

## Appendices

**Appendix 1:** 5 Year Admissions Trends

**Appendix 2:** 5 Year Faculty Diversity Trends

**Appendix 3:** School of Nursing Banner

**Appendix 4:** Student Experience in the Research University (SERU) Data

**Appendix 5:** HEALS Model

**Appendix 6:** Faculty and Staff Allies

**Appendix 7:** IDEA Workshops

**Appendix 8:** Racial Equity Institute Small Group Equity Projects

**Appendix 9:** Community Partnerships and Clinical Placements

**Appendix 10:** 5 Year Staff Diversity Trends

## Appendix 1: 5 Year Admissions Trends

### Enrollment, Admissions and Graduation Data

#### Undergraduate Enrollment

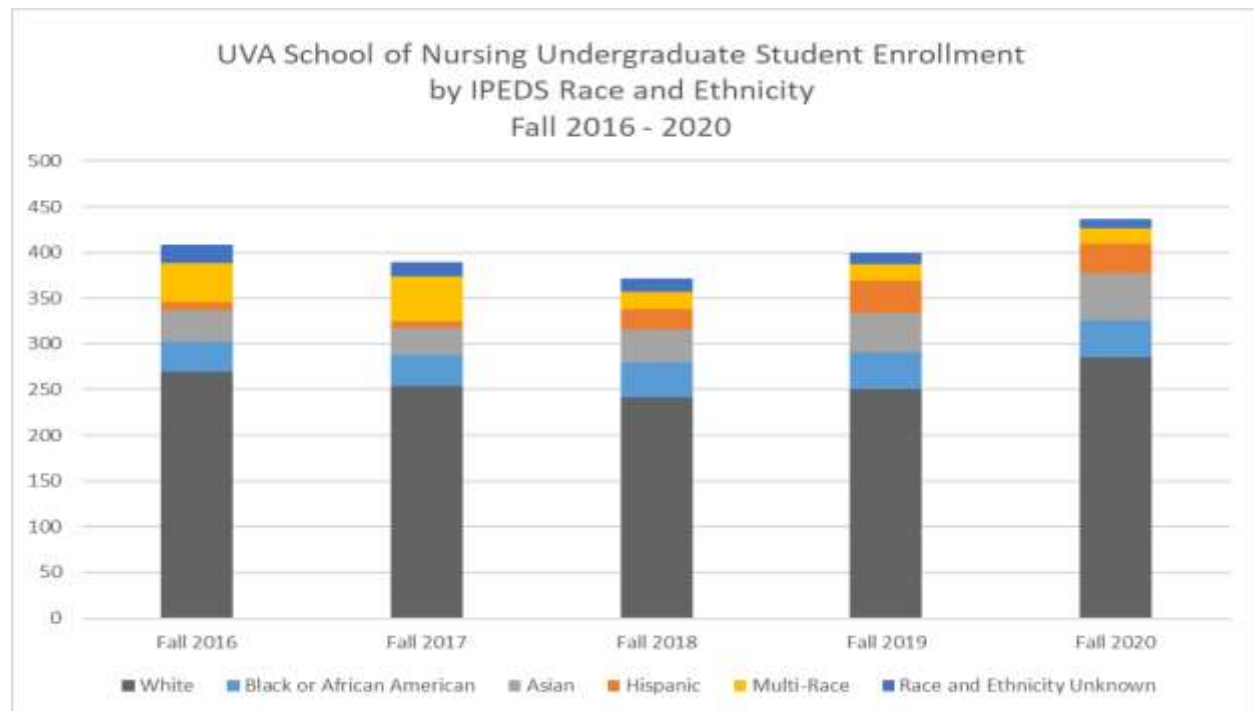
#### School of Nursing Enrollment by Integrated Postsecondary Education Data System (IPEDS) Race Undergraduate Nursing Enrollment

Note: Counts less than 10 are suppressed.

