

# UPSTATE MEDICAL UNIVERSITY

## COLLEGE OF MEDICINE

### DIVERSITY & INCLUSION PLAN

The College of Medicine (COM) of Upstate Medical University commits to creating and sustaining an environment that is equitable, respectful and free from prejudice for students, faculty, staff, patients, families, and members of our community. It is our policy to promote a diverse and inclusive campus, through recruitment of faculty and staff, admissions initiatives, and support programs. We are committed to addressing the shortage of doctors in small communities and rural areas in our region, and in urban underserved communities. We promote the values of diversity and inclusion throughout the mission of the university and in the various functions supporting those missions. Diversity adds value to the learning environment of our students, and we believe it will enhance their commitment to addressing inequities in healthcare.

#### MEDICAL STUDENT DIVERSITY CATEGORIES

Race (specifically, Black/African-American)
Race (specifically, Native American)
Ethnicity (specifically, Hispanic/Latino)
Gender (specifically, female)
Socio-economic status (specifically, disadvantaged by economic status or education)
Geographic location (specifically, rural or urban New York state)

#### Student Admission and Recruitment Initiatives

- **The Associated Medical Schools of New York State (AMSNY) Post-Bacc Program**

As part of its commitment to increase diversity in medical education, Associated Medical Schools of New York (AMSNY) offers 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 New York State. Candidates are referred from SUNY Upstate's COM Admissions Committee to the Post-baccalaureate program to strengthen their academic preparedness for admission the following year. Students are offered conditional acceptance to the COM upon satisfactory completion of the program (as defined by the Admissions Committee).

Diversity categories target for program: Black/African American, Native American, Hispanic/Latino, Low socio-economic status, Female; Students must be New York State residents to participate in this program.

Responsible Individual: Krystal Ripa, Director of Special Admissions Programs (0.1 FTE).

Funding Source: There is no specific annual budget. The process is built into overall recruitment allocation. AMSN provides financial support for this program based on the number of participants.

Organizational Locus: Admissions Office

- **Medical Science Education Transition (MEDSET)**

Medical Science Education Transition (MEDSET) is a summer course aimed at preparing incoming first year medical students for transition to the rigors of the curriculum. Participating students are identified by the Admissions Committee and are introduced to academic content, support services, and study techniques. The director of student success initiatives, who also holds a faculty appointment, and coordinates this

summer course. The director works with faculty members who teach in the first year for content delivery. The course is supported by the COM.

Diversity categories target for program: Black/African American, Native American, Hispanic/Latino, Low socio-economic status, Female; Non-traditional/Return to school

Responsible Individual: Maryann Grandinetta, Director of Student Success Initiatives (0.1 FTE).

Funding Source: COM Dean's Office, annual budget \$1,500

Organizational Locus: Office of the Associate Dean of Student Affairs and Campus Life

<http://www.upstate.edu/currentstudents/academic/academic-support/medset.php>

- The Medical Scholars Master's in Medical Technology Program**

The Admissions Office oversees the Medical Scholars program. This unique program provides historically disadvantaged and underrepresented students the opportunity to strengthen and cultivate their academic, clinical and analytical skills in preparation for medical school. Referred to the program by the Admissions Committee, students earn a master's degree in Medical Technology with strong employment potential, and are also offered conditional acceptance to the COM upon satisfactory completion of the program (as defined by the Admissions Committee). Medical Scholars are provided with academic counseling, mentorship, and MCAT preparations as needed.

Diversity categories target for program: Black/African American, Native American, Hispanic/Latino, Low socio-economic status, Female, Students must be New York State residents to participate in this program.

Responsible individual: Krystal Ripa, Director of Special Admissions Programs (0.1 FTE).

Funding Source: AMSNY and New York State Department of Health; \$16,000 per year

Organizational Locus: Admissions Office

[http://www.upstate.edu/com/admissions/options/medical\\_scholars/index.php](http://www.upstate.edu/com/admissions/options/medical_scholars/index.php)

- The Rural Medical Scholars Program (RMSP)**

Upstate recognizes the need for doctors in rural communities and is committed to assisting small, rural areas in New York State (NYS) in meeting their health care needs. The RMSP is designed to provide additional support for students who may want to practice medicine in New York state's underserved areas. The program was started in 2007 and has, on average, an enrollment of seventeen students per year. Students accepted into the RMSP receive early assurance of acceptance into the Rural Medical Education Program (RMED), which pairs third-year students with board-certified family physicians in small communities in the region. Students in the RMSP program also have the opportunity in their first and second years of medical school to participate in job-shadowing experiences, lectures of interest, and on-site visits with current RMED students and preceptors.

