School of Nursing (UMSN)
Diversity, Equity, and Inclusion Strategic Plan | FY 2024-2028

Strategic Plan Overview

"Today, it is time for a new vision, a new punctuation, a new opening of possibilities for the University of Michigan. It is time to dare great challenges and dream bold dreams. As we envision, imagine, and aspire, we will also build."

- Dr. Santa Ono, President, University of Michigan

"We are a community that is built from diversity. We believe that diversity, the presence of difference, must be joined with equity, the parity of difference, and inclusion, an open welcome to difference. We recognize that conflicts between groups exist in our history and in our present, and we aim to be a space where we can work together to bridge the divisions among us."

- Dr. Patricia Hurn, Dean, University of Michigan School of Nursing

University and UMSN DEI Plan Goals

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.

Rationale for School of Nursing (UMSN)

The University of Michigan School of Nursing mission is "to advance health for all by educating and developing nurses and other professionals as leaders, generating and applying knowledge, and serving individuals, communities and populations." This mission guides our activity and is embedded in a vision "to be the world's leading source of high-impact research, evidence and education that will develop the knowledge and nurses necessary to address healthcare's biggest challenges and provide health for all."

As we aspire to 'health for all,' we acknowledge we are living in times when the segregation of low and no-income families and individuals is increasing, wherein class, gender, racial, religious, cultural,

ethnic, age, disability, sexual and other historically marginalized populations continue to disproportionately bear the burden of health inequities. Quite notably, the impoverishment of large sectors of the population within the US and globally has left millions in need and without access to adequate health care or other basic life sustaining resources. Given the moral, ethical, and professional expectations and standards that guide nursing, nursing education and healthcare within our democracy - we have a mighty task ahead of us.

However even within healthcare, nursing, and nursing education we are aware that we are up against many forms of oppression. On the one hand, the perseverance of health and educational inequities are a few forces we have yet to fully address, and on the other, the root causes of these challenges continue to be amongst the most difficult social phenomena for healthcare providers, researchers, and leaders to even see and comprehend. We note, study after study finding that US nurses, nursing faculty, nursing students and other healthcare practitioners and researchers have the presence of implicit bias. And so, attitudes of nurses, known as amongst the most trusted of US professionals, continue to be colored by unconscious stereotypes and false beliefs about human differences. Beliefs and implicit biases which unintentionally reproduce unequal outcomes.

Given this context, and during this next DEI 2.0 period, the UMSN remains committed to mobilizing the incredible strength and potential of our School, as well as its students, faculty, staff, and leaders as well as our collective teaching, learning, research, and scholarship to achieve **health for all.**

Key Strategies & Constituencies*
The University of Michigan School of Nursing community, including all students, staff, and faculty are the main constituencies of this plan. We have identified a limited number of strategic objectives to further university-wide goals for DEI. These have been aggregated into the three distal objectives determined by the university. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single and, in some cases, multiple-year actions the UMSN will take to accomplish those objectives.

*All strategic objectives and related actions will be pursued in accordance with the law and University policy.

Planning Process

Planning Co-Leads
Rushika Patel, PhD, Chief Health and Academic Equity Officer and DEI Co-Lead
Patricia Coleman-Burns, PhD, Assistant Professor Emerita, and DEI Co-Lead

Planning Team and Process Summary
During the AY 2021-2022 the UMSN conducted an evaluation of its DEI 1.0 progress. In the Fall of 2022, Dean Patricia Hurn hosted a DEI 2.0 strategic planning retreat to which all faculty, staff and leaders were invited, and Drs. Rushika Patel and Patricia Coleman-Burns were engaged as process facilitators. Those who were unable to attend could participate via survey. A total of 63 participated, in-person or asynchronously, and were asked to prepare for the retreat or survey by viewing a welcome video, retreat agenda, reflection and discussion questions, and key data reports to inform and support their thinking. The data included the School of Nursing DEI 1.0 5-Year Metrics Report, DEI 1.0 Summary of Accomplishments, all UMSN Student, Faculty and Staff climate reports, and a description of key elements required for our DEI 2.0 plan. During the retreat, participants were asked to reflect on priorities and strategies for our DEI 2.0 plan in each of the three key DEI areas: people, process, and products.

After the faculty and staff retreat, a total of 6 focus group discussions (3 - 6 students) and 30 individual interviews with a diverse cross section of students were conducted by Office of Health Equity and Inclusion (OHEI) staff, including OHEI student staff to encourage peer-to-peer sharing. These interviews included students across UMSN undergraduate, graduate, and doctoral programs. Mirroring the faculty and staff retreat, student data collection included an opportunity for students to reflect on their own experiences and observations and engage in strategic thinking to provide an assessment of possible DEI priorities for the 2.0 period.

The qualitative data and feedback received from faculty, staff, students, and leadership during these feedback opportunities, in addition to data from our DEI 1.0 Evaluation Process, Metrics and Climate reports, and insights gleaned from the expertise and experience of our DEI Co-Leads formed the basis of this DEI 2.0 plan. This plan was then circulated to faculty, staff, students, and leaders who participated in the planning process for review and feedback or direct editing. The final edit was completed by DEI Co-Leads.

