SUNY Upstate Medical University

STRATEGIC DIVERSITY PLAN
2017 – 2022

Submitted 10/31/16
UPSTATE MEDICAL UNIVERSITY
STRATEGIC DIVERSITY PLAN

2017-2022

Goal: To develop an integrated and cohesive Strategic Plan for Diversity and Inclusion at Upstate Medical University, following the SUNY System Policy and Guidelines, to include the following components:

I. A Campus Diversity and Inclusion Vision/Mission Statement
II. Current Campus Diversity and Inclusiveness Assessment
III. Annual and Multi-Year Goals and Implementation Strategies
IV. Assessment and Evaluation, including benchmarks and outcomes
V. A Summative Statement

The SUNY Campus Guide for Strategic Diversity & Inclusion Plan Development (March 2016) served as a template for the development of this Plan. The Data Brief on Diversity, Equity and Inclusion provided by SUNY system administration was reviewed as part of this work, along with existing campus data including relevant survey results regarding diversity and inclusion across the campus.

Timeline: Several work groups were formed to develop the draft plan by September 1, 2016. The draft plan was then shared with the broader Upstate community for input during the month of September, including the president and the president’s leadership team, the expanded university executive committee, faculty and student governance, hospital governance, human resources, department chairs and constituent groups across campus. The development of the Strategic Diversity Plan was also a component of the institutional Strategic Planning process which involved broad and diverse campus representation. Input gathered through this process was integrated into the final plan to be submitted to the SUNY provost’s office by the mandated deadline of November 1, 2016. This will be integrated into the Institutional Strategic Plan to be completed by early 2017.

STRATEGIC DIVERSITY PLAN WORK GROUPS
Although the Chief Diversity Officer assumed primary responsibility for writing the Strategic Diversity Plan, the plan development was a collaborative effort and incorporated input from three primary teams. The members of those teams were:

STAFF/FACULTY RECRUITMENT TEAM:
Maxine Thompson, Chief Diversity Officer
Eric Frost, Associate Vice President of Human Resources
Patty Brecht, Manager of Staffing & Compensation Services
Paula Trief, Senior Associate Dean for Faculty Affairs & Development
Stacy Mehlek, Faculty Recruitment Specialist
Nakeia Chambers, Diversity Initiatives Specialist
Stephanie Hisgen, Director of Nursing Recruitment & Retention
Mary Meier, Affirmative Action Analyst

STUDENT/RESIDENT RECRUITMENT TEAM:
Maxine Thompson, Chief Diversity Officer
Nakeia Chambers, Diversity Initiatives Specialist
Lynn Cleary, Vice President of Academic Affairs
Dave Duggan, Former Dean of the College of Medicine
Sharon Huard, Associate Dean of Students and Multicultural Affairs
Mark Schmitt, Dean of the College of Graduate Studies
Don Simpson, Dean of the College of Health Professions and Interim Dean of College of Nursing
Jennifer Welch, Associate Dean of Admissions & Financial Aid
Julie White, Dean of Student Affairs
William Grant, Executive Director, Graduate Medical Education
Jay Brenner, Chair of the Faculty Council

CAMPUS CLIMATE TEAM:
Maxine Thompson, Chief Diversity Officer
Barbara Riggall, Training & Development
Rebecca Garden, Associate Professor of Bioethics and Humanities
Nakeia Chambers, Diversity Initiatives Specialist
Julie White, Dean of Student Affairs
Minority Resident and Faculty Group
Faculty and Staff Association for Diversity (FSAD)
President’s Advisory Council for Women’s Issues (PACWI)
President’s Diversity Council
Diversity Allies
Definitions

Diversity: Diversity is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical disability or attributes, veteran status, religious or ethical values system, national origin, and political beliefs.

Inclusion: The active, intentional, and ongoing engagement with diversity. Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive organization promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, background, and ways of living of its members.

Equity: The creation of opportunities for historically underrepresented populations to have equal access to participate.

Access: While closely related to diversity interests in several ways, this term tends to include more of a focus on the broader term of equal opportunity (sometimes characterized as social justice) – principally in order to correct for inequities in current and historical systems.

Guiding Principles: Diversity and Inclusion are integral components to inclusive excellence, the highest quality academic programs and the strongest campus climate. SUNY’s statutory mission is to provide access to those who have historically been turned away from institutions of higher learning on the basis of race, ethnicity and religion. SUNY Upstate must be intentional about improving the diversity of our student body, faculty and senior leadership in order to help SUNY become the leading and most inclusive public institution in the nation.

