

Diversity Plan Indicator Discussion Document

One of the tasks of the Diversity Workgroup is to make recommendations to the Training Program on indicators of a rigorous plan for Recruitment and retention of trainees and faculty from culturally diverse backgrounds and to recommend reporting requirements for the draft indicators.

This document has been drafted by the MCH Training Resource Center to facilitate discussion and generate draft indicators for a MCH Training Program Diversity Plan. The table below outlines potential goals of the Diversity Plan (left column; based on components of the Diversity Plan Guidelines) which could serve as a framework for the indicators (example indicators in the right column populated by suggestions from document submitted by Betsy Haughton, Rogers & Molina article submitted by Michele Kelley and the Diversity Plan Guidelines).

Diversity Plan Indicators	
Desired Outcomes of Training Programs DIVERSITY PLAN (What do we want to happen?)	Potential INDICATORS (How will we know if it has happened?)
1. Training Programs articulate core values for diversity and disseminate the values to core faculty, staff and trainees.	<ul style="list-style-type: none"> a. Written definition of who are the “underrepresented” for this particular training program/discipline/health profession. b. Written statement of why diversity is needed within this training program. c. Diversity Policies are communicated to faculty and staff through designated procedures. (<i>Ex: All new faculty and staff will receive a written copy and oral review of the Diversity Policy Statement during orientation</i>)
2. Training program sets measurable diversity goals and objectives	<ul style="list-style-type: none"> a. Written quantifiable objectives related to recruiting and retaining diverse trainees and faculty.
3. Training programs assess current status, identify areas for targeted improvement, and implement activities to improve climate to support diversity of faculty and trainees	<ul style="list-style-type: none"> a. A mechanism is in place to assess policies, personnel and resources available to plan, implement and monitor diversity-related activities b. A mechanism is in place to assess perceptions and personal experiences of faculty, staff and students related to climate for diversity. c. Assessments referenced in a & b are conducted on routine timeline established by the program (<i>Ex: annual faculty assessment; biannual policy assessment</i>)

	<p>d. Diversity and cultural competence knowledge and skills building are included in the program's curriculum</p>
<p>4. Training programs assess current status, identify areas for targeted improvement and implement activities to improve recruitment of faculty from racially/ethnically diverse backgrounds</p>	<p>a. Current faculty demographics are compared with national population statistics</p> <p>b. Assessment conducted of program and institutional factors that facilitate or impede acceptance of hiring offers and retention of faculty from underrepresented groups</p> <p>c. Personnel recruitment and hiring practices reflect program goals to achieve diversity</p> <p>d. Mechanisms established to work with organizations that serve potential candidates from underrepresented groups</p>
<p>5. Training programs assess current status, identify areas for targeted improvement, and implement activities to improve retention of faculty from racially/ethnically diverse backgrounds</p>	<p>a. Personnel performance measures include skills related to cultural competence</p> <p>b. Program provides support to faculty and staff for participation in cultural and diversity-related professional development activities</p>
<p>6. Training programs assess current status, identify areas for targeted improvement, and implement activities to improve recruitment of trainees from diverse backgrounds</p>	<p>a. Trainee demographics are compared with national population statistics</p> <p>b. Trainee recruitment and admissions practices reflect program goals to achieve diversity (<i>Ex: recruitment materials tailored to trainees of diverse racial and ethnic backgrounds</i>)</p> <p>c. Mechanisms established to work with organizations that serve potential trainees from underrepresented groups to create a pipeline of diverse students</p>
<p>7. Training programs assess current status, identify areas for targeted improvement, and implement activities to improve retention of trainees from diverse backgrounds</p>	<p>a. Accurate and current student retention statistics available</p> <p>b. Mechanism in place to compare retention rates of students from underrepresented groups to overall student retention rates</p> <p>c. Input from trainees of diverse backgrounds is sought in developing program policies</p> <p>d. Resources and supports are in place to facilitate students' successful progress through the program.</p>