A Framework to Foster Diversity at Penn State: 2010-15
Unit Diversity Strategic Planning and Reporting

Unit Name: College of Medicine (COM)
Challenge #1 – Developing a Shared and Inclusive Understanding of Diversity

Targeted Areas for Improvement:

• Use multiple communication formats with a combination of traditional and cutting-edge technologies to share diversity information, goals, and accomplishments throughout the unit and across all constituencies, including students, faculty, staff, administration, alumni, the wider Penn State community, and external constituents.

• Increase the responsibilities and influence of the unit diversity committee. Ensure that committees have a proactive, well-defined mission, with an open line of communication established with the budget executive for making appropriate policy recommendations, and use a variety of approaches in their work and communication. Ensure that committee membership is representative of all stakeholders, including students, senior faculty, unit administration, and staff and that committees receive appropriate resources and recognition for their work.

• Increase the responsibilities and influence of the college multicultural officer position, providing adequate resources, including access to college administration leadership. Support efforts to develop a consistent set of responsibilities, organizational structure, expectations, and accountability for the position.

• Align the range of programming, curricular and co-curricular offerings, programmatic and structural initiatives, assessment, identification of intergroup disparities, and other activities across all of the Challenges with the unit's broad and inclusive definition of diversity.

• Actively demonstrate support of and adherence to Penn State's nondiscrimination policy.

Planning				Reporting		
Goals	**Action Items / Description**	**Projected Outcomes**	**Planned Completion Date**	**Status**	**Outcomes**	**Notes**
A. Strengthen and expand the role of the Dean's Council on Diversity for optimal organizational impact	A1. Recruit diverse COM faculty, staff and students to the Council to expand the group and provide better balance in the composition of the Council between Students, College, and Hospital faculty and staff	A1. Council composition will be more representative and equally balanced between students, College, and Hospital faculty and staff.	A1. 6/30/10			

	A2. Increase medical and graduate student participation, with representation of women and ethnic minorities	A2. Membership includes those with related strategic and budgetary authority	A2. 6/30/10			
	A3. Include Representation of Key Leadership groups and stakeholders, (such as HR, Strategic Services, the Medical and Graduate Education offices, Senior Management Team and Department Chairs) on the Dean's Council.		A3. 6/30/10			
B. Establish a campus-wide Office of Diversity	B1. Establish an Associate Dean level office to lead the Diversity effort	B1. Increased coordination and allocation of resources from the COM, PSU, and external sources to the current diversity effort	B1. 1/1/11			
	B2. Include the Dean's Council and the initiatives of the Framework as part of that Office's responsibilities	B2. Ability to take the initiative regarding administrative as well as educational efforts to promote the Framework and Strategic plan	B2. 6/30/11			
C. Promote the value of multicultural and female faculty, staff, and students to the institution	C1. Feature multicultural individuals and females in advertisements, on the University web sites, and in publications targeted to both internal audiences and the general public	C1. Engage females and multicultural individuals in the College and its culture	C1. 7/1/10			
	C2. Enlist multicultural and	C2. Present an image	C2. 7/1/10			

	female faculty and staff to appear publicly as representatives of the COM	of the COM that includes all genders and cultures				
	C3. Enhance the Relationship between the Diversity Office and the Strategic Services (Public Relations) office		C3. 7/1/10			
D. Publicize the Penn State Non-discrimination Policy	D1. Publicize Non-Discrimination Policy for current faculty, staff and students.	D1. Enhanced awareness by current faculty, staff and students to demonstrate appropriate behaviors	D1. 6/30/10			
	D2. Include this policy in material received by interviewees and incoming faculty, staff, and students	D2. Enhanced awareness by incoming faculty, students and employees, those who need it most	D2. 12/1/10			

Unit Strategic Indicators for this Challenge:

- **Indicator: Establishment of, and activities of, Campus-wide Diversity Office**

- **Indicator: Stakeholder participation on Dean's Council on Diversity**

- **Indicator: Sites of publication of PSU non-discrimination Policy**

Challenge #2 – Creating a Welcoming Campus Climate

Targeted Areas for Improvement:

• Develop and maintain systematic climate assessment processes and initiate unit-wide approaches for proactively addressing climate concerns and for comprehensive response to incidents. Utilize the results of the 2008 Faculty/Staff Survey and initiate unit-specific assessment processes to probe more deeply into climate issues within the unit and to guide climate improvement initiatives.

