

UPDATED July 9, 2024

School of Nursing (UMSN)

Diversity, Equity, and Inclusion Strategic Plan | FY 2025

Strategic Plan Overview

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

- Dr. Santa Ono, President, University of Michigan

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

- Dr. Patricia Hurn, Dean, Michigan Nursing

Goals [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.

Rationale [Mission, Vision, Values of Michigan Nursing]:

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

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

cultural, ethnic, age, disability, sexual and other populations by shared demography, continue to disproportionately bear the burden of health and other inequities. Quite notably, the impoverishment of large sectors of the population within the US and globally has left millions in need and without access to adequate health care or other basic life sustaining resources, including food and potable water, and here, in the US. Given the moral, ethical, and professional expectations and standards that guide nursing, nursing education and healthcare within our democracy, and inspire generation and generation of youth to become nurses and quite literally save lives - we have a mighty task ahead of us.

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

Given this context, and during this Year 2 of the DEI 2.0 plan, the UMSN remains committed to mobilizing the incredible strength and potential of our School, its students, faculty, staff, and leaders as well as our collective teaching, learning, research, and scholarship, in the service of, and so as to truly achieve a world and country where *health for all* is possible. *We believe it is.*

Key Strategies & Constituencies*

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

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

Implementation Highlights and Planning Process Used

Planning Leads:

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

Implementation Highlights and Planning Process Summary

The Michigan Nursing community has wholeheartedly embraced DEI values across our entire spectrum of operations. These principles are complemented by our EPIC values, which empower us to intervene against disrespect, foster truthful and compassionate communication within our School, celebrate each individual's inherent worth and integrity, and cultivate an appreciation for diversity across our learning, service, teaching, practice, and research missions.

In the past year, our commitment to DEI and health equity has been robust and impactful. The EPIC Scholars Nursing Health Equity Program, funded by Michigan Nursing, the Health Resources and Services Administration, and the Towsley Foundation exemplifies this commitment by providing substantial financial, personal and academic support to 65 transfer students facing economic challenges. Notably, we have achieved an outstanding academic retention rate of over 93% among participants over the last two years. In our strategic planning efforts, we expanded support to an additional 40 freshmen during Year 1 of our DEI plan, and we've made the programs academic resources universally accessible to all undergraduate students, irrespective of economic background. This inclusive approach, in addition to the hard work of our faculty, graduate student assistant, and undergraduate program leadership and staff, has resulted in consistent improvements in academic retention, particularly among historically underrepresented race, ethnicity, gender and socioeconomic class groups in nursing.

Our support extends to graduate students through specialized academic resources for students registered in our first year graduate and doctoral courses, a workshop for aspiring clinical faculty in our DNP program, writing and statistics coaching and consultation for PhD students, and a comprehensive 3-Day Pre-PhD Institute focusing on statistics, writing and our DEI values and School and cross campus opportunities to be a part of creating the culture one wants to have. Our commitment to student engagement in DEI is further demonstrated by a diverse array of student organizations, including Nursing Students of Color, American Association of Men in Nursing, LGBTQ Nursing, Disability Justice, and COPE Student Wellness Organization, all of which are open to all interested students.

The Health Equity Leadership Series further enhances our educational framework by featuring esteemed researchers who address critical topics such as homelessness, racial equity in healthcare and the significance of the humanities for the health sciences. These events have attracted over 300 participants from our faculty, staff, students, and the broader University of Michigan community bringing participation in this series to an all-time high.

Across our institution, DEI initiatives are integrated into core activities. Our Office of Research, for instance, has integrated DEI and health equity into its annual Research Day Symposium, featuring keynote speakers and networking opportunities that connect students with mentors and campus programs who can support them to pursue academic, research, and or leadership career paths that may be new for them, and for their families. The Office of Faculty Development honors excellence in inclusive teaching and health equity, while a small group of clinical faculty, driven by their mighty hearts, acquired space, renovated, and have established a new, small healthcare facility to serve a local, underserved community of patients in need of easily accessible and affordable care. The Office of Human Resources created opportunities for staff to explore a range of valuable University benefits and created opportunities for recognizing staff for excellence in DEI and service to Michigan Nursing. Faculty and staff also had an opportunity to earn a DEI professional development certificate through participation in a lunchtime learning series. Finally, and most recently, a new partnership evolved between the School of Nursing, Ann Arbor Black Nurses Association, GEAR UP program, Office of Diversity, Equity and Inclusion, and Michigan Medicine Office of Health Equity and Inclusion to bring GEAR UP Scholars to Michigan Nursing to explore their interest in nursing, to learn basic clinical skills, and to foster relationships with program staff that will be generative and encouraging for these youth, with the hope of course, of encouraging them to apply to Michigan Nursing as they graduate from high school.

