

	<p>progress on their goals and a diversity dashboard to help them measure their performance.</p> <p>5. Ensure active diversity and inclusion work is explicitly factored into/valued in senior leadership/chairs/faculty performance evaluations, reappointments, promotion and tenure process.</p> <p>6. Adopt best practices for recruitment, and ensure senior leaders, chairs, senior administrators and human resources (HR) business partners are educated on best practices to integrate diversity, equity and inclusion activities into the hiring process.</p> <p>7. Diversity Officers meet regularly, with a clearly defined charter, activities and goals.</p>	<p>3: Foster competency and accountability for greater diversity and inclusion among department chairs, center directors, deans, and administrators by July 2021.</p> <p>4: Develop a structure in which all SMD and URMIC departments and units have designated individuals who work collaboratively with Office of Equity & Inclusion and Human Resources by July 2021.</p>		<p>Program leadership will complete at least 4 hours per year of continuing training/coursework related to DEI principles and strategies, such as those offered through URMIC/UR, NSGC, AGCPD (GCEA), etc.</p>	FY2023-FY2032	Complete
				<p>Expand program leadership team (beyond Program Director and Associate Program Director) to include role with DEI focus (eg, Director of Diversity & Inclusion).</p>	FY2032	Incomplete
Goal 2: Enhance recruitment, retention and promotion of diverse faculty, staff and learners, including Black, Indigenous and People Of Color (BIPOC) and other underrepresented constituencies.	<p>1. 100% of URMIC's pipeline programs and formal networking relationships are inventoried.</p> <p>2. 100% of candidate search committees are trained in implicit bias.</p> <p>3. 100% of job listings include a diversity statement.</p> <p>4. A staff career ladder program is in development with a defined framework</p>	<p>1: Improve and sustain effective academic and career pipeline programs that contribute to increased diversity for nursing staff/NPs, graduate, medical, residency, faculty, leaders and staff by July 2022.</p> <p>2: Bolster professional networks to help identify diverse candidates,</p>	<p>Enhance recruitment, retention and promotion of diverse faculty, staff and learners.</p>	<p>Baseline metrics established for key areas of recruitment of learners to reflect our mission that values diverse perspectives and backgrounds.</p>	FY2023	In progress
				<p>Implement holistic admissions process.</p>	FY2023	Complete
				<p>Assess and further develop holistic admissions process annually.</p>	FY2023-FY2032	Complete
				<p>Evaluate existing and potential new recruitment efforts and academic pipeline programs, in effort to attract and identify</p>	FY2025	In progress

Goal 3: Cultivate a fair and just climate, culture and community.	1. An anti-racism statement is developed and widely circulated. 2. 100% of educators adopt inclusive pedagogical practice into their learning activities.	1: Establish structures that create a climate that is founded on principles of anti-racism and social justice that are civil, supportive and respectful, and that values differing perspectives and experiences by July 2023. 2: Ensure SMD and SON educators utilize inclusive pedagogy in their learning activities by July 2021.	Cultivate a fair and just climate, culture and community.	Adopt and implement best practices in recruitment and hiring of any new faculty or staff for the program. 100% of job listings include a diversity statement.	FY2023-FY2032	Complete
				As appropriate, program leadership will collaborate with Clinical Genetics services within URMC to adopt and implement best practices in recruitment and hiring of new URMC faculty members and staff (particularly those who will be working with and supporting the students in various capacities).	FY2023-FY2032	Complete

				in building diversity, equity, and inclusion within the genetic counseling field.		
				Assess, and modify as needed, diversity and inclusion curriculum content, teaching methods, and teaching support (including, but not limited to, data and feedback obtained from student course evaluations, instructor self-evaluations, and assessment by additional faculty members). DEI training for __ course instructors, clinical supervisors, and thesis advisors.	FY2023- FY2032	In progress

Note: Updated ACGC Standards of Accreditation (compliance start date 8/1/2024) includes the following requirements for instrequireme~~nt~~ 5(e) 11

