

**Rush University
College of Health Sciences
Diversity Committee
2009-2010 Charges**

1. Review the Rush University Medical Center Strategic Priorities for Diversity for Education:
 - Recruit, retain, and graduate increased numbers of underrepresented minority students.
 - Increase faculty awareness of culturally bound learning/communication styles of students of color. Faculty must serve as role models, assisting students to respond appropriately to experiences and expectations.
 - Understand that the definition of health and illness are culturally defined. Review curriculum for “thread” of cultural competency related content throughout, not just in one course. Understand that cultural competence is not a “stand alone” outcome but must be integrated into the entire organization.
 - Develop a diverse alumni mentoring network for student support and to assist in recruitment efforts.
 - Provide competency related input for clinical placement sites and appropriate training for preceptors.
 - Base admissions decisions on a comprehensive review of each applicant, and balance the consideration of quantitative and qualitative data.
 - Include voting representation from underrepresented groups on admissions committees and provide special incentives to faculty for participation
2. Review the strategic objectives for diversity for the college (which includes those priority areas already developed by the RUMC Diversity Leadership Group) and ensure that these objectives are disseminated to the colleges communities of interest (posting, web page, publications). Objectives should also include the development of curricular materials and/or requirements for diversity education for our faculty and students.
3. Complete the action plan for the College of Health Sciences with specific steps and a timeline to meet the proposed objectives of the college.
4. Continue to develop and implement diversity lunch and learn sessions, workshops and/or cultural competency faculty development activities for the College of Health Sciences to be held during the 2009-2010 year and hold at least two (2) events for the year.

Chair: Joan O'Reilly

**Rush University Medical Center
College of Health Sciences**

Strategic Priorities for Diversity for the College of Health Sciences

The College of Health Science's diversity plan is based on the ten strategic priorities for diversity that were developed by the CHS Diversity Committee. These strategic priorities are:

- I. Recruit, retain, and graduate increased numbers of underrepresented minority students.
- II. Base admissions decisions on a comprehensive review of each applicant, and balance the consideration of quantitative and qualitative data.
- III. Establish clinical placement sites which would provide students with a diverse and multicultural experience.
- IV. Make available guidelines to clinical placement sites and preceptors that provide students with the knowledge, attitude and skills to function effectively in multicultural workplaces and social environments.
- V. Increase faculty awareness of culturally bound learning/communication styles of underrepresented minorities. Faculty should serve as role models, assisting students to respond appropriately to diverse experiences and expectations.
- VI. Understand that the definition of health and illness are culturally defined. Review curriculum for "thread" of cultural competency related content throughout, not just in one course. Understand that cultural competence is not a "stand alone" outcome but must be integrated into the entire organization.
- VII. Increase recruitment and retention of underrepresented minority faculty.
- VIII. Include diversity goals for chair and faculty evaluation annually.
- IX. Develop an alumni mentoring network for student support and to assist in recruitment of a diverse student body.
- X. Organize college wide programs, workshops, training sessions and events for student, faculty and staff members to promote diversity.

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The following steps are proposed to help achieve the priorities:

Strategic Priorities for Diversity	Proposed Action Steps	Sponsor/Responsible Party
Recruit, retain, and graduate increased numbers of underrepresented minority students.	<p>College level:</p> <ul style="list-style-type: none">• Establish relationships with Historically Black Colleges and Universities (HBCUs) and Hispanic/Latino colleges and universities to encourage recruitment from underrepresented minority groups.• Identify resources at the university level to establish support services for underrepresented minority students.• Identify, expand and develop scholarship support for underrepresented minority students.• Establish a college wide mentoring program to assist students from underrepresented minority groups.• Organize student focus groups to identify student needs in relation to diversity efforts.• Develop marketing materials to increase awareness of college and professional organizational diversity efforts. <p>Departmental Level:</p> <ul style="list-style-type: none">• Establish relationships with professional associations at the local	Identified to be both at the college and at the department levels.

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	<p>and national levels to help recruit underrepresented minority students.</p> <ul style="list-style-type: none"> • Identifying credit transfer opportunities from one program to other to assist in retention. • Organize sessions to discuss recruitment and retention efforts for underrepresented minority students – how the departments would address these areas? 	
<p>Base admissions decisions on a comprehensive review of each applicant, and balance the consideration of quantitative and qualitative data.</p>	<p>Both at the College Level and at the Departmental Level:</p> <ul style="list-style-type: none"> • Clearly communicate admissions standards to students through printed and published materials. Include diversity statement in all publications. <p>Departmental Level:</p> <ul style="list-style-type: none"> • Investigate possibilities to create volunteer or shadowing opportunities for applicants to meet admissions criteria. 	<p>Identified to be both at the college and at the department levels.</p>
<p>Establish clinical placement sites which would help to provide students with a diverse and multicultural experience.</p>	<p>Departmental Level:</p> <ul style="list-style-type: none"> • Identify clinical sites that serve a diverse population to help provide students with a diverse and multicultural experience. • Once identified, establish contract based on a comprehensive review of clinical sites and preceptors to ensure that the clinical site experience 	<p>Identified to be both at the college and at the department levels.</p>

