

School of Nursing
Diversity, Equity and Inclusion Strategic Plan
Five-year Strategic Objectives, Measures and FY 19 Actions

I. Diversity, Equity, and Inclusion Strategic Plan: Overview

The President's Charge to the U-M Community for a Strategic Planning Process on Diversity, Equity and Inclusion stated:

At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity, and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence, and the advancement of knowledge.

Goals of the University Strategic Plan for Diversity, Equity and Inclusion

Diversity: We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective.

Equity: We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

Inclusion: We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

The School of Nursing's mandate of education, research, and service requires that we continuously work to foster an environment of inclusion and a diverse community in our school. The profession of nursing further requires the ability to seek and create a caring connection with each patient. These rigors are the foundation on which we update and improve our strategic plan for diversity, equity, and inclusion (DE&I).

We view this strategic plan as a robust process to further build community within the University of Michigan School of Nursing (UMSN) that strengthens the educational experience of all our students and enables us to work towards a healthy citizenry in the U. S. and globally. Building community is a philosophy, a perspective, and a set of behaviors that stretch the community to engage in a posture of inclusion – of people and ideas – that challenge our views and foster critical analyses. We anticipate that as we carry out this strategic plan – as we further build community – we will be exposed to greater and wider examples of uniqueness within our citizenry whether of visible or invisible differences, of disclosed or undisclosed identities, and of perspective.

The health professions, and specifically nursing, have long recognized that improvement in health outcomes for all citizens is linked to addressing the issues of workforce diversity, health disparities, and social determinants of health.¹ The education of nurses and nursing students, the preparation of faculty and scholars, and the production of evidence and science that lead to the reduction of health disparities are methods to improve health outcomes for all. Supporting diversity, equity and inclusion is intrinsic to our scholarship as well as incorporated in our school's infrastructure and management.

II. Planning Process Used

a. Planning Lead and Planning team

Dean Kathleen Potempa convened a committee for this strategic planning process, chaired by Patricia Coleman-Burns, PhD, Assistant Professor and Special Advisor to the Dean on Multicultural Affairs. Other members of the Diversity, Equity, and Inclusion Strategic Planning Committee included staff, faculty, student, and alumni members. Members were: Gina Dahlem (Clinical Assistant Professor), Jasmine Johnson (student), Kinnothan Nelson (staff, Director of Information Technology), Linda Scott (alum and Associate Dean for Academic Affairs, University of Illinois at Chicago School of Nursing), John Shaver (student), Rob Stephenson (Professor), and Kate Wright (staff, Office of the Dean).

The committee was charged to make recommendations of strategies to further enhance the recruitment and retention of a diverse faculty, staff, and student body in the School of Nursing and to enhance an inclusive culture among faculty, staff, and students.

b. Planning Process Summary

i. Communication and Engagement

Dean Potempa launched the planning process at an all-school faculty meeting in Spring 2015. Thereafter details and information on methods of engagement in the process were sent to faculty, staff and students. Website space² was dedicated to the DE&I process and committee in order to share information and publicize the effort. The planning process included bi-weekly committee meetings starting September 2015 through March 2016. The committee's work plan was posted online so that the UMSN community could comment. Progress updates and periodic announcements were made at the September 2015, January 2016, and February 2016 all-school faculty meetings. Dr. Coleman-Burns attended the bi-weekly meetings of the Academic Affairs Diversity Planning Group (AADPG) and received periodic updates from President Mark Schlissel's office ensuring that the School's work has remained connected with the larger campus initiative.

ii. Sources of Data

The State of the School data relative to diversity, equity, and inclusion are drawn from two principal sources:

1. The School of Nursing portion of the university's 2015 Diversity Census. This university report is a compilation of several other reports collected by the Provost's office including annual personnel data for faculty and staff; campus climate data collected by ADVANCE in the office of

¹ Nursing in 3D: Workforce Diversity, Health Disparities, and Social Determinants of Health, HRSA, Bethesda, MD; Institute of Medicine: Capturing Social and Behavioral Domains in Electronic Health Records: Phase 1. Washington, DC: The National Academies Press, 2014.

² <http://nursing.umich.edu/about/diversity-equity-and-inclusion>

the Provost; and diversity data collected by the Provost's office relative to faculty, staff and students.

2. Because the university Diversity Census yielded incomplete data we also used the data in the School of Nursing as displayed in the 2015 budget document and the Dean's evaluation report of 2015.
3. The "U-M Asks You" (UMAY 2014) survey that is collected annually from students on campus.

It should be noted that not all of the data is inclusive of a common time frame, nor necessarily represents current data of this academic year. However, for purposes of assessment, the data provides a meaningful backdrop from which to launch our plan.

iii. Process used to analyze data

Analysis of data was completed by Professor Rob Stephenson, Director of Technology Kinnothan Nelson, and student John Shaver. The data was explored, summarized, and reviewed by the committee, and outside experts on the school. Dean Kathleen Potempa, Assistant Dean of Administration Maureen Coerd, Human Resources Director Lori Ristau, and Director of Student Services Michele Thompson were consulted on the data.

iv. Action idea generation activities

Idea generation occurred through discussions in the committee meetings and the committee's reflections on responses to surveys, informal remarks at engagement events, and perspectives from students on the climate of the school.

v. Summary of engagement activities

Workshops were held in the Fall 2015 for faculty, staff and students around diversity, equity and inclusion. Activities included open discussions that were attended by faculty and students. Students managed 'story boards' where students, faculty and staff could respond to the stem phrase 'I am' followed by a description of their own identity in their own words. These could be anonymous or not based on the preference of the writer. This material served to express to the community our diversity of identities and was part of discussions regarding inclusivity in the school.

In the beginning of our planning and data-gathering process, the Committee conducted a survey to gather information on climate and to collect responses to the DE&I Strategic Plan Work Process. This survey was conducted in October 2015.

