commencing in 2016. Human Resources will analysis interview results and develop report that will be shared with administrators.

- c. Develop a collaborative mentoring system for underrepresented minorities and other new faculty. System to focus on initial orientation to academic life, teaching skills, research methods, mentored research opportunities, promotion and tenure information.

Metric: Mentoring system developed in collaboration with Faculty Development and implemented by academic year 2018.

- d. Develop and implement University sponsored diverse Employee Resource Groups (ERGS) dedicated to fostering a diverse and inclusive work environment within the context of the University's mission, vision and values. ERGS will showcase and develop the leadership skills and professional development of the constituent group. ERG's will be provided a budget for activities related to the mission of the University and ERG Charter.

Metric: Employee Resource Group (ERG) criteria, application process, and marketing plan developed during academic year 2015. Initial ERG will be effective during academic year 2015.

- e. Institute a comprehensive leadership development program that provides skills for faculty and staff advancement as well as succession planning.

Metric: Leadership development program developed and implemented in collaboration with Faculty Development by academic year 2018.

Strategy 3: Development

Strengthen existing policies and practices and develop new programs that ensure the professional growth and advancement of a diverse workforce at the University.

I. Faculty Action Steps

- a. Offer annual professional development programs on cultural competency and effective classroom engagement practices such as inclusive pedagogies seminars, creating safe and respectful classroom environment, and generational diversity.

Metric: Develop and implement cultural competency and diversity awareness themed professional development offerings on an annual basis commencing academic year 2016.

- b. Review percentage of University funding committed to staff development opportunities for women and minority faculty.

Metric: Annual review by department heads of budgeting allocation for professional development related to diversity, equity and inclusion initiatives.

- c. Formalize efforts to retain, mentor, and promote faculty from underrepresented groups for tenured teaching and academic leadership positions.

Metric: review application for tenure and appointments of academic leadership. Develop list of requirements for application process and market criteria to underrepresented faculty by academic year 2018.

- d. Encourage Department Heads to broaden faculty guidelines to promote and fund faculty attendance at academic conferences, workshops, seminars, and webinars that advance diversity and related networking.

Metric: Develop communicate plan to Department Heads regarding benefits of faculty participation in conferences, seminars, workshops and webinars that advance diversity and inclusion. Communication Plan developed and implemented by academic year 2019.

II. Staff and Administrators Action Steps

- a. Conduct structured focus groups and “brown bag” sessions with staff and administrators to generate discussion and definition around their perceived professional development needs, priorities, and interests, as a foundation for setting development goals and program design.

Metric: Professional development focus groups and “brown bag” sessions will commence in academic year 2019. Findings report will be generated and disseminated to appropriate stakeholders during 2019 academic year.

- b. Develop and implement mandatory diversity training for managers and supervisors which includes unconscious bias, intercultural communication and cultural competency.

Metric: Required Faculty and Staff diversity training offerings developed and implemented during 2016 academic year. Training offerings will be implemented on an annual basis.

- c. Encourage the administrators to broaden staff guidelines to promote and fund staff attendance at academic conferences, workshops, seminars, and webinars that advance diversity and related networking.

Metrics: Develop communicate plan to Department Heads regarding benefits of faculty participation in conferences, seminars, workshops and webinars that advance diversity and inclusion. Communication Plan developed and implemented by academic year 2019.

Goal 2: Campus Culture and Climate

Foster a campus culture and climate that is welcoming and respects differences, encourages inclusiveness, and reflects diversity, equity and inclusion as a core value of the University.

Strategy 1: Communicate to NEOMED students, faculty, staff, administrators and external constituents that the leaders of the University are firmly committed to progressively achieving a diverse workforce, culture, and educational experience at NEOMED.

Action Steps:

- a. Communicate and publicize NEOMED's diversity and inclusion definition across the University to maximize understanding and recognition of the meaning of diversity, equity and inclusion.

Metric: Definition establish and communication plan implemented by academic year 2016.

- b. Provide regular communications to all University constituencies emphasizing the institution's commitment to diversity as a core value, and its aspirations for achieving a diverse workforce, inclusive culture, and educational experience.

Metric: Communications emphasizing the institution's commitment to diversity as a core value, and its aspirations for achieving a diverse workforce, inclusive culture, and educational experience will be ongoing commencing in academic year 2015 and throughout Strategic Plan end date.

- c. Incorporate diversity and inclusion as a performance indicator within the annual employee performance evaluation (PfS) process for all University administrators, faculty and staff.

Metric: Diversity and Inclusion performance indicator will be incorporated in employee performance evaluation process commencing during academic year 2016.

- d. Integrate diversity activities that enhance cultural awareness, promote greater social interactions and understanding of cross-cultural communication, and encourage constructive dialogue and reflection on diversity.

Metric: Integration of diversity activities will commence during academic year 2015 and will be on-going.

- e. Develop Enhancement of Embracing Diversity Series programming that will provide co-curricular educational offerings to students, faculty and staff with emphasis on diversity awareness, cultural competency, inter-cultural communication skill development, health disparities, health literacy, etc.

Metric: Embracing Diversity Series enhancements will be developed and implemented commencing in academic year 2015, with emphasis on cultural diversity skill development and awareness.

- f. Increase celebrations and recognition of cultures including opportunities for social interaction and multicultural education.

Metric: Recognition programs will be increased and furthered enhanced commencing in academic year 2016.

- g. Enhance presentations for the orientation of new students, faculty and staff to emphasize the University's commitment to diversity and inclusion, as well as fostering a welcoming environment.