Looking ahead to FY 2025, our Office of Health Equity and Inclusion has diligently collected and analyzed data through evaluation surveys and interviews conducted throughout the academic year and which produced a robust set of data, and our most recent climate survey results conducted during the DEI 1.0 period, focusing on understanding and addressing DEI needs within our community. This data-driven approach has informed

our strategic planning process, which included a series of meetings and retreats beginning in January of 2024 and through this summer, including with Michigan Nursing academic and staff leadership, and a presentation on DEI progress to the faculty and staff at large. These efforts have assisted in identifying priority areas for the coming year. DEI metrics have been shared with administrative leadership, guiding our discussions on progress and areas requiring further attention. Quite proudly, DEI remains a cornerstone of our mission at Michigan Nursing, influencing every facet of our operations and fostering a culture of inclusivity, equity, and excellence.

Data and Analysis: Key Findings

Summary of Data:

Our data reveal strong increases in student academic retention and success and high satisfaction with the availability of our DEI and health equity offerings and opportunities to participate in creating the culture we want to have. Our review of data, including the DEI metrics report, also reveals increases in the diversity of students by race, ethnicity, sex, underrepresented minority status, and international status. To ensure we are supporting US national imperatives to increase the nursing workforce and availability of nurses generally, a deeper dive look at undergraduate data in particular, reveals additional increases in the baseline number of student opportunities as well as the diversity of students by racial, URM, gender, economically disadvantaged status, first-generation, as well as rural, health provider shortage area and medically underserved area residential status. These increases in student diversity, broadly defined, are clear gains, and substantially a result of coordinated efforts by our community to increase our competitiveness, desirability, and national and global impact. In nursing, males are underrepresented minorities. Moreover, studies have also found that stereotypes and cultural expectations around gender in certain contexts, may begin to discourage boys from becoming a nurse at a very young age, limiting the choices and ways in which boys and men may imagine their own possible futures. We therefore continue to be particularly proud of our efforts to increase the representation of males amongst nurses within the US nursing workforce.

Our review further reveals increases in the diversity of faculty, particularly by gender, and of staff, particularly by age and race. That said, after a period of clearly trending progress in faculty and staff diversity early on in the DEI 1.0 plan, the onset of COVID-19 created sudden challenges which contributed to an unanticipated decline in staff diversity, broadly defined. While our data supports that this decline is now showing signs of change, and faculty diversity is also continuing to show progress, we are clear that our School and University community must remain engaged, passionate, and most importantly, strategic, through the Year 2 and DEI 2.0 period in assessing and responding to potential long-term impacts of the challenging COVID-19 environment on recruitment and retention towards meeting national needs to broadly diversify the nursing workforce and nursing faculty of the future.

Key Findings, Themes and Recommendations:

First, our data review continues to indicate that increased dialogue, learning, and collaboration across demographic identities, including political identities and those with differences of opinion and perspective, would be highly productive during DEI 2.0 in relation to meeting shared goals around inclusivity. Second, the desire for a DEI 2.0 focus on belonging and inclusivity in general emerged quite consistently and across the student and faculty, staff, and leadership groups. Third, was a desire to continue to enrich and enhance DEI learning, inclusive teaching, and health equity content within research, teaching, and scholarship endeavors during the DEI 2.0 period for a generation of learners that expects these opportunities. Fourth, we have noted a need to further engage the community in the recruitment of men, among others, to nursing, both to

support their interests in becoming nursing students and nursing faculty. Fifth, we are noting a need to further support students who are family caregivers or students with children and/or significant eldercare responsibilities. Sixth, we are noting a need to continue to recruit top talent from a broad diversity of backgrounds to all of our open faculty, staff and leadership positions as they become available. Seven, we believe it is important to stay the course as described in our DEI 2.0 plan and last, but not least, we aspire to sustain significant gains made in the recruitment and in the successful retention of students from communities who have historically, and factually, not benefitted from equitable opportunities to be college students, and to become Michigan Nurses.