We noted some difficulty in engaging with our professional staff in the various activities. The committee chair worked with the Dean and Assistant Dean of Administration to encourage staff attendance at university-wide Staff Town Hall events. Specific communications were sent out to all staff encouraging them to attend and also to supervisors so that the needs of the office would not be a barrier to attendance.

vi. Year One Implementation

Year one implementation saw many successes in the School of Nursing including broad and collective engagement with accomplishing the goals set forth in the strategic plan and the mainstreaming of DEI into the various functions and processes in the school of Nursing. For example, a Senior Director for DEI was hired in the School of Nursing, DEI related objectives were integrated in to the staff and faculty evaluation processes, DEI coursework was proposed, a strategic plan to increase and further strategize DEI related student recruitment was set forth, staff and faculty were offered various trainings in

unconscious bias, DEI basics and business case for diversity, 3 DEI GSSA's were hired including one funded by Rackham, various events and student forums were organized, as well as the opportunity for faculty, staff and students to participate in 4 DEI related coordinating and planning committees.

Data to inform the strategic action items was gathered via the review of student demographic and retention data, student recruitment and matriculation data, and the collective process of 3 DEI related committees of students, faculty and staff that determined Year 2 priorities along with the expertise of the Senior Director. Focus groups, faculty and staff meetings, and student forums were also instrumental for data collection which informed FY 18 action items.

vii. Year Two Implementation

Year two implementation was successful in generating overall positive understandings and orientations towards DEI. There was an increased level of overall participation and interest in DEI efforts and committees and a deeper level of analysis related to how we understand DEI at the School. Some of the most meaningful work related to DEI came out of the Office for Recruitment and Admissions which pursued an aggressive recruitment plan for increasing applications from diverse students. Also, the Marketing and Communications Officer was successful in making the iconography and branding of the school more attractive to diverse audiences and reflective of the diversity of the Nursing community and its interests. Undergraduate and Graduate advisors strengthened their relationship and consulted often with the Chief Diversity Officer in order to address individual needs for support and think through overall programmatic or service based interventions that would make a meaningful difference in the lives of students. A new Brave Space was founded as a space for critical and civil discourse about topics which tend to drive a wedge between groups, and in order to foster positive relationships through empathic understanding and communications. Human Resources increased trainings related to DEI where Faculty Affairs increased the integration of DEI into its ongoing faculty support programs.

Data to inform strategic action items came from processes which welcomed staff, administrative and DEI implementation committee reflections on the staff climate survey. Faculty items came from committees of faculty that were convened to think through inclusive teaching and admissions and recruitment and student items came from reflections that emerged from the DEI student advisory committee. We expect next year's plan to be most heavily informed by collective reflections on the student and faculty climate survey results.

III. Data and Analysis: Key Findings

a. Summary of Data

Students: The data on undergraduate students entering between 2006 and 2015 show that the vast majority of students (>90%) are classified as White. The second largest group is Asian students, and the proportion of Hispanic or African American students has remained small and unchanged over this time period. Males represent a very small (<10%) proportion of students in all cohorts. There has been a 25% decline in retention among Asian students and 20% decline in retention among Hispanic students. All other race/ethnic groups have >95% retention. There is no difference in retention rates between male and female students. Graduation rates are lowest among Black, Asian and Hispanic students. There has been a recent increase in graduation rates among male students. The overall graduation rate in the School of Nursing is the same as the university average.

Approximately 40% of undergraduates come from households earning less than \$100k per annum, and there has been a decline (from 16% to 9%) of students from households earning less than \$50k. Eighty percent of undergraduates have at least one parent with a college degree. At the doctoral level, the report indicates a 100% female student body at the time the data was collected (although we note that this is not currently the case), majority White, a large proportion are “non-resident” (which is neither a race nor an ethnicity but is included as such), and there are no Black doctoral students reported in the census. At the Masters level, the race/ethnicity reflects similar patterns to the undergraduate student body, e.g. majority White (95%), very low proportions of Black and Hispanic students, some evidence of a growing proportion of male students, and Asians as the second largest group. There are no significant differences in retention or graduation rates by race/ethnicity or gender. Professional students (DNP) are largely female and White (>90%).

Recruitment and retention effort for undergraduate through all levels of graduate students has been fostered with intensive focus over the last years since proposition 2 was adopted by Michigan voters. These efforts include greater attention to early admission coupled with financial aid packages being dispersed sooner in the admission decision cycle for applicants. Further outreach to admitted students to enhance yield is also occurring. For example, we had fewer underrepresented minority (URM) UG freshman applicants in 2015 than in 2014 [128 vs 130], we admitted more [28 vs 24] and our yield was higher than 2014 [17 vs 12 or 11.7% vs 7.9% of admitted students]. We had significantly more master’s applications in 2015 than 2014 [276 vs 218]. We had more URM applications in 2015 than in 2014 [30 vs 25], admitted more URM applicants [19] than 2014 [17] and yielded more this year [15 vs 13]. Because our overall applicant pool was higher this year than last, our matriculated proportion is lower in 2015 even though the number of matriculates is higher than in 2014 or [15 vs 13; 9.8% vs 10.6%].

Faculty: The Faculty is predominantly White and female. For research track faculty, the situation is similar: there is one Black male listed as Associate, and all others are White and female. For the clinical track faculty, again they are >95% White, 95% female, with diversity only at the clinical Assistant level. There has been an increase in the recruitment of male faculty and faculty from diverse backgrounds in the past five years, particularly faculty of Asian descent. When the three major underrepresented groups in nursing are considered [URM, Asian, and males] the current diversity of the faculty is 32%.

Staff: The staff is predominately female and White. Administration, Academic & Student Services and Information Technology are the only staff offices with males listed. Information Technology is the most diverse office, with Asian and Black staff making up the majority. Development, Finance and Communication are all White: Administration is >95% White, and Human Resources is approximately 60% White.

Our review of university data reveals a conflation of race and ethnicity; in addition there is no information at any level on gender identity (sex is collected) or sexual orientation (e.g. LGBT), and there is limited information on socio-economic characteristics.

UMSN’s federally-funded grant program, GENESIS, since 2002 has helped the school identify populations of first generation college bound students, persons from educationally and economically disadvantaged districts, and persons from rural communities, health professional shortage areas (HPSAs), medically underserved areas (MUAs), as well as underrepresented minorities (URM) in the profession. Unfortunately, these categories were not included in the data available at the university level for comparison purposes.

