

# College of Pharmacy

Diversity, Equity and Inclusion Strategic Plan | FY 2025

## Strategic Plan Overview

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### Selected text from President’s Diversity, Equity & Inclusion Charge:

This plan was created in response to the Presidential Charge to “*further promote [University of Michigan’s] mission and values regarding diversity, equity and inclusion.*” The Plan is to be “*highly aspirational and consistent with the leading role U-M has played in matters of diversity throughout its history.*”

From being one of the first universities to admit women in 1870 to our historic defense of race conscious admission policies at the U.S. Supreme Court in 2003, the University of Michigan has had a fierce and longstanding commitment to diversity, equity and inclusion (DEI). This commitment rests upon our recognition of the history in the United States of racial, ethnic, and gender discrimination as well as our understanding that our progress as an institute of higher learning will be enhanced with a vibrant community of people from many backgrounds.

### Goals : *Diversity, Equity, Inclusion, Belonging*

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 to 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.

Belonging – We commit to the above so we will be able to reach belonging. This will include creating a community and climate in the College where everyone is treated as, and feels like, a full member of the larger COP community. People will be able to be their authentic selves while at work or

school, feel connected to others, and thrive.

### **Rationale [Mission, Vision, Values of College of Pharmacy]:**

The **Mission** of the College of Pharmacy is to educate and inspire a diverse group of future pharmacists and pharmaceutical scientists to be leaders, advance patient care, and improve health for all. We seek to create, disseminate, and apply new knowledge that endows our graduates with the skills, abilities, behaviors, and attitudes necessary to apply the foundational sciences to the provision of inter-professional patient-centered care, management of medication use systems, advocacy of population health and wellness, and collaborative discovery and implementation of solutions to today's and tomorrow's healthcare problems.

The **Values** of the College of Pharmacy are:

#### *Community*

- We strive for a welcoming and open-minded College of Pharmacy community by cultivating belonging, inclusion, and collegiality.
- We encourage and value diverse perspectives and experiences while interacting with openness, respect, and empathy as we work to achieve our goals.
- We strive to cultivate a culture of understanding, patience, compassion, kindness, and support.
- We recognize how our history and connection to others, such as patients, underserved populations, and colleagues within and outside of our community, can influence and enhance our work.
- We strive to make a lasting impact on our local and professional community to promote health equity.
- We value all members of our College of Pharmacy community, are concerned about their well-being, and aim to provide an environment that enables everyone to be their best selves.
- We strive to provide a safe working and learning environment that enables everyone to be included and accepted regardless of their identity.

#### *Integrity*

- We believe that integrity is exemplified through honesty, transparency, professionalism, accountability, and equity.
- We are committed to continually enhancing our professional competence and cultural intelligence.
- We hold ourselves and each other accountable for our actions.
- We always strive to use our resources responsibly and to exercise ethical conduct in all we do.

#### *Excellence*

- We strive to use our collective talents to reach and exceed our goals in education, science, service, and healthcare.
- We recognize that excellence is achieved through innovative thought, creative visions, resourcefulness, hard work, and efficiency.
- We recognize that excellence is inextricably connected to diversity in all its forms, including perspective, experience, backgrounds, and culture.
- We seek excellence through inclusion.

### *Collaboration*

- We value an environment of collaboration and togetherness.
- We recognize the value of teamwork and transparent communication in achieving our shared mission and vision.
- We work cooperatively in a spirit of support, respect, and appreciation.
- We recognize and appreciate the power of diverse talents, experiences, and perspectives.

### *Leadership*

- We fulfill our commitment to developing leaders in pharmacy, healthcare, research, and education by fostering the diverse skills and talents of our people.
- We are committed to fostering leadership in our students, staff, and faculty in an inclusive manner that allows everyone opportunities to advance and thrive.
- We seek to improve human health through cutting edge scientific discoveries, innovative models of teaching, and being at the forefront of clinical pharmacy practice.
- We work to advance and advocate for the future of pharmacy and the advancement of science, as well as the individuals we serve, through interdisciplinary education and research.

We did not list diversity, equity, and inclusion as specific values, but instead wove them throughout our values so as to hold them as foundational to the College.

By striving to achieve our Mission with efforts that are grounded in our Values, we will achieve our **Vision**: We will revolutionize pharmacy practice and healthcare through interdisciplinary education and research. Accomplishing this aligns the College with the Vision 2034 Impact Areas: Life-Changing Education and Human Health & Well-Being.

We recognize that to achieve our **Vision**, we must do so through inclusive excellence. And to achieve inclusive excellence we must be an organization that actively pursues a diverse cohort of people, with intentional attention to including those from underrepresented and/or marginalized groups. The College of Pharmacy has a strong focus on leadership: many of our faculty hold leadership positions at national and international levels; and we train our students to be leaders. But to “revolutionize pharmacy practice and healthcare” it will take leaders who are diverse in thought, perspectives and experiences. Thus, we are compelled by our vision to attract and train a broadly diverse faculty, staff and students, and to do so in an environment that supports Belonging.

### **Key Strategies & Constituencies\*:**

This plan was created to support all constituents in the College of Pharmacy. They are:

**Faculty in our three departments:** Clinical Pharmacy, Medicinal Chemistry and Pharmaceutical Sciences. Our faculty cohort includes clinical, tenure track and research faculty, which we, in general, refer to collectively as faculty. Our FY 24 faculty demographics are:

	<b>Total Headcount</b>	<b>Percent Underrepresented Minority Only</b>	<b>Percent Female</b>
Tenure Track Faculty	33	12.1%	39.4%
Clinical Faculty	32	6.7%	63.3%
Research Faculty	11	0.0%	33.3%
Faculty Total	75	8.0%	48.0%

**Staff, who serve in all areas of the College**, and are in two categories: administrative staff, research staff, postdoctoral research fellows, and visiting scientists. Our FY 24 staff demographics are:

	<b>Total Headcount</b>	<b>Percent Underrepresented Minority Only</b>	<b>Percent Female</b>
Staff Total	87	17.2%	70.1%
Staff--Administrative	54	22.2%	81.5%
Staff--Research	33	9.1%	51.5%

**Students in our Educational Programs:** Professional, Graduate, and Undergraduate. Below we go into more detail about each of these student groups.

