UPSTATE
MEDICAL UNIVERSITY

STRATEGIC DIVERSITY PLAN
2017-2022

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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 and 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 WORKS 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 & 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.

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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 county.

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

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 crafting 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

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

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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. Increased 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, serve as the backdrop or foundation for the identification of the three goals we have outlined 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 staff. Diversity metrics are reviewed annually with ongoing emphasis on the importance of enhancement.
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

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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 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 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 Hispanics Nurses and the NYC Chapter of American Academy of Men in Nursing. Partner with Student in the College of Nursing.

i) Implement a mentoring program for residents of color and re-invigorate Faculty and Staff Association for 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. STUDENTS RECRUITMENT AND RETENTIONS 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.

<u>**Strategies**</u>

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/ENVIORNMENT

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

<u>**Strategies:**</u>

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. CUMULATIVE 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 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

APPENDIX A

SUNY Upstate Medical University
Female and Minority Placement Goals

JG Code	Job Group Description	9/30/2015 Female Incumbency	Goals for 2015-2016
202	HS Faculty	25.3%	38.1%
307	Scientists & Engineers	0.0%	46.9%
603	Skilled Crafts	0.0%	1.5%
604	Maintenance	0.0%	2.0%
701	Hospital Sup Serv.	51.6%	78.7%
703	Laboratory Services	58.3%	86.0%
704	Physical Plant Serv	0.0%	23.8%

JG Code	Job Group Description	9/30/2015 Minority * Incumbency	Goals for 2015/2016
101	Executive	11.8%	18.8%
102	Senior Admin.	8.6%	14.1%
103	Managers & Admin.	0.0%	16.2%
201	Librarians	0.0%	14.2%
203	Acad. Prog. Faculty	3.7%	20.5%
301	Academic Prof.	18.8%	25.2%
302	Fin/Comp Prof.	2.8%	23.5%
303	Student Affairs Prof.	18.2%	28.7%
304	Public Affairs Prof.	0.0%	14.2%
305	Hosp. Adm. Sup. Prof.	8.9%	16.5%
307	Scientists & Engineers	0.0%	38.4%
308	Admin. Professionals	4.4%	17.5%
310	Patient Care Prof-Nurs	9.3%	16.9%
311	Patient Care Prof. - Ther	7.4%	20.7%
312	Patient Care Pro-Tch Sv	9.9%	22.6%
313	Patient Care Pro-Sup Sv	10.6%	30.3%
401	Secretarial	5.3%	16.6%
403	Senior Clericals	11.5%	16.7%
501	Lab Technicians	0.0%	37.0%
503	Scientific Technicians	0.0%	11.1%
505	Computer Operators	12.5%	16.0%
511	Medical Technicians	11.7%	32.3%
512	Med. Therapy Asst's	6.8%	19.2%
601	Mechanics/Mach	4.2%	13.1%
602	Stationary Engineers	0.0%	4.7%
604	Maintenance	0.0%	3.9%
703	Laboratory Services	0.0%	4.3%
704	Physical Plant Serv	19.4%	37.3%
705	Univ. Police Officers	0.0%	14.0%

* Minority includes: Blacks, Hispanics, Asians/Pacific Islanders, and American Indians/Alaskan Natives.

SUNY Upstate Medical University
Utilization and Goals by Job Group - Protected Veterans

Job Group		Total State Employees 12/31/2016 #	Utilization Rate of IWD %	NYS Benchmark %	2017 Goals for VETS %
101	Executive	17	0.0%	4%	4%
102	Senior Admin.	35	2.9%	4%	4%
103	Managers & Admin.	17	0.0%	4%	4%
201	Librarians	9	0.0%	4%	4%
202	HS Faculty	216	6.0%	4%	n/a
203	Acad. Prog. Faculty	26	0.0%	4%	4%
204	Clin. Fac. - Non Tenure	365	5.8%	4%	n/a
205	Res. Fac. - Non-Ten.	23	0.0%	4%	4%
206	Student Ass'ts	42	4.8%	4%	n/a
301	Academic Prof.	79	3.8%	4%	4%
302	Fin/Comp Prof.	73	0.0%	4%	4%
303	Student Affairs Prof.	11	0.0%	4%	4%
304	Public Affairs Prof.	6	0.0%	4%	4%
305	Hosp. Adm. Sup. Prof.	1001	2.5%	4%	4%
307	Scientists & Engineers	15	6.7%	4%	n/a
308	Admin. Professionals	181	3.9%	4%	4%
310	Patient Care Prof-Nurs	1725	2.3%	4%	4%
311	Patient Care Prof. - Ther	224	1.8%	4%	4%
312	Patient Care Pro-Tch Sv	157	3.2%	4%	4%
313	Patient Care Pro-Sup Sv	131	2.3%	4%	4%
390	Residents/House Officers	562	1.2%	4%	4%
399	Graduate/Teaching Assts	136	0.0%	4%	4%
401	Secretarial	49	4.1%	4%	n/a
402	Keyboard Specialist	49	4.1%	4%	n/a
403	Senior Clericals	184	3.8%	4%	4%
404	Clericals	281	1.4%	4%	4%
499	Student Assistants	109	0.0%	4%	4%
503	Scientific Technicians	1	0.0%	4%	4%
504	Admin. Asst's	13	15.4%	4%	n/a
505	Computer Operators	8	0.0%	4%	4%
510	Patient Care Asst's	515	2.3%	4%	4%
511	Medical Technicians	273	4.0%	4%	n/a
512	Med. Therapy Asst's	81	1.2%	4%	4%
599	Tech Assistants Casual	2	50.0%	4%	n/a
601	Mechanics/Mach	48	6.3%	4%	n/a
602	Stationary Engineers	43	14.0%	4%	n/a
603	Skilled Crafts	6	16.7%	4%	n/a
604	Maintenance	10	30.0%	4%	n/a
701	Hospital Sup Serv.	167	1.2%	4%	4%
702	Environmental Services	259	1.9%	4%	4%
703	Laboratory Services	13	7.7%	4%	n/a
704	Physical Plant Serv	43	4.7%	4%	n/a
705	Univ. Police Officers	18	11.1%	4%	n/a

SUNY Upstate Medical University
Goals by Job Group - Individuals with Disabilities

	Job Group	Total State Employees 12/31/2016 #	Utilization Rate of IWD %	National Hiring Benchmark %	2017 Goals for IWD %
101	Executive	17	0%	7%	7%
102	Senior Admin.	35	3%	7%	7%
103	Managers & Admin.	17	6%	7%	7%
201	Librarians	9	11%	7%	n/a
202	HS Faculty	216	4%	7%	7%
203	Acad. Prog. Faculty	26	8%	7%	n/a
204	Clin. Fac. - Non Tenure	365	1%	7%	7%
205	Res. Fac. - Non-Ten.	23	0%	7%	7%
206	Student Ass'ts	42	0%	7%	7%
301	Academic Prof.	42	6%	7%	7%
302	Fin/Comp Prof.	79	8%	7%	n/a
303	Student Affairs Prof.	73	18%	7%	n/a
304	Public Affairs Prof.	11	0%	7%	7%
305	Hosp. Adm. Sup. Prof.	6	9%	7%	n/a
307	Scientists & Engineers	1001	7%	7%	n/a
308	Admin. Professionals	15	10%	7%	n/a
310	Patient Care Prof-Nurs	181	4%	7%	7%
311	Patient Care Prof. - Ther	1725	4%	7%	7%
312	Patient Care Pro-Tch Sv	224	5%	7%	7%
313	Patient Care Pro-Sup Sv	157	4%	7%	7%
390	Residents/House Officers	131	2%	7%	7%
399	Graduate/Teaching Assts	562	4%	7%	7%
401	Secretarial	136	20%	7%	n/a
402	Keyboard Specialist	49	14%	7%	n/a
403	Senior Clericals	49	9%	7%	n/a
404	Clericals	184	16%	7%	n/a
499	Student Assistants	281	5%	7%	7%
503	Scientific Technicians	1	0%	7%	7%
504	Admin. Asst's	13	15%	7%	n/a
505	Computer Operators	8	25%	7%	n/a
510	Patient Care Asst's	515	6%	7%	7%
511	Medical Technicians	273	3%	7%	7%
512	Med. Therapy Asst's	81	6%	7%	7%
599	Tech Assistants Casual	2	0%	7%	7%
601	Mechanics/Mach	48	2%	7%	7%
602	Stationary Engineers	43	5%	7%	7%
603	Skilled Crafts	6	0%	7%	7%
604	Maintenance	10	0%	7%	7%
701	Hospital Sup Serv.	167	5%	7%	7%
702	Environmental Services	259	5%	7%	7%
703	Laboratory Services	13	0%	7%	7%
704	Physical Plant Serv	43	5%	7%	7%
705	Univ. Police Officers	18	6%	7%	7%