• Maintain high visibility of diversity resources.

• Promote an atmosphere where differing strengths can be recognized and valued. Some examples of actions that support a positive climate for diversity and contribute to the success of the *Framework* are initiating training for diversity skill building among faculty, staff, and students; including diversity expertise as a criterion in search processes; and being mindful of implications for diversity and climate in all decision-making processes.

• Promote ideals that regard diversity as a strength and a necessity for unit success.

Planning				Reporting		
Goals	**Action Items / Description**	**Projected Outcomes**	**Planned Completion Date**	**Status**	**Outcomes**	**Notes**
A. Communicate the College's commitment to diversity to prospective and incoming students	A1. Increase the visibility of diversity programs on College and Penn State Hershey web sites, and other resources used frequently by students	A1. Applicants and incoming students perceive a welcoming climate – more likely to chose Penn State	A1. 7/1/10			
	A2. Increase the awareness among female and minority applicants of the "Early Assurance" program, which provides early admission decisions to qualified applicants	A2. Diverse students develop early loyalty and feel part of the College	A2. 7/1/10			
	A3. Conduct small group discussions with incoming students – increase level of		A3. 7/1/10			

	understanding of their needs					
	A4. Create a welcoming "virtual tour" of the Hershey/Harrisburg area that would highlight points of interest to multicultural groups		A4. 7/1/11			
B. Create a climate for greater tolerance of differences by everyone on campus, including faculty, staff, students, and patients.	B1. Assess current climate for tolerance on and off campus for faculty, staff, and students using PSU Faculty, Staff, and Student surveys. B2. Consider development of affinity groups for females and diverse cultures B3. Initiate activities that will bring all groups together and encourage dialogue B4. Use electronic media such as web sites, video-conferencing, and recorded media to enhance the visibility of ongoing diversity initiatives	B1. Obtain a greater sense of where the need(s) lie and develop action plans to address B2. Enhanced understanding and appreciation for differences, which will form a growing part of our faculty, student, and patient populations	B1. 7/1/10 B2. 7/1/11 B3. 7/1/12 B4. 7/1/12			
C. Build on our current strength of Cultural Competency Training	C1. Adapt and offer Cultural Competency training for faculty, staff and students. C2. Import Human Resource Development Center and Affirmative Action workshops, such as sexual harassment and generational diversity	C1/2. Stronger interpersonal skills when interacting with diverse populations	C1. 7/1/11 C2. 7/1/12			

	workshops, from University Park to the Hershey campus					
D. Engage in ongoing Assessment of Climate	D1. Student, faculty, and employee focus groups on climate issues D2. Climate surveys or questions on other employee, student, and faculty surveys, at least every 2 years. This objective could be fulfilled by College-specific data as a part of Strategic Indicators	D1/2. Enhanced understanding of the needs of faculty, staff and students. Develop appropriate actions to address needs identified.	D1. 7/1/10 D2. 7/1/11			

Unit Strategic Indicators for this Challenge:

- *** Indicator: Penn State Student Pulse Surveys: Satisfaction questions:**
  #4 How satisfied are you with your sense of belonging at Penn State?
  #6 To what degree is the Penn State community welcoming?
  "To what degree have you made progress toward getting to know others different from yourself
  (i.e. race/ethnicity, sexual orientation)?"

- *** Indicator: Penn State Faculty Staff Survey Questions:**
  1) "The workplace climate in my department/unit is welcoming for employees from underrepresented groups"
  2) "Acceptance of diversity in the workplace has improved on my campus in the past three years?"