*Professional Program (PharmD)*

The UM COP currently serves 327 students, with a target of admitting 85 students per year. This goal allows us to maintain a relatively small class size compared to other colleges of pharmacy and a very favorable PharmD student: faculty ratio of 11:1.

Graduates of the PharmD program are equipped to take full advantage of the variety of career opportunities that are available. UM COP Graduates are well placed in residency programs, fellowships, and internships, as well as community and hospital pharmacies.

*Graduate Programs*

COP offers Ph.D. degrees in Medicinal Chemistry, Pharmaceutical Sciences, and Clinical Pharmacy Translational Science. With an overall enrollment of 120 (which includes PhD/PharmD dual degree students), our doctoral programs offer training within a close community of students and faculty.

COP also offers a Master of Science in Integrated Pharmaceutical Sciences (MSIPS). The goal of this young program is to provide a broad range of opportunities to enhance and integrate student understanding of drug discovery, drug delivery, and clinical pharmacy. This program is three years old, with a current cohort of 16 students.

*Undergraduate Program*

COP offers a BS in Pharmaceutical Sciences. This program provides an excellent option of study for students with interests in health professional degrees (pharmacy, medicine, etc.), graduate studies or careers in the pharmaceutical industry. This redesigned program is seven years old, with a current cohort of 103 students. The program was recently awarded primary admit status, and we are excited to prepare for our first freshman cohort who will arrive Fall 2025.

Current demographics for our student groups are:

	<b>Percent Underrepresented Minority Only</b>	<b>Percent Female</b>
PharmD	11%	74%
PhD	12%	55%
MSIPS	13%	88%
BSPS	11%	75%

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

## **Implementation Highlights and Planning Process Used**

**Planning Lead(s):**

Regina McClinton, Assistant Dean for Diversity, Equity and Inclusion

**DEI Committee and Planning Team:**

- Martin C Clasby                      Research Asst. Prof., Medicinal Chemistry
- Steven R Erickson                    Assoc. Prof., Clinical Pharmacy
- Madison Jeffrey                      Asst. Prog. Mgr. – DEI
- Regina McClinton                    Asst. Dean – DEI
- Megan O’Neal                        Asst. Prog. Mgr. – DEI
- Pennie L Rutan                        Director – Administrative Services
- Wesley Allen Wright                PharmD Student

## **Implementation Highlights and Planning Process Summary:**

The College of Pharmacy has done the majority of its planning work through two divisions:

1. The COP Diversity, Equity, Inclusion and Climate Committee, which is composed of faculty, staff, and students in our PharmD and graduate programs.
2. COP senior leadership, which includes the dean, associate and assistant deans, senior directors, and department chairs.

These two divisions reviewed data from the climate studies done through ADVANCE. The DEI Committee also assessed the DEI 1.0 Strategic Plan for strategic objectives that were not completed but agreed needed to be addressed. Examples include:

- Increase the number of faculty that are underrepresented minority (URM) and/or female.
- Provide all students (including URM students) with the necessary support for retention and academic success.
- Enhance the curriculums regarding diversity, equity and inclusion.

In addition, climate studies were available to all COP members via the College's intranet. Faculty and staff were able to share their comments and concerns at a monthly faculty/staff meeting, and two staff meetings. Town halls were organized by graduate students and attended by several members of COP senior leadership, followed by debrief meetings with student leaders and Asst. Dean McClinton. And data from Student Services reports (admissions, recruitment ,and retention data), and the DEI 1.0 Strategic Plan Review were used as well.

### **Year 1 Implementation Summary:**

Our strategy was, and continues to be, working within the College's committee framework. This meant that members of the DEI committee worked with College committees on action items that were relevant to that committee. Some of the action items because charges for the relevant committee, which served to emphasize the College's expectation for that work to be done. The DEI committee member worked with the College Committee and held them accountable for completing the assigned work. This supported the now smaller DEI Committee in being effective without being overburdened.

Highlights of Year 1 work include:

- SO 1: Hiring a mid-career faculty member.
- SO 11: Completion of planning for evaluation of wellness in the College
- SO 14: The DEI Committee reviewed the 2022 Climate study and recommended next steps.
- SO 26: A new communications director was hired and they have begun work on this objective.

### **Year 2 update process:**

-The DEI Committee was reduced in size, from 22 people to 7, while still being comprised of faculty, staff and students. This allowed for the committee to be more effective and take ownership of the work.

#### **The planning process consisted of:**

- The DEI Committee reviewed the progress status of all action items, and identified any new/additional action items that needed to be started/completed.
- The plan was modified accordingly.

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

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**Summary of Data:**

Recognizing that there would be a “next” DEI strategic plan, the College of Pharmacy began collecting data at the end of DEI 1.0.

- The DEI Committee began by assessing DEI 1.0 strategic objectives that were not completed, but that we decided needed to be addressed.
- The College reviewed data used in the DEI 1.0 Review.
- The College underwent climate studies in 2018 and 2022, through ADVANCE. Because the same questions were used for these, and the 2014 study, we were able to identify issues that were persistent.
- Student cohorts regularly hold town hall meetings, and invited Asst. Dean McClinton to attend.
- Asst. Dean McClinton met with student leaders to learn additional information on issues needing to be addressed.
- Asst. Dean McClinton surveyed PharmD 4<sup>th</sup> year students to understand how, due to the Covid pandemic, being fully remote for two years, affected their sense of belonging and community in COP.