Diversity categories target for program: Rural NYS

Responsible Individual: Assistant Dean for Rural Medicine (1.0 FTE) and a Medical Director (0.3 FTE), and Associate Dean of Admissions and Financial Aid

Funding Source: There is no set budget for this program, and funding is provided through the overall recruitment allocation.

Organizational Locus: Admissions Office and RMED program.

<http://www.upstate.edu/fmed/education/rmed/>

- Pre-Admission Workshop (PAW) with the Association of American Indian Physicians (AAIP)**

As part of the Northeast Alliance (University of Albany, University of Buffalo, and University of Rochester), Upstate hosts a Native American PAW for Native American students from across the nation who are interested in applying to medical school. The 2-day PAW, with the Association of American Indian Physicians (AAIP), provides students with the information and skills necessary to be successful in the admissions processes for medical and health professions programs. Participants had the opportunity to network with peers, admissions officers, and financial aid officers; participate in mock interviews, and hone personal statements. The PAW started in 2018, and 20 Native American students attended the

inaugural event held on October 18-20, 2018. Annual budget: \$25,000

Diversity categories target for program: Native American

Responsible Individual: Krystal Ripa, Director of Special Admissions Programs (0.1 FTE).

Funding Source: COM Dean's Office, annual budget \$25,000

Organizational Locus: Admissions Office and Assistant Dean for Diversity

<http://www.upstate.edu/news/articles/2018/1015-thompson-native-american.php>

- **Master's in Public Health (MPH) Medical Scholars Program**

The MPH Medical Scholars program is similar to the Medical Scholars program, and is supported by Upstate. The 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. Referred to the program by the Admissions Committee, students earn a master's degree in Public Health and are offered conditional acceptance to the COM upon satisfactory completion of the program (as defined by the Admissions Committee).

Diversity categories target for program: Black/African American, Native American, Hispanic/Latino, Low socio-economic status, Female, Rural

Responsible Individual: Krystal Ripa, Director of Special Admissions Programs (0.1 FTE).

Funding Source: There is no set budget for this program, and funding is provided through the overall recruitment allocation.

Organization Locus: Admissions Office

<http://www.upstate.edu/cnymph/index.php>

- **Try on a White Coat Program**

Funded by our Collegiate Science and Technology Entry Program (CSTEP), Upstate Medical University initiated the, "Try on a White Coat," program. Currently, college freshmen or sophomores who are on a pre-health track can apply for our one-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 of the admissions process including tips on how to become a competitive candidate; service and community outreach opportunities in the Syracuse area; and, tips for academic success and mentoring. The associate dean for student affairs, campus life, and coordinator for cross cultural awareness and programming, host this week-long event. In addition to full-time participation for the entire week, several months go into the planning of the event.

Diversity categories target for program: Black/African American, Hispanic/Latino, Female

Responsible Individual: Sharon Huard, Associate Dean of Student Affairs and Campus Life

Funding Source: COM Dean's Office, Annual program budget: \$10,000.

Organization Locus: Office of the Associate Dean of Student Affairs and Campus Life

<http://www.upstate.edu/news/articles/2014/0619-try-on-a-white-coat-program-wins-funding.php>

- **Presidential Scholars Summer Internship Program**

This program is a strategic initiative sponsored by the Office of the President and coordinated by the OD&I in collaboration with the urban community. This program for spring graduating college seniors, graduate school bound (will consider college seniors who are not graduate school bound) and graduate students (Masters or Ph.D.), and current graduate students. Since 2008, over 80 college seniors and graduate students from underrepresented minority groups, (e.g., Blacks/African American, Hispanic/Latino, Native Americans, Female) have gone through this program, and fifteen have been hired by Upstate Medical Center University. The program is designed to develop a workforce that is more diverse and reflective of the communities we serve. The program has provided employment and paid research opportunities for students enrolled in the COM. One Presidential Scholars Summer Intern was matriculated at COM after completion of the program. Annual budget: \$40,000

Diversity categories target for program: All students

Responsible Individual: Nakeia Chambers, Diversity Initiatives Specialist

Funding Source: In-Kind classroom training room, internship sites; hosting some marketing events, such as open houses and fairs.

