



2021-2026

STRATEGIC PLAN



**TRANSFORMATIONAL
GROWTH**

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A MESSAGE FROM THE PRESIDENT

It's hard to believe it has been five years since we published CDU's first-ever Strategic Plan.

In many ways, we were a different institution then, as we were emerging from a difficult time in our history and had great aspirations as laid out in that 2016-2020 document.

Today, we've achieved and, in many cases, eclipsed those stated goals and objectives. Now, with this 2021-2026 Strategic Plan, we chart an exciting new course but along the same trajectory of expansion: in programs, enrollment and our physical campus.

The theme of this plan, "Transformational Growth," refers not only to the University but the entire community around us here in South Los Angeles. We are proud to be rooted here—a "community-founded" institution, as we like to say. Through our own growth, creating healthcare and educational opportunities for students from South LA and communities like it throughout California and our nation, we are also transforming these communities, as many of our graduates return to these locales to provide much-needed care.

Our Transformational Growth will help us achieve our Vision ("a world without health disparities"); and Mission (educating "diverse health professional leaders dedicated to social justice and health equity for underserved populations through outstanding education, research, clinical service, and community engagement"). It compels us to build the healthcare workforce of the future, one that matches the diverse population they'll be called upon to serve.

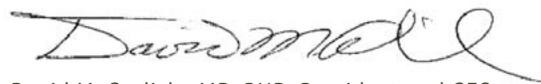
You can see in this plan how we're also building on that first five-year Strategic Plan. We will "accelerate CDU's transformation" (Strategic Theme 1) ... utilizing the "CDU Advantage and student engagement" (Strategic Theme 2) ... while we "secure resources" to facilitate our growth (Strategic Theme 3) ... , "strengthen internal processes" (Strategic Theme 4) and "strengthen [our] institutional climate" (Strategic Theme 5).

With the release of this second Strategic Plan, we are poised and positioned for a very bright future.

I close with a message of gratitude to all those who served on our Strategic Planning Committee. It was a role that you all took on in addition to your regular University duties—as we all coped with a pandemic that forced us to work and teach remotely. You should be proud of the this plan. I thank you for your dedication to CDU.

I also want to thank all members of the CDU Family: our Board of Trustees, faculty, staff, students, alumni and so many members of the South Los Angeles community that we became a part of 54 years ago. Your support for us over the years has been invaluable in putting us on this path of Transformational Growth.

Thank you,



David M. Carlisle, MD, PHD, President and CEO



EXECUTIVE SUMMARY

CDU's second five-year Strategic Plan has been developed at an exciting time in the evolution of the University.

With a trajectory of growth solidified—even amid a pandemic—CDU is setting forth, in this carefully developed Plan, strategic objectives and actions that will push us past our long-held goal of becoming a mid-sized health professions university.

This strategic planning process was commissioned by CDU President Dr. David M. Carlisle. The second iteration of the Strategic Planning Committee was led once again by Dr. Steve O. Michael, Executive Vice President for Academic affairs and Provost; and co-chairs Dr. Thomas Magee, Academic Senate President; Dr. Omolola Ogunyemi, former Academic Senate President; and Dr. Mohsen Bazargan, Professor and Faculty Trustee. The committee included representation from all major University stakeholders, including faculty, staff, students, alumni and the community.

The Committee built logically and sequentially upon the work of that previous Strategic Plan, developing five broad Strategic Themes and five Strategic Goals that further refine each of the Themes. Each Strategic Goal then contains a number of other, more detailed Strategic Objectives (not listed below but contained herein) that will help shape the development of more specific actions to be implemented at the unit level.

STRATEGIC THEME 1

Accelerate CDU's transformation into a comprehensive, midsize, residential, undergraduate-graduate, research intensive, health professions and science university.

Strategic Goal 1: CDU will be known nationally as a leader in cultivating diverse health professional leaders.

STRATEGIC THEME 2

Promote the CDU mission through the CDU Advantage and student engagement.

Strategic Goal 2: CDU will be known as an institution with defining characteristics based on the CDU Advantage and student centeredness.

STRATEGIC THEME 3

Secure and deploy resources commensurate with the pace of CDU's transformational growth.

Strategic Goal 3: CDU will optimize resource generation and judicious allocation of resources to instigate and sustain growth.

STRATEGIC THEME 4

Structure and strengthen internal processes to optimize productivity and efficiency.

Strategic Goal 4: CDU will optimize internal processes and ensure continuous quality assurance of operations.

STRATEGIC THEME 5

Improve and strengthen institutional climate.

Strategic Goal 5: CDU will be known as a welcoming, safe, inclusive, and affirming institution that embraces and celebrates diversity of all people.

Local unit-level ownership and creation of specific, measurable action steps are critical factors for success. To facilitate these, this Strategic Plan also contains a template to guide development of these local plans (p. 16).



BACKGROUND

Charles R. Drew University of Medicine and Science (CDU) is a private, nonprofit, community-founded, student-centered University committed to cultivating diverse health professions leaders who are dedicated to social justice and health equity for underserved populations through outstanding education, clinical service and community engagement. CDU is also a leader in health disparities research with a focus on education, training, treatment and care in cancer, diabetes, cardiometabolic diseases and HIV/AIDS.