Data and Analysis: Key Findings

Summary of Data, Key Themes and Recommendations:

Recent gains include the establishment of an Office of Health Equity and Inclusion; significant growth in its capacity to 4 full-time staff, appointments for 1 faculty to assist with community-based collaborations, 2 faculty conflict resolution officers, 2 faculty academic coaches, 1 PhD writing coach, and 19 student staff members serving in a variety of roles. The UMSN has also achieved significant resource growth and support from the Health Resources and Services Administration Nursing Workforce Diversity, Harry A. and Margaret D. Towsley Foundation, Rackham Faculty Allies and Student Allies Grants, and DEI GSSA grants. We have also made great efforts to internalize our DEI values in all aspects of our work. To these we have added our EPIC values to EMPOWER each other to interrupt or disrupt disrespect, to PRACTICE communication that is truthful, beneficial, and kind, to INSPIRE and be inspired by each member's worth, significance, and integrity, and to CULTIVATE a culture of diversity in learning, service, teaching, and research. We have robust DEI and health equity programming including, but not limited to, the EPIC Scholars Nursing Health Equity Program which offers financial support to students who are economically disadvantaged, Science Learning Circles academic support program, Health Equity Learning and Leadership Series, Gateways Fellowship for aspiring doctoral students, a Pre-PhD Institute, and a suite of recognized student organizations to name a few. This infrastructure is in addition to DEI and health equity initiatives that exist in other areas within the school, such as the Office of Research which integrates DEI and health equity into its annual Research Day Activities, the Office of Faculty Development which recognizes and awards faculty in inclusive teaching and health equity, and the Office of Human Resources which values DEI learning by integrating opportunities for annual staff recognition and goal setting. This growth in capacity to influence health equity and inclusion is the result of efforts by faculty, staff, students, and leadership to create the culture and future we want to have.

Our review of data between the Fall of 2018 and 2022 reveals increases in the diversity of students by race, ethnicity, sex, underrepresented minority status, and international status. To ensure we are meeting disciplinary and national imperatives to increase the nursing workforce and availability of nurses generally, a deeper dive look at undergraduate data in particular, reveals additional increases in the baseline number of student opportunities and the diversity of students also by economically disadvantaged status, first-generation, as well as rural, health provider shortage area and medically underserved area residential status. These increases in student diversity, broadly defined, are clear gains, a proud outcome of UMSN's top DEI 1.0 strategic priority and goal, and substantially a result of coordinated efforts by our community to increase our

competitiveness, desirability, and national and global impact. We do also note room to grow in diversity as we look across specific programs, tracks, and elements of diversity.

Our review further reveals increases in the diversity of faculty and staff by race, sex, and underrepresented minority status, and to a lesser extent ethnic and international diversity. That said, after a period of clearly trending incremental progress in faculty and staff diversity, the onset of COVID-19 created sudden challenges that caused an unanticipated decline, particularly in staff diversity. While data support that this decline is now showing signs of change, and faculty diversity has continued to show progress, we are clear that our School and University community must remain engaged, passionate, and most importantly, strategic, through the DEI 2.0 period in assessing and responding to potential long-term impacts of the challenging COVID-19 policy and cultural environment on recruitment and retention.

The diversity of our community members by age, historical background, experiences, religious affiliation, political orientation, disability status and sexual orientation are equally valued dimensions of diversity, including within nursing education, practice and the discipline and science at large. Within the school, this demographic information is primarily tracked through self-disclosure via DEI Climate Surveys. While the Climate survey is not an indicator of the overall representation of these demographics, we do use these data to draw conclusions about the inclusivity of our climate across various dimensions of diversity. Data from our climate surveys as well as the DEI 2.0 planning process point to three additional major patterns that take us beyond demographics.

First, our data indicate that increased dialogue, learning, and collaboration across demographic identities, including political identities and those with differences of opinion and perspective, would be highly productive during DEI 2.0 in relation to meeting shared goals around inclusivity. Second, the desire for a DEI 2.0 focuses on belonging and inclusivity in general emerged quite consistently and across the student and faculty, staff, and leadership groups. Third was a desire to further enrich and enhance DEI learning, inclusive teaching, and health equity content within research, teaching, and scholarship endeavors during the DEI 2.0 period.

Strategic Objectives, Measures of Success, and Action Plans*

Introduction
This School of Nursing plan covers students, faculty, staff, and leadership. The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into three distal objectives determined by the University. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. For additional detail on assignments, timelines, and accountabilities, see the Action Planning Table.

All strategic objectives and related actions will be pursued in accordance with the law and University policy.

PEOPLE (Recruit, Retain & Develop a Diverse Community)

Strategies and action items for **People** are designed to bolster and extend the work of all units by introducing effective programs and procedures aimed at recruiting, retaining, and supporting a diverse campus community. DEI-related recruitment and retention efforts across campus reflect the varied needs and goals of specific units and groups.

UNDERGRADUATE STUDENTS

Strategic Objective 1:

Increase baseline opportunities to enroll while increasing the demographic diversity of undergraduates entering both the freshman and 3-year sophomore transfer BSN programs.