Organizational Locus: Upstate OD&I Diversity

<http://www.upstate.edu/diversityinclusion/internship.php>

## **Student Retention and Support Initiatives**

- **Collegiate Science & Technology Entry Program (CSTEP) \***

Collegiate Science & Technology Entry Program (CSTEP) is an academic and career preparation program for historically underrepresented and economically disadvantaged students enrolled in programs leading to the Science, Technology, Engineering and Mathematics (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. CSTEP funds 75 students across all four colleges. In 2016, the dean of COM agreed to support an additional 75 students for this program.

Diversity categories target for program: Black/African American, Native American, Hispanic/Latino, Low socio-economic status, NYS state resident

Responsible Individual: Sharon Huard, Associate Dean of Student Affairs and Campus Life (0.1 FTE), Director of Special Admissions Programs (0.1 FTE), Maryann Grandinetta and Director of Academic Support Services (0.2 FTE)

Funding Source: NYS Collegiate Science and Technology Program in the amount of \$150,000 per year.

Organizational Locus: Office of the Associate Dean of Student Affairs and Campus Life

<http://www.upstate.edu/currentstudents/support/multicultural/cstep.php>

\* Includes CSTEP Retention Mentors and CSTEP Lounge

- **Mentors in Healthcare (MiH)**

Upstate's Office of Multicultural Affairs manages a comprehensive mentoring program for underrepresented students. We have thirty mentors who are underrepresented faculty, residents, staff and upperclassmen. Large group meetings are held 3 – 4 times per year and individual mentoring is encouraged throughout the year. This program was implemented in 2015 and has an annual budget of \$2,500.

Diversity categories target for program: Black/African American, Hispanic/Latino, Female

Responsible Individual: Steven Contreras, Director of Student Retention (0.1 FTE).

Funding Source: Funded budget allocation from Upstate Medical University (State Funding) in the amount of \$2,500 annually.

Organizational Locus: Associate Dean of Student Affairs and Campus Life

<http://www.upstate.edu/currentstudents/support/multicultural/Mentors%20in%20Healthcare%20-%20MiH.php>

- **Campus Conversations**

COM have launched several programs to increase cultural competency on campus, including the Intergroup Dialog series and our Campus Conversations. Participation includes students, faculty and staff. In addition, the Office of Multicultural Affairs works with course directors and faculty to enhance cultural competency in the curriculum. Upstate's patient population is diverse, drawing patients from the large Central New York area. Students have opportunities to interact with patients from a range of cultural demographics. In an effort to address national current events, the Student Affairs Deans host four "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, and comfort on campus.

Diversity categories target for program: All students

Responsible individual: Sharon Huard, Associate Dean of Student Affairs and Campus Life (FTE: 0.1 FTE)

Funding Source: Associate Dean of Student Affairs and Campus Life

Organizational Locus: Office of the Associate Dean of Student Affairs and Campus Life

- **UnSafe Spaces: Dialogues on Community, Culture and Healthcare & Campus Conversations/ Intergroup Dialogue Series**

This multi-part series is hosted each semester and seeks to enhance cultural humility and competence. These “conversations” are dialogues on community, culture, and healthcare. No topics are preselected or chosen. Students drive the dialogue by raising issues about current events happening around the world.

Diversity categories target for program: All students

Responsible Individual: Steven Contreras, Director of Student Retention (0.1 FTE)

Funding Source: Associate Dean of Student Affairs and Campus Life

Organizational Locus: Associate Dean of Student Affairs and Campus Life

<http://www.upstate.edu/currentstudents/support/multicultural/UnSafe%20Spaces.php>

- **Retention Mentor**

In 2016, the Office of Multicultural Affairs, hired an alumna of Upstate’s College of Medicine, who served as faculty in Pediatrics, to mentor and support students of color during their clinical experiences. This position is funded by the CSTEP grant.