Metric: Revisions to both the Staff and Student Orientation will commence during academic year 2015 will be ongoing throughout Strategic Plan period.

- h. Continue Safe Space Training offerings to educate the NEOMED community on LGBTQ awareness, as well as creating an inclusive, welcoming and safe academic and work environment.

Metric: Safe Space Training will be implemented annually with a minimum of three sessions offered annually.

- i. Create a Student Diversity Advisory Committee charged with identifying opportunities and/or impediments to creating a welcoming and inclusive environment, as well as enhancing student engagement in regard to diversity and inclusion initiatives.

Metric: Student Diversity Advisory Committee will be formulated and implemented in spring of 2017.

- j. Develop communication standards and tracking for resolution of complaints and consideration of diversity related incidents for identifying trends or patterns. Develop processes to review departmental practices and structures to support diversity mission.

Metric: standards and tracking mechanism developed and implemented by academic year 2016. Review process for department practices will be implemented by academic year 2018.

Strategy 2: Enhance Communication Action Steps

- a. Develop continued enhancements to the University's diversity webpage to highlight diversity strategic plan updates, diversity recognition/events, and other relevant diversity and inclusion information.

Metric: Webpage enhancements developed on annual basis or as needed commencing in academic year 2016.

- b. Publish an electronic bi-monthly diversity and inclusion publication highlighting recent diversity and inclusion events, programs and other information.

Metric: Development and implementation of bi-monthly diversity and inclusion publication to commence in academic year 2016.

- c. Ensure that campus publications are reflective of the diversity of the University community.

Metric: Review of campus publications for diversity elements will commence during academic year 2017.

- d. Create an ***“I AM DIVERSITY”*** poster campaign to convey the message that every member of the University community is diverse and brings unique experiences and backgrounds to the University.

Metric: “I AM DIVERSITY” poster campaign will be created by NEOMED Public Relations and Marketing and will be implemented by academic year 2017.

- e. Conduct an annual “State of Diversity” address by the Office of Diversity, Equity and Inclusion to address the campus community by highlighting the achievements towards diversity goals and any impediments to the University’s diversity mission.

Metric: Annual “State of Diversity” address will be implemented commencing academic year 2015.

- f. Create and disseminate an annual Diversity, Equity and Inclusion annual report highlighting the accomplishments of the University and the diversity strategic plan progress.

Metric: Diversity, Equity and Inclusion annual report highlighting the accomplishments of the University and the diversity strategic plan progress will be developed and implemented commencing academic year 2016.

- g. Continue to promote collaborations with Diversity Officers from partnering universities, hospital affiliates and community health organizations to network and communicate the University’s diversity and inclusion commitment.

Metric: Design and implement annual networking event with affiliates to promote diversity initiatives at NEOMED and the University's community outreach. Goal to commence academic year 2016.

Strategy 3: Enhance Reward and Recognition

Tangible support, recognition and engage in meaningful diversity initiatives that make a difference at NEOMED.

Action Steps:

- a. Establish an awards program to recognize and showcase outstanding and innovative diversity activities of faculty, students, staff, and administrators in the areas of teaching, research, community involvement, recruiting, etc. Recipients will be recognized at campus awards ceremonies.

Metric: Recognition Program developed and implemented to recognize and showcase outstanding and innovative diversity activities of faculty, students, staff, and administrators in the areas of teaching, research, community involvement, recruiting, etc. Program completed by academic year 2017.

- b. Implement the inclusion of brief monthly narratives on the NEOMED main webpage that highlights ways faculty, staff and students have incorporated diversity and inclusion into the NEOMED community.

Metric: Narratives compiled and reviewed for webpage development by academic year 2016.

Goal 3: Curriculum and Pedagogy

Infuse and maintain the principles of diversity in the curriculum. Promote pedagogical strategies that facilitate respect of differences, understanding health disparities, cultural impact on health care and health care decisions, and effective cross cultural communication in the health care profession.

Strategy: Embedding Diversity into the Curriculum

Strengthen existing curriculum and pedagogical practices to include the experiences of diverse populations, health care disparities, and cultural competency.

Action Steps:

- a. Assess current diversity offerings in curriculum. Utilize curriculum mapping to show where course or course components contain diversity.

Metric: Assessment of diversity offerings in curriculum completed by end of academic year 2016.

- b. Develop a standardized longitudinal curriculum that enables students to be skilled in areas of diversity and cultural competence. Provide support for further integration of diversity content into new and existing courses.

Metric: On-going longitudinal curriculum development designed to integrate diversity content into course offerings. This goal to be on-going.

- c. Enhance global health awareness by examining specific various diverse populations including refugee populations in Ohio (i.e., Akron, Cleveland, Columbus, etc.). Develop opportunities for students to participate in summer internships focused on global health.

Metric: Enhancement of global health awareness by examining specific various diverse populations including refugee populations, as well as, development of opportunities for students to participate in summer internships focused on global health. This goal will be on-going and implement annually.

- d. Include diversity examples and cases involving health disparities, social determinants of health culture impact on health care and health literacy. Provide faculty development opportunities for course directors in collaboration with diversity content experts.

Metric: On-going integration of diversity examples and cases involving health disparities, social determinants of health culture impact on health care and health literacy. This goal will be on-going and implement annually.

- e. Increase student understanding of their own unconscious bias and values and how they may differ from their future patients.

Metric: Student development around unconscious bias will be implemented during student orientation and throughout student matriculation. This goal is on-going.

- f. Enhance standardized patient experiences to increase the involvement of diverse and underrepresented groups for patient encounters that accurately reflect the patient population the students will address.