Metrics: Headcount and demographic diversity of our incoming classes

Actions:
1. Increase relationships with leaders and recruiters at high schools and community colleges in high-minority enrolling institutions, medically underserved and health provider shortage areas, rural areas, and educationally underserved areas.
2. Increase opportunities for K-12 youth and other potential pre-BSN populations residing in key nursing shortage and underserved geographic areas to engage with UMSN students, faculty, staff and leaders through educational opportunities and partnerships.
3. Leverage school-wide collaboration and coordination in the recruitment of highly competitive applicants from a broad diversity background.
4. Increase Spanish-language and other multilingual recruitment materials including online.

Primary DEI Goal: Diversity

Strategic Objective 2:

Increase academic retention, progression, and graduation rates of all undergraduate students, including for freshman entry and sophomore transfer students from economically disadvantaged and underrepresented demographic backgrounds.

Metrics: Academic progression and graduation rates of all undergraduate students

Actions:
1. Implement and expand participation in the EPIC Pathways program to all UMSN undergraduates including the Science Learning Circles, 1:1 Academic Coaching, Monthly Student Success Workshops, Pre-BSN Institute and need-based scholarship and stipend resources.
2. Develop and implement the EPIC Pathways Health Equity Mentoring Program and other mentorship resources and experiences to connect undergraduate students with faculty, alumni and/or RN mentors and role models with shared interests in promoting student success and educational and health equity.
3. Continue collaborative strategies for early identification and intervention in retention risks and challenges.
4. Share retention data disaggregated by economically disadvantaged and underrepresented status regularly with the program faculty and staff to encourage synergy and informed participation in student retention strategies.
5. Work across Health Science schools to explore best practices in supporting health science students: financially, emotionally, and socially.

Primary DEI Goal: Equity

GRADUATE STUDENTS

Strategic Objective 3:

Increase baseline opportunities for nurses to access graduate and doctoral education while increasing the demographic diversity of graduate and doctoral students.

Metrics: Headcount and demographic diversity of our incoming classes

Actions:
1. Increase initiatives to engage a broad diversity of UMSN alumni and BSN students to return or continue to graduate and doctoral programs.
2. Increase the engagement of faculty, staff, and leaders and external partners in recruiting a diversity,

broadly defined, of graduate applicants from amongst community partners and collaborating organizations.

3. Continue to refine our holistic admissions process in partnership with the Committee on Academic Admissions and Scholastic Standing (CAASS) to align with best practices at the University of Michigan and American Association of Colleges of Nursing.
4. Leverage school-wide collaboration and coordination in the recruitment of highly competitive applicants from a broad diversity of backgrounds.
5. Increase Spanish-language and other multilingual recruitment materials including online.

Primary DEI Goal: Diversity

Strategic Objective 4:

Increase academic retention, progression, and graduation rates of all graduate students and doctoral students including from underrepresented demographic backgrounds.
Metrics: Academic progression and graduation rates of all graduate and doctoral students
Actions:
1. Implement and expand participation in graduate Science Learning Circles, 1:1 coaching in academic writing, academic and career success workshops, and pre-entry programs.
2. Expand the Gateways Fellowship Program to connect graduate students with faculty, alumni, and community mentors with shared interests in health equity.
3. Continue collaborative strategies for early identification and intervention in retention risks and challenges.
4. Share retention data disaggregated by underrepresented status regularly with program faculty and staff to encourage synergy and informed participation in student retention strategies.
5. Work across Health Science schools to explore best practices in supporting health science students: financially, emotionally, and socially.

Primary DEI Goal: Equity

FACULTY
Strategic Objective 5:

Increase baseline opportunities and demographic diversity of faculty, including faculty with DEI and health equity expertise, at the assistant, associate, and full professor stages and across clinical, tenure and research tracks.
Metrics: Headcount and demographic diversity of faculty across tracks and stages
Actions:
1. Increase strategic collaboration of faculty, staff, leadership, communications and marketing, and internal and external recruitment professionals and resources in the recruitment, review and hiring of broadly diverse applicants across tracks and stages with a demonstrated commitment to our health for all mission in research, scholarship, teaching, clinical practice, and service.
2. Develop and implement a UMSN-specific best practices checklist or rubric as a standardized "living document" for recruiting, hiring, retaining, and advancing a diverse faculty across tracks and stages.
3. Work across Health Science schools to support recruitment and retention of faculty, including underrepresented faculty.

Primary DEI Goal: Diversity

Strategic Objective 6:

Increase retention, progression, and advancement rates of faculty from broadly diverse demographic backgrounds and with DEI and health equity expertise across the clinical, tenure and research tracks.
Metrics: Retention, progression, and promotion rates of broadly diverse faculty across tracks and stages
Actions:

1. Develop a clear "roadmap towards promotion" resource that is informed by and responsive to the needs of broadly diverse faculty across tracks and stages.
2. Develop an intensive early career professional development and networking program for community building, mentoring, supporting, and problem-solving with early career faculty across tracks.
3. Ensure individualized, quickly available, holistic 1:1 career mentoring and coaching to early career faculty.
4. Share high-level diversity, retention, and advancement data annually with faculty and staff to encourage synergy and informed participation in faculty recruitment, retention, and advancement within one's own realm of influence.