We identify diversity, equity and inclusion as essential aspects of system and campus planning and as indispensable characteristics of academic excellence and the ongoing experience of the Upstate community.
Upstate's Commitment to Diversity

Since its founding days in 1948, the State University of New York has supported the mission of providing "educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population." Upstate Medical University recognizes the importance of inclusion for the increasingly diverse population that we serve, and the broader value of inclusive excellence.

A commitment to diversity is essential for Upstate Medical University to fulfill its mission of improving the health of the communities we serve through education, biomedical research, health care and service.

Upstate's core values are to drive innovation and discovery, respect people, serve our community and value integrity, diversity and inclusion. Consistent with our mission, vision and values, one of our primary goals is to attract and cultivate a dynamic and culturally sensitive faculty, staff and student body that exemplifies, promotes and celebrates diversity.

We define diversity broadly to include race, ethnicity, religion, sexual orientation, gender, gender identity and expression, age, socioeconomic status, status as a veteran, status as an individual with a disability, students undergoing transition (transfer, stop-out, international student acclimation) and first-generation students.

We are committed to valuing and sharing the strength of our differences in a safe, positive and nurturing environment, embracing the roles of teaching, research, health care and community service.

An inclusive and open-minded community that engages excellence and embraces diversity is fundamental to the Upstate vision to become a leading regional academic medical center, a national leader in equitable and innovative health care, and SUNY's goal of becoming the most inclusive institution of public higher education in the country.

Revised and approved: August 18, 2009
Revised March 14, 2016
Approved: 8/31/16

* Once approved, the commitment to diversity statement will need to be broadly publicized and displayed throughout the campus
Current Campus Diversity and Inclusiveness Assessment

The diversity of the Upstate Medical University workforce is monitored and evaluated on an annual basis and reported in the Affirmative Action Plan (AAP). A central premise of affirmative action is that, absent discrimination, over time the workforce generally will reflect the gender, racial and ethnic profile of the community. Through this comprehensive analysis, the organization is able to determine the make-up of the workforce, and areas where extra efforts and intentionality are required to achieve a more diverse and balanced workforce. (See Appendix A: Affirmative Action Utilization Analyses and Appendix B: Gender and Ethnicity Data for COM, CHP, CON and the Library)

Similarly, the composition of the student body is tracked by gender and race, with a goal of increasing the number of underrepresented minorities (defined as African-American, Hispanic, American Indian, and Native Hawaiian/Pacific Islander) and gender balance. Retention rates are also tracked. (See Appendix C)

Campus climate surveys have shown that micro-aggressions around race and gender are sometimes experienced within the work and learning environments. Minority faculty, residents, staff and students often feel isolated and face unique challenges which must be overcome in order to be successful. Efforts to create a more welcoming, respectful and inclusive diverse environment for learners, trainees, employees, patients and families are urgently needed.

Upstate’s Strategic Diversity and Inclusion Plan

The Strategic Diversity and Inclusion Plan for Upstate Medical University is designed to create an environment that is inclusive and excellent for all. Diversity is not merely a demographic goal, but a strategic priority that is fundamental to creating a dynamic educational and work environment that fulfills the teaching, learning, and research and service missions of the institution. The plan builds upon SUNY’s Diversity and Inclusion Policy which sets diversity as a priority. Indeed, SUNY is the first and only university system honored with INSIGHT Into Diversity’s Higher Education Excellence in Diversity (HEED) Award.
The Balanced Scorecard Institute (BSI) and a cross-representational mix of institutional leadership at Upstate Medical University began working together in the summer of 2016 to develop an integrated planning and performance management system using a balanced scorecard framework. This strategic planning effort resulted in the establishment of guiding strategic themes and results needed as a foundation for building a strategic balanced scorecard.

The following four Themes and Intended Results emerged from this process:

Integration: One university, connected by mission and aligned leadership, integrated through a culture of inclusion, transparency, and trust
Innovative Learning and Discovery: Destination of choice for patients and innovative employees, educators, learners and researchers
Community Impact: A collaborative and trusted partner in service to our communities and
Execution and Growth: An excellent university growing through aligned decision-making, efficient, effective operations, quality services, and a dedicated and diverse workforce.

Based upon the Themes and Results identified above, Theme Strategy Maps were then developed. Throughout all four themes, Diversity and Inclusion are identified as key drivers of excellence for achieving our mission, and form the foundation for the creation of an institution-wide Strategy Map with objectives and commentary. Diversity, Equity, Inclusion and Access within a culture of trust are at the cornerstone for achieving excellence in patient care, health outcomes and research at Upstate Medical University.

Local and regional factors also influence the development of this Strategic Diversity Plan. Through a New York State Department of Health initiative called the Delivery System Reform Incentive Payment Plan (DSRIP), Upstate plans to integrate services, collaborate on patient care, improve regional healthcare quality and lower the costs of care over a five year period.