Metric: Recruitment of diverse standardized patients on-going with increase headcount of participants annually.

- g. Offer professional development opportunities to assist faculty on how to embed cultural competency in the curriculum, as well as encourage the development of a culturally sensitive educational experience for students.

Metric: Offerings development annually with full catalogue implemented by academic year 2019.

- h. Ensure that all curricular offerings addressing diversity provide opportunities for interaction and dialogue to enable students of different backgrounds and perspectives to learn about and from one another.

Metric: Review of curriculum offerings conducted on-going and new offerings implemented each year commencing academic year 2017.

Goal 4: Community Outreach, Engagement and Supplier Diversity

Build and strengthen partnerships with diverse communities, community-centric organizations, business, civic and government entities to advance diversity and multiculturalism within the University and throughout the region.

Strategy:

Development of a comprehensive diversity community engagement initiative.
Development and implementation of a supplier diversity program that identifies diverse suppliers or potential business opportunity with the university.

I. Action Steps:

- a. Develop community partnerships with minority health organizations to enhance the University's commitment to urban and rural health education.

Metric: Continue community partnership development with goal to enhance student opportunities for professional development. This goal is on-going.

- b. Sponsor and support diverse community and civic organizations that are committed to diversity and inclusion and strengthen those relationships to provide opportunities for collaborations, networking and recruitment outreach.

Metric: Increase community and civic engagement annually.

- c. Identify and increase the quantity and quality of outreach programs and activities that target underrepresented groups and that are designed to enhance our admission pipeline programs.

Metric: increase number of admission events each year that target underrepresented groups and that are designed to enhance our admission pipeline programs.

- d. Establish an advisory board of regional community and business leaders that will meet to provide guidance and insight on the University's diversity initiatives.

Metric: Advisory Board developed by academic year 2018.

- e. Establish an advisory board of underrepresented minority alumni to meet and discuss the University's diversity initiatives and provide insight into courses of action.

Metric: Advisory Board developed by academic year 2017.

- f. Develop a Supplier Diversity Program including policy, procedures and protocols.

Metric: Development and implementation of a Supplier Diversity Program to be completed by academic year 2018.

- g. Identify current spending with women and minority vendors and suppliers with the development of a spending tracking method that will provide data on central and decentralized purchase activities.

Metric: Assessment of current spending with women and minority vendors and suppliers with the development of a spending tracking method that will provide data on central and decentralized purchase activities to be completed by academic year 2018.

- h. Develop a communication plan for the supplier diversity program. The communication plan will focus on going into communities and interacting with diverse suppliers as well as those organizations that have as their mission provisions to assist diverse suppliers in becoming more successful.

Metric: Communication Plan completed and implemented by academic year 2019.

APPENDIX

NEOMED College of Medicine Mission, Vision and Values

Mission

The mission of the Northeast Ohio Medical University's College of Medicine is to graduate qualified physicians oriented to the practice of medicine at the community level, with an emphasis on primary care: family medicine, internal medicine, pediatrics and obstetrics/gynecology. NEOMED strives to improve the quality of health care in Northeast Ohio through:

- education of undergraduate medical students;
- assistance to the residency programs in the associated hospitals;
- continuing education of physicians and other health professionals;
- the participation of faculty and students in the development of new knowledge through research and consortial education of graduate students in the biomedical, community health and behavioral sciences; and
- the provision of community service programs and health education throughout the region.

Vision

NEOMED will be recognized as the premier community based medical school in the United States, with greatness defined as:

- national leadership in medical education;
- nationally recognized for excellence in focused areas of research and scholarship; and
- being an outstanding place to learn and work.

Values

The University's integrated, interprofessional curriculum is one of its most distinctive assets. It trains students to be superb scientists, skilled practitioners, and compassionate communicators. Our institutional values are based on the characteristics that people want to see in their health care professionals: competence, communication, caring, character, and community, known collectively on campus as the Five Cs. These values permeate through our educational, research, and work environments.

NEOMED College of Pharmacy Mission, Vision and Values

Mission

Northeast Ohio Medical University's College of Pharmacy prepares highly skilled pharmacists who play an indispensable role in a team-oriented approach to patient care and medication management services. Our unique curriculum intermeshes with that of the Northeast Ohio Medical University's College of Medicine to set new standards for inter-professional education and collaboration.

The College of Pharmacy will promote innovative collaborative research in education, biomedical and pharmaceutical sciences. Our faculty, staff and students will:

- Reflect the diversity and culture of Northeast Ohio
- Embody competence and caring
- Display strong communication skills
- Exhibit professional ethics and character
- Provide service to the community
- Demonstrate dedication to lifelong learning

Vision

Northeast Ohio Medical University's College of Pharmacy will be recognized as the premier institution and leader in the interprofessional education of exceptional pharmacist patient-care providers.

Values

Our values are reflected in the Five C's of our educational, research and work environment: Competence, Communication, Caring, Character and Community.

NEOMED College of Graduate Studies Mission Statement

The mission of the College of Graduate Studies is to instill critical thinking, inspire curiosity and promote innovation in order to graduate future generations of scientists, researchers, teachers and community leaders who will use the power of education, research and scholarship to positively transform the world.

Institutional Diversity Statement and Guiding Practices

NEOMED embraces diversity and its benefits and values a work and learning environment that is grounded in respect and inclusion of all. Diversity encompasses race, culture, ethnicity, gender, socio-economic status, religion, age, sexual orientation, disability, and military/veteran status.