This report is also informed by demographic data of faculty, staff, and students as well as underrepresented minority (URM) recruitment data for all COP constituencies.

**Key Findings, Themes and Recommendations:**

Distal Objective	Theme	Recommendations
<i>People</i>	The College continues to struggle in recruiting and retaining a diverse workforce and a diverse student body.	-Invest early in the pipeline to improve the diversity of the applicant pools for our programs and positions. -Continue to have Asst. Dean McClinton serve on all faculty search committees. -Require faculty to complete the STRIDE Refresher course. -Review best practices for recruitment regarding all constituencies.
	Persistent criticism on insufficient mentoring by faculty.	-Review expectations of faculty regarding mentoring. -Hold year-long training on mentoring for faculty.
	Students have reported that their needs, such as mentoring and career guidance) are not being met.	-Improve climate in the College by addressing persistent issues raised in climate studies. -Mentorship training for faculty. -Educate faculty on the needs of students
	Competition for qualified staff has increased.	Develop resources to support the retention of a broadly diverse staff
Process	All cohorts need to be supported in wellness in the workplace	Identify needs for all cohorts and use the data to address the needs

	Climate needs to be addressed regarding equity and inclusion	Infuse COP's new values throughout the College. -Address persistent climate issues identified in climate studies. -Support community building by implementing affinity groups.
	Community in all cohorts has eroded, due primarily to the Covid pandemic.	Support community building by implementing affinity groups.
	Faculty report workload inequity.	COP must strive toward workload equity. Begin with faculty workload review
Products	Curriculum for all student cohorts must be more inclusive and representative	-Provide training in anti-racism pedagogy and teaching. -Curriculum Committee on Race, Ethnicity and Social Determinants of Health should establish a timeline for completion of the work.

## Strategic Objectives, Measures of Success and Action Plans\*

### Introduction:

The College of Pharmacy plan covers all constituencies in the College: faculty, staff, PharmD students, Graduate Students, and BPS students. The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into three distal objectives determined by the University. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. For additional detail on assignments, timelines, and accountabilities, see the Action Planning Tables.

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

## PEOPLE (Recruit, Retain & Develop a Diverse Community)

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

### FACULTY

#### Strategic Objective 1:

Increase the number of faculty that are underrepresented minority (URM) and/or female.

#### Metrics:

1. Application rates from diverse applicants increase by at least 30%.



2. COP hires at least 2 of the post-doctoral fellows from the pilot program.

**Actions:**

1. Seek to recruit a broadly diverse pool of applicants for upcoming faculty positions.
2. Asst. Dean for DEI will continue to serve on all search committees.
3. ~~Implement and assess new Postdoctoral Collegiate Fellows Program.~~
3. Review the current post-doctoral fellowship pilot program and its components for revision/adjustments, and establish assessment metrics.
4. Support new COP ad hoc committee working on faculty recruitment (as part of College's Strategic Plan).

**Primary DEI Goal:** Diversity

**Strategic Objective 2:**

Continue faculty education on issues of bias and inclusion.

**Metrics:**

1. Assessment shows at least 60% of faculty demonstrate an increased knowledge and understanding of bias and inclusion.
2. At least 60% of faculty can articulate how they address bias and inclusion in their work with students.

**Actions:**

1. Hold annual DEI training as part of COP strategic planning.

**Primary DEI Goal:** Inclusion

**Strategic Objective 3:**

Increase faculty knowledge and skill set in mentoring.

**Metrics:**

1. At least 80% of students report being satisfied with faculty mentoring.
2. At least 60% of faculty demonstrate an increased knowledge in mentoring and ability to mentor.

**Actions:**

1. Work with faculty dev. comm and senior associate dean to create plan for year-long mentorship training.

**Primary DEI Goal:** Equity, Inclusion, Belonging

**STAFF**

**Strategic Objective 4:**

Develop resources to support the retention of a broadly diverse staff.

**Metrics:**

1. Staff are able to articulate what policies are relevant to their work, and to the functioning of the College.
2. Resources are created and implemented.
3. At least 60% of supervisors demonstrate an increased knowledge on COP's culture and philosophies related to professional development, work/life balance, etc., as well as policies that relate to being a supervisor of staff.
4. Funding and supervisor support is bolstered for career development and mentorship

opportunities.

5. Staff report greater frequency of use of career development and mentorship opportunities.

6. At least 60% of staff provide feedback on current workload and workflow.

7. At least three changes are implemented in the next year.

**Actions:**

~~1. Review COP policies at staff meetings or a retreat.~~

1. Partner with asst. dir. for admin. services and sr. HR officer to review COP policies.

~~2. Create a “teaching module” on COP policies for new hires.~~

2. Partner with COP HR and asst. dir. for admin. services to convert the current live presentation on culture and resources to be included in an online orientation, including policies & procedures.

3. Provide training to supervisors on the COP’s culture and philosophies related to professional development, work/life balance, etc., as well as policies that relate to being a supervisor of staff.

~~4. Expand on individual development, including career development and mentorship.~~

4. Charge and support new Staff Development Comm. to expand on existing online individual development plan system, including career development and mentorship.

~~5. Enhance work/life balance by assessing workload, workflow, potential efficiencies, and policies/procedures; identifying problems and potential solutions; recommending and implementing remedies.~~

5. Admin. dir. and asst. dir. for admin. Services will convene a workflow task force to enhance work/life balance by assessing workload, workflow, potential efficiencies, and policies/procedures; identifying problems and potential solutions; recommending and implementing remedies.