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Black or African American	32	33	38	41	41
Hispanic	9	7	23	36	33
Asian	35	31	35	42	51
Multi-Race	42	49	19	18	16
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Race and Ethnicity Unknown	20	15	15	12	11
White	270	254	242	250	285
<b>Total</b>	<b>408</b>	<b>389</b>	<b>372</b>	<b>399</b>	<b>437</b>

Source:

University Business Intelligence (UBI) Institutional Research & Analytics (IRA) Enrollment



The total number of students enrolled in the undergraduate programs decreased in 2017 and again in 2018 but increased in 2019 and again in 2020. The number went up 408 in 2016 to 437 in 2020, which is an increase of 6.6 percent.

Undergraduate African American student numbers saw an increase from 2017, and they have remained steady since then. The number of African American enrolled students has increased from 32 (7.8%) in 2016 to 41 (9.4%) in 2020, which is an increase of 22 percent. Hispanic student numbers increased in 2018 and then again in 2019 but decrease in 2020. The number of Hispanic students has increased from 9 (2.2%) in 2016 to 33 (7.6%) in 2020, which is an increase of 72.7 percent. Asian student numbers increased in 2019 and then again in 2020. The number of Asian students increased from 35 (8.6%) in 2016 to 51 (12%) in 2020, which is an increase of 31.5 percent. Multi Race student numbers declined a great deal in 2018, but have held steady since then, and the numbers for Race and Ethnicity unknown declined in 2017 and then again in 2019. The number of Multi Race students declined from 42 (10%) in 2016 to 16 (3.7%) in 2020, and the number of Race and Ethnicity Unknown went from 20 (4.9%) in 2016 to 11 (2.52%) in 2020. White student numbers declined in 2017 and again in 2018 but increased in 2019 and 2020. The number of White students went from 270 (66.2%) in 2016 to 250 (65.2%) in 2020.

Undergraduate Admissions by Race and Ethnicity

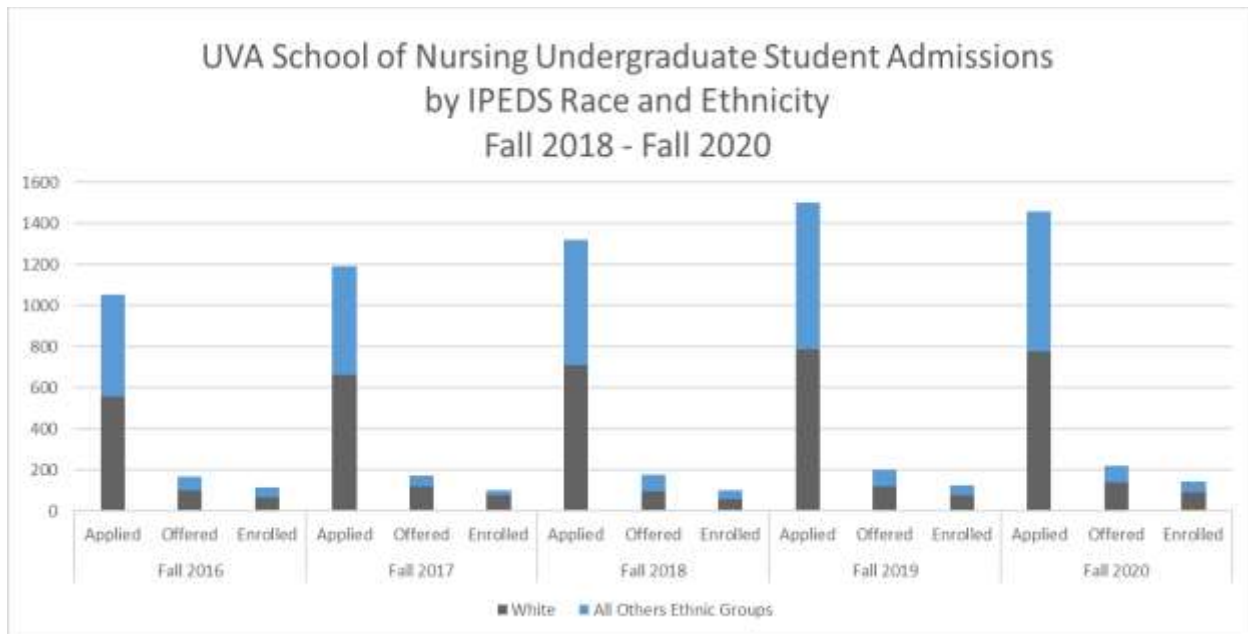
School of Nursing Undergraduate Student Admissions by IPEDS Race

