

Inclusion, Diversity and Excellence Achievement (IDEA) Inclusive Excellence Strategic Plan

2021 - 2026

University of Virginia School of Nursing



Preamble

The School of Nursing's Inclusion, Diversity and Excellence Achievement Initiative (IDEA) was launched in 2015 with the overarching goal of improving respect, inclusion and engagement in our community of students, staff and faculty. The IDEA 2021-2026 Inclusive Excellence Strategic Plan builds on this original plan by incorporating the Inclusive Excellence Model, adopted by the University of Virginia in 2020 and amplifies the diversity, equity and inclusion mission with equity-focused, best practices that build in evaluation and accountability. This plan was co-created by key stakeholder groups in the School of Nursing, including students, faculty, staff, and administrative leaders.

Dimensions of the Inclusive Excellence Framework

UVA is implementing the strategic Inclusive Excellence (IE) framework to synergize and support our collective diversity, equity, inclusion, and belonging efforts. The collaborative IE model for organizational change has been a national movement in postsecondary education since 2005 and calls for higher education to address diversity, inclusion, and equity as critical to achieving excellence (<https://vpdiversity.virginia.edu/inclusive-excellence>). There are five interrelated dimensions in the IE framework that we will focus on in the SON IDEA Strategic Plan:



Access + Success - The compositional diversity among the organization's constituent groups (staff, faculty, students) and their context-specific outcomes or benefits gained from their relationships with the organization.

Climate + Intergroup Relations - What it feels like for individuals to be here, and the behavioral experiences and norms that are present. Perceptions related to feeling respected, belonging, and prevalence of affirming relationships with peers and organizational administration are among the concepts present in this dimension.

Education + Scholarship - The ways in which curriculum, teaching, research, scholarship, and employee and student development contribute to our passion for discovery, innovation, community engagement, service, and social justice. Programs and processes in this dimension include intentionally designed curricula and pedagogies, as well as targeted professional development activities, that promote intercultural awareness and competence.

Infrastructure + Investment - The policies, resources, organizational and communication structures, and performance measures that inform and enable an intentionally inclusive, equitable, and innovative organization.

Community + Partnership - How we engage reciprocally and in a participatory way with our surrounding neighborhoods, counties, and the Commonwealth.

Self-Study – Reflections on Our Diversity, Equity and Inclusion (DEI) Progress and Issues

The School of Nursing (SON) has made considerable progress in the DEI arena over the last five years, guided by our 2015 - 2020 Diversity Strategic Plan and the IDEA Initiative. The overarching goal of IDEA is to improve respect, inclusion and engagement in our community of students, staff and faculty. We have transitioned from a time when DEI efforts were the sole responsibility of the SON Diversity Committee, a small standing committee of faculty and staff with variable student representation, whose focus was primarily twofold: 1) building diversity awareness and 2) celebrating difference. An assessment of the culture of the School in 2014-15 found that while diversity was a stated core value, it was not evident in the day to day life experiences of the SON community. Challenges included the lack of diversity in students, faculty and staff and a climate in which not all students felt as if they were welcomed or included. Students reported that when issues related to race and other areas of difference or breaches of inclusivity occurred in the classroom, they were typically met with discomfort and silence.

From this assessment, the IDEA Initiative was born and centered on four guiding questions that we needed to be asking ourselves as a school:

1. Who gets to learn and work here?
2. How do we want to engage with one another?
3. What is the philosophy underlying all that we do here?
4. And what is the legacy we wish to leave?

These questions framed our original strategic plan and have shaped our strategies to improve diversity and build a community based on true inclusion; they continue to be relevant and guide us today. From the last five years, key findings will be reported on each of these areas, including lessons learned.

Key Findings

Access and Success – Question 1: Who gets to learn and work here?

Improving access for students who are underrepresented in nursing. Admission to our undergraduate BSN Program is a two-tier application review process. We are beholden to the central university process of the Office of Admissions for the first screen of applications and attempts to revise the application essay to assess potential contributions to caring for a diverse population were declined by the Dean of Admissions. The applications selected to advance to individual schools (i.e., Nursing School) by the Office of Admissions are reviewed by the Assistant Dean for Admissions and Financial Aid, more recently joined by an

Admissions Coordinator. These two individuals make admissions decisions on > 1000 applications for 75 spots in the BSN Program (1925 applications for 2021 admissions, ~114 applications for 10 BSN transfer student spots). They also review and select applicants for direct admission to the RN-BSN Program (without the prescreen by the central Office of Admissions). For 2021 admissions, they screened ~70 applications for 60 spots in the RN-BSN program). Both have attended annual holistic admissions training. Also do some review for internal transfers.

In terms of overall enrollment, most underrepresented minority undergraduate groups increased from 2016-2020. The increases were as follows: African American students: 32 (7.8%) to 41 (9.4%); Hispanic students: 9 (2.2%) to 33 (7.6%); and Asian students: 35 (8.6%) to 51 (12%). Declines were in the following groups: students who identified as Multi Race: 42 (10%) to 16 (3.7%); and White students: 270 (66.2%) to 250 (65.2%).

In this time period, the number of undergraduate applications from Black, Asian, Hispanic, American Indian and Alaska Native, Native Hawaiian and Pacific Islander, and multi-race students increased from 495 (47%) to 680 (47%) and the number of White applications also increased from 560 (53%) to 775 (53%). The number of offers for White applicants increased from 59% to 64%, while the offers to other groups declined from 41% to 36%. Matriculation increased for all groups of students. The matriculation for White applicants increased from 69 (60%) to 93 (65%). For other applicants, matriculation increased from 46 (40%) to 51 (35%).

[See Appendix 1 for a more granular presentation of 5 year admissions trends by race and ethnicity and sex, including enrollment, admissions and graduation rates for undergraduates.]

For our graduate programs, including Clinical Nurse Leader (CNL), Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP) and PhD Programs, we instituted holistic admissions. Admissions screening is done by ad hoc screening committees made up of faculty who are appointed each year for each program. One year ago, we formalized the appointment of program admissions screening committees for three years. Faculty readers were trained in a one hour holistic admissions orientation each year.

In 2018, 18 faculty and staff leaders attended an 8-week intensive training on racial equity (see Infrastructure and Investment below). One of the equity projects undertaken by this group was to develop a sustainable holistic admissions training that was based on best practices in higher education and could be taken online to increase the number of faculty reached. A three module online training was launched in the 2020-21 admissions review

season and includes the following modules (1- DEI Fundamentals; 2- Holistic Admissions Review and Selection; 3- Holistic Review Process (tailored for each program). This training was based on the E-A-M Framework (Experiences, Atttributes, and Academic Metrics) endorsed by the Association of American Colleges of Medicine and contains a program-specific rubric for screening applications and interviews based on the EAMs Framework. Interview questions were developed to assess Experiences and Attributes, thus contributing to the holistic review of applicants. This training is required for all screeners and ongoing evaluation is planned, including pretest/post-test measures of knowledge and skills and admissions outcomes.

