

**School of Nursing**  
**Diversity, Equity, and Inclusion Strategic Plan**  
**Five-year Strategic Objectives, Measures and FY 21 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.

As an institution and discipline, the UMSN community recognizes that diversity, equity, and inclusion (DEI) are essential to nursing and nursing education and are foundational to improving health outcomes for all individuals. In the effort to continuously foster an environment of equity and inclusion in the school and healthcare, the five-year strategic plan for DEI for was developed and initiated in Academic Year (AY) 2016-2017. Specific goals of the plan fall under four categories: 1) recruitment, retention, and development, 2) education and scholarship, 3) equitable and inclusive community, and 4) service.

Within our school of Nursing, the commitment to diversity, equity and inclusion has become an enduring and inextricable aspect of our very identity and collective aspirations as a nursing school. Students from diverse, disadvantaged and/or underrepresented backgrounds as treasured, key partners and leaders enabling our school to benefit from robust, nuanced, and at times unique, experientially, derived insights that contribute to the development of a nursing science and practice that more closely addresses the needs of a profoundly diverse and diversifying country.

Our Dean Dr. Patricia Hurn has made visible our commitment to diversity addressing our current and potential students on the UMSN website:

“The University of Michigan is committed to an environment that values and respects people of all genders, ages, races, sexual orientations or gender identities, cultural backgrounds, religions, abilities, nationalities, and beliefs. In keeping with these values, the School of Nursing places its

highest priority on diversity, equity and inclusion, and seeks to ensure a positive, supportive climate in which all individuals are welcome.

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.

To assist you in identifying the numerous resources supporting diversity, equity, and inclusion, the University offers Diversity Matters at Michigan, a comprehensive web portal that lists the many people, organizations and programs that support and advance diversity initiatives at the University of Michigan and beyond. Additionally, there are many professional nursing organizations and other external resources that you may find beneficial.

As a future nursing professional, your ability to be effective in your role will be vastly enhanced by your ability to provide appropriate and compassionate care to people from a variety of backgrounds, cultures, beliefs, and abilities. I encourage you to take advantage of the countless opportunities available to you at the University of Michigan to learn about diversity and to interact with others who are different than yourself. Each and every person you encounter while you are here has something valuable to share and teach you – be open to finding out what that is.

We look forward to supporting your educational journey. Should you need more personalized assistance, please contact our Office of the Chief Inclusion Officer. They stand eager and ready to assist you.”

Our commitment to diversity, equity and inclusion in spirit and mission, is met with a commitment in the allocation of resources, including funding, curricular resources, and faculty and staff time. The School of Nursing’s mandate of education, research, and service requires that we continuously work to foster an environment of inclusion and equity 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.

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 community whether of visible or invisible differences, of disclosed or undisclosed identities, and of perspectives.

The health professions, and specifically nursing, have long recognized that improvement in health outcomes for all is linked to addressing the issues of workforce diversity, health disparities, and social determinants of health. 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

Dr. Rushika Patel, Chief Inclusion Officer and Dr. Patricia Coleman-Burns, Assistant Professor Emerita have been DEI planning and implementation leads for the School of Nursing since its beginning in 2016. DEI leadership however is distributed throughout the school with several working and project groups and DEI related organizations that develop their own DEI strategies and implementation plans. For example, the DEI Liasons for Inclusive Teaching include Drs. Jade Burns, Nadia Charania, Patricia Tillman-Meakins and Megan Eagle. They develop and implement plans with reference to inclusivity in the curriculum based on assessment and areas of need. The Undergraduate and Graduate Student Success Teams include the Associate Deans for Undergraduate and Graduate Studies and Directors of the PhD and DNP Programs. These teams use data to track diversity, equity and inclusion in the administration of overall student outcomes and also work to address arising challenges and opportunities. The Director of Admissions and Recruitment along with the Director of Human Resources work to ensure recruitment practices are high quality and provide for diverse applicant pools and increasing margins of equity in our demographic representativeness. In addition, Drs. Sheria Robinson-Lane, Akshay Sharma, and Kevin Joiner serve as organizational co-chairs for the UMSN community of color organization, LGBT organization and Men's Initiative respectively, developing and implementing strategies that serve those primary faculty, staff and student constituents. DEI plans are also informed by student representatives within our PhD, graduate and undergraduate programs vis a vis the contributions of our Rackham funded DEI GSSA and Gateways Fellows. Our DEI Implementation team is actually made up of a constellation of several working groups conducting focused work within their most immediate and respective realms of influence, and importantly, their areas of passion, conviction and expertise. These teams are supported by the DEI leads who additionally work to execute on higher level school-wide strategies and initiatives to further enhance the recruitment and retention of a diverse faculty, staff, and student body and to enhance an inclusive culture among faculty, staff, and students.