APPENDIX B

College of Medicine Ethnicity Data (2006-2015)

Assistant Professor

Year	# A	% A	# U	% U	# W	% W	Grand Total
2006	59	22.5%	12	4.6%	191	72.9%	262
2007	65	23.8%	14	5.1%	194	71.1%	273
2008	59	21.4%	14	5.1%	203	73.6%	276
2009	69	22.3%	16	5.2%	225	72.6%	310
2010	65	20.4%	17	5.3%	236	74.2%	318
2011	79	22.6%	17	4.9%	254	72.6%	350
2012	88	23.8%	18	4.9%	264	71.4%	370
2013	96	25.0%	20	5.2%	268	69.8%	384
2014	90	22.7%	22	5.5%	285	71.8%	397
2015	95	23.7%	21	5.2%	285	71.1%	401
AAMC		19.9%		15.1%		65.0%	

Ethnicity columns span # A through % W

Associate Professor

Year	# A	% A	# U	% U	# W	% W	Grand Total
2006	20	12.3%	5	3.1%	138	84.7%	163
2007	20	11.9%	5	3.0%	143	85.1%	168
2008	19	11.8%	3	1.9%	139	86.3%	161
2009	22	13.8%	3	1.9%	134	84.3%	159
2010	21	13.5%	2	1.3%	133	85.3%	156
2011	25	15.8%	3	1.9%	130	82.3%	158
2012	26	16.0%	4	2.5%	132	81.5%	162
2013	30	18.4%	4	2.5%	129	79.1%	163
2014	31	19.1%	3	1.9%	128	79.0%	162
2015	33	19.8%	6	3.6%	128	76.6%	167
AAMC		15.1%		12.8%		72.2%	

Professor

Year	# A	% A	# U	% U	# W	% W	Grand Total
2006	22	12.0%	6	3.3%	156	84.8%	184
2007	21	12.0%	6	3.4%	148	84.6%	175
2008	22	12.3%	6	3.4%	151	84.4%	179
2009	22	12.4%	5	2.8%	150	84.7%	177
2010	23	13.1%	6	3.4%	146	83.4%	175
2011	21	12.7%	6	3.6%	138	83.6%	165
2012	21	12.8%	6	3.7%	137	83.5%	164
2013	22	13.8%	6	3.8%	132	82.5%	160
2014	21	13.9%	5	3.3%	125	82.8%	151
2015	21	14.6%	5	3.5%	118	81.9%	144
AAMC		9.9%		8.1%		82.1%	

Totals

Year	# A	% A	# U	% U	# W	% W	Grand Total
2006	101	16.6%	23	3.8%	485	79.6%	609
2007	106	17.2%	25	4.1%	485	78.7%	616
2008	100	16.2%	23	3.7%	493	80.0%	616
2009	113	17.5%	24	3.7%	509	78.8%	646
2010	109	16.8%	25	3.9%	515	79.4%	649
2011	125	18.6%	26	3.9%	522	77.6%	673
2012	135	19.4%	28	4.0%	533	76.6%	696
2013	148	20.9%	30	4.2%	529	74.8%	707
2014	142	20.0%	30	4.2%	538	75.8%	710
2015	149	20.9%	32	4.5%	531	74.6%	712
AAMC		16.0%		12.6%		71.3%	

A= Asian

U= Under-represented Minorities

W= White

College of Health Professions Gender Data (2011-2015)

Instructor

Jan.	Gender			
Year	# F	% F	# M	Grand Total
2011	8	80.0%	2	10
2012	7	58.3%	5	12
2013	8	61.5%	5	13
2014	10	83.3%	2	12
2015	8	72.7%	3	11

Assistant Professor

	Gender			
Year	# F	% F	# M	Grand Total
2011	6	54.5%	5	11
2012	6	46.2%	7	13
2013	6	42.9%	8	14
2014	6	46.2%	7	13
2015	7	53.8%	6	13

Associate Professor

	Gender			
Year	# F	% F	# M	Grand Total
2011	6	60.0%	4	10
2012	6	60.0%	4	10
2013	6	60.0%	4	10
2014	6	54.5%	5	11
2015	5	50.0%	5	10

Professor

	Gender			
Year	# F	% F	# M	Grand Total
2011	1	33.3%	2	3
2012	1	33.3%	2	3
2013	1	50.0%	1	2
2014	1	50.0%	1	2
2015	2	66.7%	1	3

Total

	Gender			
Year	# F	% F	# M	Grand Total
2011	21	61.8%	13	34
2012	20	52.6%	18	38
2013	21	53.8%	18	39
2014	23	60.5%	15	38
2015	22	59.5%	15	37

College of Health Professions Ethnicity Data (2011-2015)

Instructor

Year	# A	% A	# U	% U	# W	% W	Grand Total
				Ethnicity			
2011	0	0.0%	1	10.0%	9	90.0%	10
2012	1	8.3%	1	8.3%	10	83.3%	12
2013	1	7.7%	2	15.4%	10	76.9%	13
2014	0	0.0%	2	16.7%	10	83.3%	12
2015	0	0.0%	2	18.2%	9	81.8%	11

Assistant Professor

Year	# A	% A	# U	% U	# W	% W	Grand Total
				Ethnicity			
2011	0	0.0%	0	0.0%	11	100.0%	11
2012	0	0.0%	0	0.0%	13	100.0%	13
2013	0	0.0%	0	0.0%	14	100.0%	14
2014	0	0.0%	0	0.0%	13	100.0%	13
2015	0	0.0%	0	0.0%	13	100.0%	13

Associate Professor

Year	# A	% A	# U	% U	# W	% W	Grand Total
				Ethnicity			
2011	0	0.0%	0	0.0%	10	100.0%	10
2012	0	0.0%	0	0.0%	10	100.0%	10
2013	0	0.0%	0	0.0%	10	100.0%	10
2014	0	0.0%	0	0.0%	11	100.0%	11
2015	0	0.0%	0	0.0%	10	100.0%	10

Professor

Year	# A	% A	# U	% U	# W	% W	Grand Total
				Ethnicity			
2011	0	0.0%	0	0.0%	3	100.0%	3
2012	0	0.0%	0	0.0%	3	100.0%	3
2013	0	0.0%	0	0.0%	2	100.0%	2
2014	0	0.0%	0	0.0%	2	100.0%	2
2015	0	0.0%	0	0.0%	3	100.0%	3

Total

Year	# A	% A	# U	% U	# W	% W	Grand Total
				Ethnicity			
2011	0	0.0%	1	2.9%	33	97.1%	34
2012	1	2.6%	1	2.6%	36	94.7%	38
2013	1	2.6%	2	5.1%	36	92.3%	39
2014	0	0.0%	2	5.3%	36	94.7%	38
2015	0	0.0%	2	5.4%	35	94.6%	37

A= Asian

U= Under-represented Minorities

W= White

College of Nursing Gender Data (2011-2015)

Instructor

Year	Gender			Grand Total
	# F	% F	# M	
2011	0	0.0%	0	0
2012	0	0.0%	0	0
2013	1	100.0%	0	1
2014	1	100.0%	0	1
2015	0	0.0%	0	0

Assistant Professor

Year	Gender			Grand Total
	# F	% F	# M	
2011	10	100.0%	0	10
2012	10	100.0%	0	10
2013	10	100.0%	0	10
2014	9	100.0%	0	9
2015	11	100.0%	0	11

Associate Professor

Year	Gender			Grand Total
	# F	% F	# M	
2011	4	100.0%	0	4
2012	4	100.0%	0	4
2013	4	100.0%	0	4
2014	4	100.0%	0	4
2015	3	100.0%	0	3