The University was established in the wake of the Watts Rebellion in 1965 after the McCone Commission, established to investigate the causes of the unrest, determined that poor health and lack of access to quality education, healthcare, employment, and safety contributed significantly to the uprising.

CDU was seen as part of the solution, a responsibility we take as our highest priority, as we continue to work for health equity to this day.

In the five decades since the school was incorporated in 1966, CDU has graduated more than 700 physicians, over 1,270 physician assistants and over 1,700 other health professionals, as well as training over 2,700 physician specialists through its sponsored residency programs. Our

Mervyn M. Dymally School of Nursing has graduated over 1,400 nursing professionals, including more than 1,000 family nurse practitioners in the ten years since its founding.

CDU has earned designation as a minority-serving institution by the U.S. Office for Civil Rights, and is recognized by the Department of Education (DOE) under Title III B as a Historically Black Graduate Institution (HBGI). The University is a member of the Hispanic Association of Colleges and Universities.

CDU is an exceptionally diverse institution. Over 80 percent of students and 71 percent of faculty are from communities of color. CDU is the second most diverse four-year private nonprofit college in the nation, according to The Chronicle of Higher Education (August 2017). The Chronicle for Higher Education Almanac lists CDU as the top private, four-year, nonprofit university in the country in terms of faculty diversity. The Greenlining Institute recognized CDU as the most diverse medical education program in the University of California system. A California Wellness Foundation report estimated that one-third of all minority physicians practicing in Los Angeles County are graduates of the CDU medical school and/or residency training programs. More than 85 percent of CDU College of Medicine students report that they intend to practice and provide much-needed care in underserved communities following graduation.

Academic quality is further validated by prestigious regional and national institutional/programmatic accreditations.

CDU was first accredited in 1995 by the WASC Senior College and University Commission. The MD degree for the Charles R. Drew/UCLA Medical Education Program is granted by the University of California, through UCLA, and is accredited by the Liaison Committee on Medical Education. The Associate degree of the Radiologic Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology, and also certified by the California Department of Public Health. The Master and Bachelor of Science of Public Health (MPH and BSPH) Programs in Urban Health Disparities are accredited by the Council on Education for Public Health, and the Master of Health Science, Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant. The Bachelor of Science in Nursing (BSN) and Master of Science in Nursing (MSN) Programs are accredited by the Commission on Collegiate Nursing Education and approved by the California Board of Registered Nursing. The MMDSON also offers post-master certificates in Family Nurse Practitioner and Psychiatric/Mental Health Nurse Practitioner. All of the degree programs at the University have earned the maximum duration of national programmatic accreditation.



Rendering of planned Independent Medical Education Program building

IMPACT OF COVID-19 ON INSTITUTIONAL PLANNING

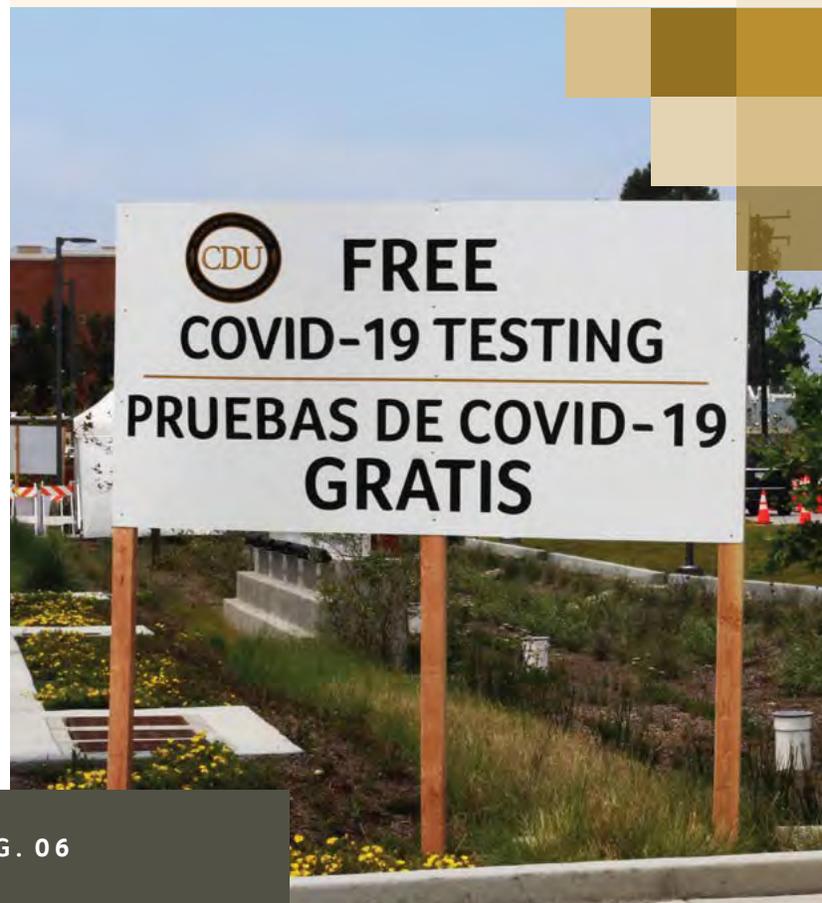
The unprecedented health crisis caused by the COVID-19 pandemic was not and could not have been anticipated at the beginning of the 2021-2026 University Strategic Planning process.