Primary DEI Goal: Equity

STAFF

Strategic Objective 7:
Increase baseline opportunities and the demographic diversity of staff and staff and academic leaders.
Metrics: Headcount and demographic diversity of our staff and leaders
Actions:
1. Increase strategic collaboration of faculty, staff, leadership, marketing and communications, and internal and external recruitment professionals in the recruitment, review and hiring of broadly diverse applicants with a demonstrated commitment to our health for all mission.
2. Develop and implement a UMSN-specific best practices checklist or rubric as a "living document" for recruiting, hiring, retaining, and advancing a broadly diverse staff and leadership.

Primary DEI Goal: Diversity

Strategic Objective 8:
Increase retention rates and advancement opportunities for staff and staff and academic leaders across departments and offices including from underrepresented demographic backgrounds.
Metrics: Retention and advancement rates of broadly diverse staff and leaders
Actions:
1. Develop career development resources and opportunities for a broadly diverse staff and leadership.
2. Ensure individualized, quickly available, holistic, 1:1 career mentoring and coaching.
3. Share high-level diversity, retention, and advancement data annually with faculty and staff to encourage synergy and informed participation in staff and leadership recruitment, retention, and advancement within one's own realm of influence.

Primary DEI Goal: Equity

PROCESS (Create an Equitable and Inclusive Campus Climate)

Strategies and action items for **Process** are designed to support and strengthen the development of policies, procedures, and practices that create an inclusive and equitable campus climate and encourage a culture of belonging in which every member of our community can grow and thrive.

ALL CONSTITUENCIES
Strategic Objective 1:
Continue to enrich the climate for inclusion and belonging for all UMSN students, faculty, staff, and leaders including those from underrepresented backgrounds.
Metrics: Biennial DEI Campus Climate Survey Results
Actions:
1. Increase and support opportunities for informal communication and relationship building between

student, faculty, staff, and leadership, including "storytelling" opportunities to recognize, honor and learn from our community members and to enrich our sense of a shared identity, inclusion, and belonging.
2. Continue to support recognized student, faculty and staff-led initiatives, organizations and/or projects that prioritize advancement of our health for all mission or the more equitable participation of underrepresented groups in that mission and in the field generally.
3. Increase use and role modeling of DEI and EPIC values, EPIC Feedback Model for Giving and Receiving Feedback, and EPIC Communication Guidelines including guidelines for having difficult conversations.
4. Conduct deeper dive qualitative analyses of DEI using the appreciative inquiry method for annual DEI plan updates and revisions.

Primary DEI Goal: Inclusion

Strategic Objective 2:

Continue to enrich the climate for equity and conflict resolution for all UMSN students, faculty, staff, and leaders.
Metrics: Biennial DEI Campus Climate Survey Results
Actions:
1. Increase training, student conduct and professional development opportunities in alignment with the University's commitment to a campus that is free of discrimination based on federally and/or state protected status, including but not limited to, policies and practices around anti-racism, sexual and gender misconduct, LGBTQ, and disability rights.
2. Increase training for all students, faculty, staff, and leaders on implicit and subtle forms of exclusion including microaggressions and unconscious biases.
3. Increase training for all students, faculty, staff, and leaders to resolve a diversity of conflict scenarios in alignment with University and UMSN policies and DEI and EPIC values.
4. Increase and ensure ADA and other DEI resource information appears across websites and other internal faculty, staff, student, and leadership resources.
5. Increase individualized opportunities, including mentored and guided opportunities, for all students, faculty, staff, and leaders to progress on personalized DEI and health equity learning and growth trajectories.

Primary DEI Goal: Equity

Strategic Objective 3:

Work in Partnership with our unit Chief Development Officer to identify DEI fundraising priorities (i.e., gift funds established specifically to address our unit's DEI priorities). Report on the priority gift fundraising goals, and potential impact of securing this funding. Also sharing if our unit foresees fundraising priorities shifting with the upcoming comprehensive fundraising campaign.
Metrics: Gift funds raised for DEI and impact of the funds on the school.
Actions:
1. DEI Co-Leads, Dean and Chief Development Officer meet bi-annually to discuss DEI funding needs and priorities in the School of Nursing.
2. Collaborate with the Office of Development to further expand and sustain gains made through DEI programs to recruit and retain a broadly diverse student and faculty population.

PRODUCTS (Support Innovative and Inclusive Teaching, Research, and Service)

Strategies and action items for **Products** are designed to integrate DEI solutions into our educational program offerings and teaching methodology, and to ensure scholarly research on diversity, equity and inclusion, and the scholars who produce it, are valued, and supported.