	Fall 2016			Fall 2017			Fall 2018			Fall 2019			Fall 2020		
	Applied	Offered	Enrolled	Applied	Offered	Enrolled	Applied	Offered	Enrolled	Applied	Offered	Enrolled	Applied	Offered	Enrolled
Black or African American	157	<	11	174	<	7	188	<	13	208	<	12	212	<	<
Asian	120	<	9	121	<	4	148	32	18	172	0	0	163	<	<
Hispanic	114	10	12	<	<	10	146	<	4	165	<	15	166	<	<
Multi-Race	46	<	10	<	<	3	<	<	6	<	21	14	74	<	<
American Indian or Alaska Native	1	0	0	16	<	0	<	<	0	<	<	4	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	<	0	2	0	0	1	<	0	<	<	<
Non-Resident Alien	11	1	0	19	<	1	<	<	0	<	<	1	<	<	<
Race and Ethnicity Unknown	46	<	4	<	<	2	<	<	2	<	<	3	<	<	<
White	560	100	69	662	122	75	711	98	59	786	118	77	775	141	93
All others	495	70	46	529	51	27	607	81	43	714	85	49	680	80	51
Total	1055	170	115	1191	173	102	1318	179	102	1500	203	126	1455	221	144

Source:

UBI IRA Enrollment

< Counts less than 10 are suppressed.



The total numbers of applications for the undergraduate programs increased every year from 2016 until 2019 but decreased in 2020. The total number went from 1055 in 2016 to 1455 in 2020, which is an increase of 27.49 percent.

The number of applications from African Americans increased every year from 2016 to 2020. The number of applications from African Americans went from 157 (14.88%) in 2016 to 212 (14.57%) in 2020, which was an increase of 25.9 percent. The number of applications from Asians increased from 2017 to 2018 and 2019 but declined at 5.5 percent in 2020. The number of applications from Asians went from 120 (11.37%) in 2016 to 163 (11.2%) in 2020, which was a 26.38 percent increase. The exact number of applications from Hispanics was not available for 2017 but it did decline from 2016. The numbers increased in 2018 and 2019 but remained steady in 2020. The total number of applications was 114 (10.8%) in 2016 and 166 (11.41%) in 2020, which was an increase of 31.33 percent. The exact number of applications from people identified as Multi Race was not available from 2017 to 2019 but they did increase. The number went from 46 (4.36%) in 2016 to 74 (5.09%) in 2020, which was an increase of 37.84 percent. The number of applications from American Indian or Alaska Natives and Native Hawaiian or Other Pacific Islanders was very low throughout the years. With the exception of the count of 16 in 2017 (1.34%) for American Indian or Alaska Natives, the numbers have been at or below 10 for every other year. The number of applications for Non-Resident Aliens was 11 (1.04%) in 2016 and 19 (1.6%) in 2017 but the exact number is not available for 2018 through 2020. The numbers did increase in 2018 and 2019 but declined in 2020. With regards to people identified as Race and Ethnicity Unknown, except for the year 2016 where the number of applications for was 46 (4.36%), the exact number of applications is not available for 2017 through 2020. However, the numbers appear to remain steady throughout the years.