The significance of the pandemic in altering university operations was not widely understood until early March when Governor Newsom declared the initial “Safer at Home” order, which compelled organizations and institutions to operate virtually. In response to the Governor’s order, Charles R. Drew University of Medicine and Science (CDU) immediately converted onsite classes to online. To do this, the Academic Continuity Task Force (ACTF) was established to ensure successful transition to online and the delivery of instructional goals and activities as planned for the spring semester.

Realizing that the pandemic was not abating and that the State of California as well as the County of Los Angeles were not relaxing the shelter in place order, CDU leadership announced that the summer semester would be delivered online as well. Toward the end of the summer, the State of California and Los Angeles County announced a partial relaxation of the shelter in place order that permitted clinical students to continue their laboratory and simulation education on site as well as clinical education. However, this all had to be in full compliance with the Department

of Health COVID-19 guidelines, which included wearing PPE, social distancing, frequent handwashing, testing, quarantining, isolating, etc., as necessary.

In June 2020, CDU leadership converted the Academic Continuity Task Force (ACTF) to the Academic Reopening Taskforce (ARTF) and established an additional Campus Preparedness Taskforce (CPTF). These changes were made to plan in earnest for the return to campus and to bring students back via a hybrid education model for Fall 2020 and perhaps the entire 2020-21 academic year. The charge of the two task forces was as follows: ARTF—to plan for and implement activities in the Fall 2020 semesters with the purpose of minimizing on-campus activities; and CPTF—to identify what, when and how we reopen the CDU campus to serve our students, staff, faculty and community, and to conduct the daily operations of the University.



IMPACT OF COVID-19 ON INSTITUTIONAL PLANNING

As a medical and health institution, CDU's aim from the beginning of the pandemic was to be a model of institutional compliance with the public health protocols required to stem the spread of the virus.

Consequently, the President's weekly forum became a community opportunity to discuss the science of the virus, update emergent developments, review national and local data, and above all, to respond to faculty, staff, and student questions and anxiety. The two task forces provided comprehensive plans in compliance with the CDC, the State of California, and Los Angeles County protocols. To help in implementing these protocols, the University seconded an experienced public health nurse from MMDSON to lead the campus.

Los Angeles County established a COVID-19 testing site on campus in April that became one of the highest volume sites in the area. However, the site was relocated in August to the campus of the Martin Luther King Outpatient Center just across the street due to new construction in the area. Subsequently, CDU acquired testing materials to continue to test university faculty and staff who are required to visit the campus. A stringent set of requirements was adopted before anyone could visit the campus. These include a daily Qualtrics computer-based survey, active negative COVID-19 test result within 14 days, a seasonal flu vaccination, face mask, temperature testing and prior approval before coming to campus. The outcome of these efforts is best reflected by the infection rate on the campus: only two out of 1000 (0.002) tests conducted have been positive and those two individuals have since recovered.

Realizing that the Strategic Planning started long before the pandemic and most of the data had already been collected before the Safer at Home order, the Board of Trustees extended the planning period from July to December 2020. This extension was necessary for the Planning Committee to consider the impact of



COVID-19 on the immediate and future directions of the University. Therefore, the Planning Committee repeated quantitative and qualitative data collection specifically to solicit stakeholders' opinions on this matter. The most important outcome of the exercise was the acceptance of and planning toward a reasonable level of instructional hybridization.

While the pandemic has wreaked havoc on higher education institutions across the nation, CDU has demonstrated exemplary success in managing its response to the health crisis. The most significant indicator of success is student enrollment growth of over 15 percent at a time (Fall 2020) when enrollment growth declined by 4 percent nationally. Additional indicators include: a budgetary surplus, very low campus infection rates, relatively smooth educational continuity for all students and minimal complaints from students and faculty.

VISION STATEMENT

Excellent health and wellness
for all in a world without
health disparities.





MISSION STATEMENT

Charles R. Drew University of Medicine and Science is a private, non-profit, student-centered University that is committed to cultivating diverse health professional leaders who are dedicated to social justice and health equity for underserved populations through outstanding education, research, clinical service, and community engagement.

VALUES “CLEDIC”



COMMUNITY

Community encompasses historically underserved, under-resourced, and underrepresented groups such as those in South Los Angeles and around the world that are impacted by health disparities. As a value, “community” is the binding spirit that inspires and drives our unique approach in preparing health professionals dedicated to social justice and health equity.



LEADERSHIP

We hold ourselves accountable and define our collective and individual responsibility as a catalyst for change necessary to reduce and eliminate health disparities. As a value, “leadership” means we embrace our role as a pioneer in health education and research.



EXCELLENCE

Excellence is the highest quality performance in our operations, interactions, activities, and service to our community. Excellence invokes the desire to challenge and transcend the status quo. As a value, “excellence” represents the transformation we seek in ourselves and in our students, faculty, and staff.



DIVERSITY

Diversity is defined by the multiple perspectives and ideas, plurality of cultures, variety of ethnicities, and differences in individuals within our communities. As a value, “diversity” represents a quintessential element of humanity and social justice for all.