With the onset of more intentional holistic admissions processes, we have focused on changing our mindset from “What makes a good student?” to “What makes a good nurse, advanced practice nurse, or nurse scientist?” We do not yet have the data from the 2021 admissions cycle to evaluate the early outcomes of this training. For the period of 2016-2020, however, diversity in our graduate programs has been declining as have overall admissions.

From 2016-2020, for African American and Multi Race graduate students, enrollment declined (35 (10%) in 2016 to 24 (6.3%) and 21 (6%) to 12 (3.2%), respectively). Groups who experienced increases in enrollment included: Hispanic students: 6 (1.7%) to 22 (5.8%); Asian students: 21 (6%) to 27 (7.1%); and White students: 253 (72%) to 292 (76%). Our numbers of American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander graduate students have been consistently small (0-2 in each group).

The number of graduate applications from both non-White and White groups have been decreasing since 2018. The total number declined from 229 in 2018 to 144 in 2020. For the non-White applicants, the number went from 68 (30%) to 33 (23%), and for White applicants, from 161 (70%) to 111 (77%). The number of offers have also declined in both groups in this time period. The number of offers for White applicants decreased from 103 (77%) to 85 (81%) and for non-White applicants, 31 (23%) to 20 (19%). The matriculation for White applicants declined from 89 (77%) to 68 (81%), and the number for all other racial/ethnic groups went from 26 (23%) to 16 (9%). [See Appendix 1 for 5 year admissions trends by race/ethnicity and sex, including enrollment, admissions and graduation rates for graduate students.]

Utilize best practices in faculty search. The SON has had one main search committee for annual faculty searches to fill identified gaps on the tenure and general track faculty. Ad hoc search committees are also established when a need arises. The Provost’s Office requires training for all search committee chairs based on best practices for faculty search. We require all search committee members to take this training and supplement this with a search committee orientation by the Associate Dean for Diversity and Inclusion (ADDI) each year to cover how the process will be implemented in the SON. This includes the important step

of establishing a group norm where anyone can respectfully ‘call the question,’ if any potential bias arises in candidate recruitment or review. This has served to normalize that we all have unconscious biases that can be checked without defensiveness and has allowed more open communication into bias and equity issues within the search process. Rachel Spraker, from the Equal Opportunity and Civil Rights Office (now the Office of DEI), has also been invited each year to review equity in hiring practices and to answer questions.

The SON was also one of the schools that helped to fund the development and implementation of UVA Acts, an interactive theater group that promotes preventative practices that foster equitable, vibrant spaces for working and learning at UVA. UVA Acts ensembles perform plays interrupted with moments of facilitated dialogue and audience intervention. All search committee members, plus other interested faculty and staff have taken the UVA Acts workshop entitled, “Search Committee Signals.”

Faculty diversity within the SON had been slightly improving, but more recently, it has become more difficult to recruit faculty of color to Charlottesville. Recent events, such as the Unite the Right Rally on August 11 and 12, 2017, brought white supremacists and violence to our university and community. These acts made national news, likely influencing the recruitment success of diverse populations (i.e., those from racial/ethnic groups as well as religious groups). For the last five years, we have hovered between 13 and 16% faculty of underrepresented race and ethnic groups, noting that changes reflect only a 1-2 faculty difference in each racial or ethnic group. Faculty continue to be over-represented by females at between 84 to 86%. [See Appendix 2 for 5 year faculty trends by race/ethnicity and sex.]

Climate and Intergroup Relations – Question 2: How do we want to engage with one another?

Improving diversity is an important goal, but perhaps even more important is fostering a respectful community where all can feel a sense of belonging and can thrive. We have become very clear about our expectations for how we relate to one another. From program and faculty orientations each year to the banner on the front of our building (see Appendix 3 for Banner), we declare our intentions for the kind of community we are trying to cultivate. Importantly, each year faculty, staff, and students have been illustrating these commitments to make the SON an inclusive space by participating in our IDEA inclusivity campaigns, student engagement events, and skill-building workshops.

On inclusivity-related items from the 2018-2020 undergraduate Student Experience in the Research University (SERU) survey on climate show that nursing students across race and ethnic groups in general report often feeling that faculty treat them equitably and fairly, maintain respectful interactions in the classroom, and keep open channels of communication. They are only somewhat satisfied with academic advising by faculty. In

rating the item “Overall, I feel comfortable with the climate for diversity and inclusion in my major,” African American and male students were somewhat dissatisfied, while all other groups somewhat agreed, with White students scoring the highest [see Appendix 7 for SERU data.]

Student-led inclusivity campaign. We begin each school year with a student-led community activity to recommit to our values of compassion, respect and inclusivity. In the #HoosInclusive Campaign, each member of our community sets an intention for an action that they will commit to toward this goal. Students, staff and faculty take photos of themselves with their intentions written on a placard and these are mounted on a large interior banner in our lobby as a daily visual reminder.

HEALS Model to Promote Dialogue Across Diverse Perspectives. We have trained faculty and graduate teaching assistants to use a model to address issues of difference and breaches of inclusivity when they occur in the classroom. The HEALS Model, developed by the Diversity in Action Committee in the School of Nursing at the University of California San Francisco, outlines a concrete process for faculty to facilitate discussions based on these steps: Halt, Engage, Allow, Learn, and Synthesize. Using HEALS, we encourage faculty to work through an issue in the moment and avoid the uncomfortable silence that often occurs in these situations that sends the message that what was said was either ok or didn’t matter. The aim is to have a respectful conversation to promote understanding and attempt to reconcile any harm that might have occurred.

We wear the HEALS tag on the back of our name badges for easy access to the process steps. Faculty are given a template and encouraged to include an explanation of HEALS in their course syllabi, along with their principles for engagement in class (see Appendix 4 for HEALS Model and syllabus template language). We recommend that the HEALS process is reviewed and revisited in classes. We do periodic HEALS refreshers using classroom examples to continue to refine our skills.

Faculty and Staff Ally Group. Five years ago, we established a Faculty and Staff Ally Group. While we want all of our faculty and staff to be seen as good allies, this is a group whose individuals have agreed to go above and beyond and be readily available to our underrepresented students when they need support or someone to help problem solve a situation. An average of 30 faculty and staff members have served as Allies each year. Members are given annual training on how to be a good ally and identify themselves with a sticker on their office doors (see Appendix 5 for Faculty and Staff Allies). Further, 46 faculty and staff have completed Safe Space Training, offered by the UVA LGBTQ Center staff.

Twice a year, IDEA and the Faculty and Staff Allies host receptions for our underrepresented undergraduate students to build community and to discuss things that are both going well and challenging for them in the SON (i.e., students from racial/ethnic populations, 1st

generation students, those with religious underrepresentation, male students in nursing). We typically see around 40 students at these events. In-person receptions have been suspended during the COVID pandemic, and the IDEA team has pivoted to include co-facilitated common read opportunities with IDEA Program Coordinator Emerson Aviles and Allies. These were attended by 67 students, staff and faculty and included *White Fragility* by Robin DiAngelo, *How to Be an Antiracist* by Ibram Kendi, and “*So You Want to Talk About Race?*” by Ijeoma Oluo.