The number of applications from Whites increased every year from 2016 to 2019 but there was a slight decline in 2020. However, the percent applications from Whites has remained steady

throughout the years. In 2016, the number of White applicants was 560 (53.08%). For all other ethnic groups, it was 495 (46.92%). In 2017, the number of White applicants was 662 (55.58%). The number for all other ethnic groups was 529 (44.42%) that year. The number of White applicants in 2018 was 711 (53.95%), and it was 607 (46.05%) for all other ethnic groups. For White applicants, in 2019 it was 786 (52.4%) and 775 (53.26%) in 2020. It was 714 (47.6%) in 2019 and 680 (46.74%) in 2020 for all other ethnic groups. The total number of White applicants increased 27.74 percent from 2016 to 2020, and the number for all other ethnic groups increased 27.21 percent.

The total number of offers increased every year from 170 in 2016 to 221 in 2020, which was an increase of 23.08 percent. The number of offers increased for White applicants from 2016 to 2017. They decreased in 2018, increased in 2019 and increased again in 2020. The number of offers to all other ethnic groups decreased from 2016 to 2017. They increased in 2017 and 2018 but decreased again in 2020. The number of offers to White applicants in 2016 was 100 (58.8%). All other ethnic groups received 70 (41.2%) offers. In 2017, the number of offers to White applicants was 122 (70.5%). The number for all other ethnic groups was 51 (29.5%). The number of offers to White applicants in 2018 was 98 (54.75%). It was 81 (45.25%) for all other ethnic groups. The number of offers to White applicants in 2019 was 118 (58.13%) and in 2020, it was 141 (63.8%). For all other ethnic groups, it was 85 (41.87%) in 2019 and 80 (36.2%) in 2020. The number of offers to White applicants increased 29.08 percent from 2016 to 2020, and the number for all other ethnic groups increased 12.5 percent.

The total number of matriculations decreased from 2016 to 2017 but then increased in 2019 and again in 2020. The number went from 115 in 2016 to 144 in 2020, which was an increase of 20.14 percent. The number of African American who matriculated decreased from 2016 to 2017 but increased in 2018 and remained steady in 2019. The number of Asians who matriculated declined from 2016 to 2017, increased in 2018 but was zero in 2019 and then increased in 2020. The number for Hispanic applicants also decreased from 2016 to 2017 but stayed low in 2018 and then increased in 2019 and was steady in 2020. The number for the Multi Race applicants showed the same pattern of decreasing from 2016 to 2017 and then increasing in 2018 and 2019 but they appeared to decline in 2020. Very few people of other ethnic groups matriculated from 2016 to 2020.