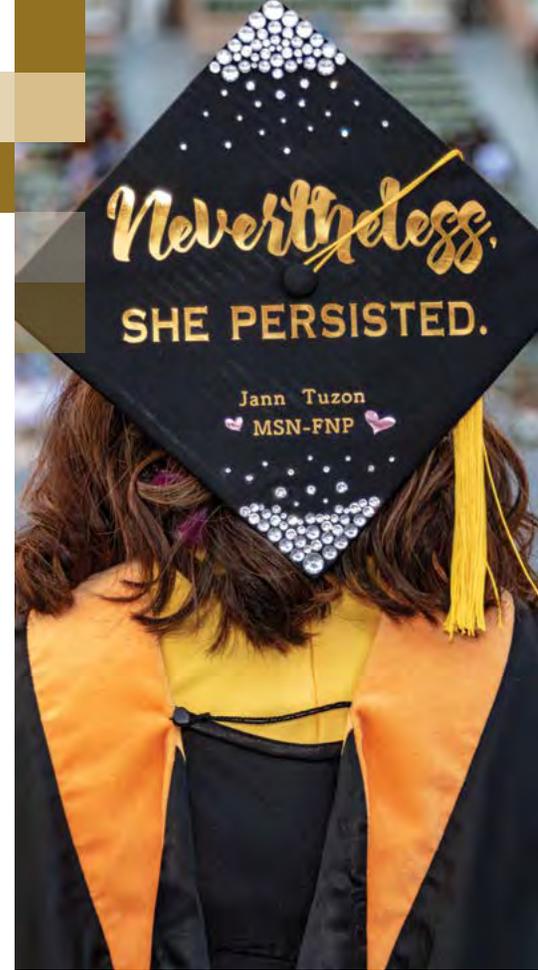
INTEGRITY

Integrity is the strength of character necessary to remain true to our values even in the face of adversity. As a value, “integrity” is conducting trustworthy, ethical, and respectful education, research, clinical, and other services in our committed engagement with underserved communities.



COMPASSION

Compassion is empathy for the plights and predicaments of disadvantaged populations. As a value, “compassion” propels us to hear the voiceless, compels us to advocate for the oppressed, and obliges us to seek relief for the deprived.



STRATEGIC THEME 1

Accelerate CDU's transformation into a comprehensive, mid-size, residential, undergraduate-graduate, research intensive, health professions and science university.

Rationale

In spite of the progress made over the past several decades, the diversity of health professionals continues to present a major challenge in the US. According to a report by the National Commission on Certification of Physician Assistants, in 2019, the proportion of certified Physician Assistants who identified as Black or African American was 3.6 percent, while that of Hispanic was 6.6 percent, and American Native was 0.4 percent. According to an Association of American Medical Colleges report, Blacks or African Americans made up only 7.3 percent and Hispanics only 6.5 percent of all the medical students in the US in 2020. The proportion of certified American Indian/Alaskan Native Physician Assistants in 2019 was 0.4 percent, and their share of medical students in 2020 was only 0.2 percent. Yet, it is an established fact that culturally relevant care is critical to patient recovery and positive health outcomes. Patients desire providers who are familiar with their background, culture, and ethnicity. Among health professions, diversity in nursing is perhaps the most encouraging. In California, 4.5 percent of Nurse Practitioners are Black, 8.4 percent are Hispanic, 8.3 percent are Filipino, and 10.9 percent are other Asians/Pacific Islanders. However, in all these professions, Black males continue to be disproportionately underrepresented, constituting only 2.9 percent of the 92,758 medical students in 2020. South Los Angeles, where CDU is located, is a critically under-resourced area—one of the California's Health Professional Shortage Areas (HPSA).

With the implementation of the 2016-2020 Strategic Plan, CDU's undergraduate and graduate enrollments grew by 122.8 percent and 64.4 percent respectively. In accordance with that Strategic Plan, CDU established several undergraduate programs, including BS-Radiologic Science, BS-Biomedical Science, BS-Public Health, BS-Psychology and RN-BSN-Nursing. Graduate program expansion included the inaugural class of Physician Assistants in 2017, and the restoration by the College of Medicine of Graduate Medical Education that was shut down in 2008 and the establishment of three functioning specialties: Family Medicine, Psychiatry, and Internal Medicine. The Mervyn M. Dymally School of Nursing expanded its largest Nurse Practitioner program to include a specialty in Psychiatry. Recently, CDU doubled its land space with the acquisition of an 11-acre site of a former Compton Unified School District elementary school adjacent to the campus. Construction on the site will include student housing. During the period under review, CDU continued to make progress with its research enterprise in terms of grants, discoveries, and publications. Additionally, to ensure that research ethos remained foundational to faculty work, CDU established research pillars. Lastly, the prior Strategic Plan did not, and could not, anticipate the unprecedented health crisis caused by the COVID-19 pandemic that compelled institutions to embark on telework, telehealth, and online learning.

While CDU continues to cherish its historic legacy, responding to the changing dynamics of its environment requires a continuing strategic re-envisioning of its direction, profile and operations. For the next five years, CDU is determined not only to continue to grow but embark on transformational growth. As a comprehensive health institution, CDU will continue to introduce health academic programs from BS to PhD that are critically needed in under-resourced areas and necessary to diversify health professions across the nation. In responding to its mission, CDU will be known nationally as a leader in cultivating diverse health professional leaders.



