SSOM STRATEGIC PLAN - GROUP REPORT

Vision Commitment - "Engage talented individuals with diverse backgrounds, perspectives, and experiences who reflect the populations we hope to impact"

"We are stubborn on vision. We are flexible on details"
Jeff Bezos, Amazon

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Create and Sustain a Welcoming Climate for Diversity

Justification *– SSOM must actively work to create and maintain learning, working, and living environments in which students, faculty, and staff from diverse backgrounds feel welcome. Staff and faculty will need professional development to enhance the knowledge and skills they need to create such a climate for students and for each other.*

Strategy 1 - Improve classroom and department climate for underrepresented students, faculty, and staff

- ✓ *Conduct unit and campus climate assessments on a regular basis and address issues identified - Underway*
- Continue to offer faculty members opportunities to learn and apply effective pedagogies for teaching diverse students (climate, course design, assessment, etc.)- Develop $$
- Strengthen programs and opportunities for intergroup relations and cultural competence at the University – Develop $$
- Expand opportunities and provide incentives for faculty and staff to participate in professional development activities centered on diversity and inclusion – Develop $$$$

Strategy 2 - Enhance professional development opportunities to cover all aspects of diversity

- ✓ *Sponsor regular workshops and conversations about diversity for University leaders – Underway $*
- ✓ *Support ongoing training in discrimination and harassment prevention and related topics – Underway $*
- Expand diversity topics in SSOM professional development offerings – Develop $

Strategy 3 - Ensure that the structural environment is welcoming and accessible for all people and Cultures

- ✓ *Build a comprehensive list of concerns affecting student, visitor, and employee access needs and develop solutions – Underway $*
- Encourage diverse visual and physical representations across campus from art installations to building design to website and media campaigns – Develop $$
- Encourage a new perspective on accessibility that prioritizes Universal Design over compliance and ADA minimums, and build this into practice – Develop $$$
- Develop a plan and timeline to address access/infrastructure for students with diverse needs (e.g., observation of religious customs, gender neutral bathrooms) – Develop $$$$

MEASURES OF SUCCESS

- Develop baseline results from culture and climate survey for faculty, staff
- Develop baseline survey results of student engagement and satisfaction
- Track participation and effectiveness/outcomes of programs and develop appropriate "marketing" to support those programs

COMMENTS

Student diversity can only be supported when the appropriate cultural environment exists. This requires faculty and staff diversity which can only be achieved if best practices of recruitment and retention are in place that support their retention and advancement.

Attract and retain diverse faculty, students and staff

Justification *- Diversity among students on campuses has improved, but retention and academic success involves proactive advising, creating a hospitable learning environment, and developing a pipeline to graduate and professional study. Although diversity among students has improved, demographics among the professoriate have been slow to change in spite of increased availability of underrepresented faculty.*

Strategy 1 - Ensure continued progress toward achieving student diversity

- ✓ *Establish collaboration between central recruitment/outreach groups and departments to coordinate pipeline programs and connect potential students to SSOM – Underway $$*
- ✓ *Expand outreach to LUC, regional colleges and to other educational organizations working with high-performing students to expand the pipeline of underrepresented students – Underway $$*
- Monitor the impact of holistic admissions practices on recruitment and demographic trends in student populations to prepare for shifting priorities in outreach and recruitment – Develop $
- Develop funding opportunities to expand recruitment and retention of underrepresented and low-income students and improve their scholarship packages (e.g., sliding scales for services and differentiated tuition for students based on ability to pay, cultivate minority alumni donors, endowed scholarships) – Develop $$$$

Strategy 2 - Improve recruitment processes and practices for underrepresented faculty and staff by utilizing best practices