NEOMED views diversity as a commitment to recognizing and appreciating the variety of characteristics that make individuals unique. We strive to create an atmosphere that promotes and celebrates both the uniqueness of individuals and collective achievement. The practice of diversity at NEOMED means continually educating and training members of our NEOMED community so that we can effectively serve a multicultural society. Each of us is accountable for our overall success.

Guiding Practices

These Guiding Practices help us fulfill our mission of improving the health of Northeast Ohio through education, research and service. The Guiding Practices should be used to implement institutional actions, activities, policies, and planning to assure all members of the community are represented among our faculty, staff and students.

A commitment to diversity is the responsibility of all individuals. Therefore, all University members are expected to use the following practices to guide their actions and decision making:

1. Create a welcoming, nurturing, inclusive environment that promotes interaction among all University members.
2. Promote practices that create awareness, appreciation, acceptance and celebration of different cultures.
3. Build skills required to be successful in a multicultural environment.
4. Develop and implement actions and activities that result in the recruitment and retention of more diverse faculty, staff and students.

Institutional Statement on Student Diversity

NEOMED believes that diversity is a value that is central to its educational, research, service and health care missions. The University has a compelling interest to maintain a diverse student body in order to reap the societal, educational, research, and business benefits that flow from a diverse university environment. Consistent with the University's mission and strategic plan, the University is committed to improving and advancing diversity among its students, faculty and staff.

Northeast Ohio Medical University

Diversity Strategic Plan

Metrics

This Diversity Strategic Plan reflects NEOMED's commitment to its students, faculty and staff, but also to *improving* the health, economy, and quality of life in Northeast Ohio through the medical, pharmacy and health sciences education of students and practitioners.

NEOMED's success in reaching the goals stated in this Strategic Plan requires **Administrators** who understand and are committed to diversity. These individuals must be accountable for enhancing and supporting diversity in internal and external settings as an institutional priority and be willing to implement the goals set forth in this Plan, as well as demonstrate their commitment to diversity, equity and inclusion by their behaviors.

NEOMED's success in reaching the goals stated in this Strategic Plan requires **Faculty** and **Staff** that understand that diversity, equity and inclusion create an environment of excellence that enriches the education and work experience of all who are a part of the NEOMED community. Diversity, equity and inclusion are imperative to the ability of the University to achieve excellence.

NEOMED's success in reaching the goals stated in this Strategic Plan requires **Students** that are open-minded, compassionate and passionate about learning in an environment that leverages the unique talents, backgrounds and experiences of all who are part of the NEOMED community.

"Diversity is everyone's business" is the overarching motto at NEOMED. This Diversity Strategic Plan is a comprehensive document that emphasizes diversity, equity and inclusion as a core value of NEOMED, and it should serve as a guide for our personal and collective behavior.

The Diversity Strategic Plan will be only useful if a system is in place to both assess the effectiveness of diversity initiatives and ensure that there is accountability for their implementation. To that end, the Office of Diversity, Equity and Inclusion was charged to:

- A. Create assessment and reporting processes that systematically measure and communicate progress toward implementing all goals of the Diversity Strategic Plan.

- B. Formally budget adequate funding to support diversity initiatives, programs, and processes approved as priorities in the Diversity Strategic Plan.
- C. Annually review the Diversity Strategic Plan, vet the Diversity Strategic Plan with University leadership, and communicate findings to the University community.
- D. Develop and implement a departmental diversity scorecard aligned with the Diversity Strategic Plan.

Recommended Actions

- A. Incorporate diversity and inclusion as a performance indicator within the annual employee performance evaluation (PfS) process for all University administrators, faculty and staff.

Metric: Performance indicators will be incorporated in the Staff and Manager PfS as a competency indicator for purposes of midyear and year end rating of staff to be implemented by January of 2017.

- B. Develop stakeholder accountability measures and metrics for all actions in support of the diversity goals and recommended actions.

Metric: Accountability measures and metrics will be completed by January 2017.

- C. Develop and implement an equity scorecard aligned with the Diversity Strategic Plan, to be reviewed by the Leadership Team, along with the status of progress on diversity initiatives.

Metric: Equity scorecard will be developed by June 2017. Status reports will be provided annually during State of Diversity Address.

- D. The results will be provided to the campus community on progress made toward achieving diversity goals in the Strategic Plan and will include reporting on changes and refinements to policy and practice. Leadership will plan for a report and presentation to the campus community during alternating years on progress made toward achieving diversity goals in the Strategic Plan.

Metric: Diversity Strategic Plan update will occur annually to the Leadership Team. A progress report will be created and communicated (written) to the campus community. A formal presentation to the community will be conducted biannually.

- E. Conduct periodic campus climate surveys that will focus on diversity among students, faculty, staff, and administrators.

Metric: A diversity campus climate survey will be developed and implemented during academic year 2017.

- F. A special working session will be held at least annually by the Diversity Council to review existing university policies, practices, and initiatives, with a charge to identify prospective changes, advocate for their approval, and lay the groundwork for implementation.

Metric: Diversity Council Policy and Procedure subcommittee will review university policies by April 2017. Recommendations will be developed and presented to the Leadership Team by September 2017.

Overarching Goals

Goal 1: Recruitment, Retention, and Development

Increase and maintain the diversity of students, faculty, staff and administrators through targeted and innovative recruitment, retention, and professional development.

Strategy 1: Recruitment

Develop and support recruitment policies, strategies, and processes that ensure equal opportunity and progressively expand the number of highly qualified viable diverse candidates for student, faculty, staff, and administrator openings.