STRATEGIC GOAL 1:
CDU will be known nationally as a leader in cultivating diverse health professional leaders.

Strategic Objective 1:

Expand student recruitment from South LA, California, and the nation toward the enrollment target of 2000 students.

Strategic Objective 2:

Continue development of critical health academic programs from baccalaureate to doctorate.

Strategic Objective 3:

Develop and complete the establishment of CDU's independent medical education program.

Strategic Objective 4:

Introduce residential experience for students on the CDU campus.

Strategic Objective 5:

Strengthen the University research pillars and community bi-directional research works.

Strategic Objective 6:

Enhance and integrate cutting-edge technology to promote telework and hybrid education.

Strategic Objective 7:

Transform the University into an institution of Teaching and Learning Excellence.

STRATEGIC THEME 2

Promote the CDU mission through the CDU Advantage and student engagement.

Rationale

Every university stands for something, but not every university operates as if they do. While every institution has a mission statement, many of these statements are interchangeable, without regard for their implications on institutional behaviors and operations. Yet, we know that it is a hallmark of good organizational management to have a defined niche, one that responds to a unique need of society. Such a niche provides potential for competitive advantage and serves as a basis for institutional brand. A well-defined niche not only protects market share, it offers the power of product or service differentiation, a signature of excellence.

Recently, and more so with the implementation of the 2016–2020 Strategic Plan, CDU has undertaken additional strategic steps toward operationalizing its mission and translating it into a curricular experience for students and faculty. The establishment and adoption of the CDU Advantage provide curricular opportunity to unify and integrate fundamental knowledge across all its disciplines. To this end, every CDU student is expected to have had at least a rudimentary exposure to Research, Social Justice, Diversity and Inclusion, Global Experience, Community Engagement, and Health Policy. The ultimate aim of the CDU Advantage is to equip CDU students with knowledge and skills that transform them into effective leaders, advocates and activists for health equity for the underserved, under-resourced communities of South Los Angeles and beyond.

The introduction of the CDU Advantage is only the first step. In the next five years, CDU must ensure full integration and implementation of the curricular experience at every stage of its offering. Students must see that the curricular experience is truly transformative in their lives. Beyond the curricular experience, CDU must be known as a truly student-centered campus—where all students are known, welcomed and affirmed; and where superior student support services are offered. Also, beyond marketing materials and strategies that should draw attention and differentiate the institution, alums and current students should find it easy to attest to its unique advantage.



STRATEGIC GOAL 2:
CDU will be known as an institution with defining characteristics based on the CDU Advantage and student centeredness.

Strategic Objective 1:

Integrate the CDU Advantage throughout curricular experiences and research activities for both students and faculty.

Strategic Objective 2:

Improve student satisfaction and success by implementing comprehensive student support services, especially for undergraduate students.

Strategic Objective 3:

Increase institutional aid commensurate with enrollment growth and student needs.

Strategic Objective 4:

Enhance student engagement through local to global experience and community services.

Strategic Objective 5:

Expand and invest in a marketing strategy that brands CDU on the basis of the CDU Advantage and Mission.

Strategic Objective 6:

Provide excellent education and preparation for professional certification, licensure, and practice.

STRATEGIC THEME 3

Secure and deploy resources commensurate with the pace of CDU's transformational growth.

Rationale

Few institutions in the nation can boast of having excess resources beyond their needs. Public institutions lament decreasing government appropriations relative to their growing cost, while private sector institutions struggle to improve their revenue as they try to keep tuition increases down. Yet, irrespective of the sector, pursuit of excellence invariably results in cost escalation in a highly competitive marketplace. The financial scenario is made more complicated at research-focused institutions where the indirect cost obtained from grants is insufficient to cover the true cost of research work. In addition, institutions that seem to benefit disproportionately from fundraising are those that have the required level of investment to raise private funds.

The experience at CDU in the past five years reflects similar experiences of institutions across the nation with respect to increasing costs. While the leadership has been effective in keeping cost reasonably down, cost increases are inevitable in some part of university operations. However, the University has had significant improvement in non-tuition revenue generation. A major improvement comes from state grants, although these tend to be one-time funds. In addition, the University continues to maintain high level of research grants, although most of these are center grants.

The future of CDU requires continuing expansion of sources of funding and optimizing revenue generation from each source. In the next five years, the University will need to expand its external donor network, improve IDC rates and continue to increase tuition revenue generation. CDU will undertake major projects in the next five years. Among them: establishment of an independent medical education program; construction of a multi-million-dollar medical education building; and the build-out of several structures on the newly acquired Compton site. These projects would have to be paced commensurately with resource availability to ensure that the institution stays financially afloat. In addition, the University must adopt financial practices that improve budgetary transparency and help foster community trust and empowerment.



STRATEGIC GOAL 3:
CDU will optimize resource generation and judicious allocation of resources to instigate and sustain growth.

Strategic Objective 1:
Invest in, diversify, and strengthen sources of funding to the University.

Strategic Objective 2:
Develop and expand the physical campus landscape and facilities for a midsize university.

Strategic Objective 3:
Cultivate and strengthen external constituents' relationships to support critical university goals such as clinical education.

Strategic Objective 4:
Adopt strategic and transparent budget practice that links unit level revenue to cost to growth plan and to outcomes.

Strategic Objective 5:
Provide funding to incentivize innovative program development and enrollment growth.