Strategic Objectives, Measures of Success, and Action Plans*

Introduction:

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

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

PEOPLE (Recruit, Retain & Develop a Diverse Community)

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

UNDERGRADUATE STUDENTS

Strategic Objective 1: Increase baseline opportunities to enroll while increasing the demographic diversity of undergraduates entering both the freshman and 3-year sophomore transfer BSN programs.

Metrics: Headcount and demographic diversity of our incoming classes

Actions:

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

Primary DEI Goal: Diversity

Strategic Objective 2: Increase academic retention, progression, and graduation rates of all undergraduate students, including for freshman entry and sophomore transfer students from economically disadvantaged

and underrepresented demographic backgrounds.

Metrics: Academic progression and graduation rates of all undergraduate students

Actions:

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

Primary DEI Goal: Equity

GRADUATE STUDENTS

Strategic Objective 3: Increase baseline opportunities for nurses to access graduate and doctoral education while increasing the demographic diversity of graduate and doctoral students.

Metrics: Headcount and demographic diversity of our incoming classes

Actions:

1. Increase initiatives to engage a broad diversity of UMSN alumni and BSN students to return or continue to graduate and doctoral programs.
2. Increase the engagement of faculty, staff, and leaders and external partners in recruiting a diversity, broadly defined, of graduate applicants from amongst community partners and collaborating organizations.
3. Continue to refine our holistic admissions process in partnership with the Committee on Academic Admissions and Scholastic Standing (CAASS) to align with best practices at the University of Michigan and American Association of Colleges of Nursing.
4. Leverage school-wide collaboration and coordination in the recruitment of highly competitive applicants from a broad diversity of backgrounds.
5. Increase Spanish-language and other multilingual recruitment materials including online.

Primary DEI Goal: Diversity

Strategic Objective 4: Increase academic retention, progression, and graduation rates of all graduate students and doctoral students including from underrepresented demographic backgrounds.

Metrics: Academic progression and graduation rates of all graduate and doctoral students

Actions:

1. Implement and expand participation in graduate Science Learning Circles, 1:1 coaching in academic writing, academic and career success workshops, and pre-entry programs.
2. Expand the Gateways Fellowship Program to connect graduate students with faculty, alumni, and community mentors with shared interests in health equity.
3. Continue collaborative strategies for early identification and intervention in retention risks and challenges.
4. Share retention data disaggregated by underrepresented status regularly with program faculty and staff to encourage synergy and informed participation in student retention strategies.

5. Work across Health Science schools to explore best practices in supporting health science students: financially, emotionally, and socially.

Primary DEI Goal: Equity

FACULTY

Strategic Objective 5: Increase baseline opportunities and demographic diversity of faculty, including faculty with DEI and health equity expertise, at the assistant, associate, and full professor stages and across clinical, tenure and research tracks.

Metrics: Headcount and demographic diversity of faculty across tracks and stages

Actions:

1. Increase strategic collaboration of faculty, staff, leadership, communications and marketing, and internal and external recruitment professionals and resources in the recruitment, review and hiring of broadly diverse applicants across tracks and stages with a demonstrated commitment to our health for all mission in research, scholarship, teaching, clinical practice, and service.
2. Develop and implement a UMSN-specific best practices checklist or rubric as a standardized “living document” for recruiting, hiring, retaining, and advancing a diverse faculty across tracks and stages.
3. Work across Health Science schools to support recruitment and retention of faculty, including underrepresented faculty.

Primary DEI Goal: Diversity

Strategic Objective 6: Increase retention, progression, and advancement rates of faculty from broadly diverse demographic backgrounds and with DEI and health equity expertise across the clinical, tenure and research tracks.

Metrics: Retention, progression, and promotion rates of broadly diverse faculty across tracks and stages

Actions:

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

Primary DEI Goal: Equity

STAFF

Strategic Objective 7: Increase baseline opportunities and the demographic diversity of staff and staff and academic leaders.

Metrics: Headcount and demographic diversity of our staff and leaders

Actions:

1. Increase strategic collaboration of faculty, staff, leadership, marketing and communications, and internal and external recruitment professionals in the recruitment, review and hiring of broadly diverse applicants with a demonstrated commitment to our health for all mission.
2. Develop and implement a UMSN-specific best practices checklist or rubric as a “living document” for recruiting, hiring, retaining, and advancing a broadly diverse staff and leadership.