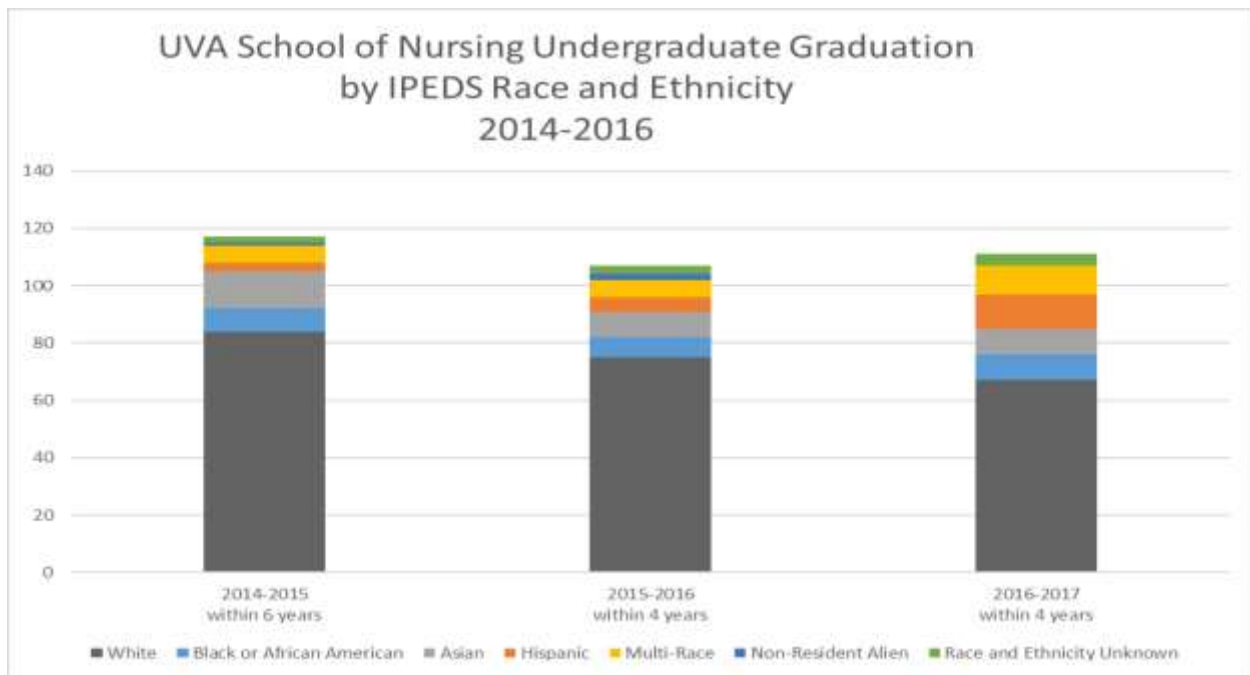
White matriculation went up in 2017, declined in 2018, and then increased in 2019 and 2020. The number of matriculations in 2016 for White applicants was 69 (60%). For all other ethnic groups, it was 46 (40%). In 2017, the number for White applicants increased to 75 (73.5%). For all other ethnic groups, it declined to 27 (26.5%). The number of White applicants who matriculated declined in 2018 to 59 (57.84%). It was 43 (42.16%) for all other ethnic groups in 2018. For White applicants, it then increased in 2019 to 77 (61.11%) and in 2020 to 93 (64.58%). For all other ethnic groups, it was 49 (38.89%) in 2019 and 51 (35.42%) in 2020. The number for White applicants went from 69 in 2016 to 93 in 2020 which was an increase of 25.81 percent. The number for all other ethnic groups went from 46 to 51, which was an increase of 9.8 percent.

Undergraduate Graduation Rates by IPEDS Race

IPEDS Race	2014-2015					2015-2016					2016-2017				
	Entered		Graduated 6 Years or Less			Entered		Graduated 4 Years or Less			Entered		Graduated 4 Years or Less		
	Count	Percent	Count	Percent of Grads	Percent of Entered	Count	Percent	Count	Percent of Grads	Percent of Entered	Count	Percent	Count	Percent of Grads	Percent of Entered
Black or African American	9	7.44	8	6.84	88.89	7	6.54	7	6.54	100	11	9.57	9	8.11	81.82
Asian	14	11.57	13	11.11	92.86	9	8.41	9	8.41	100	9	7.83	9	8.11	100
Hispanic	4	3.31	3	2.56	75.00	5	4.67	5	4.67	100	12	10.43	12	10.81	100
Multi-Race	6	4.96	6	5.13	100	6	5.61	6	5.61	100	10	8.70	10	9.01	100
Non-Resident Alien	1	0.83	1	0.85	100	2	1.87	2	1.87	100	0	0.00	0	0.00	0
Race and Ethnicity Unknown	2	1.65	2	1.71	100	3	2.80	3	2.80	100	4	3.48	4	3.60	100
White	85	70.25	84	71.79	98.82	75	70.09	75	70.09	100	69	60.00	67	60.36	97.10
<b>Total</b>	<b>121</b>		<b>117</b>		<b>96.69</b>	<b>107</b>	<b>100</b>	<b>107</b>		<b>100</b>	<b>115</b>	<b>100</b>	<b>111</b>		<b>96.52</b>

Source:

UBI IRA Enrollment



The graduation rate of undergraduate students is extremely high. For students entering in 2014, the number of students who graduated in 6 years or less was 117 out of 121 (96.69%). It was 107 out of 107 (100%) in 4 years or less for those who entered in 2015 and 111 out of 115 (96.52%) in 2016.