STUDENTS
Strategic Objective 1:
Enhance and enrich learning and critical thinking opportunities for foundational and advanced DEI, social justice and health equity learning across the curriculum and academic programs.
Metrics: Faculty, Curricular, and Course Evaluation Data
Actions:
1. Optimize the integration of DEI, social justice and health equity topics in classroom, clinical, and virtual teaching and learning utilizing existing structural curricular touchpoints such as the curriculum committee process.
2. Increase opportunities for students to practice how to productively engage complex, difficult, emotional, controversial, and potentially divisive conversations and issues while remaining in alignment with democratic, EPIC and DEI values.
3. Increase opportunities for students to engage one another in dialogue, projects, research and leadership activities around DEI, social justice, and health equity topics in informal co-curricular settings.
4. Increase opportunities for students to have exposure to multiple contexts, cultures, concepts, ideas, and people as well as interprofessional experiences.
Primary DEI Goal: Equity

FACULTY
Strategic Objective 2:
Enhance and enrich excellence in inclusive teaching in curricular, didactic, clinical, online, and co-curricular settings using flexible and adaptive, holistic teaching pedagogies for improved critical thinking and learner engagement and success.
Metrics: Faculty, Curricular, and Course Evaluation Data
Actions:
1. Increase opportunities for faculty to discuss and share strategies on inclusivity in teaching.
2. Increase use of UMSN Inclusive Teaching resources and checklist.
3. Increase faculty development in teaching for DEI, social justice, and health equity including personalized learning opportunities.
4. Share disaggregated demographic and retention data regularly with the program faculty to concretely establish a connection between growth in inclusive teaching and course and program level student success outcomes.
Primary DEI Goal: Inclusion

Strategic Objective 3:
Enhance and enrich our enterprise for research for health equity.
Metrics: Health equity focused faculty hires, grant submissions, awards, and publications.
Actions:
1. Increase faculty hires across programs, tracks, and stages with advanced expertise in DEI, social justice, and health equity research.
2. Establish a research core or collaborative with an inclusive and innovative focus on advancing health equity along the lines of race, ethnicity, class, gender, ability, age, and sexual identity within the US national context.
3. Promote and support faculty research and training opportunities in DEI, social justice, and health equity by defining and establishing incentives to facilitate faculty development in research and teaching for DEI, social justice, and health equity.
Primary DEI Goal: Equity

ALL CONSTITUENTS

Strategic Objective 4:

Increase and expand partnerships to support the community, increase impact in health equity and educational equity while recognizing faculty, staff, and student service and collaborations.

Metrics: Count of community partnerships, impact on health equity and academic equity, and recognition opportunities.

Actions:

1. Increase k-12 youth pre-nursing educational programs.
2. Increase partnerships with diversity-focused and issues-based community organizations.
3. Increase opportunities for students, faculty, staff, and leaders to use specialized skill sets to provide service to community organizations with a focus on impact in health equity and educational equity.
4. Recognize such service internally during evaluations, reviews, and promotions.

Primary DEI Goal: Equity

Goal-related Metrics – School of Nursing Measures Tracked Over Time

Undergraduate Students

Demographic Composition:

- *Headcount*
- *Race/ethnicity*
- *International Status*
- *Sex*

Graduation Rates:

- *4-Year*
- *6-Year*

Enrollment and Retention Rates:

- *Entry status (freshman entry, sophomore transfer, new, continuing)*
- *Student class level (freshman, sophomore, junior, senior)*

Climate Survey Indicators:

- *Satisfaction with UMSN climate/environment*
- *Semantic aspects of the general climate of UMSN*
- *Semantic aspects of the DEI climate at UMSN*
- *Feeling valued at UMSN*
- *Feeling of belongingness at UMSN*
- *Assessment of UMSN institutional commitment to diversity, equity, and inclusion*
- *Perceptions of equal opportunity for success at UMSN*
- *Feeling able to perform up to full potential at UMSN*
- *Feelings of academic growth at UMSN*
- *Feelings of discrimination at UMSN*

Graduate Students

Demographic Composition:

- *Headcount*
- *Race/ethnicity*
- *International Status*
- *Sex*

Enrollment and Retention Rates:

- *Student class level (Graduate-Masters/Doctoral)*

Climate Survey Indicators:

- *Satisfaction with UMSN climate/environment*
- *Semantic aspects of the general climate of UMSN*
- *Semantic aspects of the DEI climate at UMSN*
- *Feeling valued at UMSN*
- *Feeling of belongingness at UMSN*
- *Assessment of UMSN institutional commitment to diversity, equity, and inclusion*
- *Perceptions of equal opportunity for success at UMSN*
- *Feeling able to perform up to full potential at UMSN*
- *Feelings of academic growth at UMSN*
- *Feelings of discrimination at UMSN*

Staff

Demographic Composition and Retention Rates:

- *Headcount*
- *Race/ethnicity*
- *Sex*
- *Age (Generation cohort)*

Climate Survey Indicators (sample indicators listed below):

- *Satisfaction with climate/environment at UMSN*
- *Assessment of semantic aspects of the general climate at UMSN*
- *Assessment of semantic aspects of the DEI climate at UMSN*
- *Feeling valued at UMSN*
- *Feeling of belongingness at UMSN*
- *Assessment of UMSN commitment to diversity, equity, and inclusion*
- *Perceptions of equal opportunity for success at UMSN*
- *Feeling able to perform up to full potential at UMSN*
- *Feelings of professional growth at UMSN*
- *Feelings of discrimination at UMSN*