Diversity categories target for program: Black/African American, Hispanic/Latino, Native American

Responsible Individual: Steven Contreras, Director of Student Retention

Funding Source: CSTEP Grant (budget amount to be determined)

Organizational Locus: Associate Dean of Student Affairs and Campus Life

<http://www.upstate.edu/currentstudents/support/multicultural/>

- **Dean's Distinction Award**

The intent of the Dean's Distinction Awards is to identify incoming medical students who demonstrate need and exemplify the mission and goals of SUNY Upstate Medical University. The award is aimed at lowering the burden of debt for medical students and recruiting outstanding candidates for Upstate. Elements taken into consideration include academics, application information, estimated family contribution, total student debt, household income, household size, and other funds that a student may be receiving. Other factors considered are: under-represented minority, rural student, or first-generation college student. Recipients will be incoming medical students, chosen by members of the Office of Admissions and Financial Aid using the social and financial information described above. The award will cover tuition and housing at Geneva for all four years of medical school and include a \$5,000 stipend per year. The award is given to full-time students and is applied directly to the student's account. As a result, the recipient's loans will be reduced. Students are be notified by the Admissions Office that they have been awarded the scholarship.

Diversity categories target for program: Black/African American, Hispanic/Latino, Rural, First Generation

Responsible Individual: Jennifer Welch, Associate Dean Admissions & Financial Aid (N/A FTE)

Funding Source: College of Medicine Dean's Office (Total amount \$25,000; five awards of \$5,000 each)

Organizational Locus: Admissions & Financial Aid

<http://www.upstate.edu/news/articles/2019/2019-03-01-jade.php>

- **Latino Medical Student Association (LMSA)**

LMSA's annual regional conference offers a unique opportunity for undergraduate students to meet and network with future colleagues, peers and mentors from medical institutions throughout the Northeast.

Conferences are attended by physicians, medical students and undergraduate students representing at least 25 medical schools and their affiliates. Medical students who participate in research have the opportunity to present their work.

Diversity categories target for program: Hispanic/Latino, Rural

Responsible individual: Krystal Ripa, Director of Special Admissions Programs (0.1 FTE), Jennifer Welch, Associate Dean Admissions & Financial Aid (N/A FTE)

Funding Source: Campus activities budget

Organizational Locus: Campus activities

<http://www.upstate.edu/news/articles/2019/2019-02-07-latinoconf.php>

- **Student National Medical Association (SNMA)**

The Student National Medical Association (SNMA) is a student organization that focuses on the needs of medical students. SNMA was established in 1964 when it was recognized that there was a need to promote medical education among minority students. The organization works to encourage an increase in enrollment and retention of minority students in medical schools and to advocate for improved, culturally sensitive health care services and education for underserved individuals. The SNMA chapter at Upstate has five members, a president, vice president, secretary, and treasurer. The assistant dean for diversity is the advisory for this organization.

Diversity categories target for program: All students

Responsible Individual: Brian Thompson, M.D., Assistant Dean for Diversity and Inclusion

Funding Source: Campus activities budget

Organizational Locus: Campus activities

<https://upstate.presence.io/organization/student-national-medical-association-snma>

- **Women in Medicine & Science (WIMS)**

Women in Medicine & Science (WIMS) is an association of the entire female faculty of the College of Medicine, College of Health Professions and College of Nursing at SUNY Upstate Medical University. The overriding goal of WIMS is to enhance the status of women on the College of Medicine, College of Health Professions and College of Nursing faculty. Specifically, WIMS aims to enhance the retention and development of existing female faculty and facilitating the recruitment of new female faculty. From time to time WIMS takes on issues that are important for the success of female faculty at the schools. The group provides networking between women in different departments and support for women at Upstate. WIMS meets monthly and have a listserve that discusses issues of importance to women faculty at Upstate. WIMS sponsors a yearly, "Women in Medicine & Science Teaching Day" and supports social events for faculty from the Upstate campus.