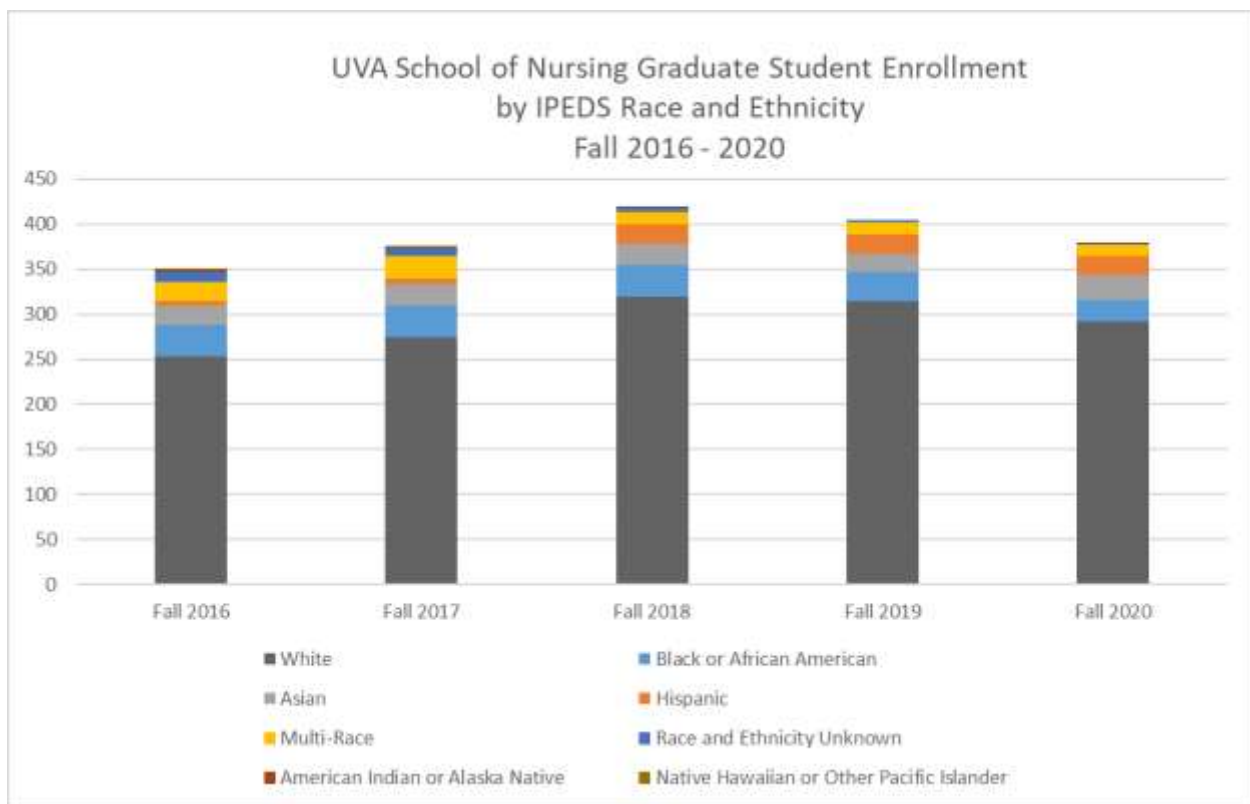
The rate for African American students was 8 out of 9 (88.89%) in 2014. It was 7 out of 7 (100%) in 2015 and went to 9 out of 11 (81.82%) in 2016. The rate for Asian students was 13 out of 14 (92.86%) in 2014, 9 out of 9 (100%) in 2015 and 9 out of 9 (100%) in 2016. The rate for Hispanic students was 3 out of 4 (75%) in 2014, 5 out of 5 (100%) in 2015 and 12 out of 12 (100%) in 2016. The rate for Multi Race students was 6 out of 6 (100%) in 2014, 6 out of 6 (100%) in 2015 and 10 out of 10 (100%) in 2016. One Non-Resident Alien students graduated in 2014 (100%), and two in 2015 (100%). The number of Non-Resident Alien students entering in 2016 was zero. The graduation rate for students whose Race and Ethnicity is unknown was 2 out of 2 (100%) in 2014, 3 out of 3 (100%) in 2015 and 4 out of 4 (100%) in 2016. The rate for White students was 84 out of 85 (98.82%) in 2014, 75 out of 75 (100%) in 2015, and 67 out of 69 (97.10%) in 2016.