Strategic Objective 6:
Ensure adequate resources and infrastructure to accomplish institutional goals and growth.

STRATEGIC THEME 4

Structure and strengthen internal processes to optimize productivity and efficiency.

Rationale

Universities are complex organizations because of the intricacy and uniqueness of their undertakings. To be effective, their operations are often organized around academic disciplines—disciplines that, for the most part, must respond to their external accreditation requirements. Academic disciplines themselves evolve over time in their pursuit of excellence and new discoveries, often with an implication for reorganization. Also, institutions operate within government regulated environments that compel them to maintain certain standards and offer certain services. In addition, institutions grow in scope and scale over time adding to their bureaucratic nature. In response to these multiple and sometimes conflicting demands, institutions establish internal structures and processes to accomplish their complex goals. Even with the best intentions, processes sometimes become obsolete and structures sometimes become cumbersome—a hindrance to organizational efficiency and effectiveness.

Realizing the need to maintain internal stability while at the same time be responsive to the changing internal and external dynamics, the 2016-2020 Strategic Plan required CDU to focus attention on institutional structures and processes. In particular, the university accrediting body, WSCUC, called on the University to adopt a One-University model so as to bring together the seemingly fractionated university operations. Over the past five years, CDU has made impressive progress on a number of fronts. First and foremost, the University reorganized to ensure that Academic Affairs is at the heart of institutional activities. Academic units operate as a unified entity under a Provost leadership, and administrative units work together in support of academic operations. Research operations are closely aligned with their academic homes and modest investment has been made in Information Technology as it has been in other aspects of the University.

While the University recognizes the progress thus far, much ground needs to be covered in the next five years. In essence, the campus-wide technology infrastructure (ERP) is urgently in need of upgrade, and an academic computing unit needs to be established. There is a need for further investment, system assessment, and quality assurance in all aspects. In addition, the University can benefit from greater use of data in decision-making. An unintended consequence of COVID-19 is the realization that CDU can operate successfully virtually to some extent. The next five years call for management improvements based on lessons learned from telework and telecommuting.



STRATEGIC GOAL 4:
CDU will optimize internal processes and ensure continuous quality assurance of operations.

Strategic Objective 1:

Continue to improve on the One-University concept throughout the campus.

Strategic Objective 2:

Expand and improve data-informed and data-based decision-making processes and practices.

Strategic Objective 3:

Acquire Enterprise Resource Planning (ERP) and technology infrastructure required to improve CDU operations.

Strategic Objective 4:

Review and reform human and organizational resources infrastructure and operations.

Strategic Objective 5:

Incentivize and provide annual report unit level effectiveness and quality assurance improvement and outcomes.

STRATEGIC THEME 5

Improve and strengthen institutional climate.

Rationale

A healthy university requires a campus climate and culture where all are respected and valued for their talents, diversity of ideas and backgrounds. As an institution committed to excellence, a university must embrace the highest ideals for human cooperation, cohabitation and community. Universities are not merely the marketplace of ideas and scholarly pursuit, but a place where students, faculty, and staff ought to feel safe to unleash their creativity in furtherance of the university mission. Thus, concepts such as working across differences or “Sawubona” (a common Zulu greeting that means “I see you”) are key. In this spirit, a diversity agenda must embrace the tenets of respect, equity, support, inclusion and representation. The adoption of equity-minded practices and other deep cultural changes at an institution requires individual and institutional recognition of a need to change, and structures that support inquiry, reflection and action. Understanding the potential of institutional research and assessment to support such change can stimulate significant change in institutions of higher education. In response to the need of an increasingly diverse nation, colleges and universities in the United States are compelled to address the issues of diversity, inclusion, equity and social justice that are so fundamental to an enduring and vibrant democracy.

The implementation of the 2016-2020 Strategic Plan has brought notable national limelight to CDU. For the first time, CDU was ranked by the Chronicle of Higher Education as the second most diverse student body among the nation’s private non-profit colleges and universities. In the recent Chronicle of Higher Education Almanac, CDU was ranked first for faculty diversity among the same sector of institutions. CDU is perhaps the only institution in the nation that embodies the demographic characteristics of HBCU, HBGI, HSI and ASI. The health disparities highlighted during the COVID-19 pandemic revealed the capacity of our university to remain relevant and respond effectively to the needs of our students, faculty and staff as well as the surrounding communities in South Los Angeles. Accolades resulting from external assessment strengthen CDU’s position as a recognized highly diverse institution.

In the coming years, CDU not only needs to continue to maintain its rankings, but also ensure that the campus is and remains a model of a welcoming and affirming institution to all, irrespective of ethnic and cultural backgrounds. The University must remain committed to promoting an environment that appeals to the best in all of us by fostering a CLEDIC campus that honors Community, Leadership, Excellence, Diversity, Integrity, and Compassion. Our mission to serve the underserved requires a special understanding and appreciation of humanity, even as we hold each other to the highest performance possible. Consequently, in the next five years, the University will invest in programs and practices that enhance sense of belonging, embrace differences, improve reward systems and celebrate personal contributions as well as our mosaic.



STRATEGIC GOAL 5:
CDU will be known as a welcoming, safe, inclusive, and affirming institution that embraces and celebrates diversity of all people.