Information regarding the campus atmosphere specifically at the School of Nursing has been collected through two mechanisms: The annual student data survey ‘U-M Asks You’ [UMAY]; and, the climate survey of faculty and staff completed by the University’s ADVANCE program in November, 2014. The “U-M Asks You” (UMAY 2014) survey regarding inclusion on campus has reported mixed outcomes on its inclusion measures. Of the items included in the survey, those that scored the lowest among UMSN students were “*I feel free to express my political beliefs*” (55.0%), “*Students are respected here regardless of their political beliefs*” (58.9%), “*I feel free to express my religious beliefs*” (59.4%) and “*Students are respected here regardless of their economic or social class*” (62.0%). Additional data required to interpret these and other findings include the demographics of those polled (i.e. if those students who do not feel free to express their religiosity identify with a religious minority group) and how many UMSN students responded to the survey. Both of these data points are currently unavailable.

Important qualitative findings concerning inclusion at the School of Nursing were revealed in the October 2015 survey conducted by the DE&I Strategic Planning Committee. Comments reflected a desire for greater engagement with aspects of diversity traditionally ignored, such as (dis)ability status, pedagogical approach, socioeconomic status, and political viewpoint. Further, a “*culture of not making waves or openly addressing issues*” was described and the desire for a formal process to be established in order to report issues related to diversity, equity, and inclusion. This process exists and will be communicated more broadly.

b. Key Findings, Themes, and Recommendations

Although our student body is overwhelmingly White and female, our admission of URMs has increased in recent years. An area of concern in addition to expanding recruitment efforts for underrepresented minorities in nursing is to improve the retention and graduation rate of these students. Our faculty and student services office work in a variety of ways to engage and support faculty and students from backgrounds underrepresented in nursing. Some of these ways include participation in Rackham’s Faculty Allies program, the ADVANCE Stride training, the Council for Educational Outreach, and the Women of Color in the Academy Project. Our admissions team works with the Office of Undergraduate Admission to accept direct applicants and provide financial aid information earlier in the admission cycle. We have seen success through these efforts and engagement, and will continue them.

c. Year One Implementation

For year two the School of Nursing will offer a robust set of options for faculty and staff to participate in DEI related initiatives, this is critically important given the integration of DEI related skill building into the faculty and staff evaluation process. Year two will also offer a robust set of options for student engagement in DEI via the UMSN Gateways, Nursing Story Slams, DEI Innovation Grant, and Professional Development for Inclusive Leadership and Organizational Well-Being programs.

It will be critical that in Year two a clear set of DEI related skills and DEI related metrics are established and students, faculty and staff are provided with ample opportunities to participate in acquiring and strengthening said skills. Year one was important for collecting data on unique DEI related challenges and opportunities at UMSN, at this point it is possible to more clearly define learning objectives and the metrics we will use to identify progress on our DEI plan.

Year one also had a heavy emphasis on student related DEI priorities, as students and their learning and advancement are a priority at the School of Nursing. Now the School of Nursing is positioned with a

robust set of student initiatives that will move forward with the assistance of DEI GSSA's. During Year two, much of the focus will be on developing opportunities for faculty and staff as well as evaluating and further refining the student initiatives.

Finally, it is key to note that faculty, staff and students variously experience and related to DEI as a concept and initiative, it will be important to offer individualized opportunities for students, faculty and staff to create and plan their own DEI related projects with much support in identifying individual learning objectives and goals.

d. Year Two Implementation

A key takeaway from Year Two is the request by students to integrate DEI into the everyday components of their life and curriculum in the School of Nursing. The Nursing curriculum is incredibly intensive in terms of rigor as well as the amount of time that students must dedicate to coursework, clinical training, group work and the like. While students are most appreciative of events of supplementary opportunities to participate in DEI, we do not want them to feel torn between time spent immersed in academic training and time spent working on DEI. We are satisfied with the number of DEI events, trainings and offerings provided to the School of Nursing community, and these were effectively increased during Year 2. The charge for Year 3 will be to more meaningfully integrate DEI in already existing areas of priority for students, as well as faculty and staff.

Year Two brought various trainings related to DEI to the School of Nursing all of which were well attended and received. It must be noted however that we are very excited about the Lifelong DEI Learning Model being developed by HR. It will provide during year 3 not only additional options for DEI trainings, but an overall model and development framework that will help staff, as well as students and faculty to more tightly bind their professional development and growth with principles of DEI development and growth, so they don't see or approach these things as separate projects.

Year two implementation saw a stronger coming together around DEI and less nervousness about whether one has a legitimate place in DEI work or not. DEI work benefits all and is the responsibility of all, and this was embraced to a larger extent at the School of Nursing during year 2.

The staff climate survey data and collective reflection on the results was a great opportunity for the School of Nursing and generative of rich conversation and recommendations for staff supports in the future. Key recommendations include to increase opportunities and release time for focused DEI skill building and training while also embedding DEI related learning objectives within non-DEI specific staff professional development initiatives; the development of within School unit, department level, and/or project based DEI strategic objectives; increase informal opportunities to understand and allow diverse staff perspectives to be shared; increase opportunities for career mapping, counseling, and advancement for staff; increase awareness about equity review processes; increase identity based micro-aggressions and unconscious bias training. During Year Three we expect to develop similar lists of recommendations based on the DEI faculty and student climate survey data.

Finally, I would like to note that Nursing PhD program moved forward an appreciative inquiry project this year which integrated DEI very centrally through its PhD admissions and selection committee which generated 4 motions that were passed by the entire faculty. These motions were most centrally geared towards increasing the diversity of our PhD applicant pool. The motions include creating PhD tracks that allow for more flexibility so as to accommodate the needs of diverse students, the participation of all

faculty in direct recruitment activities, providing alternative pedagogical methodologies and online modalities to accommodate diverse needs, and enhancing the usability of our website for diversity recruitment, broadly defined, by highlighting our commitment to diversity as a component of our excellence. That these motions were included in the AI process and passed by the entire Nursing faculty is testimony to the depth, sincerity and richness of the Nursing faculty investment in and consideration of DEI.

IV. Strategic Objectives, Measures of Success and Action Plans

Our strategic plan focuses on not only the need to recruit and retain students, faculty, and staff from underrepresented backgrounds, but also on curricular enhancement and professional training so that our students, faculty and staff are competent in engaging with people from all backgrounds. Similarly, we see that our community would benefit from being more aware of the diversity among us and of the mechanisms that support diversity, equity, and inclusion in our school, such as methods for redress of wrongdoing or discrimination, information for teaching and learning, and events and programs that engage diversity, equity and inclusion.