Primary DEI Goal: Diversity

Strategic Objective 8:

Increase retention rates and advancement opportunities for staff and staff and academic leaders across departments and offices including from underrepresented demographic backgrounds.

Metrics: Retention and advancement rates of broadly diverse staff and leaders

Actions:

1. Develop career development resources and opportunities for a broadly diverse staff and leadership.
2. Ensure individualized, quickly available, holistic, 1:1 career mentoring and coaching.
3. Share high-level diversity, retention, and advancement data annually with faculty and staff to encourage synergy and informed participation in staff and leadership recruitment, retention, and advancement within one's own realm of influence.

Primary DEI Goal: Equity

PROCESS (Create an Equitable and Inclusive Campus Climate)

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

ALL CONSTITUENCIES

Strategic Objective 1: Continue to enrich the climate for inclusion and belonging for all UMSN students, faculty, staff, and leaders including those from underrepresented backgrounds.

Metrics: Biennial DEI Campus Climate Survey Results

Actions:

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

Primary DEI Goal: Inclusion

Strategic Objective 2:

Continue to enrich the climate for equity and conflict resolution for all UMSN students, faculty, staff, and leaders.

Metrics: Biennial DEI Campus Climate Survey Results

Actions:

1. Increase training, student conduct and professional development opportunities in alignment with the University's commitment to a campus that is free of discrimination based on federally and/or state protected status, including but not limited to, policies and practices around anti-racism, sexual and gender misconduct, LGBTQ, and disability rights.
2. Increase training for all students, faculty, staff, and leaders on implicit and subtle forms of exclusion including microaggressions and unconscious biases.
3. Increase training for all students, faculty, staff, and leaders to resolve a diversity of conflict scenarios in alignment with University and UMSN policies and DEI and EPIC values.
4. Increase and ensure ADA and other DEI resource information appears across websites and other

internal faculty, staff, student, and leadership resources.

5. Increase individualized opportunities, including mentored and guided opportunities, for all students, faculty, staff, and leaders to progress on personalized DEI and health equity learning and growth trajectories.

Primary DEI Goal: Equity

Strategic Objective 3:

Work in Partnership with our unit Chief Development Officer to identify DEI fundraising priorities (i.e., gift funds established specifically to address our unit’s DEI priorities). Report on the priority gift fundraising goals, and potential impact of securing this funding. Also sharing if our unit foresees fundraising priorities shifting with the upcoming comprehensive fundraising campaign.

Metrics: Gift funds raised for DEI and impact of the funds on the school.

Actions:

1. DEI Co-Leads, Dean and Chief Development Officer meet bi-annually to discuss DEI funding needs and priorities in the School of Nursing.
2. Collaborate with the Office of Development to further expand and sustain gains made through DEI programs to recruit and retain a broadly diverse student and faculty population.

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

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

STUDENTS

Strategic Objective 1: Enhance and enrich learning and critical thinking opportunities for foundational and advanced DEI, social justice and health equity learning across the curriculum and academic programs.

Metrics: Faculty, Curricular, and Course Evaluation Data

Actions:

1. Optimize the integration of DEI, social justice and health equity topics in classroom, clinical, and virtual teaching and learning utilizing existing structural curricular touchpoints such as the curriculum committee process.
2. Increase opportunities for students to practice how to productively engage complex, difficult, emotional, controversial, and potentially divisive conversations and issues while remaining in alignment with democratic, EPIC and DEI values.
3. Increase opportunities for students to engage one another in dialogue, projects, research and leadership activities around DEI, social justice, and health equity topics in informal co-curricular settings.
4. Increase opportunities for students to have exposure to multiple contexts, cultures, concepts, ideas, and people as well as interprofessional experiences.

Primary DEI Goal: Equity

FACULTY

Strategic Objective 2: Enhance and enrich excellence in inclusive teaching in curricular, didactic, clinical, online, and co-curricular settings using flexible and adaptive, holistic teaching pedagogies for improved critical thinking and learner engagement and success.