Challenge #3 – Recruiting and Retaining a Diverse Student Body

Targeted Areas for Improvement:

• Assist students from underrepresented/underserved populations in gaining access to higher education and developing their academic, co-curricular, and societal skills for success.

• Increase commitment to need-based aid and other means of support for low-income students to alleviate debt incurred while at Penn State.

• Increase commitment to retention and student support to ensure student success, appropriate progress toward degree, and timely graduation.

• Identify and address intergroup disparities between underrepresented/underserved student populations and the general student body in areas such as retention rates, graduation rates, and other indicators.

• Support initiatives to augment the internationalization of Penn State, including study abroad opportunities for domestic students; academic, co-curricular, and social support systems for international students; and efforts to utilize international students and faculty to enhance international exposure and interaction for domestic students.

Planning				Reporting		
Goals	**Action Items / Description**	**Projected Outcomes**	**Planned Completion Date**	**Status**	**Outcomes**	**Notes**
A. Increase medical student financial aid, especially for minority students in most need, and increase graduate student stipends for top-ranked minority graduate student applicants.	A1. Assess use of PSU student financial aid by gender/Ethnicity indicators A2. Increase visibility of financial assistance, family, child care, domestic partner benefits to prospective and incoming students A3. Increase total available financial aid to reduce student debt burden and to attract medical and graduate students who otherwise may not be able	A3. Increased recruitment of multicultural graduate and medical students	A1. 7/1/10 A2. 7/1/11 A3. 7/1/12			

	to afford to study here A4. Target increased financial aid to female, underserved, and underrepresented students	A4. Increased opportunity for multicultural students	A4. 7/1/13		
B. Enhance the use of multicultural "role models" in the interview process	B1. Increase number of female and multicultural interviewers and assign them to interview multicultural applicants B2. Use current multicultural students to accompany applicants and meet applicants as part of the interview process	B1. Help female and multicultural applicants to identify themselves as part of the COM	B1. 7/1/10 B2. 7/1/10		
C. Ongoing prospective assessment of minority student progress	C1. Survey or use of PSU Strategic Indicators to assess relative retention and graduation rates of female and minority students C2. Periodic assessment of female and minority student satisfaction	C1. Earlier identification of impediments to academic progress C2. Greater female and minority student satisfaction and academic progress C3 Greater minority and female student retention	C1. 7/1/10 C2. 7/1/11		
D. Invest in creating a Pipeline for prospective female and underrepresented minority medical and graduate students that	D1. Expand current Pipeline programs, such as those with the Harrisburg School District and Middletown Area School District D2. Fund and increase the	D1. Increased participation of students with an interest in science and Medicine D2. Increase number of female and	D1. 7/1/11 D2. 7/1/12		

originates as early as middle school	stipends for female and minority students to attend the COM current summer program for college students interested in graduate school in the biomedical sciences.	underrepresented multicultural graduate and medical student applicants to the COM			
	D3. Present medicine and health-related programs, such as the current very successful PULSE program, at nearby schools with a significant percentage of underrepresented students, to spark their interest in biomedical sciences and medicine	D3. The Health-related programs may themselves have an additional benefit of directly providing beneficial health-related information to the Community.	D3. 7/1/12		

Unit Strategic Indicators for this Challenge:

- *** Indicator: Graduate Enrollment by Gender**

- *** Indicator: Graduate Enrollment by Race/Ethnicity**

- *** Indicator: Student Aid by Gender, by Race/Ethnicity**

- **Indicator: Number of Underrepresented/underserved persons involved in early science and medical education & experiences**

Challenge #4 – Recruiting and Retaining a Diverse Workforce

Targeted Areas for Improvement:

• Approach hiring as an opportunity to augment the diversity profile of the unit and consider diversity expertise and credentials as an important job criterion.

• Utilize the Affirmative Action Office and the Office of Human Resources to facilitate search and hiring processes that will attract talented and diverse pools for faculty and staff at all levels. Continue to develop professional networks, community connections, targeted advertising strategies, and other avenues that facilitate recruitment of diverse applicants.