Our strategic objectives, therefore, focus on the four areas of: 1) recruitment and retention; 2) competency in engaging with difference; 3) public information and resources, and 4) data collection. All strategic objectives and related actions will be pursued in accordance with the law and university policy.

a. Recruitment, Retention and Development

All Constituencies

Five-Year Strategic Objective 1: Significantly increase the diversity of our community along several dimensions of diversity, including but not limited to, the proportion of faculty, staff and students from race and gender groups underrepresented in nursing [PUN] in the US – URM, Asian and males.³

Measures of Success: Significant improvement in the demographic diversity among faculty, students and staff from current baseline data, especially considering comparison data from 1) other nursing schools in Michigan 2) the nursing profession nationally and 3) the University of Michigan.

FY19 Actions for faculty and staff

- 1) Search committees are formed that represent diversity and PUN in composition whenever possible; committee members are required to attend Advance or similar training prior to search activity.
- 2) Search processes will document efforts to seek PUN diversity in the pool of candidates presented to department chairs and the Dean for consideration for hire; every effort should be made by HR to have a diverse pool of candidates.

³ Health Resources and Service Administration. "Achieving Health Equity through Nursing Diversity Workforce 11th Report to the Secretary of the Department of Health and Human Services and the Congress". National Advisory Council on Nurse Education and Practice: 2013.

- 3) Demographic data of faculty and staff are tracked annually and reported within the school and university.
- 4) Progress towards goal achievement is assessed with course correction made as needed.
- 5) **Chief Inclusion Officer** will sit on all executive level and select managerial, **staff** and faculty search committees.
- 6) Searches will **uniformly consider candidates' experience with and commitment to DEI** during applicant reviews for faculty, staff and administrative searches.

FY19 Actions for Students

- 1) Continue and deepen the recruitment outreach, retention, and progression efforts to prospective applicants and current students of the School of Nursing to increase the diversity of the applicant pool, including through outreach to a variety of communities.
- 2) Leverage university, health science schools and colleges, and other units' outreach resources, such as the Council for Educational Outreach, the Office of Undergraduate Admissions, K-12 summer programs, and others already active on campus.
- 3) Student recruitment, application, and matriculation data are tracked annually and reported within the school and university.
- 4) Progress towards goal achievement is assessed with course correction made as needed.
- 5) Execute recommendations in UMSN Gateways Recruitment Campaign which include additional recruitment travel to minority serving institutions, Western and Northwestern Michigan community colleges, and high schools with diverse populations. Increased efforts to recruit students from diverse backgrounds who are admitted to UMSN. Increased collaboration between **Chief Inclusion Officer**, Office of Admissions and Recruitment, and Marketing and Communications in strategizing recruitment efforts for diversity.
- 6) **Increase marketing of Nursing programs (PhD and other) by active involvement of all faculty in recruitment efforts to promote a diverse applicant pool.**
- 7) **Increase marketing of Nursing programs (PhD and other) by enhancing the usability of the UMSN website to promote recruitment of a diverse applicant pool.**

Primary DE&I Goal: Diversity

Five-Year Strategic Objective 2: Increase our retention of diverse groups, including but not limited to, PUN faculty, staff and students.

Measures of Success: *For faculty: Proportion of diverse, including PUN faculty members, that achieve tenure or are promoted to associate clinical/research professor.*

For staff: Significantly increase the five year retention rate of staff, particularly staff that are diverse and from PUN; increase the proportion of diverse, including PUN staff in supervisory positions.

For students: Significantly increase the 4-year graduation rate of UG students from diverse and PUN backgrounds; significantly decrease the time to degree for MS/MSN and PhD students from diverse and PUN backgrounds; significantly increase the degree success rate of MS/MSN and PhD students from diverse and PUN backgrounds.

FY19 Actions for Faculty:

- 1) Continue to assure every newly appointed faculty has appropriate mentor(s).
- 2) Link prospective and current faculty mentors to campus-wide resources that support our goals and objectives, e.g., Rackham's Faculty Ally Support; the Center for Research on Learning and Teaching; the Institute for Research on Women and Gender; ADVANCE Stride training, and others.
- 3) Research best practices, develop and pilot a retention toolkit for all assistant professors.
- 4) Collaborate with Associate Dean for Faculty and Faculty development in development and execution of plan for integrated DEI related professional development for faculty, including crucial conversations training, inclusive teaching workshops, work-life balance information, etc.

FY19 Actions for Staff:

- 1) Train supervisors in strategies for successful recruitment of diverse groups including PUN.
- 2) HR documents the efforts to achieve a diverse pool of applicants for each position and reports efforts to hiring manager and search committees.
- 3) Develop appropriate tracking methods to identify individuals who are having difficulties in career progression.

FY19 Actions for Students:

- 1) Review current practices for student advisement and progression tracking to determine better ways of early identification of students at risk.
- 2) Determine and utilize best practices in assisting at-risk students to progress in their academic program; for example, expand the use of the Clinical Learning Center in providing practice opportunities for students with clinical practice difficulties; utilize class advisors and faculty counselors to work with students identified as at-risk.
- 3) Examine best practices for student success models that will facilitate timely academic progression and degree completion.
- 4) **Continue** the UMSN Gateways Fellowship as an opportunity to support diverse students and inform them about pathways to faculty positions in Nursing.
- 5) Create DEI related professional development opportunities for students **via the DEI in Healthcare Seminar Series**.

6) Create arts based opportunities for students to participate in DEI via **the Gateways Fellowship** as way of offering them some relief from an otherwise incredibly rigorous and challenging curriculum.

7) **Chief Inclusion Officer** to meet regularly with advisors and student success coordinator to offer assistance as needed and support their efforts.

Primary DE&I Goal: Diversity
Other domain: Promoting an Equitable and Inclusive Community

Five-Year Strategic Objective 3: Gather data on the diversity of the SN community including various attributes of interest e.g. socio-economic status, religions, ethnicity, etc.

Measures of Success: The use of various types of qualitative and quantitative data related to identities and experience at UMSN to inform the development of programs, policies and procedures.