Promoting inclusive language. The IDEA team has promoted the use of inclusive language, first by sharing communications on how important it is to individuals to have their identities affirmed and second, by offering easy concrete strategies to normalize it, like including pronouns in email signatures and zoom names and offering students the opportunity to introduce themselves in class using preferred names and pronouns. We also offer language to use should you unintentionally misidentify someone. The SON has participated in the celebration of International Pronouns Day for the past two years with a table in McLeod Hall distributing pronoun buttons and other information to all who use our building. The email announcing International Pronouns Day is accompanied by a brief video of individuals discussing what inclusive language means to them, as well as a reminder of strategies to promote inclusive language in the classroom.

Anti-racism Working Groups. Like most communities across the University, the SON was reeling in the aftermath of the murders of George Floyd, Breonna Taylor and others at the hands of police. We experienced a heightened sense of urgency to act boldly to transform ourselves more fully into an antiracist school. An antiracism study guide (Understanding Systemic Racism) with curated readings and other resources was distributed to faculty for self-study over the summer. Students, faculty and staff co-created an Antiracism Working Group that met over the summer and into the fall of 2020 to design and implement actions to propel us forward in our mission. Four small groups co-led by a student and a faculty member were formed to focus on developing strategies and resources in these focal areas: Addressing Implicit Bias, Integrating LGBTQ+ Content Across Curricula, Addressing Racism in the Hospital, and Facilitating Conversations with Diverse Perspectives. A staged dissemination of resources for faculty began at the beginning of fall 2020 semester, prioritizing those associated with implicit bias and facilitating challenging dialogues. These resources were distributed to faculty by email and posted on the IDEA website for easy access. The LGBTQ+-focused group developed a repository of resources on Collab available to all faculty, including best practices in LGBTQ+ health and created a consultation model for faculty to get help to integrate materials into their courses. They hosted two sessions for faculty during spring orientation, 2021 attended by 13 faculty. The addressing racism group promoted Stepping In training (see below for details) for faculty and students and collected historical context materials for the baseline knowledge of race and health care that all nursing students should have prior to entering clinical practice in the hospital and other

settings. A website repository for these materials is in development: Race in Health Care: Historical Essentials for University of Virginia Nurses.

Education and Scholarship – Question 3: What is the philosophy underlying all that we do here? (this question is cross-cutting with Infrastructure and Investment)

Cultural humility is the philosophy which underpins our education and scholarship mission and we teach our students the importance of understanding themselves, including one's identities, background experiences, biases and values and how these influence the lens through which we see and care for others.

Integrating inclusion into course design. Since 2018, each semester, in collaboration with the Diversity Committee we offered a brown bag workshop on how to develop an inclusive course. The Inclusion by Design: A Syllabus Workshop is a hands-on, empowering experience where faculty bring their course syllabi to workshop together in small groups. Faculty first do a guided self-assessment of their course and then, work with each other to find ways to diversify readings, lecture material, assignments, and mechanisms of evaluation. Close to 40 faculty have attended these workshops. The IDEA team is available for additional consultation with faculty.

In 2019-20, Dr. Ishan Williams, Assistant Dean for Diversity and Inclusion led a formal curriculum assessment of the PhD Program, using the toolkits developed in an equity group project designed during the 2019 Racial Equity Institute. This was presented to the PhD Committee and PhD faculty in the Spring of 2020. We developed a template to assess other programs based on the feedback from the PhD program assessment. Recommendations for next steps are being developed. In the summer of 2020, Dr. Tomeka Dowling, BSN Program Director began a formal assessment of the program, auditing courses for the curricular threads of diversity, social determinants of health, health equity, and social justice. This is being undertaken by a small group in the 2021 Racial Equity Institute cohort for their equity project.

Inclusive practices in teaching. The IDEA team has hosted several workshops on Inclusive Practices in Teaching over the course of the 2015-20 Diversity Strategic Plan, attended by many faculty and academic staff members (see Appendix 6 for workshop list and attendance). Topics included Cultural Humility in the Classroom, Implicit Bias Training, Inclusive Practices in Teaching, HEALS Training, and Controversial Topics and Dialogues: Effectively Engaging Students in Difficult Conversations in the Classroom, among others. We also hosted UVA Acts in the SON for the three workshops in their Inclusive Teaching Toolkit series (First Days, Lectures, and Small Groups). We now have a growing group of faculty who have taken up the challenge of creating a different kind of classroom experience for our students. They use strategies, like using case-based learning without stereotyping, developing

culturally sensitive simulations, and implementing HEALS. They have also been creative, developing their own strategies like community-building activities and reflective writing exercises that increase self-awareness of implicit biases. A group of faculty, staff and doctoral students presented a workshop called “Shared Spaces: Cultivating Strategies to Attain Inclusivity in the Classroom and Beyond” for faculty across the university at the Center for Teaching Excellence’s annual Innovations in Pedagogy Summit in 2018. It was attended by about 50 faculty across Grounds and very well-received.

We have also extended inclusive teaching practices training to graduate teaching assistants with HEALS training and the PhD students receive a workshop on Building a Respectful Community of Scholars during program orientation.

Due to the crisis of the COVID-19 pandemic in the spring of 2020, students were sent home and faculty had to quickly convert their coursework to a virtual format. Equity issues were soon apparent on many levels, including disparities in students’ environments for learning and their access to technology. Our faculty, staff and graduate students had competing demands for work, childcare and home schooling. Inclusive practices in teaching and a focus on equity were not necessarily top of mind for faculty as they were learning to teach online. To provide support for faculty, The IDEA team created a series of infographics with concrete, easy to digest tips for faculty, releasing one per week every Monday. The topics included Managing Student Anxiety in the Covid-19 Pandemic, Building Inclusivity Awareness in Online Teaching, 9 Ways to Create Belonging in a Virtual Classroom, 3 Ways to Ensure Access to Online Learning, 5 Strategies to Build a Sense of Community in an Online Learning Environment and, Wrapping Up – Ending Your Online Class Well (see <https://www.nursing.virginia.edu/diversity/inclusive-teaching/>). Faculty expressed appreciation for these resources and they were shared with other schools across Grounds, as well as UVA-Wise.

Preparing our students to address racism and other bias in the clinical setting. With the growing trend of bias-related behavior by patients and their families seen in our Medical Center—especially racist and Islamophobic incidents, we needed to prepare faculty and students to address this. A task force comprised of members from the Health System, School of Medicine and School of Nursing was mobilized to create a program to prepare clinicians to address incidents of bias in practice, as both targets and as bystanders.

The workshop, “Stepping In: Responding to Disrespectful and Biased Behavior in Health Care training” was developed using video scenarios of real incidents that happened in the hospital, acted out by community actors. Over the last two years, 106 faculty in the BSN and CNL Programs attended Stepping In, with some of this number attending twice. In the fall of 2020, we also trained 92 3rd year and 88 4th year BSN students and 38 2nd year CNL students.

In the fall of 2021, there will be an opportunity for faculty and academic staff to attend a train-the-trainer workshop.

Infrastructure and Investment - Question 3: What is the philosophy underlying all that we do here?