I. Students Action Steps

- A. Develop a comprehensive annual diversity recruitment plan through the University's Office of Enrollment Services and the Office of Diversity, Equity and Inclusion that identifies traditional and nontraditional sources (i.e. minority associations, Akron Urban League, The Black Professionals Association, Latino Young Professional Association, The Links, etc.) to attract qualified underrepresented students.

Metric: Diversity Recruitment Plan developed and implemented by August of 2016. Plan will contain traditional and nontraditional sourcing for diverse medical university applicants.

- B. Develop and implement a summer on-campus diversity pre-matriculation program designed to prepare students for the medical and pharmacy school curriculum and experiences.

Metric: Summer on-campus diversity pre-matriculation program designed and implemented by June of 2017. Pre-matriculation program will be available to all NEOMED students and strongly encouraged for identified nontraditional students.

- C. Enlist currently enrolled students, alumni, faculty and staff from underrepresented groups as admissions representatives on targeted recruitment events.

Metric: Identify and enlist students, alumni, faculty and staff as Ambassadors for recruitment events targeting underrepresented students to be completed June 2016.

- D. Increase funding for diversity admissions recruitment including outreach efforts with minority communities and diverse professional organizations. Increase underrepresented diverse student campus visits and participation in minority education recruitment fairs.

Metric: Work with Director of Enrollment Services and identify funding sources that will assist in increasing underrepresented outreach efforts by June 2016.

- E. Continue to develop scholarship opportunities to facilitate achieving a diverse student body.

Metric: Work with Development Office to develop strategy to increase gifts for diversity scholarships as well as implementation of annual scholarship luncheon. To be developed and implemented by June 2018.

- F. Continue to develop Central State University partnership with pathway addition via Cleveland State University Partnership to NEOMED.

Metric: Development of Central State University pathway that will allow for up to five slots in the College of Medicine each year for qualified candidates by December 2016.

- G. Continue to support and to increase middle school and high school pipeline programs such as Health Professions Affinity Councils (HPAC) and Bio-Med Science Academy, targeted at diverse underrepresented student populations statewide, regionally and nationally.

Metric: Annual increase in the number of Health Professions Affinity Councils developed to expose diverse underrepresented urban and rural student populations to the health professions.

- H. Foster relationships with the Cleveland Metropolitan School District as well as relationships with the Akron, Kent, Youngstown, Canton, Columbus and other school systems within Northeast Ohio. Relationships also need to be strengthened with middle and high school guidance counselors to increase the publicizing of the NEOMED Pathway Programs to predominantly minority student populated schools.

Metric: Development and implementation of scheduled meet and greet informational sessions with middle and high school counselors to market the NEOMED pathway programs to predominately minority student populated schools. Minimum two meet and greet sessions annually commencing academic year 2017.

- I. Collaborate with diverse community leaders on how to increase the diversity of the NEOMED student population.

Metric: Annual meet and greet informational sessions with diverse professional organizations to inform community leaders of the pathways programs offered at NEOMED. Minimum two meet and greet sessions annually commencing academic year 2017.

II. Faculty, Staff, and Administrators Action Steps

- A. Action steps include an increased use of diversity-centric advertising venues, networking opportunities, and targeted recruitment of diverse employment candidates; i.e., diversity professional associations, websites, publications, community contacts, etc.

Metric: Development of a diversity sourcing list that will be utilized by Search Committees for full time faculty and staff searches to identify diversity recruitment options to market employment to diverse candidates. Approved sourcing list developed and implemented by 2016.

- B. Develop diversity toolkit containing guidelines and resources for effective outreach to attract diverse qualified applicants.

Metric: Toolkit approved and developed by January 2017.

- C. Budget targeted funding for diverse advertising sourcing, as well as participation at diverse community events. It is the intent that participation will include mechanisms to assess effectiveness of targeted recruitment efforts to determine return on investment.

Metric: Develop diversity sourcing strategy that includes identified funding specifically for diversity recruitment and developed outcome measures for sourcing. Strategy to be completed by January 2017.

- D. Develop enhancements to the diversity website highlighting the positive and welcoming environment at NEOMED and the University's commitment to diversity, equity and inclusion.

Metric: Annual review and inventory of webpage content and implementation of enhancements where needed. Commencing during academic year 2016.

- E. Institute on-going training of search committees on the importance of diversity and the selection approaches and hiring practices that ensure equal opportunity. The training of search committee members will be required prior to participation on search committees.

Metric: Development of diversity search committee training program that will be completed and implemented by July 2016.

- F. Collaborate with the diversity office of NEOMED hospital affiliates to conduct annual faculty diversity recruitment events. NEOMED will continue to apprise the hospital affiliate offices of the benefits and opportunities of becoming a member of NEOMED's clinical faculty.

Metric: Develop annual scheduled recruitment informational sessions with NEOMED hospital affiliates Office of Diversity and Inclusion staff to invite diverse physicians to learn of clinical and Rootstown based faculty opportunities (when available) and the application process.

- G. Search Committee Chairs must seek diverse representation on all faculty and staff search committees to ensure an inclusive recruitment and selection process in all NEOMED employment searches. Search committees must seek guidance from the Office of Diversity, Equity and Inclusion prior to commencing searches.

Metric: Search Committee diversity representation approval process will be developed, vetted, marketed and implemented by January 2017.

- H. Require Search Committee Chairs to submit a report to the Office of Diversity, Equity and Inclusion regarding the outreach efforts to enhance the pool of qualified underrepresented groups prior to selection of candidates for interview. Search committee chairs must provide rationale for selection of final candidate.