Strategic Objective 1:

Continue to improve and enhance shared governance across the campus.

Strategic Objective 2:

Strengthen CDU’s total compensation package and practices to include annual cost of living adjustments.

Strategic Objective 3:

Enhance campus constituents’ professional development infrastructure, resources, and opportunities to include job enhancement, professionalism, and personal wellness and growth.

Strategic Objective 4:

Cultivate healthy and positive communication strategies and leadership development to foster collaboration among stakeholders.

Strategic Objective 5:

Adopt campus practices to make CDU a model of a welcoming, inclusive campus as well as an employer of choice; and sponsor campus events and celebrations to foster community spirit and campus pride.

IMPLEMENTATION PLAN

The success of a Strategic Plan depends greatly upon the degree of its implementation. The implementation process begins with an intimate familiarization with the Strategic Plan themes and objectives and the translation of these objectives into individual and unit actions in fulfillment of these objectives. Absent this effort, a Strategic Plan remains only a beautiful document on the shelf destined to gather dust.

Unit Level Implementation Plan

Unit level plans are in essence implementation plans of the University Strategic Plan. Units derive their directions and actions from the University Strategic Plan. The guidelines provided below will help units set their annual goals and action plans in response to the strategic objectives relevant to the unit.

The President and the executive officers are ultimately responsible for the overall implementation of a University Strategic Plan. Therefore, these university officers must ensure that units or divisions under their direction prepare and execute annual plans to fulfill the University Strategic Plan. Consequently, the annual implementation plan starts with the identification of the executive area and the executive responsible as well as the specific unit under the purview of the executive and the unit leader responsible for the unit.

As a five-year effort, the Implementation Plan covers each year, starting from 2021 and continuing until 2026. Therefore, an implementation plan is an annual plan that specifies priority actions necessary to make progress toward the strategic objectives in a particular year. At the annual planning meeting or retreat, a unit collectively identifies strategic objectives relevant to the unit, determines specific actions that must be taken in the forthcoming year, identifies the budget/resources needed/available to fulfill these actions, specifies individuals or departments within the unit accountable for the implementation, states the timeline for action completion, and identifies strategic indicators or measures of success (see below). The last column, the Feedback Section, is a post-action implementation review exercise that provides report for future implementation plan.

Periodically within the year, unit leaders monitor progress by reviewing actions and measures of success to provide interim reports to the supervising officer and ultimately to the President who, in turn, provides progress reports to the Board of Trustees.

Charles R. Drew University of Medicine and Science Strategic Plan Implementation Guidelines | Annual Plan and Priority Setting

Overall Division: _____ **Responsible Executive Officer:** _____

Unit Level: _____ **Responsible Unit Leader:** _____

Annual Implementation Plans	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	
Strategic Objectives	Specific Actions Required (Yearly Priorities)	Resources Required (Budget Setting)	Individual/Unit Responsible and Accountable	Timeline (Action Implementation Date)	Evaluation (Strategic Indicators and Measures of Success)	Feedback (Unit Level Reflection on Relevant Strategic Objectives)

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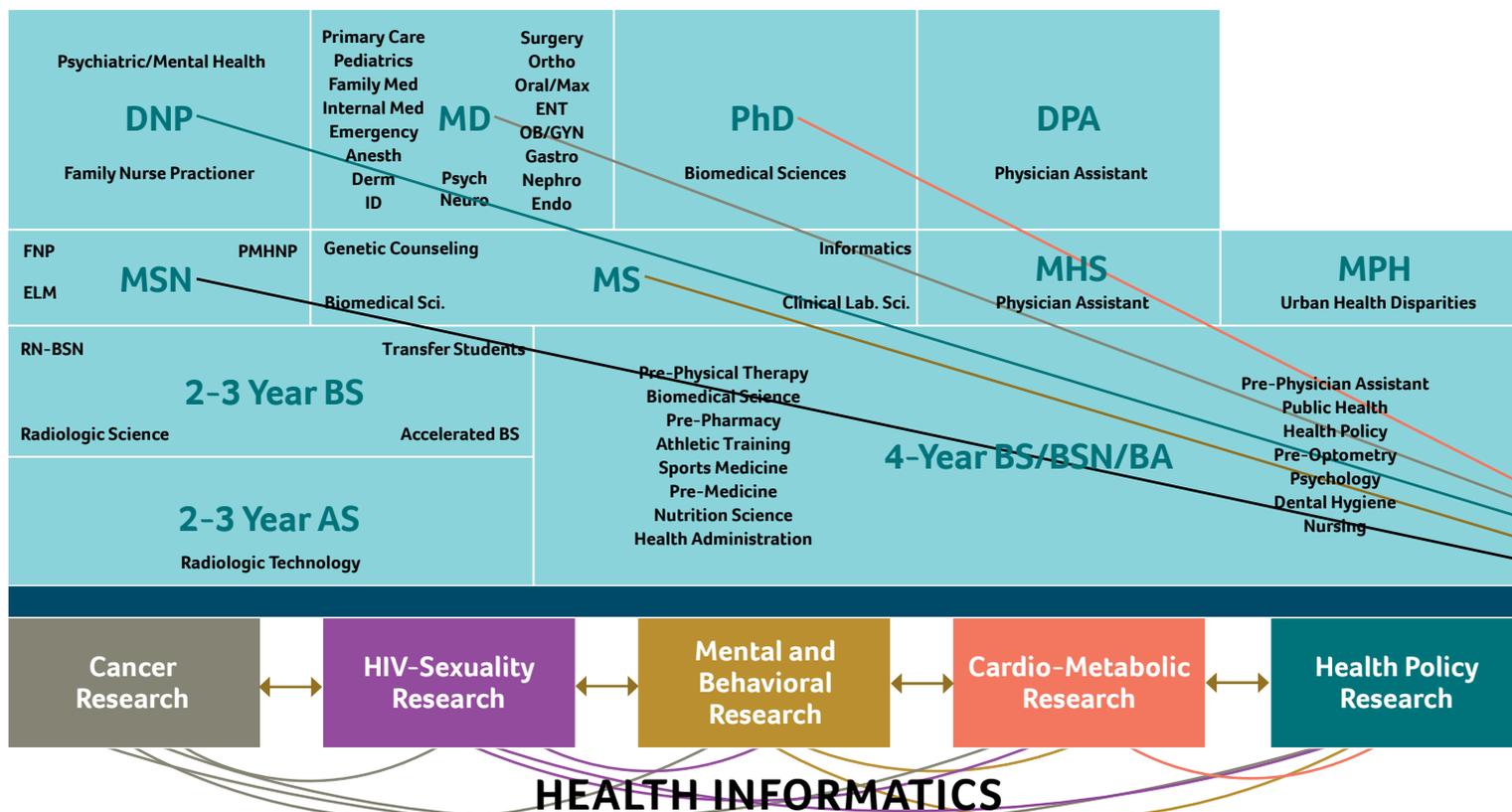
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The Strategic Planning Committee acknowledges with gratitude the assistance of all the staff and faculty who contributed to the success of the policy process; accountability: Dr. Sheba George, Ms. Debbie A. Lopez, and Jake Le (Provost Office).