Building equity literacy and leadership. The events of August 11 and 12, 2017 forced us to reconsider the philosophical underpinnings of our Diversity Strategic Plan. With the physically and emotionally violent march of white supremacist groups on our Grounds and in the Charlottesville community for the Unite the Right Rally, this was a moment for us to acknowledge that we needed to take a deeper dive into transforming our SON community. The week after the violence, Dr. Shaun Harper, the Director of the Center for Race and Equity (CRE) at the University of Southern California (USC), visited the School of Engineering and Applied Sciences (SEAS). The SON partnered with SEAS to host Dr. Harper to give a talk on his thoughts on the aftermath of August 11 and 12. McLeod Hall auditorium was packed with distressed faculty from across the university, looking for wisdom and solutions. Dr. Harper gave us a roadmap for action, beginning with the admonishment: “Stop graduating racists!” He talked about the need for structural changes and for trainings to engage in dialogues about race, racism, and white privilege to build our race consciousness and equity-minded leadership. We needed to understand where privileges and biases were baked into our systems and structures.

And so we began to do this work. Eighteen of our SON leaders, including our Dean, the Dean’s Council, Program Directors and other school leaders took an 8-week intensive Equity Institute offered by the USC CRE. Spring semester 2021, we trained a second cohort of 20 faculty and staff leaders. The robust curriculum is designed to provide the tools to advance equity goals and is complemented with hands-on small group equity projects (see Appendix 8 for small group equity projects and outcomes). The aim is to develop race-conscious leadership and cultivate leading with an equity lens.

What this training has done for us is expand our mission beyond the development of cultural humility as our guiding philosophy to also include the development of structural competence. We have had to learn that the individual-focused development of cultural humility is not sufficient without a deep understanding of the structures and policies that may be undergirded by systemic bias, like racism and white privilege.

Community and Partnership

Respectful community engagement. We have shifted our manner of approaching community partners from “Can we place x number of students at your agency this semester?” to “What can our students do for you? How can we help?” We have questioned an unintentionally extractive process (e.g., meeting the educational and experiential needs of our students) and moved to more fully embrace the principles and practices of respectful community

engagement, beginning with centering community-identified needs through a needs assessment process.

Prior to going into community clinical placements, our undergraduate nursing students receive content on best practices for respectful community engagement and nursing practice in response to community-identified needs. A part of this preparation is having a guest lecture on “The History of Race and Ethnicity in Charlottesville,” delivered by former Director of the Human Rights Commission of Charlottesville, Ms. Charlene Green. We identified the importance of providing our students with the historical context of the region, including the painful legacy of enslaved labor and deeply rooted racism that continues to reverberate in our community today, often times leading to mistrust of health professionals. A website repository of these historical materials is under development and will be used as an educational resource in our curricula. Additionally, the MAPP2Health document, developed by the Thomas Jefferson Health District in collaboration with key stakeholders in the local and regional communities, is used in our community health courses as an underlying framework for a systematic method of conducting a community needs assessment and gearing our nursing student practica toward meeting needs that have been identified by the community as priorities

A centerpiece of our community clinical presence is the nurse-managed, resident-driven Westhaven Wellness Clinic, directed by faculty member Sharon Veith, MSN, RN. Westhaven is a model collaboration with Public Housing Association of Residents (PHAR), the Charlottesville Housing & Redevelopment Authority (CHoRA), and SON faculty with the goal of integrating best practice clinical instruction, clinical leadership, and population and public health approaches. Carrying on the legacy of the late clinical instructor and community activist, Dr. Holly Edwards, Westhaven serves two local neighborhoods by offering support to Westhaven and Crescent Halls public housing residents. Using a trauma-informed community health nursing model, services include health screenings, monitoring and support for chronic health conditions, and guidance and referrals for food, housing, mental health and other needed resources.

We have many other community partnerships that target populations with varied health needs in the community and serve as community clinical placements for our students [see Appendix 9 for Community Partnerships].

Question 4: What do we want to be known for?

Our legacy. This guiding question does not fit neatly into the Inclusive Excellence framework, but is overarching to all of the areas that we have been diligently working on. This question has to do with the legacy that we wish to leave by meeting our DEI mission. It is a given that we hope to contribute to excellence in student achievement, faculty and staff

development and advancement, knowledge generation, and compassionate and equitable health care practices. We hope to achieve this excellence in the context of a community in which all feel respected, affirmed, and a sense of belonging and have the support they need to succeed and thrive.

Telling an inclusive nursing history: Redressing past harms. The UVA School of Nursing, like other schools in the South, has elements of its history that we would prefer not to be remembered for. Embedded in a university that was built by enslaved laborers and very slow to admit women and minorities, our elite history perpetuated exclusion and harm for a long time. To claim that we want to be known for our values of compassion, respect and inclusion, we needed to begin to come to terms with the hidden and painful parts of our history.

In her research for a nursing history paper, PhD student Tori Tucker asked the question, “Who was the first African American nursing student at UVA?” She discovered that Ms. Mavis Claytor was still living. In 2016, we invited Ms. Claytor to be the speaker for our annual McGehee Lecture and Ms. Tucker interviewed her on stage in a full auditorium at the beginning of Black Alumni weekend. Accidentally admitted as a transfer student– no one had asked Ms. Claytor her race,-- she told her story of exhausting her life savings staying in a hotel in order to attend school. There suddenly was no room in the nursing student dormitory for her once it was discovered she was Black. She persevered and went on to earn both a BSN and a master’s degree, becoming a nurse leader in the VA Hospital System.

Before hundreds of people, including Ms. Claytor’s family, friends and church congregation, former Dean of the Nursing school, Dorrie Fontaine, issued a formal apology to her for the hardships that she endured and promised that no other student would suffer as she did. Ms. Claytor responded, “All is forgiven.” This moment of reconciliation was a turning point for us. While we cannot change the past, we can take responsibility, we can say we are sorry, and we can strive to do better in the future.

Uncovering Ms. Claytor’s story was the beginning of our Hidden Nurses project that continues today. Funded by the Jefferson Trust, we aim to tell an inclusive history of nursing, honoring those whose contributions have not always been visible. This includes the Burley High School-University of Virginia Hospital licensed practical nurses (LPNs) who graduated in the 1950’s and 60’s. During segregation, they were not allowed to attend UVA to become RNs, but instead, an LPN training program was started in a local high school as nurses were needed. Burley nurses went on to desegregate the hospital and had major impact on their patients and communities.

We honored these nurses with a recognition ceremony attended by their family and friends in which they were acknowledged for their many contributions. They were also given a public apology from our Dean and were inducted into the UVA Alumni Association by

President Jim Ryan. Portraits of Ms. Claytor and all of the graduating classes of the Burley High School-University of Virginia Hospital LPNs are mounted in prominent spaces in the Claude Moore Nursing Education Building and McLeod Hall respectively.

Under the leadership of Dr. Barbra Mann Wall, Director of the Eleanor Crowder Bjoring Center for Nursing Historical Inquiry, we have continued to uncover and amplify the hidden elements of nursing history in our History Center archives. This mission will continue under the new Director, Dr. Dominique Tobbell.

And this is the legacy that we wish to leave: that we are a school that has grappled with and is learning from our history, and we strive each day to be better– to educate nurses and nurse scientists in a learning community that values their diverse backgrounds and prepares them to be excellent clinicians, researchers, educators, and agents of change wherever they go. We are a work in progress.