• Emphasize new approaches to evaluating the merit of diversity scholarship and research, encourage respect for intellectual diversity, and promote a holistic approach to scholarship that strikes an appropriate balance among research, teaching, and service within the faculty tenure and promotion process.

• Emphasize the value of diversity expertise and diversity professional development within the staff annual review process. Provide avenues for professional growth and advancement opportunities for faculty and staff from diverse groups at all levels.

• Establish and strengthen mentoring programs for diverse faculty and staff.

• Ensure that employees, new hires, and job candidates are made aware of work-life benefits available, including leave policies, child care resources, and options for modified duties.

• Monitor tenure success rates and turnover rates by cohort, gender, and ethnicity and take appropriate steps for improvement.

• Monitor turbulence and turnover rates for staff by gender and ethnicity and take appropriate steps for improvement.

Planning				Reporting		
Goals	**Action Items / Description**	**Projected Outcomes**	**Planned Completion Date**	**Status**	**Outcomes**	**Notes**
A. Enhance Recruitment of Diverse Faculty and Staff	A1. Targeted advertisements for recruitment of diverse faculty and staff	A1. Increase number of diverse applicants	A1. 7/1/11			
	A2. Investigate use of the PSU HR "higher power" software package to improve targeted recruitment	A2. Increased success of diverse applicants in obtaining University positions	A2. 7/1/11			

	A3. Include more diverse participants in interview process and search committee selection process	A3. Decrease the unconscious bias in the recruitment and selection process	A3. 7/1/11			
	A4. Create a more structured and objective recruitment and interview process for faculty and administrators		A4. 7/1/12			
	A5. Increase the Objectivity of the interview process		A5. 7/1/11			
	A6. Make cultural competence and valuing diversity an expectation for prospective employees and job descriptions		A6. 7/1/12			
B. Enhanced opportunities for promotion and advancement of minority faculty and staff	B1. Use annual employee evaluations, and HR40 interviews for faculty, to urge female and minority employees to seek and get promotions	B1. Enhance retention and job satisfaction of female and minority employees	B1. 7/1/10			
	B2. Make the promotion process more accessible to females and underrepresented minorities	B2. Enhance promotion of female and underrepresented minority staff	B2. 7/1/12			
	B3. Encourage application and training for advancement of female and underrepresented minority employees					
C. Measure outcome of recruitment and retention efforts	C1. Survey job satisfaction, retention, and frequency of promotion for female and underrepresented minority compared to white male	C1. Identify needs of diverse employees C2.Measure the effectiveness of our	C1. 7/1/12			

	employees	recruitment, interview, and hiring process				
D. Incorporate the commitment to diversity in the HR 40 and administrative staff annual evaluation Process.	D1. Reward faculty and staff who have incorporated the merit of diversity scholarship & research, respect for intellectual diversity in their teaching and administrative duties	D1. Enhanced faculty and staff retention and satisfaction D2. Increased diversity-related research	D1. 7/1/11			

Unit Strategic Indicators for this Challenge:

- *** Indicator: Full Time faculty by rank, gender, and race/ethnicity**

- *** Indicator: Full time Exempt, Non-Exempt, Technical Service Employees by gender, and race/ethnicity**

- *** Indicator: Rates of Turnover by gender, and race/ethnicity**

- *** Indicator: Rates of Faculty promotion and obtaining tenure by gender, and race/ethnicity**

Challenge #5 – Developing a Curriculum That Fosters Intercultural and International Competencies

Targeted Areas for Improvement:

• Promote curricular and research initiatives that increase all students' capacity to understand domestic and international diversity issues and live and work effectively within multicultural and international workplaces along with diverse social environments.

• Infuse diversity issues, topics, and perspectives into undergraduate and graduate courses as relevant to the topic and scope of the course.

• Emphasize student capacity to understand contemporary U.S. diversity issues within national, international, and historical contexts.

• Determine whether patterns of intergroup disparities exist in outcomes such as course enrollments and final grades for selected courses.