Graduate Nursing Enrollment  
 School of Nursing Enrollment by IPEDS Race

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Black or African American	35	35	36	32	24
Hispanic	6	6	21	22	22
Asian	21	23	24	20	27
Multi-Race	21	25	14	13	12
American Indian or Alaska Native	2	2	1	0	1
Native Hawaiian or Other Pacific Islander	1	1	0	0	0
Race and Ethnicity Unknown	11	9	4	3	2
White	253	275	319	315	292
<b>Total</b>	<b>350</b>	<b>376</b>	<b>419</b>	<b>405</b>	<b>380</b>

Source:  
 UBI IRA Enrollment



The overall number of students enrolled in the graduate programs saw an increase from 2016 through 2018 but declined in 2019 and declined again in 2020. The number went up from 350 in 2016 to 380 in 2020, which is an increase of 7.9 percent.

African American graduate student numbers remained steady from 2016 to 2019 but declined in 2020. The number of African American graduate students went from 35 (10%) in 2016 to 24 (6.3%) in 2020. Hispanic graduate student numbers increased in 2018 and then remained steady. The number of Hispanic graduate students went from 6 (1.7%) in 2016 to 22 (5.8%) in 2020. Asian graduate student numbers had a small decrease in 2019 but increased in 2020. The number of Asian graduate students was 21 (6%) in 2016 and 27 (7.1%) in 2020. American Indian or Alaska Native, as well as, Native Hawaiian or Other Pacific Islander graduate student numbers have remained low throughout the years. The number of American Indian or Alaska Native graduate students went from two people in 2016 to one person in 2020. The number of Native Hawaiian or Other Pacific Islander graduate students went from one person in 2016 to zero in 2020. Multi-Race graduate student numbers declined in 2018 but have remained steady since then. The number of Multi-Race graduate students went from 21 (6%) in 2016 to 12 (3.2%) in 2020. The Race and Ethnicity unknown graduate student numbers declined in 2017 and then again in 2019. The number of Race and Ethnicity Unknown graduate students went from 11 (3%) in 2016 to two people in 2020. White graduate student numbers declined in 2017 and then again in 2018 but increased in 2019 and 2020. The number of White graduate students went from 253 (72%) in 2016 to 292 (76%) in 2020.