FY19 Actions:

- 1) Use programs to enrichen our understanding of identity at UMSN and gain insight into the varied experiences of identity and the relationships between various identity based groups.
- 2) Use information to move forward all DEI initiatives with a sensitivity to the varied and sometimes contradictory experience of identity.

Primary DE&I Goal: Diversity
Other domain: Promoting an Equitable and Inclusive Community

Five-Year Strategic Objective 4: Encourage all faculty, as appropriate, to complete STRIDE Advance training and/or other similar training.

Measures of Success: # of faculty who complete STRIDE Advance training and/or other similar training.

FY19 Actions:

- 1) Review what faculty should complete STRIDE Advance training.
- 2) Promote STRIDE Advance and/or other similar training to faculty broadly.
- 3) Request that those faculty who have completed the training share what they learned with other faculty, formally through Faculty Meetings and Faculty Forum and informally.

Primary DE&I Goal: Diversity
Other domain: Promoting an Equitable and Inclusive Community

b. Education and Scholarship

Students and Instructional Staff

Five-Year Strategic Objective 1: Enhance existing curricular requirements to include broader understandings of diversity, equity, and inclusion in both didactic and clinical experiences (including virtual and actual clinical placements and simulations).

Measures of Success: # of DE&I specific content and assignments, including case studies and simulations for undergraduate and graduate students

of virtual and actual clinical placements in non-traditional settings and/or engaging with diverse populations

FY19 Actions:

- 1) Conduct audits to establish baseline of DE&I in the curriculum for all undergraduate and graduate core courses.
- 2) Revise courses as needed to include DE&I content.
- 3) Create a plan for future regular audits of the incorporation and presentation of DE&I topics within courses.
- 4) Identify specific clinical placements in non-traditional settings and/or engaging with diverse populations for undergraduate and graduate student as appropriate.
- 5) Encourage specific graduate research and clinical areas of focus in non-traditional settings and/or engaging with diverse populations.
- 6) Encourage diverse faculty, researcher, and student research teams for publications and grant submissions.
- 7) Create a centralized repository of DE&I educational and scholarly resources.
- 8) Move forward Inclusive Teaching at Nursing initiative to include use of Inclusive Teaching Self-Assessment Tool and web-based repository of tutorial resources and crowd-sourcing platform for faculty.**

Primary DE&I Goal: Diversity

Other domain: Inclusion

All Constituencies

Five-Year Strategic Objective 2: Increase cultural competence of all members of our community.

Measures of Success:

- 1) # of persons attending cultural competency workshops and experiential activities
- 2) # of students providing or observing care for diverse populations
- 3) # of opportunities for clinical experiences in a diversity of settings
- 4) # of researchers conducting studies focused on diverse communities

FY19 Actions:

- 1) Establish a competency-based model for creating cultural competency workshops and experiential activities.
- 2) Provide a variety of cultural competency trainings that include both didactic and experiential methodologies; utilize university wide resources whenever possible.
- 3) Develop a method to track success measures as described above.

4) Identify cultural competence resources and professional development opportunities for each constituency, e.g., CRLT training for instructors and faculty for inclusive classrooms, Rackham Faculty workshops, etc.

5) Increase opportunities and release time for focused DEI skill building and training while also embedding DEI related learning objectives within non-DEI specific staff professional development initiatives.

6) Increase informal opportunities to understand and allow diverse staff perspectives to be shared.

7) Increase identity based micro-aggressions and unconscious bias training.

Primary DE&I Goal:

Inclusion

Other domain:

Promoting an equitable and inclusive community

c. Promoting an Equitable and Inclusive Community

All Constituencies

Five-Year Strategic Objective 1: Advance a culture of inclusivity that is respectful and engaging for all constituencies.

Measures of Success:

- 1) # of participants engaging in DE&I activities
- 2) # and type of responses to climate, UMAP and other related surveys
- 3) # of communications on DEI issues
- 4) # of examples of improved understandings of DEI issues among key indicators, e.g., media representation, student body, faculty mentoring, etc.

FY19 Actions:

- 1) Develop a DEI “updates” in School newsletters for faculty, staff, students and alumni.
- 3) Create greater awareness of the diversity among us through activities that provide a ‘safe’ and engaging methods of sharing values, beliefs, perspectives and personal identities.
- 4) Utilize faculty, student, staff and other appropriate constituents for panel discussions illustrating issues of inclusivity for broad community engagement.
- 5) Conduct educational seminars or sessions for faculty, staff and students each semester on pertinent topics related to diversity, equity and inclusion.
- 6) Insure all members of the school’s community have opportunity to attend educational seminars or sessions.

- 7) Encourage faculty, staff and students (as appropriate) to engage in campus-wide events, e.g., MLK Health Sciences seminars, MLK Annual symposium, Women of Color Career Conference, etc.
- 8) Create multiple ways for constituencies to discuss and respond to the proposed DEI strategic plan, their commitment to it, and additional activities to support its objectives; seek input from multiple constituencies on the plan updates and actions for FY18.
- 9) Review the faculty, staff and student climate surveys with appropriate constituents to seek community identification and understanding of the dynamics, behaviors and actions that promote positive culture of inclusivity.

Primary DE&I Goal: Inclusion

Five-Year Strategic Objective 2: Improve awareness of formal systems and policy for reporting and managing instances of prejudice or discrimination at the School of Nursing.

Measures of Success:

- 1) # of cases reported and resolved (including referral to appropriate university resources for faculty, staff and students)
- 2) # of DEI cases reported and resolved
- 3) # of persons reporting increased self-efficacy in awareness, knowledge and use of appropriate resources as indicated on surveys

FY19 Actions:

- 1) Clarify and better communicate pathways for conflict resolution (roles, procedures, communication, deeper analyses); clarify role of the faculty ombuds, student conflict resolution officers, Office of Institutional Equity and other roles and offices at the university.
- 2) Conduct focus groups and surveys to determine efficacy in persons using resources.
- 3) Increase awareness about equity review processes.**
- 4) UMSN Cultural Champions group to launch online training on civility and strategies for effective conflict resolution, including pathways for seeking assistance in resolving conflicts.**

Primary DE&I Goal: Inclusion

Five-Year Strategic Objective 3: Explore the possibility of requiring a DEI-specific course for students, at undergraduate and graduate level.