Summary of Strengths, Challenges, Opportunities, and Needs

Strengths

The School of Nursing is well-known for being student-centric. Faculty and staff are highly supportive of and caring towards our students. From the Office of Academic and Student Services to program-specific leadership, faculty and staff, we are known as a high-touch school. Our Compassionate Care and Healthy Work Environment Initiatives offer guiding principles for building resilience and caring for one another.

We have intentionally begun to explore, understand and reconcile our history of discrimination and exclusion, redressing past harms where we are able. This has demonstrated our willingness to address the past so that our present and future are built on integrity and authentic commitment to DEI.

We have a lot to build on – we are leading the University in building our leadership capacity for equity- 38 faculty and staff leaders have taken intensive equity leadership training; we have a cadre of faculty who are highly committed to inclusive practices in teaching; we have made dedicated and sustained efforts to develop concrete actions to become an antiracist school; we have made gains in the diversity of our undergraduate student body overall; and the IDEA initiative is familiar and increasingly integrated into our programs and practices.

Challenges

We continue to be challenged with discomfort in conversations about race and other areas of difference that occur in the classroom and clinical settings. While IDEA has hosted several

faculty development training opportunities to improve faculty comfort and skill in facilitating dialogue across diverse perspectives, students still complain about breaches of inclusivity happening in the classroom that are either poorly addressed or ignored. This was one of the top concerns identified by students in the Antiracist Working Group in the summer of 2020. Faculty continue to express discomfort, fear, and a lack of confidence around addressing bias when it occurs.

Since August 11 and 12, 2017, it has been difficult to recruit faculty of color to UVA. We continue to be stagnant in the growth of our faculty diversity. Like other universities, we continue to be vulnerable to losing underrepresented faculty to other institutions, therefore retention is an ongoing challenge. The lack of staff diversity remains a consistent challenge and is in need of attention (see Appendix 10 for staff diversity trends).

Opportunities and Needs

One of the most pressing needs for this new IE Strategic Plan is a close to practice data-driven evaluation plan. A clear weakness of the previous plan was the lack of clear metrics and consistent processes for measuring impact of the many efforts we are engaged in. We also need to consistently track who is attending IDEA offerings to more accurately report our reach and develop additional outreach strategies. Similarly, students express a lack of awareness of behind the scenes efforts of IDEA. Better communication with stakeholder groups is needed.

Second, we did not prioritize the development and support of underrepresented faculty and student research scholarship in our first diversity strategic plan. We have taken this opportunity to develop objectives and actions to increase research opportunities, grant submissions and targeted mentoring to improve the experience and outcomes of our underrepresented scholars. There is a need for training opportunities to support the fostering of an inclusive research culture as an element of improving health and health care delivery.

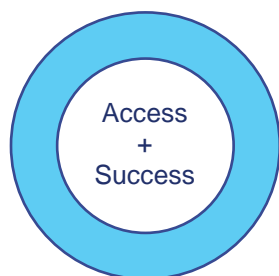
Third, two years ago, we lost our Academic Director for Community Engagement and Partnerships. This has impacted our ability to increase our capacity to meet community-identified needs and develop new partnerships. We should prioritize filling this position to increase and maintain respectfully engaged community involvement, as well as to prepare the community to receive our students by enhancing our reciprocal relationships. Further, an increased number of faculty positions dedicated to the teaching and practica aspects of our community health curricula are needed, including the oversight of a nurse-managed wellness clinic in a second location, such as Crescent Halls public housing.

Finally, because our student needs were great and much attention was needed on faculty development to improve our climate for inclusivity and belonging, staff DEI needs and issues

were neglected. We need to take the opportunity to center our staff in DEI efforts. Beginning with bringing an equity lens to review the staff hiring process, we need to work with our Associate Dean for Administration and Human Resource business partner to learn and institute best practices in equitable staff hiring processes and advancement. Further, staff development opportunities, such as navigating conversations around differences and addressing microaggressions and other expressions of bias are desired by staff. Lastly, it would be helpful to query staff members to learn more about how they contribute to our climate of inclusion and belonging.

In addition to these specific areas of need, we must stay the course on the goals and objectives of the last five years in order to continue to make steady gains in nurturing the kind of School of Nursing we strive to be.

IDEA Inclusive Excellence Strategic Plan (2021 – 2026)



Access + Success	2030 Vision: <i>Recruit and support exceptionally talented, diverse, and service-oriented students. Recruit, support, and retain excellent and diverse faculty and staff.</i>				
Who gets to learn and work here?					
Goal 1 - Improve access for students who are underrepresented in nursing.					
Objectives	Actions	Outcomes (Data/Metric)	Timeframe	Responsibility	Funding Source
Implement holistic admissions process using Experiences-Attributes-Academic Metrics Model	All screening committees complete program-specific holistic admissions training modules	Applicant reviewers improve knowledge, skills to complete holistic review (Training pre- and post-test)	Ongoing - all reviewers complete training	<u>Undergraduate</u> OASS <u>Graduate</u> Program Directors OASS	IDEA OASS
	Develop program-specific review rubric based on EAMS	All screening tools align with EAMS (Application review rubric Interview questions)	Year 1	Asst Dean for Admissions, Admissions Coordinator, Program Directors with ADDI	IDEA
	Analyze admissions from number of applications to graduation rates to enable a more granular assessment of outcomes	Increased admissions in UR groups (race/ethnicity, gender, FGLI, LGBTQ+) (Compositional trends Graduation rates)	Ongoing – 5 year trends	IDEA Data Analyst with OASS, IRA, ADDI	IDEA

Access + Success					
2030 Vision: Recruit and support exceptionally talented, diverse, and service-oriented students. Recruit, support, and retain excellent and diverse faculty and staff.					
Who gets to learn and work here?					
Goal 1 - Improve access for students who are underrepresented in nursing.					
Objectives	Actions	Outcomes (Data/Metric)	Timeframe	Responsibility	Funding Source
Expand recruitment strategies for UR students	Review current OASS recruitment strategies and assess yield	Increased number of applicants and admissions from UR groups (Compositional trends Yield rate of acceptances)	Ongoing – 5 year trends	Asst Dean for Admissions, Admissions Coordinators, Program Directors with IDEA Data Analyst OASS Staff	
	Consult with graduate Program Directors to develop targeted recruitment plans	Increased number of applicants from UR groups (Compositional trends for each group Yield rate of acceptances)	Ongoing – 5 year trends	Asst Dean for Admissions, Admissions Coordinators, Program Directors with IDEA Data Analyst OASS Staff	
Collaborate on pipeline programs	Continue to grow and implement ADN-RN pathway for Conway grant	Increased number of UR applicants and admissions to RN-BSN Program (Compositional trends Yield rates Graduation rates) Increased number of sites and/or capacity at current sites	Ongoing – 5 year trends	Conway grant team IDEA Data Analyst	Conway grant CSLC

Access + Success					
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Who gets to learn and work here?					
Goal 1 - Improve access for students who are underrepresented in nursing.					
Objectives	Actions	Outcomes (Data/Metric)	Timeframe	Responsibility	Funding Source
	Explore partnership with Piedmont Virginia Community College and other regional community colleges for ADN-RN pathway	Increased number of partnerships	Ongoing	BSN Director ADDI OASS, Sr. Asst Dean	SON
	Collaborate with student groups to host middle school and high school visitors	Increased visits from local and regional young people (Track outreach and participation rates)	Ongoing – 5 year trends	IDEA Team – for programming Assisted by CSLC Staff Diversity in Nursing for a Better Community Student CIO	IDEA
Secure funding to improve access to programs	Submit HRSA Nursing Workforce proposal (when available)	Funded grant (grant-specific data tracking)	(when grant mechanism is available)	Program-specific Program Director IDEA team OASS, Sr. Asst Dean	Program-specific staff support

Access +
Success

2030 Vision: *Recruit and support exceptionally talented, diverse, and service-oriented students. Recruit, support, and retain excellent and diverse faculty and staff.*

Who gets to learn and work here?