• Increase the capacity for diversity scholarship by providing opportunities and resources, such as access to research materials, conference participation, international study, service learning, workshops, speaker series, etc., that support curricular transformation.

• Support innovative teaching approaches such as service learning and embedded travel experiences, both in the U.S. and abroad, particularly to nontraditional destinations.

Planning				Reporting		
Goals	**Action Items / Description**	**Projected Outcomes**	**Planned Completion Date**	**Status**	**Outcomes**	**Notes**
A. Enhance greater understanding and knowledge of diversity by increasing curricular and research activities that address domestic and international diversity issues.	A1. Establish clinical rotations abroad and in multicultural communities in the United States	A1. Clinical rotations available abroad or in multicultural communities in the US Liaison Commission for Medical Education and international hospital accreditation standards may limit medical student rotations outside of the US)	A1. 7/1/15			
	A2. Encourage Research projects on the effects of	A2. A compendium of funded research on the	A2. 7/1/15			

	gender and culture on health	effects of culture on health and health disparities			
B. Incorporate Cultural competence into current medical and graduate student courses	B1. Establish awards for and/or Increase financial assistance to those who demonstrate curricular transformation	B1. Increased curricular innovation	B1. 7/1/10		
	B2. Incorporate diversity issues, topics and perspectives into medical and graduate courses as relevant to the topic and scope of the course.	B2. Broader course cultural content and applicability	B2. 7/1/11		
	B3. Identify gender, cultural or language bias in individual courses by assessing the performance of students in individual courses by cultural group	B3. Reduce unconscious cultural, gender, or language bias in course design	B3. 7/1/12		

Unit Strategic Indicators for this Challenge:

- **Indicator: Participation in Study Abroad**

- **Indicator: College Course Descriptions and Syllabi**

- *** Indicator: National Survey of Student Engagement, PSU Results # 1E, # 11 L**

- **Indicator: Funded research on culture and health, and health disparities**

Challenge #6 – Diversifying University Leadership and Management

Targeted Areas for Improvement:

• Active and visible support from executive leadership remains critical to continued progress at both the University and unit levels.

• Strengthen the articulation between unit-level and department-level diversity planning, implementation, and reporting and enhance department-level participation.

• Ensure that search committees for leadership positions require expertise in fostering a diverse, inclusive, and equitable environment as a particularly desirable characteristic for leaders and that all appropriate efforts are made to ensure a diverse candidate pool.

• Promote diverse composition of leadership teams at all levels of the University, especially among administrative, advisory, strategic planning, governing, and management bodies.

• Provide pathways for individuals from diverse groups to demonstrate and increase their leadership abilities and opportunities.

Planning				Reporting		
Goals	**Action Items / Description**	**Projected Outcomes**	**Planned Completion Date**	**Status**	**Outcomes**	**Notes**
A. Increase visibility of Commitment to Diversity of Senior Leadership	A1. Senior Leadership, i.e. Senior Management Team, Basic Science & Clinical Chairs, demonstrate and speak of their support for diversity. A2. Increase number of diverse speakers or diversity topics for College lectures	A1. Increased visibility of leadership's involvement in diversity activities	A1. 7/1/11			
B. Use the Search Committee process to advance diversity	B1. Establish Search Committees for filling open Chair and administrative positions B2. Include diverse members on each search	B1. Increased number of diverse applicants for administrative positions B2. Increased success of diverse applicants	B1. 7/1/10 B2. 7/1/10			

	committee	in obtaining COM positions				
	B3. Expect that in most cases the Search Committee will include at least one qualified female or multicultural individual on their "short list" of suitable applicants.		B3. 7/1/10			
C. Targeted advancement of females and minority employees into administrative roles	C1. Female and minority employees with stated minimum qualifications are encouraged to train for and apply for open positions in administrative roles	C1. Advancement of diverse employees into administrative roles	C1. 7/1/11			

Unit Strategic Indicators for this Challenge:

- *** Indicator: Executives, Administrators, Academic Administrators by gender**

- *** Indicator: Executives, Administrators, Academic Administrators by Race / Ethnicity**

- *** Indicator: PSU Faculty Staff Survey question: "My department provides visible leadership to foster diversity"**

Challenge #7 – Coordinating Organizational Change to Support Our Diversity Goals

Targeted Areas for Improvement:

• Foster synergies among diversity, mission, and institutional viability and vitality and ensure that these relationships are highlighted in unit mission statements, planning documents, and development priorities.