The CNY Care Collaborative (CNYCC), a New York not-for-profit corporation, was created as the lead entity of a Performing Provider System (PPS) to implement the DSRIP program in six Central New York counties: Cayuga, Madison, Lewis, Oneida, Onondaga, and Oswego. CNYCC was formed by the combined efforts of Auburn Community Hospital, Faxton St. Luke’s Healthcare, St. Joseph’s Health, and SUNY Upstate University Hospital.

We expect DSRIP to have an impact on Upstate’s workforce. There will be an overall shift of care away from emergency services and inpatient stays to primary/preventive care and ambulatory clinic settings. Increasing staffing will be required in key positions such as care managers, case managers, social workers and patient care navigators. This
change in the workforce will create new opportunities to enhance the diversity of Upstate’s workforce, especially in those titles/departments which are currently under represented.

Healthcare workforce diversity will be an essential element needed to achieve the goals set forth under DSRIP. A well-trained workforce rooted in the diverse communities of the six Central New York counties will be central to its success. It will be more important than ever for staff to interact effectively with a diverse patient population. Programs such as cultural competency and health literacy training will be a central part of any successful workforce plan.

The institutional Strategic Plan, the DSRIP and other local and national imperatives, serves as the backdrop or foundation for the identification of the 3 goals we have identified as the major areas of focus of our Strategic Diversity Plan:
Faculty/resident/staff recruitment, Student recruitment and retention, and campus climate. These goals remain consistent with the SUNY Policy and Upstate’s Strategic Themes and Results.

I. FACULTY/RESIDENT/STAFF RECRUITMENT STRATEGY: Data over the past 8 years (2008-2016) show an increasingly upward trend in the diversity of the overall workforce at Upstate. However, challenges still remain at the faculty, leadership and professional staff levels. Therefore, recruitment strategies will be largely focused on these groups, but also intentionally focused on building the pipeline through entry level positions within the organization, and through our contracts with Minority and Women-Owned Businesses (MWBE’s) in the community.

1. GOAL: Increase the hiring and retention of professionals and faculty of color and other underrepresented groups, including Veterans and individuals with Disabilities.

Strategies
a) Require training of hiring managers on EEO, AA and SUNY’s Policy on Equity and Diversity and conducting a legal and effective recruitment and interview process.

b) Require hiring managers to develop department-specific diversity recruitment plans to specifically include outreach efforts to increase the diversity of the applicant pool for faculty and for targeted professional job groups. For example, each department Chair within the College of Medicine already has committed to taking specific steps to enhance diversity recruitment of faculty, and diversity metrics are reviewed annually with ongoing emphasis on the importance of enhancing diversity of the faculty.

c) Require that search committees be comprised of diverse (women and minorities) members and members with diverse perspectives.

d) Require hiring managers to submit documentation regarding the composition of the search committee and identify who will be invited for an
interview for review/approval by the ODI PRIOR to interviews actually occurring. This will allow the ODI to determine if a diverse applicant pool has been achieved. Additional diversity outreach efforts may be required of the department before proceeding to the interview stage. The goal is to have at least two diverse candidates from under-represented groups as defined by the federal government included in the pool of applicants to be interviewed for open positions. Due to the volume of recruitments that occur, this strategy will need to be phased in over time, with additional staffing resources.

e) Establish an institutional account to provide additional financial support and other resources for effective diversity outreach strategies by departments.

f) For faculty searches, consider the Diversity Faculty Program available through SUNY System Administration. Explore the feasibility of creating and implementing a similar program to meet the needs of Upstate and in support of university-wide diversity recruitment efforts.

g) When search firms are utilized, require that they have a demonstrated commitment to diversity and a track record in developing diverse candidate pools. In addition, all search firms will be required to track diversity of candidates through use of a voluntary disclosure invitation provided to the firm by Upstate.

h) For nursing positions, utilize local resources such as Syracuse Area Black Nurses Association (SABNA), Black Nurses Rock, Utica College, Morrisville College, Binghamton University, Crouse Hospital, St. Joseph’s Hospital, OCC and Monroe CC. Continue to post openings with Minority Nurse Magazine and Diversity Nurse using social media outlets, and reach out to other diverse resources including Hampton University School of Nursing, the National Association of Hispanic Nurses and the NYC Chapter of American Academy of Men in Nursing. Partner with Student Affairs to develop new programs to increase the number of BS students in the College of Nursing.

i) Implement a mentoring program for residents of color and re-invigorate Faculty and Staff Association of Diversity to reduce feelings of isolation and provide support in an effort to retain faculty, residents and staff.

j) Create opportunities for career advancement and professional development of under-represented minority groups (succession planning, job shadowing, stretch assignments, interim appointments, etc.)

k) Increase Upstate’s utilization of MWBE’s

l) Enhance and increase pipeline programs such as the Presidential Scholars Internship Program.