### b. Planning Process Summary

#### *i. Process used to collect data and sources of data*

Data on the diversity of students, faculty and staff in the UMSN community are assembled annually within the School by the Director of Admissions and Recruitment and the Director of Human Resources. Data and reflections on student, faculty, and staff retention are also provided by the Director of Human Resources, Office of Admissions and Records, and UMSN Project Management Office. Data on the performance and progression of all students is visualized via a DEI dashboard as well as the Student Explorer system, which allows for a robust level of monitoring so DEI resources, strategies and initiatives can be targeted where the impact is needed most and so that the community at large can reflect on its own progress. The UMSN blended model for organizational transformation is one in which responsibility for DEI progress is shared, and not siloed or compartmentalized into a single office, role or structure.

Additionally, a qualitative study on culture at UMSN was conducted during the Summer of 2019. The results of that study were shared by the Dean with the UMSN community during the AY 19-20. This data included a review of DEI specific culture related themes. DEI event and initiative evaluations also inform our DEI strategies. During the AY19-20 and after COVID-19 the Chief Inclusion Officer worked with volunteers to directly reach out to each and every student to understand how they were adjusting to the new environment in two rounds, one in March and a second in July. This was also an informative data collection opportunity. Finally, data made available to the School of Nursing from Central DEI metrics reports and climate studies is also used.

*ii. Process used to analyze data*

DEI data is analyzed on an ongoing basis in the school and used by DEI working groups and organizations to conduct our regular DEI work and develop recommendations which inform this plan. Data access and analysis is centrally coordinated and conducted by the Chief Inclusion Officer in partnership with the Project Management Office (for student performance and progression data), the Office of Recruitment and Admissions, and Human Resources who provide school level data and visualizations.

*iii. Action idea generation activities*

Idea generation occurred through discussions during various working group and committee meetings, the reflections of community members on various sources of data, remarks at DEI engagement events, and perspectives from students, faculty and staff on the climate and culture of the school.

*iv. Summary of Year Four engagement activities*

The School of Nursing hosted a number of DEI engagement activities and initiatives including via our DEI initiatives such as the UMSN Science Learning Teams, Undergraduate Peer Mentoring Program, UMSN Monthly Undergraduate Student Success Meetings, new UMSN DEI related organizations, DEI related working and project groups, UMSN Brave Space Conversations, DEI trainings, workshops and events including some funded by the Rackham Faculty Allies grant. The events, workshops and Brave Space Discussions alone had well over 500 participants. These opportunities in addition to numerous DEI planning meetings throughout the school provided for opportunities to have regular dialogue around DEI, to reflect on the state of the school and the discipline, and to plan for future initiatives and strategies to consistently improve outcomes. Engagement in DEI initiatives are far reaching in the school and every year the number of DEI champions in the school increases.

### **III. Data and Analysis: Key Findings**

#### **a. Summary of Data**

*Students:* The School of Nursing anticipates our incoming Fall 2020 freshman class will again be the most racially diverse the school has seen in years, with 39% students of color expected to matriculate. Our sophomore transfer class will also be 39% students of color. These margins of representative diversity have been steadily increasing since the beginning of our DEI plan.

It is important to note also that key graduate programs are also increasing in diversity, including our PhD program which will for the first time in years have an incoming cohort of majority students who are underrepresented in the discipline of nursing (ie. racial, ethnic and gender groups). Our new online programs promise to increase educational access for minority and working-class communities as well.