Goal 2 - Improve faculty diversity.

Objectives	Actions	Outcomes (Data/Metric)	Timeframe	Responsibility	Funding Source
Increase number of faculty who are UR in nursing	Utilize best practices in faculty search processes	Increased number of UR faculty applicants and hires (HR search data base- Composition of applicants Yield of UR hires)	Ongoing	Dean ADDI Search Chairs Dept Chairs Sr. Faculty Appointment Coordinator	Provost
	Restructure search committee process to be position-specific with a more targeted recruitment plan (Explore TOPS, cluster hires)	Increased number of UR applicants and hires (Composition of applicants Yield of UR hires)	Ongoing – annual plan	Dept Chairs ADDI ADR ADAP Sr. Faculty Appointment Coordinator	SON
	Analyze annual search cycle from application to hire to ensure equitable processes	Increased yield of UR hires	Annually	ADDI IDEA Data Analyst Senior Faculty Appointment Coordinator	IDEA
	Develop postdoc to faculty program with research and scholarship emphasis on health	Increased number of UR postdocs and UR faculty hires	Ongoing, annual	ADR ADDI	SON

Access + Success					
2030 Vision: Recruit and support exceptionally talented, diverse, and service-oriented students. Recruit, support, and retain excellent and diverse faculty and staff.					
Who gets to learn and work here?					
Goal 2 - Improve faculty diversity.					
Objectives	Actions	Outcomes (Data/Metric)	Timeframe	Responsibility	Funding Source
	disparities and equity				
Promote retention and advancement of faculty who are UR in nursing	Discuss retention issues for UR faculty with Dept Chairs, including minority stress, invisible workload, microaggressions, etc. and how these issues can contribute to retention issues	Decreased attrition rate for UR faculty Increased faculty sense of respect and belonging (5 year faculty diversity trends, COACH survey, demographics of leadership)	Ongoing - annual	ADDI Dept Chairs ADAP ADR	SON
	Utilize UVA membership in the National Center for Faculty Development and Diversity (NCFDD) for faculty development and support opportunities	Faculty of color utilization of NCFDD resources (track number)	Ongoing - annual	ADDI Dept Chairs	Provost SON
	Promote consideration of UR faculty for leadership training, leadership positions and roles, awards	Increased diverse composition of leadership team (number of Program Directors, Dean's Council, major	Ongoing - annual	Dean Dept Chairs ADDI	SON

Access +
Success

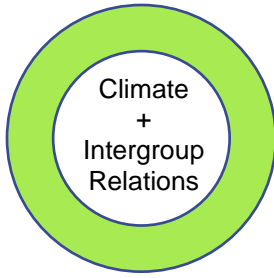
2030 Vision: *Recruit and support exceptionally talented, diverse, and service-oriented students. Recruit, support, and retain excellent and diverse faculty and staff.*

Who gets to learn and work here?

Goal 2 - Improve faculty diversity.

Objectives	Actions	Outcomes (Data/Metric)	Timeframe	Responsibility	Funding Source
	and recognition	committee Chair roles filled by UR faculty) and awards and recognition (Dean's Council tracking)			

Access + Success		2030 Vision: <i>Recruit and support exceptionally talented, diverse, and service-oriented students. Recruit, support, and retain excellent and diverse faculty and staff.</i>			
<i>Who gets to work and learn here?</i>					
Goal 3 – Improve staff diversity.					
Objectives	Actions	Outcomes (Data/Metric)	Timeline	Responsibility	Funding Source
Increase number of UR staff	Utilize best practices in staff hiring process	Increase applications and hires of UR staff. (Composition of applicants Yield of UR hires)	Ongoing	Associate Dean for Administration HR Business Partner ADDI OASS	SON
Improve advancement opportunities for UR staff	Mentor staff in the development of a career trajectory Encourage development opportunities within and outside of the university	Stable retention rates for UR staff. Increased advancement of UR staff over time (within SON and university) (Annual retention rate Number of promotions or other advancements)	Ongoing	Associate Dean for Administration HR Business Partner ADDI	SON



Climate + Intergroup Relations		2030 Vision: <i>Continuously support and strengthen an inclusive community of trust, a culture of integrity, mutual respect, excellence, collaboration, and innovation.</i>			
<i>What kind of SON community do we want to be? How do we want to engage with each other?</i>					
Goal 1 – Promote an inclusive and respectful climate where all experience a sense of belonging and expect respectful engagement with each other.					
Objectives	Actions	Outcomes (Data/Metric)	Timeframe	Responsibility	Funding Source
Infuse principles of community, including respect, inclusion, and equity, into our learning and work environments	Co-create SON values statement and principles of community with key stakeholder groups	Values statement and principles of community are transparent and visible in appropriate SON documents, including student, faculty and employee handbooks, webpage, promotional materials (documents audit)	[Align with SON strategic planning process]	Dean Dean’s Council OASS Staff Values Task Force	SON
	Amend staff, faculty, and leadership position descriptions to include responsibility for DEI	Revised position descriptions Added item on annual review		ADA HR Partner	SON
	Reinforce expectations	Syllabus template for	Ongoing	ADAP ADDI	

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Goal 1 – Promote an inclusive and respectful climate where all experience a sense of belonging and expect respectful engagement with each other.					
Objectives	Actions	Outcomes (Data/Metric)	Timeframe	Responsibility	Funding Source
	for respectful engagement in student, orientations, course syllabi	principles of community and HEALS Model (syllabus audit)		Program Directors	
	Collaborate with students to plan intentional community engagement activities that support values (e.g., #Hoos Inclusive Campaign, receptions for underrepresented students)	Increased student sense of respect and belonging (SERU survey data)	Ongoing - annual	IDEA Program Coordinator OASS Staff	IDEA OASS
	Collaborate with HWE Committee and CCI to host intentional community engagement activities that support values (e.g., Compassion, Connection & Coffee hours, cultural-centered celebrations); Create time for meaningful conversation to	Increased sense of respect and belonging for staff and faculty (engagement, climate surveys)	Ongoing	IDEA Team HWE CCI	Shared