Measures of Success:

- # of courses focused on DEI content
- # of students completing DEI-specific courses

FY19 Actions:

- 1) Faculty members and committees responsible for curricular oversight will review the possibilities and options for DEI course development or DEI course content in existing courses.

Primary DE&I Goal: Diversity, Inclusion
Other domain: Promoting an Equitable and Inclusive Community

d. Service

All Constituencies

Five-Year Strategic Objective 1: Improve methods for collecting, vetting, integrating and reporting feedback from the campus community.

Measures of Success:

- 1) # of persons using data in curriculum, research proposals, reports, etc.
- 2) # of reports using data
- 3) Consistent alignment with the university Diversity Strategic Plan

FY19 Actions:

- 1) Establish best practices for data collection.
- 2) Monitor changes and modifications in the university plan to ensure consistency and assess need for timely course correction.

Primary DE&I Goal: Diversity
Other domain: Inclusion

Students

Five-Year Strategic Objective 1: Improve access to face-to-face resources for counseling and **recruiting** prospective students and parents.

Measures of Success:

- # hours for **recruiting**
- # student/parent and student (graduate) contact hours
- # students attending pre-entry activities, e.g., Summer Camp, Rackham Diversity Faculty Allies grant activities, etc.

FY19 Actions:

- 1) Expand total office hours available for counseling **and recruitment**
- 2) Conduct best practice research on best approaches for counseling prospective students and parents (where appropriate)
- 3) Build on and develop partnerships between UMSN and local communities to reach out to students who have an interest in a nursing career using best practices developed and proven through past efforts; make every effort to include a diverse group of students.
- 4) Expand best practices of retention and support at the graduate level through Rackham Diversity grants to reach a wide range of applicants to our graduate programs; make every effort to reach a diverse population of potential applicants.
- 5) Move forward Future Nurses Career Advancement Program with high-minority serving partner high schools.**

Primary DE&I Goal: Diversity
Other domain: Equity

V. Goal-Related Metrics

Metrics tracked to evaluate the success specific objectives and action items can be found in the tables below next to said items. In addition to these metrics on the individual action items we will track changes that allow us to see the overall progress and impact of the plan on our School. These overall metrics include the demographic composition of all students in programs BSN through DNP and PhD by race and sex with a focus on persons from groups underrepresented in higher education and the Nursing professions. We will also track program application, matriculation, enrollment, retention and graduate rates by race and gender across all undergraduate and graduate program tracks. The demographic composition of staff and faculty across key employee ranks and roles (for example, tenure status) will also be tracked along variables to include headcount, race/ethnicity, sex and age (for staff). We aim to utilize innovative recruitment strategies to increase the representational diversity of all students, staff and faculty thereby maximizing the school climate for learning and working for all students, faculty and staff. Bi-annual DEI climate study data, including measures of satisfaction and perception, will allow us to track progress on matters related to climate, inclusivity and sense of belonging which we understand are key to optimizing the context for learning and advancement of our enterprise for teaching and research.

VI. Action Planning Tables with Details and Accountabilities

a. Recruitment, Retention and Development

| Key Constituency | Strategic Objective | Measures of Success | Detailed Actions Planned | Persons accountable | Resources needed |
|------------------|---|---|---|---|------------------|
| All | Significantly increase the diversity of our community along several dimensions of diversity, including but not limited to, the proportion of faculty, staff and students from race and gender groups underrepresented in nursing [PUN] in the | Significant improvement in the demographic diversity among faculty, students and staff from current baseline data especially considering comparison data from 1) other nursing schools in Michigan 2) the nursing profession nationally and 3) the University of Michigan | <p>1) Demographic data of faculty and staff annually and report within the School and university</p> <p>2) Continue and deepen the recruitment outreach, retention, and progression efforts to prospective applicants and current students of the School of Nursing. Strategies include:</p> <ul style="list-style-type: none"> Increased outreach to HBCU's, HSI's and MSI's Increased outreach to nursing organizations focused on underrepresented populations and | <p>HR and Program Management Office</p> <p>Admissions and Records</p> | |

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| | US – URM, Asian and males. ⁴ | | <p>health disparities research</p> <ul style="list-style-type: none"> • Increased use of social media for recruitment generally, and during recruitment events specifically. • Increased sponsorship and partnership with diversity related external organizations. • Increased participation of faculty in recruitment trips such as Wolverine Express, conference trips, recruitment webinars, and recruitment fairs. • Retooling the website and recruitment materials to represent the diversity of our School. • Increased outreach to high schools and community colleges • purchasing ACT and GRE scores for students interested in Nursing • text from Dean to all admitted students to encourage matriculation and affirm our values | | |
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⁴ Health Resources and Service Administration. “Achieving Health Equity through Nursing Diversity Workforce 11th Report to the Secretary of the Department of Health and Human Services and the Congress”. National Advisory Council on Nurse Education and Practice: 2013.

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| | | | <p>3) Leverage university, health science schools and colleges, and other units' outreach resources.</p> <p>5) Student recruitment, application, and matriculation data are tracked annually and reported within the School and university.</p> <p>6) Progress towards goal achievement is assessed with course correction made as needed.</p> <p>7) Execute recommendations in UMSN Gateways Recruitment Campaign</p> <p>8) Increase marketing of Nursing Programs (PhD and other) by active involvement of all faculty in recruitment efforts to promote a diverse applicant pool.</p> <p>9) Increase usability of UMSN website for diversity recruitment, broadly defined, by highlighting our commitment to diversity as a component of our excellence.</p> | <p>Admissions and Records</p> <p>Admissions and Records and Program Management Office</p> <p>Chief Inclusion Officer and DEI Steering Committee</p> <p>Admissions and Records, Marketing and Communications and Chief Inclusion Officer</p> | |
| Faculty and staff | Increase the number of diverse and PUN faculty | <p># of diverse and PUN candidates interviewed for each position</p> <p>Proportion of diverse and PUN faculty who achieve tenure or are promoted to associate clinical/research professor</p> | <p>1) Continue to assure every newly appointed faculty has appropriate mentor(s).</p> <p>2) Link prospective and current faculty mentors to campus-wide resources that support our goals and objectives, e.g., Rackham's Faculty Ally Support; the Center for Research on Learning and Teaching; the Institute for Research on Women and Gender; ADVANCE Stride training, and others.</p> | <p>Chairs</p> <p>Chairs, Associate Dean of Faculty and Faculty Affairs</p> | |