*Faculty and Staff:* Developing in its entirety, a broadly diverse educational ecosystem, where diverse, disadvantaged and/or underrepresented students can literally “see themselves” in other members of our community matters for student success as well as for eliminating health disparities. Therefore, we have prioritized faculty and staff diversity efforts in addition to diversifying our student body.

In the current academic year, 29.6% of full, associate, and clinical associate professors at the School of Nursing are from minority racial and gender groups. This represents consistent margins of increasing faculty diversity since the beginning of our DEI plan in 2016. The fastest margins of increase are amongst our tenure-track faculty whose diversity has increased by over 15 percentage points since 2016. In the most recent year of our DEI plan approximately 50% of our staff are PUN, with consistently increasing

margins of both racial and gender diversity since the beginning of our DEI plan in 2016 for staff as well.

In addition to demographic diversity we are also looking at academic performance and progression data. Over the course of the past year the academic performance and progression of undergraduate federal underrepresented minority group students specifically has increased, and it has steadily increased since 2015.

#### **b. Key Findings, Themes, and Recommendations**

The School of Nursing DEI plan along with the team of faculty and staff moving forwards its aims and goals have been successful in many ways. Since the beginning of our DEI plan in 2016, the students, faculty and staff are more diverse; academic performance and progression of minority students is increasing with more faculty represented in both the tenure and clinical tracks; and, opportunities to participate in DEI events, dialogues and other learning experiences has increased dramatically. Further, the distributive model for DEI leadership ensures DEI work remains integrated and led by diverse voices across the school, as opposed to a siloed or compartmentalized approach. As we move forward with our DEI plan we will aim to continue diversifying our community of students, faculty and staff including across roles, ranks and programs throughout the school; continue aiming to narrowing to an eventual close equity gaps in student performance and progression; and continue building a larger and even more distributed DEI leadership within the school with faculty, staff, students and administrators working on DEI projects independently at times, and in coordination at times, wherever their respective realm of influence.

#### **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.<sup>3</sup>

*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.

###### *FY21 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) 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.

*FY21 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. 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 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.
- 8) The Gateways Fellowship will continue as a pipeline to UMSN DNP and PhD programs. Participation will be open to all.
- 9) Graduate Student recruitment events will be organized via the Rackham Faculty Allies Grant.

*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.

*FY21 Actions: Faculty, Staff:*

- 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) Train supervisors in strategies for successful recruitment of diverse groups including PUN.
- 5) Provide documentation of efforts to cultivate a diverse slate of candidates from all positions.
- 6) Develop appropriate tracking methods to identify individuals who are having difficulties in career progression.
- 7) Chief Inclusion Officer will sit in on all executive and select managerial, staff and faculty search committees.
- 8) Online and tutorial resources will be developed for faculty and staff searches.
- 9) Search committees will uniformly consider candidates' experience with and commitment to DEI for all faculty, staff and administrative searches.

*FY21 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) Implement Science Learning Teams so undergraduates can receive supplemental support for first- and second-year science and statistics courses.

**7) Move forward first UMSN Pre-PhD Institute for all incoming PhD Students.**

**8) Move forward Undergraduate Peer Mentoring program option with emphasis on student academic success and belonging.**

*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.

*FY21 Actions:*

1) Use programs to enrich 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.

*FY21 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

*FY21 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

*FY21 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

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

*Measures of Success:* # of courses focused on DEI content  
 # of students completing DEI-specific courses

*FY21 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

### 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.

- 1) *FY21 Actions:*
- 1) Develop DEI “updates” in School newsletters for faculty, staff, students and alumni.
  - 2) 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.

- 3) Utilize faculty, student, staff and other appropriate constituents for panel discussions illustrating issues of inclusivity for broad community engagement.
- 4) Conduct educational seminars or sessions for faculty, staff and students each semester on pertinent topics related to diversity, equity and inclusion.
- 5) Ensure all members of the school's community have opportunity to attend educational seminars or sessions.
- 6) 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.
- 7) 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.
- 8) 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

*FY21 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:* Educate our community on sexual harassment and misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn and thrive.