II. STUDENT RECRUITMENT AND RETENTION STRATEGY There have been numerous successful strategies in place over the years to intentionally recruit a more diverse student body and increase retention rates. Current and ongoing Student Affairs,
College-specific and student-initiated strategies are listed in Appendix D, and are expected to continue throughout the coming years. The following additional strategies will be pursued:

1. **GOAL:** Increase the recruitment and retention of students of color and other underrepresented groups.

   **Strategies**
   a) Commit appropriate funding for recruitment/travel activities for staff as well as select students across all colleges
   b) Increase financial aid and enhance programs that help recruit and retain under-represented students, and develop new ones. Collaborate and coordinate these efforts across colleges for collective impact.
   c) Expand immersion and pipeline programs that target underrepresented college students interested in pursuing advanced academic preparation leading to a career in one of the health professions, by collaborating with historically black colleges and universities (HBCU’s), and enhancing the Presidential Scholars Internship Program to include fellowship opportunities.
   d) Partner with K-12, Community Colleges, and undergraduate institutions to strengthen STEM fields, Cradle to Career, P-tech, HICI
   e) Broaden prospects thru use of a Common Application Service and use of virtual recruitment fairs and enrollment in distance education in all colleges of the university
   f) Continue and expand upon pipeline programs such as SYNERGY and the Hillside Work Scholarship Connection which are targeted toward diverse high school and college students.

**III. UNIVERSITY CLIMATE/ ENVIRONMENT**

1. **GOAL:** Create a respectful and inclusive learning, working and health care environment where students, faculty, staff, patients and families feel valued and welcomed.

   **Strategies:**
   a) Broadly communicate, publicize and display Upstate’s Commitment to Diversity statement.
   b) Conduct a campus-wide climate assessment in November 2016 and again in March 2017. Utilize data to improve the environment for all.
   c) Continue and expand upon the Diversity Lectures Series, which are open to the entire campus, and archived for future and ongoing reference to promote cultural competency.
   d) Enhance student curriculum to include required course work on Cultural Humility/ Cultural Competency. Faculty members are currently collaborating with students on this strategy.
e) Integrate this learning across the institution for faculty and staff education, including the Patient Experience Education being provided to hospital staff
f) Implement the AHA’s strategic initiative to eliminate health care disparities and promote diversity and cultural competency (Equity Pledge, signed 3/2016)
g) Implement cultural competency education model currently under development by SUNY System Admin.
h) Continue student opinion surveys, graduation questionnaires and employee surveys to identify opportunities for improvement
i) Continue campus conversations and Intergroup Dialogue Series, and expand to include opportunities for faculty and staff
j) Encourage proactive leadership from the top, recognizing that the environment strongly influences whether individuals from diverse backgrounds feel welcome and included.

IV. ASSESSMENT AND EVALUATION

The Strategic Diversity Plan will be monitored on an annual basis thru the Affirmative Action Plan, Student Recruitment and Retention benchmark data, and climate assessment surveys. This will include employee and faculty satisfaction surveys, annual Student Opinion Surveys, the Graduation Questionnaire and the SUNY climate surveys.

Objective metrics will be further developed and refined in December 2016 through the institutional strategic planning process, and integrated into the overall Strategic Plan for the University.

The outcomes of this Plan will be shared with the University Executive Committee and constituencies on at least an annual basis. The faculty, staff and students are encouraged to share observations and suggest revisions at any time. The Strategic Management Team will be responsible for the Strategic Plan Review.

V. SUMMATIVE STATEMENT

In order to be effective, the Strategic Diversity Plan requires the active and visible commitment from the top levels of the organization – the Office of the President, members of the University Executive Committee, Deans, Department Chairs and Directors.

The Strategic Diversity Plan comes at a time when Upstate is still in the process of developing the overall strategic plan for the university, utilizing a Balanced Scorecard methodology. This offers a unique opportunity to embed the SDP into all phases of the
larger strategic plan, including the four themes of Integration, Innovative Learning and Discovery, Community Impact and Execution and Growth. Ultimately, the Strategic Diversity Plan for Upstate Medical University Plan will align with the Institutional Strategic Plan, in support of our vision, mission and values.

Rev. August 30, 2016; October 11, 2016; October 25, 2016

Approved by: University Executive Committee (UEC) October 26, 2016