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| | | Significantly increase the five year retention rate of staff from diverse and PUN backgrounds; increase the proportion of diverse and PUN staff in supervisory positions | <p>3) Research best practices, develop and pilot a retention toolkit for all assistant professors.</p> <p>4) Train supervisors in strategies for successful recruitment of PUN</p> <p>5) Provide documentation of efforts to cultivate a diverse slate of candidates from all positions.</p> <p>6) Develop appropriate tracking methods to identify individuals who are having difficulties in career progression.</p> <p>7) Chief Inclusion Officer will sit on all executive and select managerial, staff and faculty search committees.</p> <p>8) Online and tutorial resources will be developed for faculty and staff searches.</p> <p>9) Search Committees will uniformly consider candidates experience with and commitment to DEI for all faculty, staff and administrative searches.</p> | <p>Associate Dean of Faculty and Faculty Affairs</p> <p>Human Resources</p> <p>Human Resources</p> <p>Chairs</p> <p>HR</p> <p>Chief Inclusion Officer</p> <p>HR</p> | |
| Students | Increase the number of students from diverse communities | Significantly increase the 4-year graduation rate of UG students from diverse and PUN backgrounds; significantly decrease the time to degree for MS/MSN | <p>1) Review current practices for student advisement and progression tracking to determine better ways of early identification of students at risk.</p> <p>2) Determine and utilize best practices in assisting at-risk students to progress in their academic program; for example, expand the use of the Clinical Learning Center in</p> | <p>Associate Deans and Directors of Academic Programs and Chief Inclusion Officer</p> <p>Associate Deans and Director of</p> | |

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| | | and PhD/DNP students from diverse and PUN backgrounds; significantly increase the degree success rate of MS/MSN and PhD/DNP students from diverse and PUN backgrounds. | providing practice opportunities for students with clinical practice difficulties; utilize class advisors and faculty counselors to work with students identified as at-risk. 3) Examine best practices for student success models that will facilitate timely academic progression and degree completion. 4) Continue UMSN Gateways Fellowship 5)Begin DEI in Healthcare Seminar Series | Academic Programs Associate Deans with Chief Inclusion Officer | |
| Faculty | Encourage all faculty, as appropriate, to complete STRIDE Advance training and/or other similar training. | # of Faculty who complete STRIDE Advance training and/or other similar training. | 1)Review what faculty should complete STRIDE Advance training. 2) Promote STRIDE Advance training to faculty broadly. 3) Request that those faculty who have completed the training share what they learned with other faculty, formally through Faculty Meetings or Faculty Forums and informally. | HR Associate Dean for Faculty and Faculty Development and Chairs Associate Dean for Faculty and Faculty Development and Chairs | |

b. Education and Scholarship

| Key Constituency | Strategic Objective | Measures of Success | Detailed Actions Planned | Persons accountable | Resources needed |
|----------------------------------|---|---|--|---|------------------|
| Students and Instructional Staff | Enhance existing curricular requirements to include broader understanding of diversity, equity and inclusion in didactic and clinical learning. | # of DE&I specific content and assignments; # of virtual and actual clinical placements in non-traditional settings and/or engaging with | 1)Conduct audits to establish baseline of DE&I in the curriculum for all undergraduate and graduate core courses. 2) Revise courses as needed to include DE&I content. 3) Create a plan for future regular audits of the incorporation and presentation of DE&I topics within courses. | Associate Deans for Academic Programs Faculty Associate Deans for Academic Programs | |

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| | | diverse populations | <p>4) Identify specific clinical placements in non-traditional settings and/or engaging with diverse populations for undergraduate and graduate student as appropriate.</p> <p>5) Encourage specific graduate research and clinical areas of focus in non-traditional settings and/or engaging with diverse populations.</p> <p>6) Encourage diverse faculty, researcher, and student research teams for publications and grant submissions.</p> <p>7) Move forward Inclusion Teaching and Nursing Initiative</p> | <p>Associate Deans for Academic Programs</p> <p>Faculty</p> <p>Faculty</p> <p>Chief Inclusion Officer</p> | |
| All constituencies | Increase cultural competence of all members of our community | <p># of persons attending cultural competency workshops and experiential activities</p> <p># of students providing or observing caring for diverse populations</p> <p># of clinical experiences in a diversity of settings</p> <p># of researchers conducting studies focused on diverse communities</p> | <p>1) Establish a competency-based model for creating cultural competency workshops and experiential activities.</p> <p>2) Provide a variety of cultural competency trainings that include both didactic and experiential methodologies; utilize university wide resources whenever possible.</p> <p>3) Develop a method to track success measures as described above.</p> <p>4) Identify cultural competence resources and professional development opportunities for each constituency, e.g., CRLT training for instructors and faculty for inclusive classrooms, Rackham Faculty workshops, etc.</p> | <p>Chief Inclusion Officer</p> <p>Chief Inclusion Officer, Associate Deans for Faculty and Faculty Development and HR</p> <p>Chief Inclusion Officer</p> <p>HR, Associate Dean for Faculty and Faculty Development and Chief Inclusion Officer</p> | |

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| | | | <p>5) Increase opportunities and release time for DEI training and activities while embedding DEI into already existing professional development opportunities.</p> <p>6) Increase informal opportunities to dialogue on DEI issues.</p> <p>7) Increase identity based micro-aggressions training.</p> | <p>Chief Inclusion Officer with HR</p> <p>DEI co-leads</p> <p>Chief Inclusion Officer with HR</p> | |
| Faculty and Students | Explore possibility of requiring a DEI-specific course for students, at undergraduate and graduate level. | <p># of courses focused on DEI content.</p> <p># of students completing DEI-specific courses.</p> | Faculty members and committees responsible for curricular oversight will review the possibilities and options for DEI course development or DEI course content in existing courses. | Faculty, Chairs | |

c. Promoting an Equitable and Inclusive Community

| Key Constituency | Strategic Objective | Measures of Success | Detailed Actions Planned | Persons accountable | Resources needed |
|--------------------|---|--|---|---|------------------|
| All constituencies | Advance a culture of inclusivity that is respectful and engaging for all constituencies | <p>1) # of participants engaging in DE&I activities</p> <p>2) # and type of responses to climate, UMAPY, and other related surveys</p> <p>3) # of communications on DEI issues</p> <p>4) # of examples of improved</p> | <p>1) Develop a DEI “updates” in School newsletters for faculty, staff, students and alumni.</p> <p>3) Create greater awareness of the diversity among us through activities that provide a ‘safe’ and engaging methods of sharing values, beliefs, perspectives and personal identifies.</p> <p>4) Utilize faculty, student, staff and other appropriate constituents for panel discussions illustrating issues of inclusivity for broad community engagement.</p> | <p>Marketing and Communications</p> <p>Chief Inclusion Officer</p> <p>Chief Inclusion Officer</p> | |