Metrics: Faculty, Curricular, and Course Evaluation Data

Actions:

1. Increase opportunities for faculty to discuss and share strategies on inclusivity in teaching.

2. Increase use of UMSN Inclusive Teaching resources and checklist.
3. Increase faculty development in teaching for DEI, social justice, and health equity including personalized learning opportunities.
4. Share disaggregated demographic and retention data regularly with the program faculty to concretely establish a connection between growth in inclusive teaching and course and program level student success outcomes.

Primary DEI Goal: Inclusion

Strategic Objective 3: Enhance and enrich our enterprise for research for health equity.

Metrics: Health equity focused faculty hires, grant submissions, awards, and publications.

Actions:

1. Increase faculty hires across programs, tracks, and stages with advanced expertise in DEI, social justice, and health equity research.
2. Establish a research core or collaborative with an inclusive and innovative focus on advancing health equity along the lines of race, ethnicity, class, gender, ability, age, and sexual identity within the US national context.
3. Promote and support faculty research and training opportunities in DEI, social justice, and health equity by defining and establishing incentives to facilitate faculty development in research and teaching for DEI, social justice, and health equity.

Primary DEI Goal: Equity

ALL CONSTITUENTS

Strategic Objective 4: Increase and expand partnerships to support the community, increase impact in health equity and educational equity while recognizing faculty, staff, and student service and collaborations.

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

Actions:

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

Primary DEI Goal: Equity

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

Undergraduate Students

Demographic Composition:

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

Graduation Rates:

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

Enrollment and Retention Rates:

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

Climate Survey Indicators:

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

Graduate Students

Demographic Composition:

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

Enrollment and Retention Rates:

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

Climate Survey Indicators:

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

Staff

Demographic Composition and Retention Rates:

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

Climate Survey Indicators (sample indicators listed below):

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

- *Feelings of discrimination at UMSN*

Faculty

Demographic Composition and Retention Rates:

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

Climate Survey Indicators:

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

Action Planning Tables with Details and Accountabilities

PEOPLE (Recruitment, Retention & Development)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Undergraduate students	Increase baseline opportunities to enroll while increasing the demographic diversity of undergraduates entering both the freshman and 3-year sophomore transfer BSN programs.	Headcount and demographic diversity of our incoming classes	<ol style="list-style-type: none"> 1. Increase relationships with leaders and recruiters at high schools and community colleges in high minority enrolling institutions, medically underserved and health provider shortage areas, rural areas, and educationally underserved areas. 2. Increase opportunities for K-12 youth and other potential pre-BSN populations residing in key nursing shortage and underserved geographic areas to engage with UMSN students, faculty, staff and leaders through educational opportunities 	Undergraduate Studies; Recruiting Admissions, and Records; Marketing and Communications; Office of Health Equity and Inclusion; DEI Co-Leads

			<p>and partnerships.</p> <ol style="list-style-type: none"> 3. Leverage school-wide collaboration and coordination in the recruitment of highly competitive applicants from a broad diversity background. 4. Increase Spanish-language and other multilingual recruitment materials including online. 	
Undergraduate students	Increase academic retention, progression, and graduation rates of all undergraduate students, including freshman entry and sophomore transfer students from economically disadvantaged and underrepresented demographic backgrounds.	Academic progression and graduation rates of all undergraduate students	<ol style="list-style-type: none"> 1. Implement and expand participation in the EPIC Pathways program to all UMSN undergraduates including the Science Learning Circles, 1:1 Academic Coaching, Monthly Student Success Workshops, Pre-BSN Institute and need-based scholarship and stipend resources. 2. Develop and implement the EPIC Pathways Health Equity Mentoring Program and other mentorship resources and experiences to connect undergraduate students with faculty, alumni and/or RN mentors and role models with shared interests in promoting student success and educational and health equity. 3. Continue collaborative strategies for early identification and intervention in retention risks and challenges. 4. Share retention data disaggregated by economically disadvantaged and underrepresented status regularly with the program 	Undergraduate Studies; Recruiting Admissions, and Records; Committee on Academic Admissions and Scholastic Standing; Office of Health Equity and Inclusion; DEI Co-Leads