Professor

Year	Gender			Grand Total
	# F	% F	# M	
2011	0	0.0%	0	0
2012	0	0.0%	0	0
2013	0	0.0%	0	0
2014	1	100.0%	0	1
2015	1	100.0%	0	1

Total

Year	Gender			Grand Total
	# F	% F	# M	
2011	14	100.0%	0	14
2012	14	100.0%	0	14
2013	15	100.0%	0	15
2014	15	100.0%	0	15
2015	15	100.0%	0	15

College of Nursing Ethnicity Data (2011-2015)

Instructor

Year	Ethnicity						Grand Total
	# A	% A	# U	% U	# W	% W	
2011	0	0.0%	0	0.0%	0	0.0%	0
2012	0	0.0%	0	0.0%	0	0.0%	0
2013	0	0.0%	0	0.0%	1	100.0%	1
2014	0	0.0%	0	0.0%	1	100.0%	1
2015	0	0.0%	0	0.0%	0	0.0%	0

Assistant Professor

Year	Ethnicity						Grand Total
	# A	% A	# U	% U	# W	% W	
2011	0	0.0%	0	0.0%	10	100.0%	10
2012	0	0.0%	0	0.0%	10	100.0%	10
2013	0	0.0%	1	10.0%	9	90.0%	10
2014	0	0.0%	0	0.0%	9	100.0%	9
2015	0	0.0%	0	0.0%	11	100.0%	11

Associate Professor

Year	Ethnicity						Grand Total
	# A	% A	# U	% U	# W	% W	
2011	0	0.0%	0	0.0%	4	100.0%	4
2012	0	0.0%	0	0.0%	4	100.0%	4
2013	0	0.0%	0	0.0%	4	100.0%	4
2014	0	0.0%	0	0.0%	4	100.0%	4
2015	0	0.0%	0	0.0%	3	100.0%	3

Professor

Year	Ethnicity						Grand Total
	# A	% A	# U	% U	# W	% W	
2011	0	0.0%	0	0.0%	0	0.0%	0
2012	0	0.0%	0	0.0%	0	0.0%	0
2013	0	0.0%	0	0.0%	0	0.0%	0
2014	0	0.0%	0	0.0%	1	100.0%	1
2015	0	0.0%	0	0.0%	1	100.0%	1

Total

Year	Ethnicity						Grand Total
	# A	% A	# U	% U	# W	% W	
2011	0	0.0%	0	0.0%	14	100.0%	14
2012	0	0.0%	0	0.0%	14	100.0%	14
2013	0	0.0%	1	6.7%	14	93.3%	15
2014	0	0.0%	0	0.0%	15	100.0%	15
2015	0	0.0%	0	0.0%	15	100.0%	15

A= Asian
U= Under-represented Minorities
W= White

Library Ethnicity Data (2011-2015)

Assistant Librarian

Year	# A	% A	# U	% U	# W	% W	Grand Total
				Ethnicity			
2011	0	0.0%	0	0.0%	2	100.0%	2
2012	0	0.0%	0	0.0%	0	0.0%	0
2013	0	0.0%	0	0.0%	0	0.0%	0
2014	0	0.0%	0	0.0%	0	0.0%	0
2015	0	0.0%	0	0.0%	0	0.0%	0

Senior Assistant Librarian

Year	# A	% A	# U	% U	# W	% W	Grand Total
				Ethnicity			
2011	0	0.0%	0	0.0%	3	100.0%	3
2012	0	0.0%	0	0.0%	5	100.0%	5
2013	0	0.0%	0	0.0%	7	100.0%	7
2014	0	0.0%	0	0.0%	6	100.0%	6
2015	0	0.0%	0	0.0%	7	100.0%	7

Associate Librarian

Year	# A	% A	# U	% U	# W	% W	Grand Total
				Ethnicity			
2011	0	0.0%	0	0.0%	2	100.0%	2
2012	0	0.0%	0	0.0%	3	100.0%	3
2013	0	0.0%	0	0.0%	3	100.0%	3
2014	0	0.0%	0	0.0%	3	100.0%	3
2015	0	0.0%	0	0.0%	2	100.0%	2

Total

Year	# A	% A	# U	% U	# W	% W	Grand Total
				Ethnicity			
2011	0	0.0%	0	0.0%	7	100.0%	7
2012	0	0.0%	0	0.0%	8	100.0%	8
2013	0	0.0%	0	0.0%	10	100.0%	10
2014	0	0.0%	0	0.0%	9	100.0%	9
2015	0	0.0%	0	0.0%	9	100.0%	9

A= Asian
U= Under-represented Minorities
W= White

APPENDIX C

Strategic Diversity and Inclusion Plan: **University Enrollment Demographics 2009/10 through 2015/16**

Ethnicity

	2009/2010		2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad
White	244	763	217	779	220	818	224	893	221	887	182	875	171	790
Black	27	100	23	99	14	103	25	113	21	114	16	101	17	50
Asian	12	146	17	157	13	150	11	165	9	183	10	183	12	106
Hispanic	3	18	5	23	15	49	13	56	10	57	8	46	10	56
Native Hawaiian/Pac Islander	0	0	1	3	1	3	0	3	0	0	0	0	0	0
Amer Indian/Alaska Native	1	3	1	2	1	1	0	1	1	0	1	0	0	2
Unknown	9	115	21	137	19	95	21	71	19	61	16	43	9	100
Multi-racial	0	0	12	50	13	75	7	29	5	30	1	32	1	157

Gender

	2009/2010		2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad
Male	70	442	79	488	87	522	88	540	77	539	61	555	58	566
Female	226	703	218	762	209	772	213	791	209	793	173	725	162	695

Residency

	2009/2010		2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad
NYS	283	997	278	1067	276	1158	282	1205	275	1207	226	1171	211	1162
non-NYS	13	148	19	175	20	136	19	126	11	125	8	109	9	99

Student Outcomes: Graduation and Retention Rates--Entry 2011 With Graduation in 2015

As 150% of the time allocated for each program has not passed in all cases, graduation and persistence rates have been combined and labeled as 'Graduation & Retention Rates'

	2011	2012	2013	2014
COM: MD	96.2%	97.3%	100%	99.3%
COM: MPH	88.9%	100%	89.5%	100%
COGS: PhD	77.8%	85.7%	94%	90.5%
COGS: MS	66.7%	87.5%	n/a	n/a
CON: RN-BS	76.7%	78.4%	76.9%	94.29%
CON: RN-MS	77.27%	80.8%	86.7%	75%
CON: MS	86.7%	85.4%	80.5%	97.4%
CON: DNP	n/a	n/a	83.3%	85.7%
CHP: BPS	100%	100%	100%	100%
CHP: BS	88.3%	93.4%	98.6%	93.9%
CHP: DPT	100%	100%	93.9%	96.9%
CHP: MS	100%	100%	97%	97.1%

College of Medicine: MD

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	4742	4837	4467	4361	4426					
Female	2229	2356	2151	2098	2152					
URM	622	728	558	630	728					
Rural	168	204	211	194	204					

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	66	78	56	62 (39%)	42%	44%	50%	50%	50%	50%
URM	21	20	18	22 (14%)	15%	16%	17%	18%	20%	22%
Rural	27	23	27	40 (25%)	20%	20%	20%	20%	20%	20%
Total New Matrics	156	165	156	160	166					

Diversity Priorities:

"We have defined elements of diversity in our student body that will enhance our ability to meet our missions as a regional academic health center in central New York. In the College of Medicine, these elements include race, ethnicity, gender, socio-economic status, and geographic location in the state of New York. We believe that a diverse student body defined along these domains will best support our mission to serve the central New York community as a regional academic medical center serving its surrounding population."