**Primary DEI Goal:** Equity, Inclusion

**Strategic Objective 5:**

Ensure hiring procedures are equitable and inclusive.

**Metrics:**

1. College continues to have broadly diverse applicant pools for new positions.

At least 90% of staff demonstrate an increased knowledge of making unbiased hiring decisions.

**Actions:**

~~1. Continue to review applicant pool demographic information to evaluate if recruitment strategies are sufficient or if additional/different posting strategies are needed.~~

1. Sr. HR officer & admin. director will continue to review the demographics of applicant pools for all open staff positions after conclusion of the search to evaluate whether recruitment strategies are promoting broadly diverse pools.

~~2. Require staff to complete training in making unbiased hiring decisions.~~

2. Support new Staff Development Comm. to identify specific training for making unbiased hiring decisions and work with the dean, admin. director, and COP HR to require such training (and track it) for all staff.

**Primary DEI Goal:** Equity, Inclusion

## **PHARM D STUDENTS**

### **Strategic Objective 6:**

Increase the diversity of our PharmD student body, year over year.

#### **Metrics:**

1. Demographics of the U-M COP applicant pool and incoming class.
2. At least 10% increase in the number of students from partner institutions applying to programs.

#### **Actions:**

1. Review current outreach methods and evaluate effectiveness.
2. Continue to work with Morgan State and Savannah State, tribal colleges, community colleges, and others to build pipelines for PharmD and PhD programs.

**Primary DEI Goal:** Diversity

## **GRADUATE STUDENTS**

### **Strategic Objective 7:**

Increase the diversity of our Graduate student body, year over year.

#### **Metrics:**

1. Demographics of the U-M COP applicant pool and incoming class.
2. At least 25 confidential conversations are held with graduate students.

#### **Actions:**

1. Review current outreach methods and evaluate effectiveness.
2. Conduct confidential conversations to learn about student experiences.

**Primary DEI Goal:** Diversity

## **UNDERGRADUATE STUDENTS**

### **Strategic Objective 8:**

Increase the diversity of our BSPS student body, year over year.

#### **Metrics:**

1. Demographics of the U-M COP applicant pool and incoming class.

#### **Actions:**

1. Review current outreach methods and evaluate effectiveness.
2. Create DEIB Plan Action Items to support the program's upcoming primary admit status.

College-wide DEIB plan.

**Primary DEI Goal:** Diversity

## **ALL STUDENT COHORTS**

### **Strategic Objective 9:**

Provide all students with the necessary support for retention and academic success.

#### **Metrics:**

1. At least 80% of students report being satisfied with support received from COP.

2. Disaggregated data shows little to no significant gap in student GPA or retention rates.
3. Plan is developed within the next year.

**Actions:**

1. Identify student needs: review performance indicators for current students via surveys and confidential conversations.
2. Create plan with timeline to address needs.

**Primary DEI Goal:** Diversity

**Strategic Objective 10:**

Ensure the needs of international students in all COP programs, including funding and integration into depts, are met.

**Metrics:**

1. At least 80% of international students report being satisfied with COP program support.

**Actions:**

1. Create ad hoc committee to:
  - a. Identify needs using COP climate study and town halls.
  - b. Develop recommendations and strategies.

**Primary DEI Goal:** Equity, Inclusion

## **PROCESS (Create an Equitable and Inclusive Campus Climate)**

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

### **COLLEGE**

**Pathway for conflict resolution.**

The College of Pharmacy has utilized a Concern Note process for over 10 years for our PharmD students. Employees were fully integrated following review by human resources and the Office of the General Counsel of procedures for handling concerns submitted about employees in 2016. Graduate students were integrated following the implementation of procedures for handling those concerns in 2019. The Concern Note process allows College of Pharmacy students and employees to report instances or patterns of behavior by an employee or student that they consider to be unprofessional, inappropriate, unethical, or substandard in any way, including discrimination or harassment. Concerns are addressed according to the appropriate College and University policies and procedures. The submitter's identity is kept confidential by those who have access to this concern note unless the submitter grants permission or there is a requirement by policy or law to provide it. Anonymity is not guaranteed.

**Strategic Objective 1:**

Support the College's goal to achieve inclusion and belonging by evaluating wellness (Any workplace health promotion activity or organizational policy designed to support healthy behavior among employees and to improve health outcomes) in the College.

**Metrics:**

1. Will determine metrics after identifying assessment tools.

**Actions:**

1. Create ad hoc committee to:
  - a. Identify needs using COP climate study and town halls
  - b. Develop recommendations and strategies
2. Conduct wellbeing/burnout assessment and analyze results.

**Primary DEI Goal:** Equity, Inclusion

**Strategic Objective 2:**

Promote awareness and respect of differences in culture, birthplace, backgrounds, etc. by holding regular diversity / inclusion events.

**Metrics:**

1. Programming attended by at least 60% of faculty, staff, and students.

**Actions:**

1. Hold 3 events, both within and across constituent groups, that are focused around issues and not identities during the 24-25 academic year, that include assessment to evaluate program effectiveness

**Primary DEI Goal:** Equity, Inclusion

**Strategic Objective 3:**

Infuse the College's new values throughout the College.

**Metrics:**

1. Survey of incoming students shows 60% or more are aware of COP's values at the start of their first year

**Actions:**

- ~~1. Create a plan to infuse values throughout College policies, programs, communications, etc.~~
1. Work with colleagues across the college to review policies, programs, communications, etc., to ensure they align with and communicate our values and ensure awareness among all constituents.