*Measures of Success:* # of persons completing mandatory training

# of persons indicating increased knowledge and awareness about misconduct

*FY21 Actions:*

- 1) Support unit-level participation in mandatory training
- 2) Implement recommendations of the UMSN Committee on Sexual Harassment and Misconduct Prevention.
- 3) Support central efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct Prevention ("umbrella policy").**
- 4) Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.**

*Primary DE&I Goal:*

Equity

*Other domain:*

Promoting and Equitable and Inclusive Community

*Five-Year Strategic Objective 4:* All members of the UMSN increase cultural awareness skills and competence in DEI issues.

*Measures of Success:*

# of participants  
Participant evaluation of learning  
Scoring of grading of competency

*FY21 Actions:*

- 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
- 3) Encourage faculty, staff and students (as appropriate) to engage in campus-wide events.

*Primary DE&I Goal:*

Equity

*Other domain:*

Promoting and 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

*FY21 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.

*FY21 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.

*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, sex, first generation, class, and other data that is available to us 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, gender and other demographic variables 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 will continue 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  FY21 Actions for Faculty and Staff	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 under-represented 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	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) 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.	HR and Program Management Office  Admissions and Records	
FY21 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. Strategies include: <ul style="list-style-type: none"> <li>Increased outreach to HBCU's, HSI's and MSI's</li> <li>Increased outreach to nursing organizations</li> </ul>		

			focused on underrepresented populations		
	US – URM, Asian and males. <sup>4</sup>		health disparities research <ul style="list-style-type: none"><li>• Increased use of social media for recruitment generally, and during recruitment events specifically.</li><li>• Increased sponsorship and partnership with diversity related external organizations.</li><li>• Increased participation of faculty in recruitment trips such as Wolverine Express, conference trips, recruitment webinars, and recruitment fairs.</li><li>• Retooling the website and recruitment materials to represent the diversity of our School.</li><li>• Increased outreach to high schools and community colleges</li><li>• purchasing ACT and GRE scores for students interested in Nursing</li><li>• text from Dean to all admitted students to encourage matriculation and affirm our values</li></ul>		

			<p>2) Leverage university, health science schools and colleges, and other units' outreach resources.</p> <p>3) Student recruitment, application, and matriculation data are tracked annually and reported within the School and university.</p> <p>4) Progress towards goal achievement is assessed with course correction made as needed.</p> <p>5) Execute recommendations in UMSN Gateways Recruitment Campaign</p> <p>6) 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>7) Increase usability of UMSN website for diversity recruitment, broadly defined, by highlighting our commitment to diversity as a component of our excellence.</p> <p>8) The Gateways Fellowship will continue as a pipeline to UMSN DNP and PhD programs. Participation will be open to all.</p> <p>9) Graduate Student recruitment events will be organized via the Rackham Faculty Allies Grant.</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> <p>Chief Inclusion Officer</p> <p>Chief Inclusion Officer</p> <p>Chief Inclusion Officer</p>	
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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>	
		<p>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>	<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>	

<p>Students</p>	<p>Increase the number of students from diverse communities</p>	<p>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>	<p>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</p>	<p>Associate Deans and Directors of Academic Programs and Chief Inclusion Officer  Associate Deans and Director of</p>	
		<p>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.</p>	<p>providing practice opportunities for students with clinical practice difficulties; utilize class advisors and faculty counselors to work with students identified as at-risk. 5) Examine best practices for student success models that will facilitate timely academic progression and degree completion. 6) Continue UMSN Gateways Fellowship 7) Begin DEI in Healthcare Seminar Series 6) Implement Science Learning Teams so undergraduates can receive supplemental support for first- and second-year science and statistics courses.  <b>7) Move forward first UMSN Pre-PhD Institute for all incoming PhD Students</b>  <b>8) Move forward Undergraduate Peer Mentoring program option with emphasis on student academic success and belonging.</b></p>	<p>Academic Programs  Associate Deans with Chief Inclusion Officer  Chief Inclusion Officer with Office of Undergraduate Studies  Chief Inclusion Officer with Director of PhD Program  Chief Inclusion Officer with Undergraduate Studies</p>	