Strategies:
- Scholarships
- New and Enhanced Partnerships with Identified URM Feeders
- Intentionally Moving the Environment from Tolerable to Comfortable for ALL Students
  - Increased number of women faculty and faculty of color
  - Infusing Cultural Competence/Humility Training Throughout Curriculum
  - Cultural Competence/Humility Training for Faculty and Staff

College of Medicine: MPH

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	56	53	33	57	47					
Female	43	41	23	46	37					
URM	10	7	12	15	8					
Rural	14	5	5	6	6					

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	15	17	7	19 (76%)						
URM	0	3	4	8 (32%)						
Rural	4	1	4	2 (8%)						
Total New Matrics	18	22	13	25	18					

Diversity Priorities:
- URMs: African Americans; Hispanics; Native Americans
- Rural
- Out of State

Strategies:
- SOPHAS Common Application Service – Broadens Prospect Reach
- Enhanced Marketing Efforts to Include Virtual Recruitment Fairs
- On-Line Platform

College of Nursing

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	416	339	221	211	300					
Female	362	304	200	190	251					
URM	59	36	40	38	53					
Rural	132	114	65	72	110					

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	152	127	85	117 (88%)						
URM	29	15	16	23 (17%)						
Rural	55	53	28	42 (32%)						
Total New Matrics	175	142	95	133	150					

Diversity Priorities:
- Men
- URMs: African Americans; Hispanics; Others (?)
- Rural

Strategies:
- On-Line DNP and BS (future)
- Dual Admission Agreements
- Clearly Defined Priorities and Clear Communication

College of Graduate Studies

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	232	153	187	197	192					
Female	114	79	97	115	101					
URM	25	16	32	19	29					
Rural	13	12	15	15	15					

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	13	13	10	15 (58%)						
URM	1	2	2	0						
Rural	1	3	2	5 (19%)						
Total New Matrics	24	28	20	20	26					

Diversity Priorities:
- International Students
- URMs: African Americans; Hispanics

Strategies:
- SURF Program
- UNICAS Common Application – Broadens Prospect Reach
- Enhanced Communication Plan for Recruitment/Admissions

College of Health Professions: Respiratory

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	49	36	24	29	21					
Female	31	19	14	11	10					
URM	13	5	7	4	3					
Rural	8	9	2	8	4					

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	10	4	5	8 (73%)						
URM	5	1	3	3 (27%)						
Rural	2	3	2	4 (36%)						
Total New Matrics	17	9	10	11						

Diversity Priorities:
- URM: African Americans, Hispanics, Asians; Native Americans
-
-

Strategies:
-

College of Health Professions: Physician Asst

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	525	616	721	796	801					
Female	373	430	483	576	576					
URM	178	209	253	283	253					
Rural	40	46	39	Error	91					

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	26	28	27	23	26 (74%)					
URM	3	7	3	5	3 (9%)					
Rural	11	9	6	0	12 (34%)					
Total New Matrics	35	35	35	35	35					

Diversity Priorities:
- URMs: African Americans; Hispanics; Asians; Native Americans
- Rural
-

Strategies:
- More Intentional Recruitment

College of Health Professions: CVP

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	79	74	82	112	99					
Female	32	34	30	49	35					
URM	33	27	33	37	34					
Rural	4	5	9	12	7					

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	2	4	3	6 (75%)						
URM	1	1	4	0						
Rural	1	1	1	0						
Total New Matrics	8	8	8	8						

Diversity Priorities:
- URM: African Americans, Hispanics, Asians; Native Americans
-

Strategies:
-

College of Health Professions: Physical Therapy

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	253	573	585	569	598					
Female	162	325	334	329	358					
URM	34	134	164	146	183					
Rural	58	30	89	88	85					

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	26	16	22	19	29 (74%)					
URM	0	1	2	5	4 (11%)					
Rural	15	10	8	8	8 (21%)					
Total New Matrics	33	33	35	36	39					

Diversity Priorities:
- URM: African Americans, Hispanics, Asians; Native Americans

Strategies:
- Intentional Recruitment

College of Health Professions: Med Radiography

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	92	69	48	55	57					
Female	54	52	30	38	39					
URM	15	8	9	12	3					
Rural	29	23	17	18	25					

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	12	14	14	12 (71%)						
URM	1	1	1	4 (24%)						
Rural	4	5	7	6 (35%)						
Total New Matrics	18	18	18	17						

Diversity Priorities:
- Men
- URM: African Americans, Hispanics, Asians; Native Americans
-

Strategies:
-
-

College of Health Professions: BPS-CT

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	4	1	4	3	1					
Female	4	1	2	3	0					
URM	1	0	0	0	0					
Rural	2	0	2	1	0					

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	2	0	1	0						
URM	0	0	0	0						
Rural	2	0	1	0						
Total New Matrics	2	0	2	0						

Diversity Priorities:
-
-

Strategies:
-
-

College of Health Professions: BPS-MRI

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	9	4	7	6	4					
Female	7	3	4	4	2					
URM	1	0	0	1	0					
Rural	2	1	3	4	1					

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	1	1	0	1						
URM	0	1	0	0						
Rural	1	1	0	2						
Total New Matrics	2	1	0	2						

Diversity Priorities:
-
-

Strategies:
-
-

APPENDIX D

Upstate Medical University's Strategic Diversity and Inclusion Plan
Student Recruitment, Enrollment, Retention, and Graduation

Contents:

1. University Enrollment Demographics 2010/2011 – 2016/2017

2. Student Outcomes: Graduation and Retention Rates—2011 Entry with 2015 Graduation

3. New Matriculant Demographics, Diversity Priorities & Strategies
    a. Provided by academic program
    b. 2017-2021 metrics represent our aspirations/goals
    c. Diversity Priorities vary by program based on current enrollment, needs of the professions, and definitions of diversity

4. Highlighted Recruitment and Admissions Efforts

5. Highlighted Retention Efforts

6. Highlighted Climate Assessment Activities

In addition to the program-specific strategies listed in the pages that follow, there are a number of common recruitment strategies that we employ university-wide:

- SUNY, local, regional and national recruitment events
- Articulation agreements and pathway nurturing with undergraduate institutions
- One-on-one admissions advisement sessions for prospective and rejected applicants
- Host numerous on-campus programs for prospective students
- Participate in virtual information and recruitment events (e.g. podcasts and virtual college fairs)
- Partner with Alumni Associations for recruitment
- Regularly interact with pre-health, transfer and school counselors to promote programs

Strategic Diversity and Inclusion Plan: **University Enrollment Demographics 2010/2011 through 2016/2017**

Ethnicity

	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		2015/2016		2016/2017	
	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad
White	217	779	220	818	224	893	221	887	182	875	171	790	166	827
Black	23	99	14	103	25	113	21	114	16	101	17	50	10	65
Asian	17	157	13	150	11	165	9	183	10	183	12	106	5	150
Hispanic	5	23	15	49	13	56	10	57	8	46	10	56	8	57
Native Hawaiian/Pac Islander	1	3	1	3	0	3	0	0	0	0	0	0	0	0
Amer Indian/Alaska Native	1	2	1	1	0	1	1	0	1	0	0	2	2	0
Unknown	21	137	19	95	21	71	19	61	16	43	9	100	10	27
Multi-racial	12	50	13	75	7	29	5	30	1	32	1	157	9	189

Gender

	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		2015/2016		2016/2017	
	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad
Male	79	488	87	522	88	540	77	539	61	555	58	566	60	562
Female	218	762	209	772	213	791	209	793	173	725	162	695	150	753

Residency

	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		2015/2016		2016/2017	
	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad
NYS	278	1067	276	1158	282	1205	275	1207	226	1171	211	1162	201	1205
non-NYS	19	175	20	136	19	126	11	125	8	109	9	99	9	110

Student Outcomes: Graduation and Retention Rates--Entry 2011 With Graduation in 2015

As 150% of the time allocated for each program has not passed in all cases, graduation and persistence rates have been combined and labeled as 'Graduation & Retention Rates'

	2011	*2012*	*2013*	*2014*
COM: MD	96.2%	97.3%	100%	99.3%
COM: MPH	88.9%	100%	89.5%	100%
COGS: PhD	77.8%	85.7%	94%	90.5%
COGS: MS	66.7%	87.5%	n/a	n/a
CON: RN-BS	76.7%	78.4%	76.9%	94.29%
CON: RN-MS	77.27%	80.8%	86.7%	75%
CON: MS	86.7%	85.4%	80.5%	97.4%
CON: DNP	n/a	n/a	83.3%	85.7%
CHP: BPS	100%	100%	100%	100%
CHP: BS	88.3%	93.4%	98.6%	93.9%
CHP: DPT	100%	100%	93.9%	96.9%
CHP: MS	100%	100%	97%	97.1%

College of Medicine: MD

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	4742	4837	4467	4361	4426	4334	4515	4560	4606	4652
Female	2229	2356	2151	2098	2152	2145	2257	2280	2303	2326
URM	622	728	558	630	728	773	722	730	737	745
Rural	168	204	211	194	204	179	217	223	229	235

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	66	78	56	62 (39%)	45%	50%	50%	50%	50%	50%
URM	21	20	18	22 (14%)	20%	26%	17%	18%	20%	22%
Rural	27	23	27	40 (25%)	20%	11%	20%	20%	20%	20%
Total New Matrics	156	165	156	160	160	168	160	160	160	160

Diversity Priorities:

"We have defined elements of diversity in our student body that will enhance our ability to meet our missions as a regional academic health center in central New York. In the College of Medicine, these elements include race, ethnicity, gender, socio-economic status, and geographic location in the state of New York. We believe that a diverse student body defined along these domains will best support our mission to serve the central New York community as a regional academic medical center serving its surrounding population."