THE CDU UNIQUE ADVANTAGE: CORE CURRICULAR EXPERIENCE

The CDU Advantage is a defining set of characteristics of our education, which is a promise of specialized education that cultivates medical and health leaders able to conduct and translate empirical works in their never-ending quest for health equity.

- Research Experience/ Undergraduate Thesis
- Social Justice/Cultural Diversity Education
- Global-International Experience: Comparative Health Disparities
- Experiential Education-Underserved Community Engagement
- Health Policy: Socio-Political-Economic Dynamics of Health



Building on the proud legacy of impressive historical empirical investigations, the Strategic Plan 2021-2026 continues CDU's vision of expanding and integrating research beyond its current state. As illustrated in the diagram above, CDU envisions five pillars of medical and health research centers, or clusters, as follows: Cancer, HIV-Sexuality, Mental and Behavioral, Cardio-Metabolic and Health Policy Research, with Health Informatics serving as the integrating neurons between and among the research pillars. The academic enterprise of the University will be established firmly upon these solid pillars.

As indicated on the diagram, the Charles R. Drew University of Medicine and Science ADVANTAGE (or the CDU Unique Advantage) represents the University's promise to the world and a defining set of characteristics of our graduate and undergraduate education.

The CDU student experience shall continue to be defined by RESEARCH training and engagement; education in and for SOCIAL JUSTICE and DIVERSITY; GLOBAL and INTERNATIONAL education; COMMUNITY ENGAGEMENT; and HEALTH POLICY knowledge and advocacy. In essence, the CDU Advantage is a promise of specialized education that cultivates medical and health LEADERS who are able to conduct and translate empirical works in their quest for social justice and health equity "glocally." Additionally, in partnership with the community, they serve as agents, activists and advocates for policy reform and catalysts for societal transformation, especially for the underserved populations.

Anesth: Anesthesiology
BS: Bachelor of Science
BSN: Bachelor of Science in Nursing
Derm: Dermatology
ELM: Entry Level Master's Track
Endo: Endocrinology
ENT: Ear, Nose, and Throat
FNP: Family Nurse Practitioner

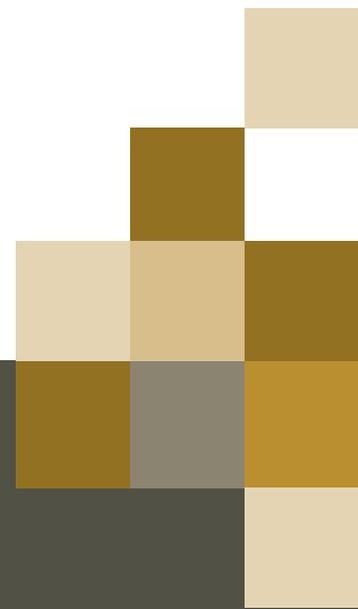
Gastro: Gastroenterology
ID: Infectious Diseases
MD: Medical Doctor
MPH: Master of Public Health
MS: Master of Science
MSN: Master of Science in Nursing
Nephro: Nephrology

Neuro: Neurology
OB/GYN: Obstetrics and Gynecology
Oral/Max: Oral Maxillofacial Surgery
Ortho: Orthopedic Surgery
Psych: Psychiatry
Surg: Surgery

“*Excellence of performance will transcend artificial barriers created by man.*”

- DR. CHARLES R. DREW





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