			<p>faculty and staff to encourage synergy and informed participation in student retention strategies.</p> <p>5. Work across Health Science schools to explore best practices in supporting health science students: financially, emotionally, and socially.</p>	
Graduate students	Increase baseline opportunities for nurses to access graduate and doctoral education while increasing the demographic diversity of graduate and doctoral students.	Headcount and demographic diversity of our incoming classes	<ol style="list-style-type: none"> 1. Increase initiatives to engage a broad diversity of UMSN alumni and BSN students to return or continue to graduate and doctoral programs. 2. Increase the engagement of faculty, staff, and leaders and external partners in recruiting a, broadly defined of graduate applicants from amongst community partners and collaborating organizations. 3. Continue to refine our holistic admissions process in partnership with the Committee on Academic Admissions and Scholastic Standing (CAASS) to align with best practices at the University of Michigan and American Association of Colleges of Nursing. 4. Leverage school-wide collaboration and coordination in the recruitment of highly competitive applicants from a broad diversity of backgrounds. 5. Increase Spanish-language and other multilingual recruitment materials including online. 	Graduate Studies; PhD Program; Committee on Academic Admissions and Scholastic Standing; Recruiting Admissions, and Records; Marketing and Communications; Office of Health Equity and Inclusion; DEI Co-Leads

Graduate students	Increase academic retention, progression, and graduation rates of all graduate students and doctoral students including from underrepresented demographic backgrounds.	Academic progression and graduation rates of all graduate and doctoral students	<ol style="list-style-type: none"> 1. Implement and expand participation in graduate Science Learning Circles, 1:1 coaching in academic writing, academic and career success workshops, and pre-entry programs. 2. Expand the Gateways Fellowship Program to connect graduate students with faculty, alumni, and community mentors with shared interests in health equity. 3. Continue collaborative strategies for early identification and intervention in retention risks and challenges. 4. Share retention data disaggregated by underrepresented status regularly with program faculty and staff to encourage synergy and informed participation in student retention strategies. 5. Work across Health Science schools to explore best practices in supporting health science students: financially, emotionally, and socially. 	Graduate Studies; PhD Program; Recruiting Admissions, and Records; Committee on Academic Admissions and Scholastic Standing; Office of Health Equity and Inclusion; DEI Co-Leads
Faculty	Increase baseline opportunities and demographic diversity of faculty, including faculty with DEI and health equity expertise, at the assistant, associate, and full professor	Headcount and demographic diversity of faculty across tracks and stages	<ol style="list-style-type: none"> 1. Increase strategic collaboration of faculty, staff, leadership, communications and marketing, and internal and external recruitment professionals and resources in the recruitment, review and hiring of broadly diverse applicants across tracks and stages with a demonstrated commitment to our health 	Academic Departments; Office of Research; Faculty Affairs and Faculty Development; Human Resources; Marketing and Communications; Office of Health Equity and Inclusion; DEI Co-Leads

	stages and across clinical, tenure and research tracks.		<p>for all mission in research, scholarship, teaching, clinical practice, and service.</p> <ol style="list-style-type: none"> 2. Develop and implement a UMSN-specific best practices checklist or rubric as a standardized “living document” for recruiting, hiring, retaining, and advancing a diverse faculty across tracks and stages. 3. Work across Health Science schools to support recruitment and retention of faculty, including underrepresented faculty. 	
Faculty	Increase retention, progression, and advancement rates of faculty from diverse demographic backgrounds and with DEI and health equity expertise across the clinical, tenure and research tracks.	Retention, progression, and promotion rates of broadly diverse faculty across tracks and stages	<ol style="list-style-type: none"> 1. Develop a clear “roadmap towards promotion” resource that is informed by and responsive to the needs of broadly diverse faculty across tracks and stages. 2. Develop an intensive early career professional development and networking program for community building, mentoring, supporting, and problem-solving with early career faculty across tracks. 3. Ensure individualized, quickly available, holistic, 1:1 career mentoring and coaching to early career faculty. 4. Share high-level diversity, retention, and advancement data annually with faculty and staff to encourage synergy and informed participation in faculty recruitment, retention, and advancement within one’s 	Academic Departments; Office of Research; Faculty Affairs and Faculty Development; Human Resources; Office of Health Equity and Inclusion; DEI Co-Leads

			own realm of influence.	
Staff	Increase baseline opportunities and the demographic diversity of staff and academic leaders.	Headcount and demographic diversity of our staff and leaders	<ol style="list-style-type: none"> 1. Increase strategic collaboration of faculty, staff, leadership, marketing and communications, and internal and external recruitment professionals in the recruitment, review and hiring of broadly diverse applicants with a demonstrated commitment to our health for all mission. 2. Develop and implement a UMSN-specific best practices checklist or rubric as a “living document” for recruiting, hiring, retaining, and advancing a broadly diverse staff and leadership. 	Human Resources; Marketing and Communications; Academic Departments; Office of Research; Faculty Affairs and Faculty Development; Office of Health Equity and Inclusion; DEI Co-Leads