Strategies:
- Financial Aid
- New and Enhanced Partnerships with Identified URM Feeders
- Intentionally Moving the Environment from Tolerable to Comfortable for ALL Students
  - Increased number of women faculty and faculty of color
  - Infusing Cultural Competence/Humility Training Throughout Curriculum
  - Cultural Competence/Humility Training for Faculty and Staff
- Maintain Current Relationship with AMSNY

College of Medicine: MPH

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	56	53	33	57	48	71	115	125	140	150
Female	43	41	23	46	38	53	58	63	70	75
URM	10	7	12	15	8	21	23	25	28	30
Rural	14	5	5	6	6	8	17	18	21	22

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	15	17	7	19 (76%)	19	28	19	21	23	25
URM	0	3	4	8 (32%)	7	10	8	8	9	10
Rural	4	1	4	2 (8%)	5	7	6	6	7	8
Total New Matrics	18	22	13	25	24	37	38*	42	47	50

Diversity Priorities:
- URMs: African Americans; Hispanics; Native Americans
- Rural
- Out of State
- Men

Strategies:
- SOPHAS Common Application Service – Broadens Prospect Reach
- Enhanced Marketing Efforts to Include Virtual Recruitment Fairs
- On-Line Platform

*Goals:
- 150 applications by 2021 with new recruitment and application strategies
- 33% acceptance rate
- Diversity: 50% gender split; 20% URM; 15% rural

College of Nursing

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	416	339	221	211	300	419	330	345	360	375
Female	362	304	200	190	251	363	284	293	306	315
URM	59	36	40	38	53	36	59	66	68	75
Rural	132	114	65	72	110	142	109	117	122	131

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	152	127	85	117 (88%)	82%	83%	86%	85%	85%	84%
URM	29	15	16	23 (17%)	16%	11%	18%	19%	19%	20%
Rural	55	53	28	42 (32%)	38%	33%	33%	34%	34%	35%
Total New Matrics	175	142	95	133	155	197	166	174	182	190

Diversity Priorities:
- Men
- URMs: African Americans; Hispanics; Asians
- Rural

Strategies:
- On-Line DNP and BS (future)
- Dual Admission Agreements
- Clearly Defined Priorities and Clear Communication

College of Graduate Studies

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	232	153	187	197	192	186	220	240	275	300
Female	114	79	97	115	101	103	120	130	150	160
URM	25	16	32	19	29	34	35	38	40	45
Rural	13	12	15	15	15	9	20	22	25	30

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	13	13	10	15 (58%)	7	10	15	15	15	18
URM	1	2	2	0	0	3	4	4	4	5
Rural	1	3	2	5 (19%)	2	1	5	6	6	6
Total New Matrics	24	28	20	20	18	20	31	36	36	36

Diversity Priorities:
- International Students
- URMs: African Americans; Hispanics

Strategies:
- SURF Program
- UNICAS Common Application – Broadens Prospect Reach
- Enhanced Communication Plan for Recruitment/Admissions

College of Health Professions: Respiratory

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	49	36	24	29	21	33	30	35	37	40
Female	31	19	14	11	10	15	15	17	19	20
URM	13	5	7	4	3	7	4	5	5	6
Rural	8	9	2	8	4	8	5	5	6	6

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	10	4	5	8	6 55%	6 55%	60%	60%	60%	60%
URM	5	1	3	3	4 36%	5 45%	30%	30%	30%	30%
Rural	2	3	2	4	2 18%	5 45%	20%	20%	20%	20%
Total New Matrics	17	9	10	11	11	11	11	11	11	11

Diversity Priorities:
- URM: African Americans, Hispanics, Asians; Native Americans
- Rural

Strategies:
- Target Science and Math majors
- Visits to targeted CNY and NYS urban schools
- Increase shadow experiences offered regularly throughout the year.
- Involve alumni in recruiting in rural areas (arm them with videos, website)
- 4-6 p.m. visits to UMU for counselors & science faculty (provide food)
- Spring & Summer competitive targeted career day for selective students
- Recruitment visits to feeder campuses with Respiratory Therapy AAS programs
- Recruitment visits to Offices of Diversity on feeder campuses with AAS programs
- E-mails to students on feeder campuses with AAS programs including program-specific video

College of Health Professions: Physician Assistant

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	525	616	721	796	801	834	811	815	819	825
Female	373	430	483	576	576	594	586	590	596	600
URM	178	209	253	283	253	307	259	263	267	270
Rural	40	46	39	Error	91	91	97	99	101	103

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	26	28	27	23	26 74%	63%	74%	74%	74%	74%
URM	3	7	3	5	3 9%	18%	9%	9%	9%	9%
Rural	11	9	6	0	12 34%	26%	34%	34%	34%	34%
Total New Matrics	35	35	35	35	35	35	35	35	35	35

Diversity Priorities:
- URMs: African Americans; Hispanics; Asians; Native Americans
- Rural

Strategies:
- More Intentional Recruitment

College of Health Professions: CVP

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	79	74	82	112	99	101	105	108	112	115
Female	32	34	30	49	35	42	40	42	44	46
URM	33	27	33	37	34	36	37	39	41	42
Rural	4	5	9	12	7	12	10	12	13	15

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	2	4	3	6	2 (25%)	3 30%	25%	25%	25%	25%
URM	1	1	4	0	1 (13%)	3 30%	12.5%	12.5%	12.5%	12.5%
Rural	1	1	1	0	0 (0%)	1 10%	12%	12%	12%	12%
Total New Matrics	8	8	8	8	8	10	8	8	8	8

Diversity Priorities:
- URM: African Americans, Hispanics, Asians; Native Americans
-

Strategies:
-

College of Health Professions: Physical Therapy

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	253	573	585	569	598	724	620	635	640	650
Female	162	325	334	329	358	425	365	368	370	373
URM	34	134	164	146	183	187	188	191	195	199
Rural	58	30	89	88	85	115	89	92	94	96

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	26	16	22	19	29 74%	22 55%	65%	65%	65%	65%
URM	0	1	2	5	4 11%	7 18%	10%	10%	10%	10%
Rural	15	10	8	8	8 21%	12 30%	25%	25%	25%	25%
Total New Matrics	33	33	35	36	39	40	40	40	40	40

Diversity Priorities:
- URM: African Americans, Hispanics, Asians; Native Americans

Strategies:
- Intentional Recruitment

College of Health Professions: Med Radiography

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	92	69	48	55	57	68	60	62	63	64
Female	54	52	30	38	39	48	38	38	39	39
URM	15	8	9	12	3	7	4	5	5	6
Rural	29	23	17	18	25	29	26	27	27	28

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	12	14	14	12	12 67%	12 63%	68%	68%	68%	68%
URM	1	1	1	4	1 5%	1 5%	5%	5%	5%	5%
Rural	4	5	7	6	7 39%	7 37%	35%	35%	35%	35%
Total New Matrics	18	18	18	17	18	19	18	18	18	18

Diversity Priorities:
- Men
- URM: African Americans, Hispanics, Asians; Native Americans
- Rural

Strategies:
- Recruitment visits to Offices of Diversity on feeder campuses

College of Health Professions: BPS-CT

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	4	1	4	3	1	2	3	3	4	4
Female	4	1	2	3	0	1	1	1	2	2
URM	1	0	0	0	0	1	1	1	1	1
Rural	2	0	2	1	0	0	1	1	1	1