• Institute necessary organizational realignments, systems of accountability, resource mobilization and allocation strategies, long-term planning strategies, and inclusive metrics necessary to optimize the realization of the University's diversity goals.

• Enhance the role of the multicultural officer and/or diversity committee at the executive level in all planning and decision-making venues.

• Promote the involvement of faculty, particularly senior faculty, in championing diversity realignments.

• Augment meaningful linkages and partnerships with underrepresented/underserved communities.

• Establish solid connections between executive-level and department-level planning and implementation.

• Develop processes, including regular reports to executives, that will help sustain momentum throughout the planning cycle.

• Consistently disaggregate data across diverse demographics in all aspects of unit decision making so as to reveal areas of disparity that can be addressed. Identify and address intergroup disparities between underrepresented/underserved populations and the University and/or unit general population.

• Increase the collaboration, capacity, and utilization of resources and infrastructure that support the realization of diversity goals.

• Amplify the synergies between general planning and diversity planning. Develop processes that place the unit's diversity strategic plan along with the general strategic plan at the core of all major decisions.

Planning				Reporting		
Goals	**Action Items / Description**	**Projected Outcomes**	**Planned Completion Date**	**Status**	**Outcomes**	**Notes**
A. Include Senior Leadership (i.e. HMC Senior Management Team, Clinical &	A1. Include Diversity Strategic Plan in the strategic and operational planning processes of these management groups	A1. Alignment of diversity and general strategic plans	A1. 7/1/10			

Basic Science Chairs, Vice and Associate Deans, Dean's Council on Diversity) in development of the Diversity Strategic Plan	A2. Develop the Business case for diversity and serving multicultural populations for senior College Leadership A3. Report to work units their effectiveness in meeting diversity goals	A2. Greater chance of advancement of diversity agenda A3. Greater funding opportunities for diversity agenda	A2. 7/1/10 A3. 7/1/11			
B. Increase effective University Community Service programs, linkages, and partnerships with under-represented/underserved communities	B1. Include underserved communities on the agenda of the campus-wide Community Service Team	B1. Improved environment and health of underserved communities B2. Establish connections which may lead members of these communities to join the COM as employees or students	B1. 7/1/11			
C. Increase funding to support diversity initiatives.	C1. Increase COM and external funding to the Dean's Council on Diversity for Diversity-related events and activities C2. Increase funding of the Campus diversity office to provide ongoing targeted recruitment, climate, and staff promotion initiatives	C1. Improved campus climate C2. Enhanced multicultural recruitment, retention, and job satisfaction	C1. 7/1/13			
D. Promote faculty and administrative involvement in championing diversity.	D1. Seek faculty or administrative champion for student group and community-based diversity programs supported by the COM	D1. COM Involvement at all levels in diversity activities	D1. 7/1/11			

Unit Strategic Indicators for this Challenge:

- **Indicator: Strategies shared by the College of Medicine and Diversity Strategic Plans, and which of these are implemented**

- **Indicator: College-wide programs Initiated and funded by the Dean's Council on Diversity**

- **Indicator: Reports to work units established by the COM Office of Diversity to show their success in meeting diversity initiatives**

* NOTE: Indicators listed in Red and marked with asterisks originate from the Strategic Indicators web page on the Office of Educational Equity web site. These Strategic Indicators will be most useful when they include data specific to the College of Medicine. When they do not, the College of Medicine will likely need to develop and administer College-specific surveys to provide the necessary indicators, and more time than indicated may be required.