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Goal 1 – Promote an inclusive and respectful climate where all experience a sense of belonging and expect respectful engagement with each other.					
Objectives	Actions	Outcomes (Data/Metric)	Timeframe	Responsibility	Funding Source
	about climate, expectations and relationships				
	Offer faculty development in facilitating discussions with diverse perspectives, including workshops and other resources	Improved faculty comfort, confidence and skills in addressing issues of difference when they arise in the classroom (number of faculty trained; workshop pre- and post-test assessment; course evaluations)	Ongoing – annual plan	ADDI	IDEA
	Diffuse model of directly addressing breaches of inclusivity when they occur in the learning environment (e.g. HEALS Model)	(same as above)	Ongoing - annual	ADDI	IDEA
	Add item on course evaluation re: climate for	Positive student evaluation on climate criteria	Ongoing - annual	ADAP Dept Chairs	SON

Climate + Intergroup Relations	2030 Vision: <i>Continuously support and strengthen an inclusive community of trust, a culture of integrity, mutual respect, excellence, collaboration, and innovation.</i>
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What kind of SON community do we want to be? How do we want to engage with each other?
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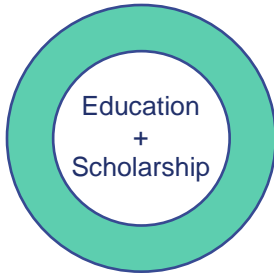
Objectives	Actions	Outcomes (Data/Metric)	Timeframe	Responsibility	Funding Source
	inclusion and belonging	(student evaluations)			
	Annual mobilization and development of faculty and staff ally group	Standing Faculty & Staff Ally Group with increased skill in allyship (number of allies trained; workshop pre- and post-test assessment)	Year 1 – tracking system development Ongoing	ADDI	IDEA
		UR students are aware of and utilize Allies (number of student encounters logged by Allies)			
	Provide staff training opportunities, such as navigating conversations across difference and addressing microaggressions and other forms of bias	Improved staff comfort, confidence and skills in addressing issues of difference when they arise in the workplace. ((number of staff trained; workshop pre- and post-test assessment)	Ongoing – annual plan	ADDI ADA OASS Sr. Assistant Dean	IDEA HR

Climate + Intergroup Relations	2030 Vision: <i>Continuously support and strengthen an inclusive community of trust, a culture of integrity, mutual respect, excellence, collaboration, and innovation.</i>
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Goal 1 – Promote an inclusive and respectful climate where all experience a sense of belonging and expect respectful engagement with each other.

Objectives	Actions	Outcomes (Data/Metric)	Timeframe	Responsibility	Funding Source
	Promote Safe Space training for faculty and staff	Increased faculty and staff awareness and skills in addressing needs specific to LGBTQ+ students (number of faculty trained; workshop pre- and post-test assessment)	Annual	ADDI Director of LGBTQ Center	University
	Promote expected staff and faculty behaviors with Statement on a Healthy Work Environment. Introduce in orientation and reinforce in communications) Evaluate staff contributions to climate of inclusion and belonging	Increased evidence of feelings of well-being and being respected in the work environment (engagement and climate Surveys)	Ongoing	HWE IDEA Data Analyst	SON
	Add major religious observances to SON calendar and encourage faculty and managers to communicate	Increased feelings of belonging and respect (SERU, engagement and climate surveys)			

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<i>What kind of SON community do we want to be? How do we want to engage with each other?</i>					
Goal 1 – Promote an inclusive and respectful climate where all experience a sense of belonging and expect respectful engagement with each other.					
Objectives	Actions	Outcomes (Data/Metric)	Timeframe	Responsibility	Funding Source
	offer of accommodation				
Ensure inclusive representations in shared SON spaces, including historical archives	Audit buildings and archives for inclusive representation	Increased feelings of SON community members' belonging and respect (SERU, climate surveys)	Year 1 audit + ongoing assessment	IDEA Team History Center Director	SON History Center
	Continue plan to increase diversity in historical and contemporary images	Increased diverse representation in photos and artwork in SON buildings (audit of spaces)	Ongoing	IDEA Team History Center Director	SON Philanthropy



Education + Scholarship		2030 Vision: <i>Enable faculty, staff and students to work across traditional boundaries and prepare servant-leaders to shed new light on enduring and profound questions in our diverse community and globally connected world.</i>			
<i>What is the philosophy underlying all that we do here?</i>					
Goal – Promote inclusive practices in teaching, research, and clinical practice, based on principles of cultural humility and structural competence.					
Objectives	Actions	Outcomes (Data/Metric)	Timeline	Responsibility	Funding Source
Increase faculty self-awareness and skill development in cultural humility and structural competence	Provide faculty with training on implicit bias, bias literacy and structural competence	Improved faculty understanding and awareness of both individual and structural bias	Ongoing - annual	ADDI	IDEA
		Improved faculty knowledge and skills in bias intervention (training pre- and post-tests, faculty self-assessment, climate survey data, course evaluations)	Ongoing	ADDI	IDEA
Build faculty capacity for inclusive teaching	Provide faculty with training on inclusive practices in teaching (e.g., Inclusion by Design: Syllabus	Improved faculty knowledge and skills in inclusive teaching practices	Ongoing – annual	ADDI	IDEA

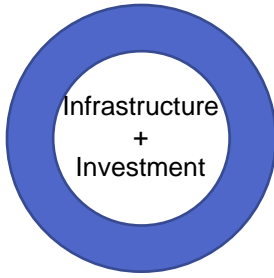
Education + Scholarship	2030 Vision: <i>Enable faculty, staff and students to work across traditional boundaries and prepare servant-leaders to shed new light on enduring and profound questions in our diverse community and globally connected world.</i>				
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Objectives	Actions	Outcomes (Data/Metric)	Timeline	Responsibility	Funding Source
	Workshop, UVA Acts Inclusive Teaching Toolkit)	(training pre- and post-tests, climate survey data, course evaluations)			
	Revise and develop clinical simulations to ensure sensitivity and eliminate stereotypes	Increased number of culturally appropriate and sensitive simulations (CSLC data)	Ongoing - annual	Director of Clinical Simulation Lab	Clinical Simulation Learning Center
	Faculty, clinical instructors and students take Sexual Orientation & Gender Identity (SOGI) training 2-part modules through Workday learning portal	Increased number of faculty, instructors completed SOGI; all students complete before attending clinical in the HS (training pre- and post-tests)	Ongoing	ADAP Employee Compliance Coordinator Program Dirs	HS
Integrate curricular threads of diversity (incl LGBTQ+, race, ethnicity, disability), equity, social	Audit courses for curricular threads across nursing programs	Audits completed for all programs	Ongoing – over three years + annual assessment	ADDI Program Directors and Coordinators Diversity Committee	SON IDEA