**Primary DEI Goal:** Equity, Inclusion

**Strategic Objective 4:**

Improve COP Climate by addressing issues from 2022 climate study.

**Metrics:**

1. 2025 Climate Survey shows all COP constituents report that they perceive the COP climate to have improved.
2. The number of mentions of key issues identified in previous Climate Surveys have decreased in the 2025 Climate Survey

**Actions:**

- ~~1. Refer to items identified in climate study for various COP constituents and create plans to address them~~
1. Utilize recommendations from ad hoc committee to address climate study issues

**Primary DEI Goal:** Equity, Inclusion

**Strategic Objective 5:**

Support building community by implementing Affinity Groups (Groups of people linked by a common purpose, ideology, or interest. They play a vital role in ensuring an inclusive environment where all are valued, included, and empowered to succeed).

**Metrics:**

1. In three years, COP has at least 5 Affinity Groups that meet regularly.

**Actions:**

- ~~1. Develop plan summer '23 and launch Affinity Groups Fall '23.~~
1. Develop process for supporting affinity groups.

**Primary DEI Goal:** Inclusion, Belonging

**FACULTY****Strategic Objective 6:**

Examine faculty workload equity.

**Metrics:**

1. At least 70% of faculty participate in a survey on workload equity.
2. Recommendations are formed.

**Actions:**

1. Evaluate workload equity among faculty.

**Primary DEI Goal:** Equity, Inclusion

**STAFF****Strategic Objective 7:**

Examine staff job satisfaction.

**Metrics:**

1. At least 70% of staff report high job satisfaction.

**Actions:**

1. Examine fatigue and burn out among staff.
  - ~~a. Staff assessment conducted by Dec. '23, with at least 70% response rate.~~
  - a. Staff assessment of overall job satisfaction conducted by Dec. '24, with at least 70% response rate.

**Primary DEI Goal:** Equity, Inclusion

**PHARMD****Strategic Objective 8:**

Re-establish community in the PharmD program.

**Metrics:**

At least 70% of PharmD students report feeling like they are a part of a community in the COP

**Actions:**

1. Use confidential conversations and surveys to understand how community was eroded

during Covid.

a. Complete information collection by Jan. '24

~~2. Use confidential conversations and surveys to understand the needs of current students regarding community needs.~~

2. Create plan for next steps using ad hoc committee recommendations.

b. Complete information collection by December '24

**Primary DEI Goal:** Inclusion, Belonging

## **GRADUATE**

### **Strategic Objective 9:**

Improve the graduate student experience.

#### **Metrics:**

1. At least 70% of students participate in the survey. At least 10 students participate in the qualitative interview process. At least 80% of students report being satisfied with their student experience.

2. An ad hoc committee is established to review assessment and develop a plan of action that will unfold within 1 year of the end of assessment

#### **Actions:**

1. Create and distribute a student experience survey for graduate students. Conduct qualitative interviews with graduate students to further identify needs.

2. Utilize an ad hoc comm. to review climate survey data and create plan.

**Primary DEI Goal:** Belonging

## **FUNDRAISING**

### **Strategic Objective 10:**

Fundraise private support to fund DEI priorities within COP.

#### **Metrics:**

1. COP secures funding from at least one private foundation.

#### **Actions:**

1. Secured \$1.5 Million funding from the McKesson Foundation. For more information click [here](#).

2. A priority plan is established within 6 months.

**Primary DEI Goal:** Equity

### **Strategic Objective 11:**

Work with new Development Director on additional efforts.

#### **Metrics:**

To be determined.

#### **Actions:**

~~1. Meet with new director and establish additional priorities~~

1. Meet with Development team to discuss existing and new efforts.

**Primary DEI Goal:** Inclusion

## **HEALTH PROFESSION SCHOOLS**

### **Strategic Objective 12:**

Explore collaboration among HSC-DEI Leads.

#### **Metrics:**

1. HSC-DEI Deans work with their respective leads to accomplish the proposed work.

#### **Actions:**

1. Develop a suite of best practices to support recruitment and retention of, among others, underrepresented faculty in the health sciences.

**Primary DEI Goal:** Equity, Inclusion

### **Strategic Objective 13:**

Explore collaborative work among HSC-DEI Leads.

#### **Metrics:**

1. HSC-DEI Deans work with their respective leads to achieve the proposed work

#### **Actions:**

1. Explore best practices in supporting health science students: financially, mentally and socially.

**Primary DEI Goal:** Equity, Inclusion

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

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

## **INCLUSIVE TEACHING- FACULTY**

### **Strategic Objective 1:**

Faculty in all departments will understand anti-racism pedagogy.

#### **Metrics:**

1. At least 90% of faculty can define anti-racism pedagogy.
2. At least 70% of faculty participate in the training plan.
3. At least 70% of faculty can demonstrate how anti-racism course content applies to their course.

#### **Actions:**

1. Develop and distribute survey to assess level of understanding of anti-racism pedagogy.
2. Develop a training plan on developing anti-racism course content.

**Primary DEI Goal:** Inclusion

### **Strategic Objective 2:**

Curricula will be revised to be inclusive and teach on race, ethnicity, and social determinants of health.

#### **Metrics:**



1. At least 60% of faculty adjust their curriculum in alignment with anti-racism pedagogy.

**Actions:**

1. Curriculum Subcommittee on Racism, Ethnicity and SDOH will develop timeline for completion of work.
2. Committee will review literature and identify best practices for curricular transformation in health professions education.

**Primary DEI Goal:** Inclusion

## **COLLEGE**

### **Strategic Objective 3:**

Ensure the College's new website is inclusive and equitable.

**Metrics:**

1. Final website meets at least 80% of the Web Content Administrator and Standard Practice guidelines.
2. New web content administrator (or equivalent) is hired by 12/31/23.