Faculty

Demographic Composition and Retention Rates:

- *Headcount*
- *Race/ethnicity*
- *Sex*
- *Clinical, Tenure, Research status and stage*

Climate Survey Indicators:

- *Satisfaction with climate/environment at UMSN*
- *Assessment of semantic aspects of the general climate at UMSN*
- *Assessment of semantic aspects of the DEI climate at UMSN*
- *Feeling valued at UMSN*
- *Feeling of belongingness at UMSN*
- *Assessment of UMSN commitment to diversity, equity, and inclusion*
- *Perceptions of equal opportunity for success at UMSN*
- *Feeling able to perform up to full potential at UMSN*
- *Feelings of professional growth at UMSN*
- *Feelings of discrimination at UMSN*

Action Planning Tables with Details and Accountabilities

PEOPLE (Recruitment, Retention & Development)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Undergraduate students	Increase baseline opportunities to enroll while increasing the demographic diversity of undergraduates entering both the freshman and 3-year sophomore transfer BSN programs.	Headcount and demographic diversity of our incoming classes	1. Increase relationships with leaders and recruiters at high schools and community colleges in high-minority enrolling institutions, medically underserved and health provider shortage areas, rural areas, and educationally underserved areas. 2. Increase opportunities for K-12 youth and other potential pre-BSN populations residing in key nursing shortage and underserved geographic areas to engage with UMSN students, faculty, staff and leaders through educational opportunities and partnerships. 3. Leverage school-wide collaboration and coordination in the recruitment of highly competitive applicants from a broad diversity background. 4. Increase Spanish-language and other multilingual recruitment materials including online.	Undergraduate Studies; Recruiting Admissions, and Records; Marketing and Communications; Office of Health Equity and Inclusion; DEI Co-Leads
Undergraduate students	Increase academic retention, progression, and graduation rates of all undergraduate	Academic progression and graduation rates of all undergraduate students	1. Implement and expand participation in the EPIC Pathways program to all UMSN undergraduates including the Science Learning Circles, 1:1 Academic Coaching, Monthly Student Success	Undergraduate Studies; Recruiting Admissions, and Records; Committee on Academic Admissions and Scholastic Standing;

	students, including for freshman entry and sophomore transfer students from economically disadvantaged and underrepresented demographic backgrounds.		Workshops, Pre-BSN Institute and need-based scholarship and stipend resources. 2. Develop and implement the EPIC Pathways Health Equity Mentoring Program and other mentorship resources and experiences to connect undergraduate students with faculty, alumni and/or RN mentors and role models with shared interests in promoting student success and educational and health equity. 3. Continue collaborative strategies for early identification and intervention in retention risks and challenges. 4. Share retention data disaggregated by economically disadvantaged and underrepresented status regularly with the program faculty and staff to encourage synergy and informed participation in student retention strategies. 5. Work across Health Science schools to explore best practices in supporting health science students: financially, emotionally, and socially.	Office of Health Equity and Inclusion; DEI Co-Leads
Graduate students	Increase baseline opportunities for nurses to access graduate and doctoral education while increasing the demographic	Headcount and demographic diversity of our incoming classes	1. Increase initiatives to engage a broad diversity of UMSN alumni and BSN students to return or continue to graduate and doctoral programs. 2. Increase the engagement of faculty, staff, and leaders and external	Graduate Studies; PhD Program; Committee on Academic Admissions and Scholastic Standing; Recruiting Admissions, and

	diversity of graduate and doctoral students.		partners in recruiting a diversity, broadly defined, of graduate applicants from amongst community partners and collaborating organizations. 3. Continue to refine our holistic admissions process in partnership with the Committee on Academic Admissions and Scholastic Standing (CAASS) to align with best practices at the University of Michigan and American Association of Colleges of Nursing. 4. Leverage school-wide collaboration and coordination in the recruitment of highly competitive applicants from a broad diversity of backgrounds. 5. Increase Spanish-language and other multilingual recruitment materials including online.	Records; Marketing and Communications; Office of Health Equity and Inclusion; DEI Co-Leads
Graduate students	Increase academic retention, progression, and graduation rates of all graduate students and doctoral students including from underrepresented demographic backgrounds.	Academic progression and graduation rates of all graduate and doctoral students	1. Implement and expand participation in graduate Science Learning Circles, 1:1 coaching in academic writing, academic and career success workshops, and pre-entry programs. 2. Expand the Gateways Fellowship Program to connect graduate students with faculty, alumni, and community mentors with shared interests in health equity. 3. Continue collaborative strategies for early identification and intervention in retention risks and challenges. 4. Share retention data disaggregated by	Graduate Studies; PhD Program; Recruiting Admissions, and Records; Committee on Academic Admissions and Scholastic Standing; Office of Health Equity and Inclusion; DEI Co-Leads