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Objectives	Actions	Outcomes (Data/Metric)	Timeline	Responsibility	Funding Source
determinants of health, social justice across curricula and programs	Add item on course evaluation on inclusive content	Positive student evaluation on inclusive content (student evaluations)	Ongoing - annual	ADAP Dept Chairs	SON
Promote the ability to intervene when bias occurs in the clinical setting	Faculty and students attend Stepping In training	Increased awareness and skills to intervene in clinical situations of bias, including support of the target of bias (workshop pre- and posttest, number of faculty and students trained, increased number of SON trainers)	Ongoing - annual	ADDI Program Directors	IDEA
Increase success of under-represented faculty in obtaining sponsored funding for research	Identify and support faculty teams in grant submissions	Increased number of grant submissions from UR faculty with concomitant perception of support by UR faculty (ONR data trends, faculty climate survey)	Ongoing and 5 year trends	ADR Dept Chairs	Pilot monies- ONR, SON, UVA Development Office

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<i>What is the philosophy underlying all that we do here?</i>					
Goal – Promote inclusive practices in teaching, research, and clinical practice, based on principles of cultural humility and structural competence.					
Objectives	Actions	Outcomes (Data/Metric)	Timeline	Responsibility	Funding Source
	Identify and support promising UR faculty for seeking major honorific awards	Increased number of UR faculty being nominated for consideration of honorific awards (Dean’s Council minutes)	Ongoing and 5 year trends	ADDI ADR Dept Chairs	SON
	Build upon best practices of mentoring UR research faculty	Training materials developed to include equity as a component of faculty mentoring	Ongoing	ADDI ADR	IDEA
		Faculty who are committed to promoting equity and inclusion are identified and supported (number of mentors, tracked by ONR)	Ongoing	ADR ADDI	SON
		Training opportunities on research culture to include supporting an inclusive research culture as an element of	Ongoing, annually	ADR ADDI	ONR, SON

Education + Scholarship	2030 Vision: <i>Enable faculty, staff and students to work across traditional boundaries and prepare servant-leaders to shed new light on enduring and profound questions in our diverse community and globally connected world.</i>				
<i>What is the philosophy underlying all that we do here?</i> Goal – Promote inclusive practices in teaching, research, and clinical practice, based on principles of cultural humility and structural competence.					
Objectives	Actions	Outcomes (Data/Metric)	Timeline	Responsibility	Funding Source
		improving health and health care delivery			
Recruit, train and graduate UR doctoral and postdoctoral scholars who have the educational and research foundation to advance in their chosen paths	Expand UR student participation in research by growing SON research portfolio	Increased participation of UR students in active research grants (ONR data)	Ongoing and 5 year trends	ADR PhD Program Director	NIH, HRSA, Private Foundations, etc.
	Increase number of faculty submitting for diversity supplements on existing grants	Increased submissions of administrative supplements seeking to support UR scholars (number of admin supplements ONR data)	Ongoing and 5 year trends	ADR Research Faculty	ONR
	Assist UR students in obtaining competitive individual graduate fellowships	Increased number of F31 submissions or similar by UR students with concomitant perception of support by UR students	Ongoing and 5 year trends	ADR Faculty advisor	SON ONR

Education + Scholarship	2030 Vision: <i>Enable faculty, staff and students to work across traditional boundaries and prepare servant-leaders to shed new light on enduring and profound questions in our diverse community and globally connected world.</i>				
<i>What is the philosophy underlying all that we do here?</i> Goal – Promote inclusive practices in teaching, research, and clinical practice, based on principles of cultural humility and structural competence.					
Objectives	Actions	Outcomes (Data/Metric)	Timeline	Responsibility	Funding Source
		(ONR data, number of submissions; student climate survey)			



Infrastructure + Investment		2030 Vision: <i>Be a community that consistently lives its values and ensures that our systems enable our students, faculty, and staff to do their best work.</i>			
<i>What kind of SON community do we want to be? How can we stand against racism and other forms of social injustice?</i>					
Goal – Build our capacity for equity-oriented leadership, policies, and practices.					
Objectives	Actions	Outcomes (Data/Metric)	Timeline	Responsibility	Funding Source
Develop race- and equity-conscious leadership	Offer development opportunities to all faculty and staff leaders to build capacity for racial and equity literacy and leadership (e.g. USC Equity Institute)	Leaders utilize principles of equity-conscious leadership (number of faculty and staff leaders trained, program evaluation data)	Ongoing - annual	ADDI	Philanthropy
Bring equity lens to evaluation of policies and practices	Develop policy audit tool and audit policies and practices associated with admissions, hiring guidelines, evaluation, advancement, and workload assignments for equity	Major policies and procedures in key areas are reviewed and revised accordingly (Faculty and Staff Handbook)	Ongoing	Faculty Org with ADDI	SON



Community + Partnership		2030 Vision: <i>Be a strong partner with and good neighbor to our region, contributing to economic and social well-being by providing accessible healthcare, innovative education, opportunity, and engaging alumni.</i>			
<i>What kind of SON community do we want to be? How can we be responsive to the needs of the communities in which we are embedded?</i>					
Goal –					
Objectives	Actions	Outcomes (Data/Metric)	Timeline	Responsibility	Funding Source
Prepare students to enter clinical practice with an awareness of the historical and current context regarding inequities and community trauma	Develop website repository of materials: Race and Health Care: Historical Essentials for UVA Nurses	Complete website, integrate material into select courses (number of courses incorporating historical topics and resources)	Year 1	History Center Director ADDI	Jefferson Trust grant
	Work with Program Directors to integrate resources into identified courses	Identify courses in each program to include historical and contextual background (syllabus audit)	Ongoing	Program Directors with community health faculty ADDI	IDEA
	Continue to underpin community health courses with MAPP2Health, the equity-oriented health	MAPP2Health framework is embedded in community health courses (syllabus audit)	Year 1	Program Directors with community health faculty ADDI	IDEA

Community + Partnership	2030 Vision: Be a strong partner with and good neighbor to our region, contributing to economic and social well-being by providing accessible healthcare, innovative education, opportunity, and engaging alumni.				
<i>What kind of SON community do we want to be? How can we be responsive to the needs of the communities in which we are embedded?</i>					
Goal –					
Objectives	Actions	Outcomes (Data/Metric)	Timeline	Responsibility	Funding Source
	district needs assessment, as well as guest lectures by community experts				
Build community health capacity for development and maintenance of partnerships	Fill Assistant Director for Community Engagement position	ADCE position filled	Year 1-2	Dean Dept Chairs	SON
	Create and fill dedicated GT faculty positions to CH, including position to manage nurse-run clinic	Increased number of FTE filled by faculty with expertise in CH	Year 1-3	Dean Dept Chairs	SON
	Centering community partners' contributions to nursing education	Increased number of SON communications that share credit with community partners for accomplishments (<u>without taking credit</u>) (number of community-centered articles in UVA	Ongoing	Community Health Faculty	SON

Community + Partnership	2030 Vision: <i>Be a strong partner with and good neighbor to our region, contributing to economic and social well-being by providing accessible healthcare, innovative education, opportunity, and engaging alumni.</i>				
<i>What kind of SON community do we want to be? How can we be responsive to the needs of the communities in which we are embedded?</i> Goal –					
Objectives	Actions	Outcomes (Data/Metric)	Timeline	Responsibility	Funding Source
		Today and SON pubs) Increased opportunities to show appreciation for community contributions (number of partner appreciation events; honoraria paid when appropriate)			
	Share information and resources with community	(number of student capstone and other presentations at community sites)	Ongoing	CH Faculty	SON