	Gather data on the diversity of the SN community including various attributes of interest e.g. socio-economic status, religions, ethnicity, etc.	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.	1) Use programs to enrich 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.	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 DEI topics within courses.	Associate Deans for Academic Programs  Faculty  Associate Deans for Academic Programs	

		diverse populations	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.	Associate Deans for Academic Programs  Faculty	
			6) Encourage diverse faculty, researcher, and student research teams for publications and grant submissions.  7) Create a centralized repository of DEI educational and scholarly resources.	Faculty	
			8) Move forward Inclusion Teaching and Nursing Initiative	Chief Inclusion Officer	
All constituencies	Increase cultural competence of all members of our community	# of persons attending cultural competency workshops and experiential activities  # of students providing or observing caring for diverse populations  # of clinical experiences in a diversity of settings  # 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.	Chief Inclusion Officer  Chief Inclusion Officer, Associate Deans for Faculty and Faculty Development and HR  Chief Inclusion Officer  HR, Associate Dean for Faculty and Faculty Development and Chief Inclusion Officer	

			<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&amp;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 DEI “updates” in School newsletters for faculty, staff, students and alumni.</p> <p>2) 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>3) 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>	

		Understandings of DEI issues among key indicators (media representation, student body, faculty mentoring, etc.)	<p>4) Conduct educational seminars or sessions for faculty, staff and students each semester on pertinent topics related to diversity, equity and inclusion.</p> <p>5) Ensure all members of the school's community have opportunity to attend educational seminars or sessions.</p>	<p>Chief Inclusion Officer, HR and Associate Dean for Faculty and Faculty Affairs</p> <p>Chief Inclusion Officer</p>	
			<p>6) 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>7) 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>8) 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 a positive culture of inclusivity.</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	1) # of cases reported and resolved (including referral to	1) Clarify and better communicate pathways for conflict resolution (roles, procedures, communication, deeper analyses); clarify role of	HR and Associate Deans with Chief Inclusion Officer	

	reporting and managing instances of prejudice or discrimination	University appropriate resources for faculty, staff and students)	the faculty ombuds, student conflict resolution officers, Office of Institutional Equity and other roles and offices at the University.		
	at the School of Nursing.	2) # of DEI cases reported and resolved 3) # of persons reporting increased self-efficacy in awareness, knowledge and use of resources.	2) Conduct focus groups and surveys to determine efficacy in persons using resources. 3) Increase awareness about equity reviews 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.	Chief Inclusion Officer with HR and Associate Deans  UMSN Cultural Champions Co-Chairs	
	Educate our community on sexual harassment and misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn and thrive.	# of persons completing mandatory training # of persons indicating increased knowledge and awareness about misconduct	1) Support unit-level participation in mandatory training. 2) Implement recommendations of the UMSN Committee on Sexual Harassment and Misconduct Prevention 3) <b>Support central efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct Prevention ("umbrella policy").</b> 4) <b>Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity &amp; Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.</b>	Chief Inclusion Officer with Chair and membership of UMSN Committee  Chief Inclusion Officer with Chair and membership of UMSN Committee	

All constituencies	All members of the UMSN increase cultural awareness skills and competence in DE&I issues.	# of participants  Participant evaluation of learning  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.  3) Encourage faculty, staff and students (as appropriate) to engage in campus-wide events.	Chief Inclusion Officer  Chief Inclusion Officer  Chief Inclusion Officer and Marketing & Communications	
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## 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.	1) # of persons using data in curriculum, research proposals, reports, etc.  2) # of reports using data  3) Consistent alignment with university diversity strategic plan	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.	Chief Inclusion Officer  Chief Inclusion Officer	



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 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.	Admissions and Recruitment  Admissions and Recruitment with Chief Inclusion Officer  Admissions and Recruitment  Chief Inclusion Officer <b>and</b> Admissions and Recruitment	
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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-Lead Dr. Patricia Coleman-Burns, and administrative staff 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.