			underrepresented status regularly with program faculty and staff to encourage synergy and informed participation in student retention strategies. 5. Work across Health Science schools to explore best practices in supporting health science students: financially, emotionally, and socially.	
Faculty	Increase baseline opportunities and demographic diversity of faculty, including faculty with DEI and health equity expertise, at the assistant, associate, and full professor stages and across clinical, tenure and research tracks.	Headcount and demographic diversity of faculty across tracks and stages	1. Increase strategic collaboration of faculty, staff, leadership, communications and marketing, and internal and external recruitment professionals and resources in the recruitment, review and hiring of broadly diverse applicants across tracks and stages with a demonstrated commitment to our health for all mission in research, scholarship, teaching, clinical practice, and service. 2. Develop and implement a UMSN-specific best practices checklist or rubric as a standardized "living document" for recruiting, hiring, retaining, and advancing a diverse faculty across tracks and stages. 3. Work across Health Science schools to support recruitment and retention of faculty, including underrepresented faculty.	Academic Departments; Office of Research; Faculty Affairs and Faculty Development; Human Resources; Marketing and Communications; Office of Health Equity and Inclusion; DEI Co-Leads

Faculty	Increase retention, progression, and advancement rates of faculty from broadly diverse demographic backgrounds and with DEI and health equity expertise across the clinical, tenure and research tracks.	Retention, progression, and promotion rates of broadly diverse faculty across tracks and stages	1. Develop a clear "roadmap towards promotion" resource that is informed by and responsive to the needs of broadly diverse faculty across tracks and stages. 2. Develop an intensive early career professional development and networking program for community building, mentoring, supporting, and problem-solving with early career faculty across tracks. 3. Ensure individualized, quickly available, holistic, 1:1 career mentoring and coaching to early career faculty. 4. Share high-level diversity, retention, and advancement data annually with faculty and staff to encourage synergy and informed participation in faculty recruitment, retention, and advancement within one's own realm of influence.	Academic Departments; Office of Research; Faculty Affairs and Faculty Development; Human Resources; Office of Health Equity and Inclusion; DEI Co-Leads
Staff	Increase baseline opportunities and the demographic diversity of staff and staff and academic leaders.	Headcount and demographic diversity of our staff and leaders	1. Increase strategic collaboration of faculty, staff, leadership, marketing and communications, and internal and external recruitment professionals in the recruitment, review and hiring of broadly diverse applicants with a demonstrated commitment to our health for all mission. 2. Develop and implement a UMSN-specific best practices checklist or rubric as a "living	Human Resources; Marketing and Communications; Academic Departments; Office of Research; Faculty Affairs and Faculty Development; Office of Health Equity and Inclusion; DEI Co-Leads

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
			document" for recruiting, hiring, retaining, and advancing a broadly diverse staff and leadership.	
Staff	Increase retention rates and advancement opportunities for staff and staff and academic leaders across departments and offices including from underrepresented demographic backgrounds.	Retention and advancement rates of broadly diverse staff and leaders	1. Develop career development resources and opportunities for a broadly diverse staff and leadership. 2. Ensure individualized, quickly available, holistic, 1:1 career mentoring and coaching. 3. Share high-level diversity, retention, and advancement data annually with faculty and staff to encourage synergy and informed participation in staff and leadership recruitment, retention, and advancement within one's own realm of influence.	Human Resources; Marketing and Communications; Academic Departments; Office of Research; Faculty Affairs and Faculty Development; Office of Health Equity and Inclusion; DEI Co-Leads

PROCESS (Promoting & Equitable & Inclusive Community)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
All constituencies	Continue to enrich the climate for	Biennial DEI Campus Climate Survey	1. Increase and support opportunities for informal communication and relationship building between student,	Academic Departments; Academic Programs;

	inclusion and belonging for all UMSN students, faculty, staff, and leaders including those from underrepres-ented back-grounds.	Results	faculty, staff, and leadership, including "storytelling" opportunities to recognize, honor and learn from our community members and to enrich our sense of a shared identity, inclusion, and belonging. 2. Continue to support recognized student, faculty and staff-led initiatives, organizations and/or projects that prioritize advancement of our health for all mission or the more equitable participation of underrepresented groups in that mission and in the field generally. 3. Increase use and role modeling of DEI and EPIC values, EPIC Feedback Model for Giving and Receiving Feedback, and EPIC Communication Guidelines including guidelines for having difficult conversations. 4. Conduct deeper dive qualitative analyses of DEI using the appreciative inquiry method for annual DEI plan updates and revisions.	Faculty Affairs and Faculty Development; Human Resources; Office of Health Equity and Inclusion; DEI Co-Leads
All constituencies	Continue to enrich the climate for equity and conflict resolution for all UMSN students, faculty, staff, and leaders.	Biennial DEI Campus Climate Survey Results	1. Increase training, student conduct and professional development opportunities in alignment with the University's commitment to a campus that is free of discrimination based on federally and/or state protected status, including but not limited to, policies and practices around anti-racism, sexual and gender misconduct, LGBTQ, and disability rights. 2. Increase training for all students, faculty, staff, and leaders on implicit and subtle forms of exclusion including	Academic Departments; Academic Programs; Faculty Affairs and Faculty Development; Human Resources; Office of Health Equity and Inclusion; DEI Co-Leads