Metric: Search Committee Approval Process will be vetted, marketed and implemented by January 2017.

Strategy 2: Retention

Better understand the factors related to successful recruitment and retention of a diverse student body, faculty, staff, and administrators.

I. Students Action Steps

- A. Biannually conduct a campus climate survey among students, focused on diversity, inclusion and overall climate and experiences at the University. Compile survey data to identify best practices as well as obstacles to diversity goals.

Metric: Implement diversity student campus climate survey to assess perception of diversity and inclusion across demographics. Survey to be implemented by Spring 2017.

- B. Biannually conduct a survey of diverse alumni seeking their feedback and recommendations regarding their experiences at the University. Compile survey data to identify best practices as well as obstacles to diversity goals.

Metric: Implement survey of diverse alumni to assess perceptions of experience at the University and opinions on diversity and inclusiveness of the University. Survey to be implemented by Spring 2017.

- C. Highlight the University's commitment to diversity by bringing together the University's underrepresented minority alumni to celebrate achievements and build relationships with current diverse underrepresented minority students.

Metric: Implement a "Welcome Back" event for underrepresented minority alumni to connect alumni to current students and develop relationships with the diversity Alumni. Event to be planned and implemented by Fall 2016.

- D. Develop mentoring program for students in diverse underrepresented minority groups including pairing of first year underrepresented minority students with second year student peer mentors.

Metric: Program recommendations formed and implemented by Fall 2016.

- E. Develop an orientation and training program to ensure that Admissions Committee members are prepared to implement the admissions goals outlined in the Diversity Plan.

Metrics: Program recommendations formed and implemented by Fall 2016.

- F. Continue to conduct monthly forums with underrepresented minority students designed to solicit feedback from those students regarding climate at NEOMED.

Metric: Forums are held monthly and will be on-going throughout the academic year and subsequent academic years.

- G. Encourage and support leadership activities by minority students in local, regional and national minority health and health professions organizations.

Metric: Inform underrepresented students about annual conferences, seminars and workshops designed to provide leadership opportunities and professional development. Provide listing of professional development opportunities throughout the academic year. This action step is ongoing.

II. Faculty, Staff and Administrators Action Steps

- A. Biannually conduct an assessment (survey) of faculty attitudes toward diversity and equity on campus. Use information gathered from surveys to develop additional retention measures for women faculty and staff, as well as from diverse underrepresented groups.

Metric: Faculty assessment survey will be developed and implemented in 2017. Result will be reviewed and recommendations developed and vetted by University constituents.

- B. Conduct systematic mandatory (where possible) exit interviews of departing faculty to identify barriers to academic and social success and retention of underrepresented minority faculty; data should be shared with departments and administrators and used to improve the climate and support systems for underrepresented minorities and other faculty.

Metric: Exit interviews shall be conducted by Human Resources on an ongoing basis commencing in 2016. Human Resources will analyze interview results and develop report that will be shared with administrators.

- C. Develop a collaborative mentoring system for underrepresented minorities and other new faculty. System to focus on initial orientation to academic life, teaching skills, research methods, mentored research opportunities, promotion and tenure information.

Metric: Mentoring system developed in collaboration with Faculty Development and implemented by academic year 2018.

- D. Develop and implement University sponsored diverse Employee Resource Groups (ERGS) dedicated to fostering a diverse and inclusive work environment

within the context of the University's mission, vision and values. ERGS will showcase and develop the leadership skills and professional development of the constituent group. ERGS will be provided a budget for activities related to the mission of the University and ERG Charter.

Metric: Employee Resource Group (ERG) criteria, application process, and marketing plan developed during academic year 2015. Initial ERG will be effective during academic year 2015.

- E. Institute a comprehensive leadership development program that provides skills for faculty and staff advancement as well as succession planning.

Metric: Leadership development program developed and implemented in collaboration with Faculty Development by academic year 2018.

Strategy 3: Development

Strengthen existing policies and practices and develop new programs that ensure the professional growth and advancement of a diverse workforce at the University.

I. Faculty Action Steps

- A. Offer annual professional development programs on cultural competency and effective classroom engagement practices such as inclusive pedagogies seminars, creating safe and respectful classroom environment, and generational diversity.

Metric: Develop and implement cultural competency and diversity awareness themed professional development offerings on an annual basis commencing academic year 2016.

- B. Review percentage of University funding committed to staff development opportunities for women and minority faculty.

Metric: Annual review by department heads of budgeting allocation for professional development related to diversity, equity and inclusion initiatives.

- C. Formalize efforts to retain, mentor, and promote faculty from underrepresented groups for tenured teaching and academic leadership positions.

Metric: Review application for tenure and appointments of academic leadership. Develop list of requirements for application process and market criteria to underrepresented faculty by academic year 2018.

- D. Encourage Department Heads to broaden faculty guidelines to promote and fund faculty attendance at academic conferences, workshops, seminars, and webinars that advance diversity and related networking.

Metric: Develop a communication plan for Department Heads regarding benefits of faculty participation in conferences, seminars, workshops and webinars that advance diversity and inclusion. Communication Plan developed and implemented by academic year 2019.

II. Staff and Administrators Action Steps

- A. Conduct structured focus groups and “brown bag” sessions with staff and administrators to generate discussion and definition around their perceived professional development needs, priorities, and interests, as a foundation for setting development goals and program design.

Metric: Professional development focus groups and “brown bag” sessions will commence in academic year 2019. Findings report will be generated and disseminated to appropriate stakeholders during 2019 academic year.