Diversity categories target for program: Females

Responsible individual: Co-Chairs Susan Graham, MS and Renee Mestad, MD

Funding Source: Not applicable

Organizational Locus: Upstate Medical University

<http://www.upstate.edu/wims/>

## FACULTY DIVERSITY CATEGORIES

Race (specifically, Black/African-American)

Ethnicity (specifically, Hispanic/Latino)

Gender (specifically, female)

## Faculty Recruitment Initiatives

- **College of Medicine Office of Diversity and Inclusion**

The Office of Diversity and Inclusion works closely with the COM Faculty Affairs Office to centrally manage the recruitment and retention efforts for faculty and senior administrative staff with assistance from Upstate Office of Diversity and Inclusion and department chairs. Recruitment strategies include using search firms experienced in hiring faculty underrepresented in medicine (URM).

Recruitment efforts to develop a more diverse faculty focuses on two goals and paths:

1. Increase awareness of the importance of diversity and inclusion, and of unconscious biases that may affect recruitment and retention of women and URM faculty:

Following a SUNY grant-funded series of unconscious bias workshops, we organized the Corps of Diversity Allies, a grassroots group to facilitate similar workshops at existing meetings (e.g., faculty meetings), and thus reached individuals who may not have the time or interest in attending workshops on this topic. To date, the Corps of Diversity Allies has presented this workshop at 17 departmental faculty meetings, to approximately 175-200 faculty, residents and the COM chairs. The goal is to improve the recruitment process and ensure that it is equitable and inclusive.

2. Require that chairs develop specific action plans to promote diversity recruitment, and monitor compliance for implementing these plans. Select activities included:

- Required all chairs to submit a revised/updated Department Diversity Recruitment Plan. Each plan included 3 required actions: (1) advertise in at least one journal/website/listserv that is targeted to minority and/or women physicians/Ph.D.(s); (2) add specific language to all ads, (3) commit that all department leaders and search committee members view the Association of American Medical Colleges (AAMC) online training module re: unconscious bias and how to minimize its potential negative effect on the recruitment process. Chairs were also encouraged to identify “other diversity recruitment efforts” they committed to initiate;
- Provided updated department-level data to chairs re: numbers/percentages of women and URM faculty in their departments, with AAMC “benchmark” data for comparison;
- Sent initial Diversity Recruitment Plans to chairs with request for re-attestation that they had followed through on their commitments. All chairs, with the exception two replied and confirmed unconscious bias video views and other steps taken; some included data to provide evidence of their success, e.g., hired female faculty member, hired URM faculty member;
- The dean reviewed the diversity data with the chairs annual chair review meetings to continue to emphasize the importance of enhancing diversity of the faculty.

Diversity categories target for program: Black/African American, Hispanic/Latino, Women

Responsible Individual: Zulma Tovar-Spinosa, MD, Associate Dean for Diversity & Inclusion (0.25 FTE)

Funding Source: Not applicable

Organizational Locus: College of Medicine Dean's Office

<http://www.upstate.edu/com/about/diversity-inclusion/index.php>

- **SUNY Faculty Diversity Program**

The SUNY ODE&I administers the Faculty Diversity Program, which is designed to assist campuses with the recruitment, retention, and promotion of outstanding scholars from different backgrounds, including individuals from groups that have been historically underrepresented in higher education. Under this highly competitive program, state-operated campuses compete for salary support and start-up packages to recruit outstanding scholars who have attained a record of distinction. The Faculty Diversity program provides state-operated campuses with a percentage of the faculty member's salary for three years. Effective for the 2019-2020 award cycle, the total amount that will be allocated for each faculty member appointed under this initiative will increase to \$145,000. Salary support will be allocated to the campuses as follows:

- 2019-2020 - 80% of negotiated salary up to \$80,000
- 2020-2021 - 75% of negotiated salary up to \$50,000
- 2021-2022 - 25% of negotiated salary up to \$15,000

Campuses are also eligible to receive up to \$15,000 to develop competitive start-up packages for faculty appointed under this initiative.

<https://system.suny.edu/odei/diversity-programs/>

- **Faculty Staff Association for Diversity (FSAD)**

Since organized in 1997, the FSAD has been committed to the goal of recruiting underrepresented faculty and staff and retaining the ones we have. FSAD believes that it is important to offer ongoing support to the underrepresented faculty and staff who are employed at COM and Upstate. FSAD offers this support through sharing information, providing opportunities for professional development, and socializing together. The FSAD meets monthly on the 2nd Friday of each month from 12-1 pm, in the Campus Activities Building.