| | | | microaggressions and unconscious biases.
3. Increase training for all students, faculty, staff, and leaders to resolve a diversity of conflict scenarios in alignment with University and UMSN policies and DEI and EPIC values.
4. Increase and ensure ADA and other DEI resource information appears across websites and other internal faculty, staff, student, and leadership resources.
5. Increase individualized opportunities, including mentored and guided opportunities, for all students, faculty, staff, and leaders to progress on personalized DEI and health equity learning and growth trajectories. | |
| All constituencies | Work in Partnership with our unit Chief Development Officer to identify DEI fundraising priorities (i.e., gift funds established specifically to address our unit's DEI priorities). Report on the priority gift fundraising goals, and potential | Gift funds raised for DEI and impact of the funds on the school. | **Actions:**
1. DEI Co-Leads, Dean and Chief Development Officer meet bi-annually to discuss DEI funding needs and priorities in the School of Nursing.
2. Collaborate with the Office of Development to further expand and sustain gains made through DEI programs to recruit and retain a broadly diverse student and faculty population. | Office of Development; DEI Co-Leads |

impact of securing this funding. Also sharing if our unit foresees fundraising priorities shifting with the upcoming comprehensive fundraising campaign.				

PRODUCTS (Education, Scholarship & Service)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Students	Enhance and enrich learning and critical thinking opportunities for foundational and advanced DEI, social justice and health equity learning across the curriculum and academic programs.	Faculty, Curricular, and Course Evaluation Data	1. Optimize the integration of DEI, social justice and health equity topics in classroom, clinical, and virtual teaching and learning utilizing existing structural curricular touchpoints such as the curriculum committee process. 2. Increase opportunities for students to practice how to productively engage complex, difficult, emotional, controversial, and potentially divisive conversations and issues while remaining in alignment with democratic, EPIC and DEI values. 3. Increase opportunities for students to engage one another in dialogue, projects, research and leadership activities around DEI, social justice, and health equity topics in informal co-curricular settings. 4. Increase opportunities for students to have exposure to multiple contexts, cultures, concepts, ideas, and people as	Undergraduate Studies; Graduate Studies; PhD Program; Curriculum Committee; Office of Health Equity and Inclusion; DEI Co-Leads

			well as interprofessional experiences.	
Faculty	Enhance and enrich excellence in inclusive teaching in curricular, didactic, clinical, online, and co-curricular settings using flexible and adaptive, holistic teaching pedagogies for improved critical thinking and learner engagement and success.	Faculty, Curricular, and Course Evaluation Data	1. Increase opportunities for faculty to discuss and share strategies on inclusivity in teaching. 2. Increase use of UMSN Inclusive Teaching resources and checklist. 3. Increase faculty development in teaching for DEI, social justice, and health equity including personalized learning opportunities. 4. Share disaggregated demographic and retention data regularly with the program faculty to concretely establish a connection between growth in inclusive teaching and course and program level student success outcomes.	Undergraduate Studies; Graduate Studies; PhD Program; Office of Faculty Affairs and Faculty Development; Recruiting, Admissions and Records; Office of Health Equity and Inclusion; DEI Co-Leads
Faculty	Enhance and enrich our enterprise for research for health equity.	Health equity focused faculty hires, grant submissions, awards, and publications	1. Increase faculty hires across programs, tracks, and stages with advanced expertise in DEI, social justice, and health equity research. 2. Establish a research core or collaborative with an inclusive and innovative focus on advancing health equity along the lines of race, ethnicity, class, gender, ability, age, and sexual identity within the US national context. 3. Promote and support faculty research and training opportunities in DEI, social justice, and health equity by defining and establishing incentives to facilitate faculty development in research and	Office of Research; Academic Departments; Office of Faculty Affairs and Faculty Development; Office of Health Equity and Inclusion; DEI Co-Leads

			teaching for DEI, social justice, and health equity.	
All constituencies	Increase and expand partnerships to support the community, increase impact in health equity and educational equity while recognizing faculty, staff, and student service and collaborations.	Count of community partnerships, impact on health equity and academic equity, and recognition opportunities	1. Increase k-12 youth pre-nursing educational programs. 2. Increase partnerships with diversity-focused and issues-based community organizations. 3. Increase opportunities for students, faculty, staff, and leaders to use specialized skill sets to provide service to community organizations with a focus on impact in health equity and educational equity. 4. Recognize such service internally during evaluations, reviews, and promotions.	Academic Departments; Human Resources; Faculty Affairs and Faculty Development; Executive Committee; Office of Health Equity and Inclusion; DEI Co-Leads

Plans for Supporting, Tracking and Updating the Strategic Plan

The School of Nursing DEI Co-leads, Chief Health and Academic Equity Officer, Dr. Rushika Patel and Assistant Professor Emerita, Dr. Patricia Coleman-Burns, are the key contacts for stewardship of this plan. They will be supported by Dean Patricia Hurn to collaborate with leaders, faculty, staff, and students to forward DEI progress across all missions, programs, and departments within the school. Additional input on the plan and timely strategies will be gathered by the DEI Co-leads and Dean Hurn iteratively throughout the year. Progress will be tracked annually with updates on plan objectives and plans for the following academic year provided to all leaders, faculty, and staff at the end of each academic year.