**School of Nursing**
**Diversity, Equity and Inclusion Strategic Plan**
**Five-year Strategic Objectives, Measures and FY 16 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 space[2] 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

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[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 Coerdt, 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 identify 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.

### III. Data and Analysis: Key Findings
#### a. Summary of Data

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.

### 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.

### 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 proportion of faculty, staff and students from populations underrepresented in nursing [PUN] – URM, Asian and males.[3]**

_Measures of Success:_ Significant improvement in the proportion of PUN representation 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.

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[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.

*FY17 Actions for faculty and staff*

1) Search committees are formed that represent 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 committees to have a diverse pool of candidates.
3) PUN 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.

*FY17 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.

*Primary DE&I Goal:*    Diversity

*Five-Year Strategic Objective 2:* **Increase our retention of PUN faculty, staff and students**

*Measures of Success:*    **For faculty:** *Proportion* of 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 from PUN; increase the proportion of PUN staff in supervisory positions.
**For students:** Significantly increase the 4-year graduation rate of UG students from PUN backgrounds; significantly decrease the time to degree for MS/MSN and PhD students from PUN; significantly increase the degree success rate of MS/MSN and PhD students from PUN.

*FY17 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.

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| FY17 Actions for Staff: | 1) Train supervisors in strategies for successful recruitment of PUN. |
| | 2) Search committees or hiring supervisors document the efforts to achieve a diverse pool of applicants for each position. |
| | 3) Develop appropriate tracking methods to identify individuals who are having difficulties in career progression. |

FY17 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.

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

*Five-Year Strategic Objective 3:* **Evaluate the potential of using an anonymous survey to 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:* A process will be developed for conversation with the SN community regarding the potential efficacy of a survey to describe and identify attributes of faculty, staff and students. If deemed appropriate, a survey will be developed and tested.

*FY17 Actions:* 1) Develop a short background paper on the potential efficacy of quantifying identity attributes of the faculty, staff and students.

2) Use focus groups of faculty, staff and students to discuss the background paper and gain insight into perspectives of efficacy of such a survey.

3) Use the focus group feedback to either move forward with survey development and testing or consider other methods for self-disclosure of personal identities as appropriate.

*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.**

*Measures of Success:* # of faculty who complete STRIDE Advance training

*FY17 Actions:* 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 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

*FY17 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.

*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

*FY17 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.

*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, UMAY 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.

*FY17 Actions:* 1) Regularly archive DEI activities through Bentley Historic Library.
2) 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.

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| *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

*FY17 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.

*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

*FY17 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.

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| *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

*FY17 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.

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| *Primary DE&I Goal:* | Diversity |
| *Other domain:* | Inclusion |

### *Students*

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

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

*FY17 Actions:* 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 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.

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| *Primary DE&I Goal:* | Diversity |
| *Other domain:* | Equity |

### V.    Goal-Related Metrics

See above and below table for metrics related to specific objectives. We will not collect metrics in addition to what is collected and analyzed as a part of the strategic objectives.

### VI.    Action Planning Tables with Details and Accountabilities
#### a.    Recruitment, Retention and Development

| Key Constituency | Strategic Objective | Measures of Success | Detailed Actions Planned |
|---|---|---|---|
| All | Significantly increase the proportion of faculty, staff and students from populations underrepresented in nursing [PUN] – URM, Asian and males. | Significant improvement in the proportion of PUN representation 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 | 1) Track PUN data of faculty and staff annually and report within the School and university<br><br>2) Continue and deepen the recruitment outreach, retention, and progression efforts to prospective applicants and current students of the School of Nursing.<br><br>3) Leverage university, health science schools and colleges, and other units' outreach resources.<br>5) Student recruitment, application, and matriculation data are tracked annually and reported within the School and university.<br>6) Progress towards goal achievement is assessed with course correction made as needed. |
| Faculty and staff | Increase the number of PUN faculty | # of PUNs candidates interviewed for each position<br><br>Proportion of PUN faculty who achieve tenure or are promoted to associate clinical/research professor<br><br>Significantly increase the five year retention rate of staff from PUN; increase the proportion of PUN staff in supervisory positions | 1) Continue to assure every newly appointed faculty has appropriate mentor(s).<br>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.<br>3) Research best practices, develop and pilot a retention toolkit for all assistant professors.<br><br>4) Train supervisors in strategies for successful recruitment of PUN<br><br>5) Provide documentation of efforts to cultivate a diverse slate of candidates from all positions. |

| Students | Increase the number of students from diverse communities | Significantly increase the 4-year graduation rate of UG students from PUN backgrounds; significantly decrease the time to degree for MS/MSN and PhD/DNP students from PUN; significantly increase the degree success rate of MS/MSN and PhD/DNP students from PUN | 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. |
|---|---|---|---|
| | | | 6) Develop appropriate tracking methods to identify individuals who are having difficulties in career progression. |
| Faculty | Encourage all faculty, as appropriate, to complete STRIDE Advance training | # of Faculty who complete STRIDE Advance 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. |