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| | | <p>understandings of DEI issues among key indicators (media representation, student body, faculty mentoring, etc.)</p> | <p>5) Conduct educational seminars or sessions for faculty, staff and students each semester on pertinent topics related to diversity, equity and inclusion.</p> <p>6) Insure all members of the school's community have opportunity to attend educational seminars or sessions.</p> <p>7) Encourage faculty, staff and students (as appropriate) to engage in campus-wide events, e.g., MLK Health Sciences seminars, MLK Annual symposium, Women of Color Career Conference, etc.</p> <p>8) Create multiple ways for constituencies to discuss and respond to the proposed DEI strategic plan, their commitment to it, and additional activities to support its objectives; seek input from multiple constituencies on the plan updates and actions for FY18.</p> <p>9) Review the faculty, staff and student climate surveys with appropriate constituents to seek community identification and understanding of the dynamics, behaviors and actions that promote positive culture of inclusivity.</p> | <p>Chief Inclusion Officer, HR and Associate Dean for Faculty and Faculty Affairs</p> <p>Chief Inclusion Officer</p> <p>Chief Inclusion Officer</p> <p>Chief Inclusion Officer</p> <p>Chief Inclusion Officer</p> | |
| All constituencies | Improve awareness of formal systems and policy for reporting and managing instances of prejudice or discrimination at the School of Nursing | # of cases reported and resolved (including referral to University appropriate resources for faculty, staff and students) | 1) Clarify and better communicate pathways for conflict resolution (roles, procedures, communication, deeper analyses); clarify role of the faculty ombuds, student conflict resolution officers, Office of Institutional Equity and other roles and offices at the university. | HR and Associate Deans with Chief Inclusion Officer | |

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| | | <p># of DEI cases reported and resolved</p> <p># of persons reporting increased self-efficacy in awareness, knowledge and use of resources.</p> | <p>2) Conduct focus groups and surveys to determine efficacy in persons using resources.</p> <p>3) Increase awareness about equity reviews</p> <p>4) UMSN Cultural Champions Group to launch online training on civility and strategies for effective conflict resolution, including pathways for seeking assistance in resolving conflicts.</p> | <p>Chief Inclusion Officer with HR and Associate Deans</p> <p>UMSN Cultural Champions Co-Chairs</p> | |
| All constituencies | All members of the UMSN increase cultural awareness, skills, and competence in DE&I issues. | <p># of participants</p> <p>Participant evaluation of learning</p> <p>Scoring or grading of competency</p> | <p>1) Conduct educational seminars or sessions for faculty, staff and students each semester on pertinent topics.</p> <p>2) Ensure all members of the school's community have opportunity to attend educational seminars or sessions.</p> <p>3) Encourage faculty, staff and students (as appropriate) to engage in campus-wide events.</p> | <p>Chief Inclusion Officer</p> <p>Chief Inclusion Officer</p> <p>Chief Inclusion Officer and Marketing and Communications</p> | |

d. Service

| Key Constituency | Strategic Objective | Measures of Success | Detailed Actions Planned | Persons accountable | Resources needed |
|--------------------|--|--|--|---|------------------|
| All constituencies | Improve methods for collecting, vetting, integrating and reporting feedback from the campus community. | <p>1) # of persons using data in curriculum, research proposals, reports, etc.</p> <p>2) # of reports using data</p> <p>3) Consistent alignment with university diversity strategic plan</p> | <p>1) Establish best practices for data collection.</p> <p>2) Monitor changes and modifications in the University plan to ensure consistency and assess need for timely course correction.</p> | <p>Chief Inclusion Officer</p> <p>Chief Inclusion Officer</p> | |

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| Students | Improve access to face-to-face resources for counseling prospective students and parents | # hours for counseling # student/parent and graduate student contact hours # students attending GENESIS pre-entry activities | 1) Expand total office hours available for counseling. 2) Conduct best practice research on best approaches for counseling prospective students and parents (where appropriate). 3) Build on and develop partnerships between UMSN and local communities to reach out to students who have an interest in a nursing career; make every effort to include a diverse group of students. 4) Expand best practices of retention and support at the graduate level through Rackham Diversity grants to reach a wide range of applicants to our graduate programs; make every effort to include a diverse population of potential applicants. 5) Move forward Future Nurses Career Advancement Program with high-minority serving partner high schools | Admissions and Recruitment Admissions and Recruitment with Chief Inclusion Officer Admissions and Recruitment Chief Inclusion Officer and Admissions and Recruitment Chief Inclusion Officer | |
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VII. Plans for Supporting, Tracking and Updating the Strategic Plan

The fulfillment of the strategic plan is ultimately the responsibility of the Chief Inclusion Officer. The Chief Inclusion Officer works with the Dean, Administrative Group (composed of the Assistant Dean for Administrative Affairs, the Associate Deans, and the Department Chairs), DEI Co-Leads Dr. Patricia Coleman-Burns and Dr. Listron Mannix, and the faculty Executive Committee to manage operational and policy issues related to fulfillment of the plan. The School will continue to manage the resource allocations to support new activities recommended in the plan seeking additional support from the Provost wherever indicated. We are fortunate to have an engaged community with the intention to continue improving ourselves, our climate, and our community. The strategic plan objectives will move forward with DEI co-leads as well as various implementation groups and managers throughout the School. Progress will be reported out through regular communications with all the aforementioned stakeholders as well as school wide communications.