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	2	0	1	0	0	0	50%	50%	50%	50%
URM	0	0	0	0	0	1 100%	0%	0%	0%	0%
Rural	2	0	1	0	0	0	50%	50%	50%	50%
Total New Matrics	2	0	2	0	1	1	2	2	2	2

Diversity Priorities:

Strategies:
- Recruitment visits to feeder campuses with MIS AAS programs
- Recruitment visits to Offices of Diversity on feeder campuses with MIS AAS programs

College of Health Professions: Ultrasound BS/BPS

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	57	38	53	45	45	40	48	50	51	52
Female	53	36	50	45	44	33	42	41	41	40
URM	3	2	3	1	2	0	3	4	4	5
Rural	23	15	21	23	22	17	24	25	25	26

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	6	5	6	7	7 100%	4 57%	85%	85%	85%	85%
URM	2	0	0	0	0	0	0%	0%	0%	0%
Rural	4	1	2	4	2 29%	3 43%	43%	43%	43%	43%
Total New Matrics	7	6	7	7	7	7	7	7	7	7

Diversity Priorities:
- Gender
- Rural

Strategies:
- Recruitment visits to feeder campuses with MIS AAS programs
- Recruitment visits to Offices of Diversity on feeder campuses with MIS AAS programs

College of Health Professions: RadTherapy BS/BPS

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	63	54	52	58	40	49	49	53	56	60
Female	46	36	29	36	34	32	32	31	31	31
URM	7	2	1	2	1	1	2	3	3	4
Rural	18	14	19	25	18	24	20	21	22	23

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	6	8	4	8	11 92%	8 67%	75%	75%	75%	75%
URM	2	0	0	0	1 8%	1 8%	8%	8%	8%	8%
Rural	4	3	6	8	4 33%	5 42%	45%	45%	45%	45%
Total New Matrics	12	10	10	11	12	12	12	12	12	12

Diversity Priorities:
- URM: African Americans, Hispanics, Asians; Native Americans
- Gender
- Rural

Strategies:
- Visits to targeted urban schools
- Shadow experiences offered regularly throughout the year.
- Involve alumni in recruiting in rural areas
- Evening visits to UMU for counselors & science faculty
- Summer competitive targeted career day for selective students
- Recruitment visits to feeder campuses with MIS AAS programs
- Recruitment visits to Offices of Diversity on feeder campuses with MIS AAS programs

College of Health Professions: Med Tech MS

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	27	47	17	16	15	20	15	15	15	15
Female	17	27	10	10	14	13	8	8	8	8
URM	18	38	8	9	15	15	15	15	15	15
Rural	1	1	0	0	1	1	0	0	0	0

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	0	6	3	4	3 100%	3 75%	50%	50%	50%	50%
URM	3	5	3	5	3 100%	3 75%	100%	100%	100%	100%
Rural	0	0	0	0	0	0	0	0	0	0
Total New Matrics	3	6	5	6	3	4	4	4	4	4

Diversity Priorities:
- URM: African Americans, Hispanics, Asians; Native Americans

Strategies:

College of Health Professions: ClinLabSci BS

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	42	48	51	44	38	37	43	45	48	50
Female	26	34	35	28	31	29	29	29	28	28
URM	11	12	15	6	8	8	9	9	10	10
Rural	14	17	19	19	14	12	18	18	21	21

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	12	16	14	11	11 73%	17 89%	75%	75%	75%	75%
URM	3	4	3	2	3 20%	1 5%	15%	15%	15%	15%
Rural	8	12	10	8	7 47%	9 47%	50%	50%	50%	50%
Total New Matrics	19	22	19	15	15	15	16	16	16	16

Diversity Priorities:
- URM: African Americans, Hispanics, Asians; Native Americans
- Men

Strategies:
- Partner with the Syracuse City School District to develop and implement a Clinical Laboratory Technician P-TECH Program beginning Fall 2016
- Work with regional laboratory administrators to develop and provide recruitment tool kits to lab professionals to ease their participation in community health fairs and career presentations.

College of Health Professions: BPS-MRI

Applications	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	9	4	7	6	4	6	5	6	6	7
Female	7	3	4	4	2	5	2	3	3	3
URM	1	0	0	1	0	1	2	2	2	2
Rural	2	1	3	4	1	4	2	2	2	2

Entering	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Female	1	1	0	1	2 66%	2 100%	70%	70%	70%	70%
URM	0	1	0	0	0	0	0%	0%	0%	0%
Rural	1	1	0	2	1 33%	1 50%	50%	50%	50%	50%
Total New Matrics	2	1	0	2	3	2	2	2	2	2

Diversity Priorities:
- Rural
- Gender

Strategies:
- Recruitment visits to feeder campuses with MIS AAS programs
- Recruitment visits to Offices of Diversity on feeder campuses with MIS AAS programs

Strategic Diversity and Inclusion Plan: **Recruitment & Admissions Efforts**

MedQuest (Summer Series Program): Series of programming across the four colleges helping immerse local NY high school students in the health and alternative STEM careers.	**Shadows Days** – Offer an opportunity to explore a health profession in a clinical setting. Students will join professionals (CVP, MIS, MedTech, PT, RadTher, RespTher) on the job as they pursue their daily activities, seeing patients or working in the labs. The Shadow Day ends with a reception to meet faculty, Admissions Counselors and students.	**MPH Medical Scholars Program** – The MPH Medical Scholars program provides historically disadvantaged, underrepresented, or rural students the opportunity to strengthen and cultivate their academic, clinical, and analytical skills in preparation for medical school. Student's earn a master's degree in Public Health and are offered conditional acceptance to the COM.
Try on a White Coat @ Upstate – Current college freshman or sophomores who are on a pre-health track can apply for our week-long health career immersion program. Opportunities include; exploring different careers in the healthcare field, interacting with current students and faculty at SUNY Upstate, an overview on the admissions process including tips on how to become a competitive candidate, service and community outreach opportunities in the Syracuse area, tips for academic success, and mentoring.	**Medical Scholars Program** - Medical Scholars is a special program that provides historically disadvantaged and underrepresented students the opportunity to strengthen and cultivate their academic, clinical, and analytical skills in preparation for medical school. Student's earn a master's degree in Medical Technology with strong employment potential, and are also offered conditional acceptance to the College of Medicine. Medical Scholars are provided with Academic Counseling, Mentoring, and MCAT preparation if needed.	**Buffalo Post-bacc Program** – As part of its commitment to increase diversity in medical education, AMSNY conducts a post-baccalaureate program at the University of Buffalo School of Medicine and Biomedical Sciences. This program is designed to increase the enrollment of academically qualified applicants from groups that are underrepresented in medical schools in NYS. Candidates are referred from SUNY Upstate to the Post-bacc program in order to strengthen their academic preparedness for admission the following year. Students are offered conditional acceptance to the College of Medicine.
CSTEP Statewide Student Conference and the SUNY STEM Diversity Conference: Presentations by staff members on how to apply to programs in medicine and research.	**Early Assurance Program** - The Early Assurance Program offers an early guaranteed acceptance to undergraduate students in their second year of college. Applicants must have sophomore standing and be enrolled at any accredited undergraduate institution.	**4+3 Early Admission for the Doctor of Physical Therapy Degree Program** – High School seniors accepted into the 4+3 DPT Early Admission program have guaranteed acceptance into SUNY Upstate's DPT program upon completion of their bachelor's degree program of their choice.
2+2 Early Admission for Undergraduate Programs (BS and BPS) - Through our 2+2 Early Admission Program, students can apply to SUNY Upstate's College of Health Professions in their senior year of high school for consideration for admission for their junior and senior years. (The programs are Medical Biotech, Medical Imaging, Medical Technology, Radiation Therapy, and Respiratory Therapy).	**3+3 Early Admission for the Doctor of Physical Therapy (DPT)** - The 3+3 DPT program allows students to complete their undergraduate degree and their physical therapy doctoral degree in **SIX years** rather than seven. To be guaranteed a place in the 3+3 DPT program, students must be accepted by both the participating undergraduate college and by SUNY Upstate. SUNY Upstate has established 3+3 programs with seven colleges (Brockport, ESF, Geneseo, Oneonta, Oswego, LeMoyne, & SU).	**IN PLANNING STAGES:** **Central NY Clinical Collaborative Immersion Program** – New program being coordinated through the Admissions Office, with Nurse Recruitment, HR, and Internal Medicine. The pilot will be through Hamilton College and will begin in 2017. Students from Hamilton will have a 6 week immersion program at Upstate. **College of Nursing BS Dual-Admission Program** – New program aimed to increase the number of BS students in the CON. This program would offer acceptance to our program at the same time they are applying to: Crouse, JCC, MVCC, CCC, TC3, & OCC.
Summer Undergraduate Research Fellowship (SURF) Program: This is a ten-week summer program for undergraduates across the United States. With appropriate faculty help, participants formulate their own proposal, carry out research under the supervision of one of our faculty, write a research paper and have the opportunity to see their work published. The aim of the SURF program is to expose undergraduate students to biomedical research.	**STEM Mentor Program**: Service Research in Urban Schools, grant awarded to the State University of New York (SUNY) and the New York Academy of Sciences from the National Science Foundation (NSF) to scale up a successful afterschool program in which SUNY graduate students and postdoctoral fellows mentor middle school students in science, technology, engineering, and mathematics (STEM) subjects. Mentors accepted into the program participated in a series of training in addition to a 3-credit graduate level online course. Mentors were then placed in an afterschool program to teach 10-12 lessons over the course of a semester for approximately 90 minutes per week.	**Partnership with Rowan University (NJ)** -- Admissions was approached to explore the possibilities of an MS-MD post-bacc program for URM students. **Syracuse City School District (SCSD) partnerships** are being discussed with the College of Health Professions