**Actions:**

1. Follow Website Content Administrator and Standards Practice Guides on accessibility.
2. ~~Increase staffing in Communications with new hires who have knowledge of ensuring website accessibility.~~
  - a. ~~Hire to be on board by end of Fall '23.~~
2. Work with Communications team and website contractor to ensure accessible website.

**Primary DEI Goal:** Equity, Inclusion

### **Strategic Objective 4:**

Ensure new building is inclusive beyond ADA compliance.

**Metrics:**

1. Building meets 100% of relevant ADA compliance standards.

**Actions:**

1. ~~Building plans have been reviewed to ensure barriers to accessibility have been removed.~~
1. Continue monitoring building progress to ensure that this level of accessibility continues, including furniture & décor choices.

**Primary DEI Goal:** Equity, Inclusion

## **Goal-related Metrics**

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### **College Metrics:**

#### ***Undergraduate Students***

*Demographic Composition:*

- *Headcount*
- *Race/ethnicity*
- *Sex*

*Graduation Rates:*

- *4-Year*

*Enrollment:*

- *Student class level (junior, senior)*

*Climate Survey Indicators:*

- *Satisfaction with overall U-M climate/environment*
- *Semantic aspects of the general climate of U-M campus overall*
- *Semantic aspects of the DEI climate at U-M campus overall*
- *Feeling valued at U-M campus overall*
- *Feeling of belongingness at U-M campus overall*
- *Feelings of discrimination at U-M campus overall*

**Graduate and Professional Students**

*Demographic Composition:*

- *Headcount*
- *Race/ethnicity*
- *Sex*

*Enrollment:*

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

*Climate Survey Indicators:*

- *Satisfaction with climate/environment in department of School/College*
- *Assessment of semantic aspects of the general climate in department of School/College*
- *Assessment of semantic aspects of the DEI climate in department of School/College*
- *Feeling valued in department of School/College*
- *Feeling of belongingness in department of School/College*
- *Feelings of discrimination in department of School/College*

**Staff**

*Demographic Composition:*

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

*Climate Survey Indicators:*

- *Satisfaction with unit climate/environment in work unit*
- *Assessment of semantic aspects of the general climate in work unit*
- *Assessment of semantic aspects of the DEI climate in work unit*
- *Feeling valued in work unit*

- *Feeling of belongingness in work unit*
- *Perceptions of equal opportunity for success in work unit*
- *Feeling able to perform up to full potential in work unit*
- *Feelings of professional growth in work unit*
- *Feelings of discrimination in work unit*

**Faculty**

*Demographic Composition:*

- *Headcount*
- *Race/ethnicity*
- *Sex*
- *Tenure status*

*Climate Survey Indicators (sample indicators listed below):*

- *Satisfaction with climate/environment in department of School/College*
- *Assessment of semantic aspects of the general climate in department of School/College*
- *Assessment of semantic aspects of the DEI climate in department of School/College*
- *Feeling valued in department of School/College*
- *Feeling of belongingness in department of School/College*
- *Perceptions of equal opportunity for success in department of School/College*
- *Feeling able to perform up to full potential in department of School/College*
- *Feelings of discrimination in department of School/College*

**Action Planning Tables with Details and Accountabilities**

**PEOPLE** (*Recruitment, Retention & Development*)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Faculty	Increase the number of faculty that are underrepresented minority (URM) and/or female.	Application rates from diverse applicants increase by at least 30%.	Seek to recruit a broadly diverse pool of applicants for upcoming faculty positions.	COP Dean Asst. Dean- DEI
			Asst. Dean for DEI will continue to serve on all search committees	COP Dean Asst. Dean- DEI
			Support new COP ad hoc committee working on this (as part of College’s	COP Dean Asst. Dean- DEI

			Strategic Plan)	
		COP hires at least 2 of the post-doctoral fellows from the pilot program.	<del>Implement and assess new Postdoctoral Collegiate Fellows Program.</del> Review the current post-doctoral fellowship pilot program and its components for revision/adjustments and establish assessment metrics	COP Dean Asst. Dean- DEI Admin. Dir.
	Continue faculty education on issues of bias and inclusion	Assessment shows at least 60% of faculty demonstrate an increased knowledge and understanding of bias and inclusion.  At least 60% of faculty can articulate how they address bias and inclusion in their work with students.	Hold annual DEI training as part of COP strategic planning.	COP Dean Asst. Dean- DEI Fac. Dev. Chairs
	Increase faculty knowledge and skill set in mentoring	At least 80% of students report being satisfied with faculty mentoring.  At least 60% of faculty demonstrate an increased knowledge in mentoring and ability to mentor.	Work with faculty dev. comm and sr. assoc. dean to create plan for year-long mentorship training.	COP Dean Asst. Dean- DEI Fac. Dev. Chairs Dept. Chairs
Staff	Develop resources to support the retention of a broadly diverse staff	Staff are able to articulate what policies are relevant to their work, and to the functioning of the College.	<del>Review COP policies at staff meetings or a retreat.</del> Partner with asst. dir. for admin. services and sr. HR officer to review COP policies	Admin Dir. Asst. Dir. for Admin Services Sr. HR Officer
		Resources are created and implemented.	<del>Create an online "teaching module" on COP culture, policies and procedures for new hires.</del> Partner with COP HR and asst. dir. for admin. services to convert the current live presentation on culture	Admin Dir. Asst. Dir. for Admin. Services Sr. HR Officer