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	<p>provide students with the knowledge, attitude and skills to function effectively in multicultural workplaces and social environments.</p> <ul style="list-style-type: none"> • Departments will strongly encourage students to take advantage of the clinical sites that provide assistance in serving a diverse community. <p>College level:</p> <ul style="list-style-type: none"> • Collect and evaluate reference list from the departments with a description of the clinical sites which helps to address the above. 	
<p>Make available guidelines to clinical placement sites and preceptors that provide students with the knowledge, attitude and skills to function effectively in multicultural workplaces and social environments.</p>	<p>Departmental Level:</p> <ul style="list-style-type: none"> • Departments will develop and make the guidelines available to the clinical placement sites (Based on professional accreditation guidelines). • Add a multicultural questionnaire to the departmental student exit survey to evaluate the multicultural learning experience. • Based on survey responses departments will routinely conduct a review of the clinical sites. <p>College level:</p> <ul style="list-style-type: none"> • Develop questionnaire to assess the learning outcomes as they relate to diversity, inclusion and 	<p>Identified to be both at the college and at the department levels.</p>

Strategic Priorities for Diversity	Proposed Action Steps	Sponsor/Responsible Party
	multiculturalism to be added to the graduate exit survey.	
<p>Increase faculty awareness of culturally bound learning/communication styles of underrepresented minorities. Faculty should serve as role models, assisting students to respond appropriately to diverse experiences and expectations.</p>	<p>Departmental Level:</p> <ul style="list-style-type: none"> • Faculty will take part in the mandatory training module through LEAP online incorporating diversity awareness to reduce conflict and increase communication. • Faculty will help to incorporate diversity information into curriculum and class discussions appropriately and provide tools to have culture specific discussions within the classroom. • Faculty will be encouraged to take part in professional development seminars and workshops to access up to date knowledge in diversity, inclusiveness and cultural competency. 	<p>Identified at the department level.</p>
<p>Understand that the definition of health and illness are culturally defined. Review curriculum for “thread” of cultural competency related content throughout, not just in one course. Understand that cultural competence is not a “stand alone” outcome but must be integrated into the entire organization.</p>	<p>Departmental Level:</p> <ul style="list-style-type: none"> • Review curriculum to identify how cultural competency is integrated into the curriculum, and identify the thread of cultural competency. • Identify strategies for developing curriculum that fosters cultural competencies. • Conduct periodic evaluations to identify “most successful” and “least successful” 	<p>Identified at the department level.</p>

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	curriculum modifications in this area.	
Increase recruitment and retention of underrepresented minority faculty.	<p>Both at the College Level and at the Departmental Level:</p> <p>Recruitment:</p> <ul style="list-style-type: none"> • Identify the departmental need for faculty recruitment from a diverse background. • Departments should employ comprehensive strategies in the areas of recruiting, hiring, and promoting underrepresented minority groups within the department. • Collaborate with the HR/Recruitment and Employment Center in recruiting and hiring a diverse staff. • Develop recruitment materials and publications that reflect the diversity of our community, establish relationships with community organizations and developing strategic recruitment plans for all open positions. • Recruitment and interview teams should reflect the diversity of the college and the university. • Add diversity information/achievement in the area into current College and departmental publications. <p>Retention:</p> <ul style="list-style-type: none"> • Develop an evidence-based diversity mentorship 	Identified to be both at the college and at the department levels.

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	<p>program for faculty that matches underrepresented minorities who are interested in career development with those who have followed similar paths.</p> <ul style="list-style-type: none"> • Incorporate a focus on diversity in succession planning. • Establish a College award to honor faculty member who demonstrates an outstanding commitment to diversity efforts in the College/organization. 	
<p>Include diversity goals for chair and faculty evaluation annually.</p>	<p>Both at the College Level and at the Departmental Level:</p> <ul style="list-style-type: none"> • Annual performance review goals incorporate with diversity expectations. • Chairs review departmental annual reports and provide feedback on diversity initiatives. • Develop strategies to enhance a culture of inclusion • Establish student/ faculty awards that acknowledge diversity. 	<p>Identified to be both at the college and at the department levels.</p>
<p>Develop a diverse alumni mentoring network for student support and to assist in recruitment efforts.</p>	<p>Departmental level:</p> <ul style="list-style-type: none"> • Develop and maintain a comprehensive alumni database at the departmental level. • Develop a diverse student mentorship program. • Hold alumni events at 	<p>Identified to be both at the college and at the department levels.</p>

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	professional conferences. College Level: <ul style="list-style-type: none"> • Identify successful program alumni and invite them to act as mentors to current students and recent graduates. • Work with the Office of Development and Alumni Relations to hold at least one alumni event for the college per year. 	
Organize college wide programs, workshops, training sessions and events for student, faculty and staff members to promote diversity.	<ul style="list-style-type: none"> • Offer a variety of college wide programs, workshops training sessions and events to strengthen cultural awareness, celebrate diversity, and foster inclusion. 	Identified at the college level