Staff	Increase retention rates and advancement opportunities for staff and staff and academic leaders across departments and offices including from underrepresented demographic backgrounds.	Retention and advancement rates of broadly diverse staff and leaders	<ol style="list-style-type: none"> 1. Develop career development resources and opportunities for a broadly diverse staff and leadership. 2. Ensure individualized, quickly available, holistic 1:1 career mentoring and coaching. 3. Share high-level diversity, retention, and advancement data annually with faculty and staff to encourage synergy and informed participation in staff and leadership recruitment, retention, and advancement within one's own realm of influence. 	Human Resources; Marketing and Communications; Academic Departments; Office of Research; Faculty Affairs and Faculty Development; Office of Health Equity and Inclusion; DEI Co-Leads
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PROCESS (Promoting & Equitable & Inclusive Community)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
All constituencies	Continue to enrich the climate for inclusion and belonging for all UMSN students, faculty, staff, and leaders including those from underrepresented backgrounds	Biennial DEI Campus Climate Survey Results	<ol style="list-style-type: none"> 1. Increase and support opportunities for informal communication and relationship building between student, faculty, staff, and leadership, including “storytelling” opportunities to recognize, honor and learn from our community members and to enrich our sense of a shared identity, inclusion, and belonging. 2. Continue to support recognized student, faculty and staff-led initiatives, organizations and/or projects that prioritize advancement of our health for all mission or the more equitable participation of underrepresented groups in that mission and in the field 	Academic Departments; Academic Programs; Faculty Affairs and Faculty Development; Human Resources; Office of Health Equity and Inclusion; DEI Co-Leads

			<p>generally.</p> <ol style="list-style-type: none"> 3. Increase use and role modeling of DEI and EPIC values, EPIC Feedback Model for Giving and Receiving Feedback, and EPIC Communication Guidelines including guidelines for having difficult conversations. 4. Conduct deeper dive qualitative analyses of DEI using the appreciative inquiry method for annual DEI plan updates and revisions. 	
All constituencies	Continue to enrich the climate for equity and conflict resolution for all UMSN students, faculty, staff, and leaders.	Biennial DEI Campus Climate Survey Results	<ol style="list-style-type: none"> 1. Increase training, student conduct and professional development opportunities in alignment with the University's commitment to a campus that is free of discrimination based on federally and/or state protected status, including but not limited to, policies and practices around anti-racism, sexual and gender misconduct, LGBTQ, and disability rights. 2. Increase training for all students, faculty, staff, and leaders on implicit and subtle forms of exclusion including microaggressions and unconscious biases. 3. Increase training for all students, faculty, staff, and leaders to resolve a diversity of conflict scenarios in alignment with University and UMSN policies and DEI and EPIC values. 4. Increase and ensure ADA and other DEI resource information appears across websites and other internal faculty, staff, student, and leadership resources. 5. Increase individualized opportunities, including 	Academic Departments; Academic Programs; Faculty Affairs and Faculty Development; Human Resources; Office of Health Equity and Inclusion; DEI Co-Leads

			mentored and guided opportunities, for all students, faculty, staff, and leaders to progress on personalized DEI and health equity learning and growth trajectories.	
All constituencies	Work in Partnership with our unit Chief Development Officer to identify DEI fundraising priorities (i.e., gift funds established specifically to address our unit's DEI priorities). Report on the priority gift fundraising goals, and potential impact of securing this funding. Also sharing if our unit foresees fundraising priorities shifting with the upcoming comprehensive fundraising campaign.	Gift funds raised for DEI and impact of the funds on the school.	Actions: <ol style="list-style-type: none"> 1. DEI Co-Leads, Dean and Chief Development Officer meet bi-annually to discuss DEI funding needs and priorities in the School of Nursing. 2. Collaborate with the Office of Development to further expand and sustain gains made through DEI programs to recruit and retain a broadly diverse student and faculty population. 	Office of Development; DEI Co-Leads