			and resources to be included in an online orientation, including policies & procedures	
		At least 60% of supervisors demonstrate an increased knowledge on COP's culture and philosophies related to professional development, work/life balance, etc., as well as policies that relate to being a supervisor of staff.	Provide training to supervisors on the COP's culture and philosophies related to professional development, work/life balance, etc., as well as policies that relate to being a supervisor of staff.	Admin Dir Sr. HR Officer
		Funding and supervisor support are bolstered for career development and mentorship opportunities.  Staff report greater frequency of use of career development and mentorship opportunities.	<del>Expand on individual development, including career development and mentorship.</del> Charge and support new Staff Development Comm. to expand on existing online individual development plan system, including career development and mentorship	Admin Dir Sr. HR Officer
		At least 60% of staff provide feedback on current workload and workflow.  At least three changes are implemented in the next year.	<del>Enhance work/life balance by assessing workload, workflow, potential efficiencies, and policies/procedures; identifying problems and potential solutions; recommending and implementing remedies.</del> Admin. dir. and asst. dir. for admin. services will convene a workflow task force to enhance work/life balance by assessing workload, workflow, potential efficiencies, and policies/procedures; identifying problems and potential solutions; recommending and implementing remedies	Admin Dir. Asst. Dir. for Admin. Services

	Ensure hiring procedures are equitable and inclusive	College continues to have broadly diverse applicant pools for new positions.	<del>Continue to review applicant pool demographic information to evaluate if recruitment strategies are sufficient.</del> Sr. HR officer & admin. director will continue to review the demographics of applicant pools for all open staff positions after conclusion of the search to evaluate whether recruitment strategies are promoting broadly diverse pools.	Admin Dir Sr. HR Officer
		At least 90% of staff demonstrate an increased knowledge of making unbiased hiring decisions.	<del>Require staff to complete training in making unbiased hiring decisions</del> Support new Staff Development Comm. to identify specific training for making unbiased hiring decisions and work with the dean, admin. director, and COP HR to require such training (and track it) for all staff.	Admin Dir Sr. HR Officer
Pharm D	Increase the diversity of our PharmD student body, year over year.	Demographics of the U-M COP applicant pool and incoming class	Review current outreach methods and evaluate effectiveness.	Asst. Dean- DEI Asst. Dean- SS and Admissions
		At least 10% increase in the number of students from partner institutions applying to programs.	Continue to work with Morgan State and Savannah State, tribal colleges, community colleges, and other to build pipelines for PharmD and PhD programs.	Asst. Dean- DEI
Graduate Students	Increase the diversity of our Graduate student body, year over year.	Demographics of the U-M COP applicant pool and incoming class	Review current outreach methods and evaluate effectiveness.	Asst. Dean- DEI Asst. Dean- SS and Admissions
		At least 25 confidential conversations are held with graduate students	Conduct confidential conversations to learn about student experiences.	Asst. Dean- DEI Asst. Dean- SS and Admissions
BSPS	Increase the diversity of our	Demographics of the U-M COP applicant pool	Review current outreach methods and evaluate effectiveness.	BSPS Director Asst. Dean- SS and

	BSPS student body, year over year.	and incoming class		Admissions
			Create College-wide DEIB plan to support program's upcoming primary admit status.	BSPS Director Asst. Dean- SS and Admissions
All Student Cohorts	Provide all students with the necessary support for retention and academic success.	At least 80% of students report being satisfied with support received from COP.  Disaggregated data shows little to no significant gap in student GPA or retention rates.	Identify student needs: review performance indicators for current students via surveys and confidential conversations.	COP Deans
		Plan is developed within the next year.	Create plan with timeline to address needs.	Asst. Dean- SS and Admissions Asst. Dean- DEI Asst. Dean, Co-Curric and Prof Dev
	Ensure the needs of international students in all COP programs, including funding and integration into depts, are met.	At least 80% of international students report being satisfied with COP program support.	Create ad hoc committee to: identify needs using COP climate study and town halls; develop recommendations and strategies	COP Deans Dept. Chairs

**PROCESS** (*Promoting & Equitable & Inclusive Community*)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
College	Support the College's goal to achieve inclusion and belonging by evaluating wellness (Any workplace health promotion	Will determine metrics after identifying assessment tools.	Create ad hoc committee to: -Identify needs using COP climate study and town halls. -Develop recommendations and strategies.	Asst. Dean- DEI, Asst. Dean, Co-Curric and Prof Dev

	activity or organizational policy designed to support healthy behavior among employees and to improve health outcomes) in the College.			
	Promote awareness and respect of differences in culture, birthplace, backgrounds, etc. by holding regular diversity / inclusion events.	Programming attended by at least 60% of faculty, staff, and students.	Hold 3 events, both within and across constituent groups, that are focused on issues and not identities during the 24-25 academic year, that include assessment to evaluate program effectiveness.	Asst. Dean- DEI
	Infuse the College's new values throughout the College	Survey of incoming students shows 60% or more are aware of COP's values at the start of their first year.	<del>Create plan to infuse values throughout the College's policies, programs, communications, etc.</del> Work with colleagues across the college to review policies, programs, communications, etc., to ensure they align with and communicate our values and ensure awareness among all constituents	COP Dean Asst. Dean- DEI, Admin Dir Asst. Dean, Co-Curric and Prof Dev
	Improve COP Climate by addressing issues from 2022 climate study	2025 Climate Survey shows all COP constituents report that they perceive the COP climate to have improved.  The number of mentions of key issues identified in previous Climate Surveys have decreased in the 2025 Climate Survey.	<del>Refer to items identified in climate study for various COP constituents and create plans to address them.</del> Utilize recommendations from ad hoc committee to address climate study issues.	COP Dean and COP leadership
	Support building community by implementing Affinity Groups	In three years, COP has at least 5 Affinity Groups that meet regularly.	<del>Develop plan summer '23</del> <del>Launch Affinity Groups Fall '23</del> Develop process for supporting affinity groups.	Asst. Dean- DEI