- B. Develop and implement mandatory diversity training for managers and supervisors which includes unconscious bias, intercultural communication and cultural competency.

Metric: Required Faculty and Staff diversity training offerings developed and implemented during 2016 academic year. Training offerings will be implemented on an annual basis.

- C. Encourage the administrators to broaden staff guidelines to promote and fund staff attendance at academic conferences, workshops, seminars, and webinars that advance diversity and related networking.

Metrics: Develop a communication plan for Department Heads regarding benefits of faculty participation in conferences, seminars, workshops and webinars that advance diversity and inclusion. Communication Plan developed and implemented by academic year 2019.

Goal 2: Campus Culture and Climate

Foster a campus culture and climate that is welcoming and respects differences, encourages inclusiveness, and reflects diversity, equity and inclusion as a core value of the University.

Strategy 1: Communicate to NEOMED students, faculty, staff, administrators and external constituents that the leaders of the University are firmly committed to progressively achieving a diverse workforce, culture, and educational experience at NEOMED.

Action Steps:

- A. Communicate and publicize NEOMED's diversity and inclusion definition across the University to maximize understanding and recognition of the meaning of diversity, equity and inclusion.

Metrics: Definition established and communication plan implemented by academic year 2016.

- B. Provide regular communications to all University constituencies emphasizing the Institution's commitment to diversity as a core value, and its aspirations for achieving a diverse workforce, inclusive culture, and educational experience.

Metric: Communications emphasizing the institution's commitment to diversity as a core value, and its aspirations for achieving a diverse workforce, inclusive culture, and educational experience will be ongoing commencing in academic year 2015 and throughout Strategic Plan end date.

- C. Incorporate diversity and inclusion as a performance indicator within the annual employee performance evaluation (PfS) process for all University administrators, faculty and staff.

Metric: Diversity and Inclusion performance indicator will be incorporated in employee performance evaluation process commencing during academic year 2016.

- D. Integrate diversity activities that enhance cultural awareness, promote greater social interactions and understanding of cross-cultural communication, and encourage constructive dialogue and reflection on diversity.

Metric: Integration of diversity activities will commence during academic year 2015 and will be on-going.

- E. Develop Enhancement of Embracing Diversity Series programming that will provide co-curricular educational offerings to students, faculty and staff with emphasis on diversity awareness, cultural competency, inter-cultural communication skill development, health disparities, health literacy, etc.

Metric: Embracing Diversity Series enhancements will be developed and implemented commencing in academic year 2015, with emphasis on cultural diversity skill development and awareness.

- F. Increase celebrations and recognition of cultures including opportunities for social interaction and multicultural education.

Metric: Recognition programs will be increased and furthered enhanced commencing in academic year 2016.

- G. Enhance presentations for the orientation of new students, faculty and staff to emphasize the University's commitment to diversity and inclusion, as well as fostering a welcoming environment.

Metric: Revisions to both the Staff and Student Orientation will commence during academic year 2015 and will be ongoing throughout Strategic Plan period.

- H. Continue Safe Space Training offerings to educate the NEOMED community on LGBTQ awareness, as well as creating an inclusive, welcoming and safe academic and work environment.

Metric: Safe Space Training will be implemented annually with a minimum of three sessions offered annually.

- I. Create a Student Diversity Advisory Committee charged with identifying opportunities and/or impediments to creating a welcoming and inclusive environment, as well as enhancing student engagement in regard to diversity and inclusion initiatives.

Metric: Student Diversity Advisory Committee will be formulated and implemented in spring of 2017.

- J. Develop communication standards and tracking for resolution of complaints and consideration of diversity related incidents for identifying trends or patterns. Develop processes to review departmental practices and structures to support diversity mission.

Metric: Standards and tracking mechanism developed and implemented by academic year 2016. Review process for department practices will be implemented by academic year 2018.

Strategy 2: Enhance Communication Action Steps

- A. Develop continued enhancements to the University's diversity webpage to highlight diversity strategic plan updates, diversity recognition/events, and other relevant diversity and inclusion information.

Metric: Webpage enhancements developed on annual basis or as needed commencing in academic year 2016.

- B. Publish an electronic bi-monthly diversity and inclusion publication highlighting recent diversity and inclusion events, programs and other information.

Metric: Development and implementation of bi-monthly diversity and inclusion publication to commence in academic year 2016.

- C. Ensure that campus publications are reflective of the diversity of the University community.

Metric: Review of campus publications for diversity elements will commence during academic year 2017.

- D. Create an ***"I AM DIVERSITY"*** poster campaign to convey the message that every member of the University community is diverse and brings unique experiences and backgrounds to the University.

Metric: "I AM DIVERSITY" poster campaign will be created by NEOMED Public Relations and Marketing and will be implemented by academic year 2017.

- E. Conduct an annual "State of Diversity" address by the Office of Diversity, Equity and Inclusion to address the campus community by highlighting the achievements towards diversity goals and any impediments to the University's diversity mission.

Metric: Annual "State of Diversity" address will be implemented commencing academic year 2015.

- F. Create and disseminate an annual Diversity, Equity and Inclusion annual report highlighting the accomplishments of the University and the diversity strategic plan progress.

Metric: Diversity, Equity and Inclusion annual report highlighting the accomplishments of the University and the diversity strategic plan progress will be developed and implemented commencing academic year 2016.

- G. Continue to promote collaborations with Diversity Officers from partnering universities, hospital affiliates and community health organizations to network and communicate the University's diversity and inclusion commitment.

Metric: Design and implement annual networking event with affiliates to promote diversity initiatives at NEOMED and the University's community outreach. Goal to commence academic year 2016.