Institutional Gala Scholarship: This is a $5000 annual award to a minority student applicant.	**COM Dean's Distinction Awards:** Annual full tuition scholarships, housing, and a $5K stipend for 5 incoming students into the College of Medicine	**McNair Scholar's Mailing:** McNair Scholars is a national program for undergraduates that are minority or first generation college students. All of these students perform some research in their chosen field, and many of them are interested in graduate or professional degrees. We send a brochure mailing to all of the students that are entering their senior year and have degrees in fields related to biomedical sciences to encourage them to apply.	**Partners for Business & Education STEM Career Day (April):** Bringing 200 area high school students to a six-series workshop day of programming in research and alternative health careers.
			C-Step Career Awareness Day (September): College C-Step programs from across NYS will be attending a health career awareness event organized by a C-Step student, in conjunction with the C-Step and Admission Offices. We estimate that 100 students may attend.
Visiting Lecture Series: Within 300 mile radius of SUNY Upstate, our faculty will visit an undergraduate institution, provide a lecture which includes a brief presentation on the biomedical graduate degree programs and student research offerings at SUNY Upstate. This program is advertised to chairs and advisors in science departments at neighboring institutions, individuals who have submitted letters of recommendation for students in the past, and faculty in science departments at historically black colleges.		**Advisor Day:** Deans and Advisors from undergraduate institutions within a 300 mile radius of Upstate are invited to our campus. The goal of the Advisor Day is to build long-lasting relationships with undergraduate institutions. We hold this event every other year. We have begun asking advisors to bring along a strong interested student to the event, preferably a underrepresented minority.	**1,000 girls/1,000 Futures:** We are part of the New York Academy of Sciences' Global STEM Alliance (GSA) initiative, a comprehensive program designed to engage and inspire female high-school students around the world to study STEM fields and pursue STEM careers. High-school students are matched with female mentors. Several students in the College of Graduate Studies are serving as mentors in the program. The hope is not only to better the number of students going into STEM fields but also to build the reputation of our institution for future degree recipients.

STUDENT LED EFFORTS:

MEDS (Med Ed for Diverse Students) via LMSA (Latino Medical Student Association): MEDS brings self-selected juniors and seniors from Henninger High School to campus every six weeks for an afternoon of exposure to medicine and other health care careers. A group of first- and second-year College of Medicine students ran the program. Each session runs four hours on a Wednesday afternoon and covers different areas of human health, including neurological, cardiovascular, gastrointestinal and respiratory. The high school students spend part of each visit in the Upstate human anatomy lab, where they can see the relevant parts of the body.

MAPS (Minority Association of Pre-medical Students) via SNMA (Student National Medical Association) w/Syracuse University: MAPS represents the undergraduate and post-baccalaureate students of SNMA. SNMA is known for its mentorship and pipeline outreach and is dedicated to ensuring that the needs of pre-medical students at Syracuse University are met.

Med School Exposure Day via SNMA-MAPS: an informative and enriching event to inspire, and expose students to the medical field, especially students under-represented in medicine. Mentoring and supporting the next generation of physicians of color is what this event is all about. The day included a diverse medical student panel, presentations on how to be successful as an applicant and in medical school, workshops in the Anatomy Lab, mock 'standardized' patient encounters led by medical students, discussion of the new MCAT, Alumni Presentation, and an opportunity to talk and network with current medical students.

Non-traditional & Diverse Applicant Workshop - a day-long conference aimed at providing information regarding: The application process to medical school and allied health programs, How to finance graduate medical education and the application process, What non-traditional and diverse students have to offer the medical field, Academic preparedness, testing and adjusting from a full time work schedule to a full time study schedule.

VOLUNTEER AND SCHOOL-TO-WORK INITIATIVES:

MASH Camp: Eighth and ninth-grade students are invited to spend two days in the real world of hospital healthcare in February. The Medical Academy of Science and Health, referred to as "M.A.S.H. Camp"

Teen Volunteer Program at University Hospital—Downtown and Community Campus

Upstate Medical University Project SEARCH is a one year business led school-to-work program that provides employment and education opportunities to individuals with cognitive and physical disabilities. By offering total workplace immersion, Project SEARCH facilitates a seamless combination of classroom instruction, career exploration, on-the job training and support.

Presidential Scholars Internship Program was launched in 2008. It is a strategic initiative sponsored by the Office of the President, and coordinated by the Office of Diversity & Inclusion. The goal of the program is to provide meaningful and relevant experience in preparation for employment in the health care industry, preferably at Upstate, and/or for advanced or doctoral degrees related to occupations in an academic health care setting.

Hillside Work-Scholarship Connection – Syracuse was established in 1987 to help students at risk of dropping out to stay in school and achieve academic success. It's mission to increase the graduation rates of students within the Syracuse city school district by providing long-term advocacy, academic resources, life skills development, and job training, resulting in self-sufficient, contributing adults for the community.

Synergy Internship Program: We have participated in this internship program for the last several years that brings in disadvantage students from the Syracuse area for summer internships.

Strategic Diversity and Inclusion Plan: **Retention Efforts (Student & Multicultural Affairs)**

Mentors in Healthcare (MiH): a comprehensive mentoring program for underrepresented students. Mentors are underrepresented faculty, residents, staff and upper- class students. Large group meetings are held 3-4 times per year and individual mentoring is encouraged throughout the year. This program is for students in all 4 Colleges.	**Collegiate Science and Technology Entry Program (CSTEP)**: an academic and career preparation program for historically underrepresented and economically disadvantaged students enrolled in programs leading to the STEM fields and licensure. CSTEP participants must be full-time matriculated students in good academic standing, and are required to participate in the broad range of program offerings such as; mentoring, tutoring, internships, career counseling, clinical skills development, and professionalism workshops. The program is funded by a grant from the New York State Education Department. Upstate is funded for 75 students across all 4 Colleges.	**Multicultural Student Lounge Space**: Dedicated lounge in the hospital for students traditionally under-represented in medicine. Promotes community and provides a safe space to interact.
MEDSET: A summer course aimed at preparing incoming first year medical students for the transition to the rigor of the curriculum. Participating students are identified by the Admissions Committee and are introduced to academic content, support services and study techniques.	**Retention Mentor:** Hired Dr. Khalia Grant '14 to mentor and support students of color during their clinical experiences.	**Student Clubs and Organizations:** American Medical Women's Association; Asian Pacific American Medical Students' Association; Chinese Student Association; International Federation of Medical Students Association; Jewish Medical Association; Latino Medical Student Association; LGBTQA Alliance; South Asian Medical Students' Association; Student National Medical Association; Upstate Veterans' Association

Strategic Diversity and Inclusion Plan: **Climate Assessment Activities (Student & Multicultural Affairs)**