PRODUCTS (*Education, Scholarship & Service*)

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Students	Enhance and enrich learning and critical thinking opportunities for foundational and advanced DEI, social justice and health equity learning across the curriculum and academic programs.	Faculty, Curricular, and Course Evaluation Data	<ol style="list-style-type: none"> 1. Optimize the integration of DEI, social justice and health equity topics in classroom, clinical, and virtual teaching and learning utilizing existing structural curricular touchpoints such as the curriculum committee process. 2. Increase opportunities for students to practice how to productively engage complex, difficult, emotional, controversial, and potentially divisive conversations and issues while remaining in alignment with democratic, EPIC and DEI values. 3. Increase opportunities for students to engage one another in dialogue, projects, research and leadership activities around DEI, social justice, and health equity topics in informal co-curricular settings. 4. Increase opportunities for students to have exposure to multiple contexts, cultures, concepts, ideas, and people as well as interprofessional experiences. 	Undergraduate Studies; Graduate Studies; PhD Program; Curriculum Committee; Office of Health Equity and Inclusion; DEI Co-Leads
Faculty	Enhance and enrich excellence in inclusive teaching in curricular, didactic, clinical, online, and co-curricular settings using flexible and adaptive, holistic	Faculty, Curricular, and Course Evaluation Data	<ol style="list-style-type: none"> 1. Increase opportunities for faculty to discuss and share strategies on inclusivity in teaching. 2. Increase use of UMSN Inclusive Teaching resources and checklist. 3. Increase faculty development in teaching for DEI, social justice, and health equity including personalized learning opportunities. 4. Share disaggregated demographic and retention data regularly with the program faculty to concretely establish a connection between 	Undergraduate Studies; Graduate Studies; PhD Program; Office of Faculty Affairs and Faculty Development; Recruiting, Admissions and Records; Office of Health Equity and Inclusion; DEI Co-

	teaching pedagogies for improved critical thinking and learner engagement and success.		growth in inclusive teaching and course and program level student success outcomes.	Leads
Faculty	Enhance and enrich our enterprise for research for health equity.	Health equity focused faculty hires, grant submissions, awards, and publications	<ol style="list-style-type: none"> 1. Increase faculty hires across programs, tracks, and stages with advanced expertise in DEI, social justice, and health equity research. 2. Establish a research core or collaborative with an inclusive and innovative focus on advancing health equity along the lines of race, ethnicity, class, gender, ability, age, and sexual identity within the US national context. 3. Promote and support faculty research and training opportunities in DEI, social justice, and health equity by defining and establishing incentives to facilitate faculty development in research and teaching for DEI, social justice, and health equity. 	Office of Research; Academic Departments; Office of Faculty Affairs and Faculty Development; Office of Health Equity and Inclusion; DEI Co-Leads
All constituencies	Increase and expand partnerships to support the community, increase impact in health equity and educational equity while recognizing faculty, staff, and student	Count of community partnerships, impact on health equity and academic equity, and recognition opportunities	<ol style="list-style-type: none"> 1. Increase k-12 youth pre-nursing educational programs. 2. Increase partnerships with diversity-focused and issues-based community organizations. 3. Increase opportunities for students, faculty, staff, and leaders to use specialized skill sets to provide service to community organizations with a focus on impact in health equity and educational equity. 4. Recognize such service internally during evaluations, reviews, and 	Academic Departments; Human Resources; Faculty Affairs and Faculty Development; Executive Committee; Office of Health Equity and Inclusion; DEI Co-Leads

	service and collaborations.		promotions.	
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Plans for Supporting, Tracking and Updating the Strategic Plan

The FY 2025 Michigan Nursing DEI Co-leads, Assistant Dean for DEI and Community Culture and Associate Professor, Dr. Hala Darwish, and Assistant Professor Emerita, Dr. Patricia Coleman-Burns, are the key contacts for stewardship of this plan. They will be supported by Dean Patricia Hurn and Assistant Dean for Strategic Education, Dr. Rushika Patel, to collaborate with leaders, faculty, staff, and students to forward DEI progress across all missions, programs, and departments within the school. Additional input on the plan and timely strategies will be gathered by the DEI Co-leads iteratively throughout the year. Progress will be tracked annually with updates on plan objectives and plans for the following academic year provided to all leaders, faculty, and staff at the end of each academic year.