Strategy 3: Enhance Reward and Recognition

Tangible support, recognition and engage in meaningful diversity initiatives that make a difference at NEOMED.

Action Steps:

- A. Establish an awards program to recognize and showcase outstanding and innovative diversity activities of faculty, students, staff, and administrators in the areas of teaching, research, community involvement, recruiting, etc. Recipients will be recognized at campus awards ceremonies.

Metric: Recognition Program developed and implemented to recognize and showcase outstanding and innovative diversity activities of faculty, students, staff, and administrators in the areas of teaching, research, community involvement, recruiting, etc. Program completed by academic year 2017.

- B. Implement the inclusion of brief monthly narratives on the NEOMED main webpage that highlights ways faculty, staff and students have incorporated diversity and inclusion into the NEOMED community.

Metric: Narratives compiled and reviewed for webpage development by academic year 2016.

Goal 3: Curriculum and Pedagogy

Infuse and maintain the principles of diversity in the curriculum. Promote pedagogical strategies that facilitate respect of differences, understanding health disparities, cultural impact on health care and health care decisions and effective cross cultural communication in the health care profession.

Strategy: Embedding Diversity into the Curriculum

Strengthen existing curriculum and pedagogical practices to include the experiences of diverse populations, health care disparities, and cultural competency.

Action Steps:

- A. Assess current diversity offerings in curriculum. Utilize curriculum mapping to show where course or course components contain diversity.

Metric: Assessment of diversity offerings in curriculum completed by end of academic year 2016.

- B. Develop a standardized longitudinal curriculum that enables students to be skilled in areas of diversity and cultural competence. Provide support for further integration of diversity content into new and existing courses.

Metric: On-going longitudinal curriculum development designed to integrate diversity content into course offerings. This goal to be on-going.

- C. Enhance global health awareness by examining specific various diverse populations including refugee populations in Ohio (i.e., Akron, Cleveland, Columbus, etc.). Develop opportunities for students to participate in summer internships focused on global health.

Metric: Enhancement of global health awareness by examining specific various diverse populations including refugee populations as well as development of opportunities for students to participate in summer internships focused on global health. This goal will be on-going and implemented annually.

- D. Include diversity examples and cases involving health disparities, social determinants of health culture impact on health care and health literacy. Provide faculty development opportunities for course directors in collaboration with diversity content experts.

Metric: On-going integration of diversity examples and cases involving health disparities, social determinants of health culture impact on health care and health literacy. This goal will be on-going and implemented annually.

- E. Increase student understanding of their own unconscious bias and values and how they may differ from their future patients.

Metric: Student development around unconscious bias will be implemented during student orientation and throughout student matriculation. This goal is on-going.

- F. Enhance standardized patient experiences to increase the involvement of diverse and underrepresented groups for patient encounters that accurately reflect the patient population the students will address.

Metric: Recruitment of diverse standardized patients on-going with increase headcount of participants annually.

- G. Offer professional development opportunities to assist faculty on how to embed cultural competency in the curriculum, as well as encourage the development of a culturally sensitive educational experience for students.

Metric: Offerings developed annually with full catalogue implemented by academic year 2019.

- H. Ensure that all curricular offerings addressing diversity provide opportunities for interaction and dialogue to enable students of different backgrounds and perspectives to learn about and from one another.

Metric: Review of curriculum offerings conducted on-going and new offerings implemented each year commencing academic year 2017.

Goal 4: Community Outreach, Engagement and Supplier Diversity

Build and strengthen partnerships with diverse communities, community-centric organizations, business, civic and government entities to advance diversity and multiculturalism within the University and throughout the region.

Strategy:

Development of a comprehensive diversity community engagement initiative.
Development and implementation of a supplier diversity program that identifies diverse suppliers or potential business opportunity with the university.

Action Steps:

- A. Develop community partnerships with minority health organizations to enhance the University's commitment to urban and rural health education.

Metric: Continue community partnership development with goal to enhance student opportunities for professional development. This goal is on-going.

- B. Sponsor and support diverse community and civic organizations that are committed to diversity and inclusion and strengthen those relationships to provide opportunities for collaborations, networking and recruitment outreach.

Metric: Increase community and civic engagement annually.

- C. Identify and increase the quantity and quality of outreach programs and activities that target underrepresented groups and that are designed to enhance our admission pipeline programs.

Metric: Increase number of admission events each year that target underrepresented groups and that are designed to enhance our admission pipeline programs.

- D. Establish an advisory board of regional community and business leaders that will meet to provide guidance and insight on the University's diversity initiatives.

Metric: Advisory Board developed by academic year 2018.

- E. Establish an advisory board of underrepresented minority alumni to meet and discuss the University's diversity initiatives and provide insight into courses of action.

Metric: Advisory Board developed by academic year 2017.

- F. Develop a Supplier Diversity Program including policy, procedures and protocols.

Metric: Development and implementation of a Supplier Diversity Program to be completed by academic year 2018.

- G. Identify current spending with women and minority vendors and suppliers with the development of a spending tracking method that will provide data on central and decentralized purchase activities.

Metric: Assessment of current spending with women and minority vendors and suppliers with the development of a spending tracking method that will provide data on central and decentralized purchase activities to be completed by academic year 2018.

- H. Develop a communication plan for the supplier diversity program. The communication plan will focus on going into communities and interacting with diverse suppliers as well as those organizations that have as their mission provisions to assist diverse suppliers in becoming more successful.

Metric: Communication Plan completed and implemented by academic year 2019.