*Responsible individual:* Trymeter C. Carter, RN Environmental Health and Safety

<http://www.upstate.edu/diversity/>

## **Faculty Retention and Support Initiatives**

Multiple efforts have been undertaken at the department level towards enhancing medical school identified diversity categories for faculty (Black/African American, Hispanic/Latino and Female), specifically related to recruitment and retention efforts at COM.

- **Women in Medicine & Science (WIMS)**

Women in Medicine & Science (WIMS) is an association of the entire female faculty of the College of Medicine, College of Health Professions and College of Nursing at SUNY Upstate Medical University. The overriding goal of WIMS is to enhance the status of women on the College of Medicine, College of Health Professions and College of Nursing faculty. Specifically, WIMS aims to enhance the retention and development of existing female faculty and facilitating the recruitment of new female faculty. From time to time WIMS takes on issues that are important for the success of female faculty at the schools. The group provides networking between women in different departments and support for women at Upstate.

WIMS meets monthly and have a listserve that discusses issues of importance to women faculty at Upstate. WIMS sponsors a yearly, "Women in Medicine & Science Teaching Day" and supports social events for faculty from the Upstate campus.

Diversity categories target for program: Females

Responsible individual: Co-Chairs Susan Graham, MS and Renee Mestad, MD

Funding Source: Not applicable

Organizational Locus: Upstate Medical University

<http://www.upstate.edu/wims/>

- **Minority Faculty & Residents Monthly Meeting**

The Minority Faculty & Residents Group, members meet monthly to discuss concerns specific to faculty who are members of URM groups. This group expanded to include minority residents, so it is now the Minority Faculty and Residents Group. This group developed 2 initiatives: (1) Welcome reception for new minority residents, so that those in different departments can connect early in their residency, and develop relationships for ongoing support; (2) Minority Resident Mentoring Program: URM residents were matched with URM faculty to meet regularly (at least 4 times per year) for 1 year, for ongoing support and mentoring.

Diversity categories target for program: Black/African American, Hispanic/Latino

Responsible individual: Brian Thompson, MD

Funding Source: Not applicable

Organizational Locus: Upstate Medical University

## **SENIOR ADMINISTRATIVE STAFF DIVERSITY CATEGORIES**

(defined as deans, department chairs, division and section heads, unit directors and other education and curriculum leaders)

Race (specifically, Black/African-American)

Ethnicity (specifically, Hispanic/Latino)

Gender (specifically, female)

## **Senior Administrative Staff Recruitment, Retention and Support Initiatives**

- **College of Medicine Office of Diversity and Inclusion**

The Office of Diversity and Inclusion works closely with the COM Faculty Affairs Office to centrally manage the recruitment and retention efforts for faculty and senior administrative staff with assistance from Upstate Office of Diversity and Inclusion and department chairs. Recruitment strategies include using search firms experienced in hiring faculty underrepresented in medicine (URM).

*Diversity categories target for program:* Black/African American, Hispanic/Latino, Women

*Responsible Individual:* Zulma Tovar-Spinosa, MD, Associate Dean for Diversity & Inclusion (0.25 FTE)

*Funding Source:* Not applicable

*Organizational Locus:* College of Medicine Dean's Office

<http://www.upstate.edu/com/about/diversity-inclusion/index.php>

- **Upstate Medical University Office of Diversity and Inclusion**

The Office of Diversity and Inclusion is committed to the principles of equal employment opportunity, affirmative action, and diversity and inclusion. Our mission is to ensure a campus environment that respects and values the diversity of all who work, learn and receive care here.

*Diversity categories target for program:* Black/African American, Hispanic/Latino, Women

*Responsible Individual:* Gloria Lopez, JD, Chief Diversity Officer

*Funding Source:* Not applicable

*Organizational Locus:* Upstate Medical University

<http://www.upstate.edu/diversityinclusion/index.php>

- **Faculty Staff Association for Diversity (FSAD)**

Since organized in 1997, the FSAD has been committed to the goal of recruiting underrepresented faculty and staff and retaining the ones we have. FSAD believes that it is important to offer ongoing support to the underrepresented faculty and staff who are employed at COM and Upstate. FSAD offers this support through sharing information, providing opportunities for professional development, and socializing together. The FSAD meets monthly on the 2nd Friday of each month from 12-1 pm, in the Campus Activities Building.