Faculty	Examine faculty workload equity	At least 70% of faculty participate in a survey on workload equity.  Recommendations are formed.	Evaluate workload equity among faculty.	COP Dean Dept. Chairs
Staff	Examine staff job satisfaction	At least 70% of staff report high job satisfaction.	Evaluate fatigue and burn out among staff. <del>Staff assessment conducted by Dec. '23, with at least 70% response rate.</del> Staff assessment of overall job satisfaction conducted by Dec. '24, with at least 70% response rate	Asst. Dean- DEI Admin Dir Sr. HR Officer
Pharm D	Re-establish community in the PharmD program	At least 70% of PharmD students report feeling like they are a part of a community in the COP.	Use confidential conversations and surveys to understand how community was eroded during Covid. -Complete information collection by Jan. '24 <del>Use confidential conversations and surveys to understand the needs of current students regarding community needs.</del> Create plan for next steps using ad hoc committee recommendations by Dec. 24.	Asst. Dean- DEI Asst. Dean, Co-Curric and Prof Dev
		At least 70% of PharmD students participate in a survey that identifies community needs.	Use confidential conversations and surveys to understand the needs of current students regarding community needs. -Complete information collection by March '24	Asst. Dean- DEI Asst. Dean, Co-Curric and Prof Dev
Graduate	Improve the graduate student experience.	At least 70% of students participate in the survey. At least 10 students participate in the qualitative interview process. At least 80% of students report being satisfied with their student experience.	Create and distribute a student experience survey for graduate students. Conduct qualitative interviews with graduates students to further identify needs.	Asst. Dean- DEI Assoc. Dean- Grad Ed

		An ad hoc committee is established to review assessment and develop a plan of action that will unfold within 1 year of the end of assessment	Utilize an ad hoc comm. to review climate survey data and create plan.	Assoc. Dean- Grad Ed Asst. Dean- DEI
Fundraising	Fundraise private support to fund DEI priorities within COP.	COP secures funding from at least one private foundation.	Secured \$1.5 Million funding from the McKesson Foundation. For more information click <a href="#">here</a> .	COP Dean Asst. Dean- DEI Development Dir
	Work with new Development Director on additional efforts	To be determined.	<del>Meet with new director and establish additional priorities.</del> Meet with Development team to discuss existing and new efforts	COP Dean Asst. Dean- DEI Development Dir
Health Profession Schools	Explore collaboration among HSC-DEI Leads	HSC-DEI Deans work with their respective leads to accomplish the proposed work.	Develop a suite of best practices to support recruitment and retention of, among others, underrepresented faculty in the health sciences.	HSC-DEI Leads HSC Deans
	Explore collaborative work among HSC-DEI Leads	HSC-DEI Deans work with their respective leads to achieve the proposed work.	Explore best practices in supporting health science students: financially, mentally, and socially.	HSC-DEI Leads

## PRODUCTS (Education, Scholarship & Service)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Inclusive Teaching-- Faculty	Faculty in all departments will understand anti-racism pedagogy	At least 90% of faculty can define anti-racism pedagogy.	Develop and distribute survey to assess level of understanding of anti-racism pedagogy.	COP Dean, Fac. Dev. Comm. Chairs, Asst. Dean- DEI
		At least 70% of faculty participate in the training plan.  At least 70% of faculty	Develop a training plan on developing anti-racism course content.	Fac. Dev. Comm. Chairs, Asst. Dean- DEI

		can demonstrate how anti-racism course content applies to their course.		
	Curricula will be revised to be inclusive and teach on race, ethnicity, and social determinants of health	At least 60% of faculty adjust their curriculum in alignment with anti-racism pedagogy	Curriculum Subcommittee on Racism, Ethnicity and SDOH will develop timeline for completion of work.	COP Dean Asst. Dean- Curric
			Committee will review literature and identify best practices for curricular transformation in health professions education.	COP Dean Asst. Dean- Curric
College	Ensure the College's new website is inclusive and equitable	Final website meets at least 80% of the Web Content Administrator and Standard Practice guidelines.	Follow Website Content Administrator and Standards Practice Guides on accessibility	Comm Dir Admin Dir App Pgr/Analyst Sr
		New web content administrator (or equivalent) is hired by 12/31/23.	<del>Increase staffing in Communications with new hires who have knowledge of ensuring website accessibility.</del> <del>Hire to be on board by end of Fall '23.</del> Work with Communications team and website contractor to ensure accessible website.	COP Dean Comm Dir
	Ensure new building is inclusive beyond ADA compliance	Building meets 100% of relevant ADA compliance standards.	<del>Building plans have been reviewed to ensure barriers to accessibility have been removed.</del> Continue monitoring building progress to ensure that this level of accessibility continues, including furniture & décor choices.	COP Dean Admin Dir Asst. Dean- DEI Asst Dir- Admin Svcs

## Plans for Supporting, Tracking and Updating the Strategic Plan

The College of Pharmacy Diversity, Equity and Inclusion Strategic Plan will be under the stewardship of the Assistant Dean for Diversity Equity and Inclusion, Dr. Regina McClinton. She will be supported by College leadership, the College's DEI Committee and stakeholders identified in the plan. All three

groups will be regular contributors to shaping the plan during the five-year cycle of the plan, and beyond.

This plan is being incorporated into the College's new strategic plan, which was recently generated. This will support the grounding of the College's work in DEI and the College's values. Also, the College has a practice in requiring stakeholders to update progress on their respective objectives, and the plan is discussed by College leadership (deans, senior directors, dept. chairs) in meetings at the beginning and end of each fiscal year.