- ✓ *Craft position descriptions to attract a diverse pool of candidates; emphasize diversity expertise and health disparities research as priorities in position descriptions – Underway $$*
- ✓ *Provide workshops, departmental toolkits and briefing sessions on recruitment of faculty and staff members from underrepresented backgrounds – Underway $$*
- Utilize availability data and applicant flow information in faculty and staff hiring processes to monitor and improve applicant pool – Develop $
- Cultivate relationships with minority organizations/institutions, use institutional pipeline programs to create a centralized database of potential URM candidates that departments can then contact, host and recruit participants interested in faculty careers – Develop $$
- Develop visiting clerkship program for fourth year medical students to attract URM students into our residency programs – Develop $$$

Strategy 3 - Enhance and expand departmental practices that support the retention and advancement of underrepresented faculty and staff

- Require an annual report from Chairs on recruitment and retention of URM faculty - Develop
- Develop distinguished diversity enhancement award to recognize those who contribute to advancing diversity and inclusion in significant ways – Develop $$
- Engage URM faculty within teaching/facilitating roles for medical students and administrative roles within SSOM - Develop $$
- Create a streamlined administrative process for reviewing and responding to outside offers to retain underrepresented faculty and staff at SSOM – Develop $$
- Ensure that faculty members who assume mentorship roles with underrepresented students and service to those communities have their contributions recognized in tenure and promotion so they advance in rank in a timely manner – Develop $$$
- Provide professional development, mentoring, and leadership advancement opportunities to ensure equitable representation of underrepresented faculty and staff in University administration – Develop $$$

MEASURES OF SUCCESS

- Increase funding mechanisms to promote diversity improved (endowed scholarships, alumni donors, etc.)
- Proportion of URM faculty and women in each department compared to availability in pipeline or set a specific goal of 15-20% absolute standard for each department
- Track percent of faculty exits per year across race and faculty stages (pre-tenure, mid-career, senior)
- Increase percent of qualified URM students from surrounding communities (e.g., Maywood as well as adjacent Chicagoland communities) who matriculate to Stritch
- Set a specific goal for the number of URM students receiving scholarship
- Decrease URM medical student attrition rate

COMMENTS

Departments must maximize any opportunities to recruit diverse faculty members and efforts at retention and advancement become central. In addition to hiring, issues of professional development and climate are critical to the retention and advancement of staff members.

Provide rich learning experiences that prepare our students for global citizenship.

Justification - Providing rich learning experiences entails encouraging engagement in learning and high academic achievement for all students and ensuring equitable representation in high impact learning programs, such as first year seminars, learning communities, Honors, study abroad, undergraduate research, and service learning.

Strategy 1 - Encourage engagement in learning and high academic achievement for all students

- ✓ *Ensure that all underrepresented students participate equitably in high impact educational experiences – Underway $*
- ✓ *Increase underrepresented student interaction with faculty particularly in areas such as career advising, mentorship for graduate and professional study, internships, and professional development opportunities – Underway $$*
- Provide leadership development around diversity issues for all SSOM students interested in becoming peer mentors, facilitators, or participants in other leadership activities (developing a student advisory council on diversity-similar to FACDI) – Develop $$

Strategy 2 - Ensure that all undergraduate students graduate with an understanding of US and global diversity

- ✓ *Create new courses and transform existing courses focused on health disparities, both local and global issues and their intersections – Underway $$$*
- ✓ *Continue to strategically develop study abroad programs, internships, service learning, and undergraduate research opportunities focused on diversity and health equity – Underway $$$*
- Expand learning programs for students to acquire knowledge and skills in cultural competence and then opportunities to apply them in those environments – Develop $$
- Provide incentives to faculty members (e.g., seminars, course development funds) interested in developing teaching practices and integrating diversity content into their courses – Develop $$$

MEASURES OF SUCCESS

- Develop and implement health disparities elective/curriculum by (2015-2016)
- Expand the number of non URM students who attend diversity events and programming
- Faculty engagement in CCC 100% student enrollment/participation in service learning and community engagement
- Increase percent of URM students engaged in research and scholarship

COMMENTS

Education for global citizenship includes an understanding of diversity, health disparities and broader social issues at home and in other countries. This requires students to take such courses and participate within our community and becomes a critical priority.