### b. Education and Scholarship

| Key Constituency | Strategic Objective | Measures of Success | Detailed Actions Planned |
|---|---|---|---|
| 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;<br><br># of virtual and actual clinical placements in non-traditional settings and/or engaging with diverse populations | 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. |
|---|---|---|---|
| All constituencies | Increase cultural competence of all members of our community | # of persons attending cultural competency workshops and experiential activities<br><br># of students providing or observing caring for diverse populations<br><br># of clinical experiences in a diversity of settings<br><br># of researchers conducting studies focused on diverse communities | 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. |
| Faculty and Students | Explore possibility of requiring a DEI-specific course for students, at undergraduate and graduate level. | # of courses focused on DEI content.<br><br># of students completing DEI-specific courses. | 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. |

### c.   Promoting an Equitable and Inclusive Community

| Key Constituency | Strategic Objective | Measures of Success | Detailed Actions Planned |
|---|---|---|---|
| All constituencies | Advance a culture of inclusivity that is respectful and engaging for all constituencies | 1) # of participants engaging in DE&I activities<br><br>2)# and type of responses to climate, UMAY, and other related surveys<br><br>3) # of communications on DEI issues<br><br>4) # of examples of improved understandings of DEI issues among key | 1) Regularly archive DEI activities through Bentley Historic Library. 2) 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 identifies. 4) Utilize faculty, student, staff and other appropriate constituents for panel discussions illustrating issues of |

| | | indicators (media representation, student body, faculty mentoring, etc.) | inclusivity for broad community engagement.<br>5) Conduct educational seminars or sessions for faculty, staff and students each semester on pertinent topics related to diversity, equity and inclusion.<br>6) Insure all members of the school's community have opportunity to attend educational seminars or sessions.<br>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.<br>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.<br>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. |
|---|---|---|---|
| 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)<br><br># of DEI cases reported and resolved<br><br># of persons reporting increased self-efficacy in awareness, knowledge and use of resources. | 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.<br><br>2) Conduct focus groups and surveys to determine efficacy in persons using resources. |
| All constituencies | All members of the UMSN increase cultural awareness, skills, and competence in DE&I issues. | # of participants<br><br>Participant evaluation of learning<br><br>Scoring or grading of competency | 1) Conduct educational seminars or sessions for faculty, staff and students each semester on pertinent topics. 2) Ensure all members of the school's community have opportunity to attend educational seminars or sessions.<br>3) Encourage faculty, staff and students (as appropriate) to engage in campus-wide events. |

**d. Service**

| Key Constituency | Strategic Objective | Measures of Success | Detailed Actions Planned |
|---|---|---|---|
| All constituencies | Improve methods for collecting, vetting, integrating and reporting feedback from the campus community. | 1) # of persons using data in curriculum, research proposals, reports, etc.<br><br>2) # of reports using data<br><br>3) Consistent alignment with university diversity strategic plan | 1) Establish best practices for data collection.<br>2) Monitor changes and modifications in the University plan to ensure consistency and assess need for timely course correction. |
| Students | Improve access to face-to-face resources for counseling prospective students and parents | # hours for counseling<br><br># student/ parent and graduate student contact hours<br><br># students attending GENESIS pre-entry activities | 1) Expand total office hours available for counseling.<br>2) Conduct best practice research on best approaches for counseling prospective students and parents (where appropriate).<br>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.<br>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. |

**VII. Plans for Supporting, Tracking and Updating the Strategic Plan**

The fulfillment of the strategic plan is ultimately the responsibility of the Dean. The Dean works with the administrative group (composed of the Assistant Dean for Administrative Affairs, the Associate Deans, and the Department Chairs) 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.

A Diversity, Equity, and Inclusion Implementation Group will have responsibility to ensure the plan's proper implementation through the first year of implementation. The Implementation Group will meet quarterly to review, analyze, and take action on data collected. It consists of representatives from leadership, academic programs, faculty, staff, students, and administrators. The Dean will determine during the first year of implementation what permanent accountability and oversight structure is best to assure long term progress.

The community will need encouragement to take up the spirit of this plan and engage fully in its implementation. While official leaders are accountable, the plan will falter without the active engagement of faculty, staff and students. In this regard we are fortunate to have an engaged community with the intention to continue improving ourselves, our climate, and our community.