Surveys: Bi-annual Student Opinion Survey: All Colleges; All Students Graduation Questionnaire: COM	**Campus Conversations:** In an effort to address national current events, Student Affairs Deans host "open dialogue" opportunities for students to express concerns, problem-solve, demonstrate empathy and understand issues related to diversity, inclusion and discrimination. Campus Conversations in the last year have centered on race relations, police interactions, comfort on campus, etc. An action plan resulted from the conversations held in the fall of 2015 (see attached).	**Intergroup Dialogue Series**: This multi-part series is hosted each semester and seeks to enhance cultural humility and competence. In the 2015-16 academic year topics included: Race; Gender; Socioeconomic Status; Religion; Transgender Health; Ableism; Sexual Identity
Race and Medicine: Hosted Damon Tweedy, M.D., author of Black Man in a White Coat for a day-long series of talks and interactions with students.	**Understanding Transgender Health**: • Hosted Terri Cook, Author of Allies & Angels: A Memoir of our Family's Transition for a day-long series of talks and education. • Worked with COM student to promote inclusive language in class lectures and throughout campus functions. This was done not only to promote inclusion for members of our campus community, but also as a learning opportunity for our aspiring healthcare professionals.	**Student Government and Class Officer Meetings:** College Deans and Dean of Student Affairs meet regularly with students in open-forum settings to solicit and hear concerns, create action plans and report on responses.

Campus Conversations:
Recognizing and Addressing Our Institutional and Personal Unintentional Bias

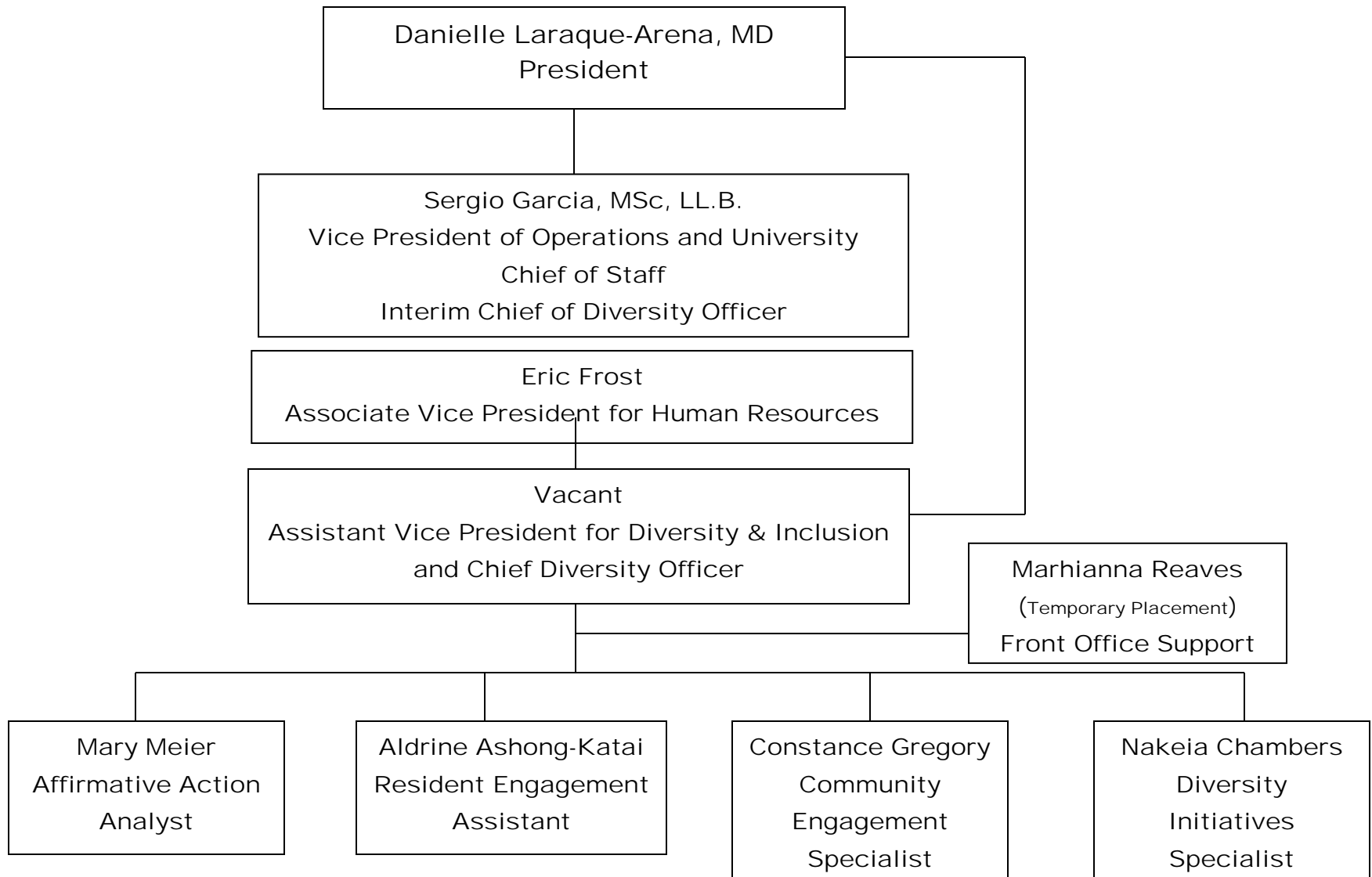| What	Demonstrate Commitment by Displaying Diversity	Provide Dedicated Space for Students of Color (lounge atmosphere)	Build In Opportunities for Classmate Interaction Right Away (COM)	Build Required Cultural Competence/Empathy into the Curriculum	Build Required Cultural Competence/Empathy into Faculty & Staff Training	Increase the Number of Faculty and Staff of Color
ACTION ITEMS	Dean's Hallway: Move Chair Photos to Single Side of Corridor: Immediately Populate Other Side of Corridor with Pictures of Students Working w/Faculty Completed January 2016!	Talk with Students to Determine Need: December 9th Identify Possible Space: December 9 "Open": Spring 2016 Space in Hospital Completed January 2016!	Formalize Small Group Meetings into Orientation: June Completed 2016! Formalize Small Group Meetings by Learning Comm: Fall Completed for fall 2016!	Student Affairs and CHP Planning for Course-Related Opportunities COM Curriculum Committee Charge By Dean (as committed at forum): Immediately for Fall 2016 *	Requirement for Faculty/Staff Training Communicated by President's Office Add to New Employee Orientation	All Departments Required to Develop Diversity Recruitment Plans All Departments Provided National Benchmarks
	Explore Campus Traveling "Gallery" Option to Highlight Diversity in Our History—Library Staff*		Develop Academic Small Group Review Sessions: Fall Completed for fall 2016!	Formalize & Facilitate Inter-Profess Education Opportunities**: Plan Now For Fall 2016	Develop/Enhance On-Line Module to Incorporate Into "The Patient Experience" Effort for UH Staff w/Annual Refresher	Diversity Strategy and Consultation w/ Div & Inclusion Required of All Search Committees*
	Implement New President's Task Force on Multicultural Student Experience**				Continue and Enhance Unconscious Bias/"Ouch" Training with Campus Faculty and Staff w/Annual Refresher	Unconscious Bias Training Required of All Search Committees
	* Display should also include Diversity Statement **To work with Student Affairs on Needs Assessment, Programming and Sharing Experiences With Faculty & Staff			*To Include Standardized Patients and Trained Small Group Facilitators **To Include Microaggressions and Expectations with Trained Facilitators		*Broader HR Recruitment Staff Education Required

Quick Win! ← → Longer Term Commitment

APPENDIX E

SUNY UPSTATE MEDICAL UNIVERSITY OFFICE OF DIVERSITY & INCLUSION

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President

Sergio Garcia, MSc, LL.B.
Vice President of Operations and University
Chief of Staff
Interim Chief of Diversity Officer

Eric Frost
Associate Vice President for Human Resources

Vacant
Assistant Vice President for Diversity & Inclusion
and Chief Diversity Officer

Marhianna Reaves
(Temporary Placement)
Front Office Support

Mary Meier
Affirmative Action
Analyst

Aldrine Ashong-Katai
Resident Engagement
Assistant

Constance Gregory
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Nakeia Chambers
Diversity
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