*Diversity categories target for program:* Black/African American, Hispanic/Latino, Women

*Responsible individual:* Trymeter C. Carter, RN Environmental Health and Safety

*Funding Source:* Not applicable

*Organizational Locus:* Upstate Medical University

<http://www.upstate.edu/diversity/welcome.php>

## **LCME ELEMENT 3.3**

A medical school has effective policies and practices in place, and engages in ongoing, systematic, and focused recruitment and retention activities, to achieve mission-appropriate diversity outcomes among its students, faculty, senior administrative staff, and other relevant members of its academic community. These activities include the use of programs and/or partnerships aimed at achieving diversity among qualified applicants for medical school admission and the evaluation of program and partnership outcomes.

### **NARRATIVE RESPONSE**

- a. Describe the programs related to the recruitment and retention of medical students, faculty, and senior administrative leadership from school-defined diversity categories. In the description, include the following:
  1. The funding sources that the medical school has available
  2. The individual personnel dedicated to these activities
  3. The time commitment of these individuals
  4. The organizational locus of the individuals involved in these efforts (e.g., the medical school dean's office, a university office)
- b. Describe the following for activities related to the administration and delivery of programs (e.g., "pipeline programs") aimed at developing a diverse pool of medical school applicants, both locally and nationally:
  1. The funding sources that the medical school has available
  2. The individuals dedicated to support these activities
  3. The time commitment of these individuals
  4. The organizational locus of the individuals involved in these efforts (e.g., the medical school dean's office, a university office)
- c. Describe how the medical school monitors and evaluates the effectiveness of its pipeline programs and of its other programs to support school-defined diversity among its student body, faculty, and senior administrative staff. Provide evidence of program effectiveness, including the number of participants and program outcomes.

<http://lcme.org/publications/>

## **LCME CONSENSUS STATEMENT RELATED TO SATISFACTION WITH ELEMENT 3.3, DIVERSITY/PIPELINE PROGRAMS AND PARTNERSHIPS**

March 31, 2015

### **A. Statement of Satisfactory**

Medical education programs will be found to be satisfactory with Element 3.3 when they have all of the following:

- A mission-appropriate diversity policy with identification of diversity groups for students, faculty and senior administrative staff.
- Ongoing systematic recruitment and retention activities, e.g. pipeline programs and partnerships, to achieve mission-appropriate diversity outcomes in its students, faculty and senior administrative staff.
- Methods to evaluate the effectiveness of activities to achieve the mission-appropriate diversity outcomes.
- Evidence of effectiveness of the diversity efforts, including offers made and numbers reflecting progress in achieving mission-appropriate diversity outcomes. Evaluation of the sufficiency of the numbers may consider the context of the institution, reasonable timelines for achieving measurable mission-appropriate diversity outcomes, and other supporting data indicative of success in achieving mission-appropriate diversity outcomes.

### **B. Statement of Satisfactory with a Need for Monitoring**

Medical education programs will be found to be satisfactory with a need for monitoring with Element 3.3 when they have satisfactory findings for most areas listed in section A above, but may have one or more of the following:

- Appropriate policies and/or activities so recent as to not yet have demonstrable results.
- Evidence of effectiveness in recruiting and retaining identified diversity groups for students, faculty, and senior administrative staff including offers made and numbers reflecting early progress. Monitoring is necessary to assess the longer-term effectiveness of practices.

#### C. Statement of Unsatisfactory

Medical education programs will be found to be unsatisfactory with Element 3.3 when they LACK one or more of the following:

- A mission-appropriate diversity policy with identification of diversity groups for students, faculty and senior administrative staff.
- Ongoing systematic recruitment and retention activities, e.g. pipeline programs and partnerships, to achieve mission-appropriate diversity outcomes in its students, faculty and senior administrative staff.
- Methods to evaluate the effectiveness of activities to achieve the mission-appropriate diversity outcomes.
- Evidence of effective recruitment and retention programs including the offering and acceptance of positions to qualified student, faculty, and staff applicants who are in the school's diversity groups.
- Sufficient progress toward attaining the numbers of students, faculty, and senior administrative staff from the school's diversity groups to meet its mission-appropriate diversity outcomes.

<http://lcme.org/publications/#White-Papers>