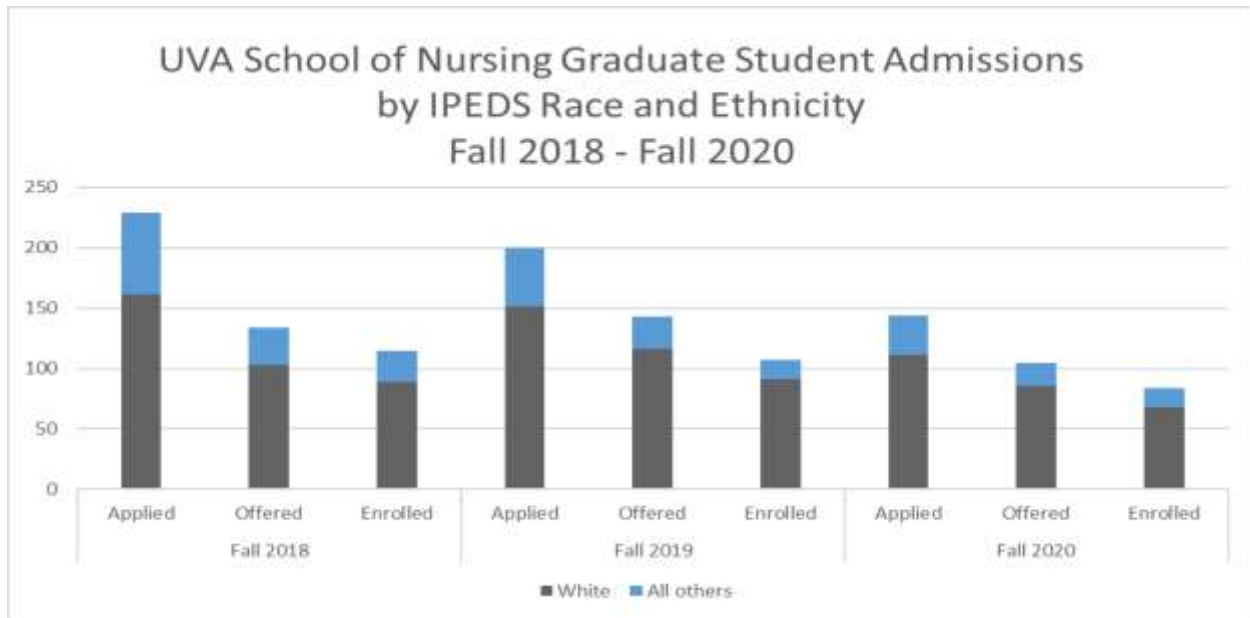
#### Graduate Student Admissions by IPEDS Race

	Fall 2018			Fall 2019			Fall 2020		
	Applied	Offered	Enrolled	Applied	Offered	Enrolled	Applied	Offered	Enrolled
Black or African American	20	9	5	13	5	<	<	<	<
American Indian or Alaska Native	0	0	0	0	0	0	<	<	<
Asian	13	6	6	13	7	<	8	5	5
Hispanic	11	7	6	14	9	6	7	6	5
Multi-Race	13	8	8	3	<	<	<	<	<
Native Hawaiian or Other Pacific Islander	<	<	<	0	0	0	0	0	0
Non-Resident Alien	8	<	<	6	<	<	7	<	<
Race and Ethnicity Unknown	<	<	<	0	0	0	<	<	<
White	161	103	89	151	116	91	111	85	68
All others	68	31	26	49	27	16	33	20	16
Total	229	134	115	200	143	107	144	105	84

Source:

UBI IRA Enrollment

< Counts less than 10 are suppressed.



For the graduate programs, the total numbers of applications decreased from 2018 to 2019 and again in 2020. The number went from 229 in 2018 to 144 in 2020, which is a decrease of 59.03 percent. The number decreased or remained at zero for every ethnic group, except for Hispanic applicants in 2019 where there were only 3 additional applications. The number of White applicants was 161 (70.31%) in 2018. For all other ethnic groups, it was 68 (29.69%). In 2019, it was 151 (75.5%) and in 2020, it was 111 (77.08%). For all other ethnic groups, it was 49 (24.5%) in 2019 and 33 (22.92%) in 2020. The number of White applicants decreased 45.05 percent from 2018 to 2020, and the number for all other ethnic groups decreased 106.06 percent.

The number of offers to White applicants increased from 2018 to 2019 but decreased in 2020. For all other ethnic groups, it decreased from 2018 to 2019 and again in 2020. Offers for White applicants in 2018 was 103(76.87%). All other ethnic groups received 31 (23.13%) offers. Offers to White applicants increased in 2019 to 116 (81.12%). The number was 27 (18.88%) for all other ethnic groups. In 2020, offers to White applicants was 85 (80.95%), and offers to all other ethnic groups was 20 (19.05%). The number of offers to White applicants went from 103 in 2018 to 85 in 2020, which was a decrease of 21.18 percent, and the number for all other ethnic groups went from 31 to 20, which was a decrease of 55 percent.

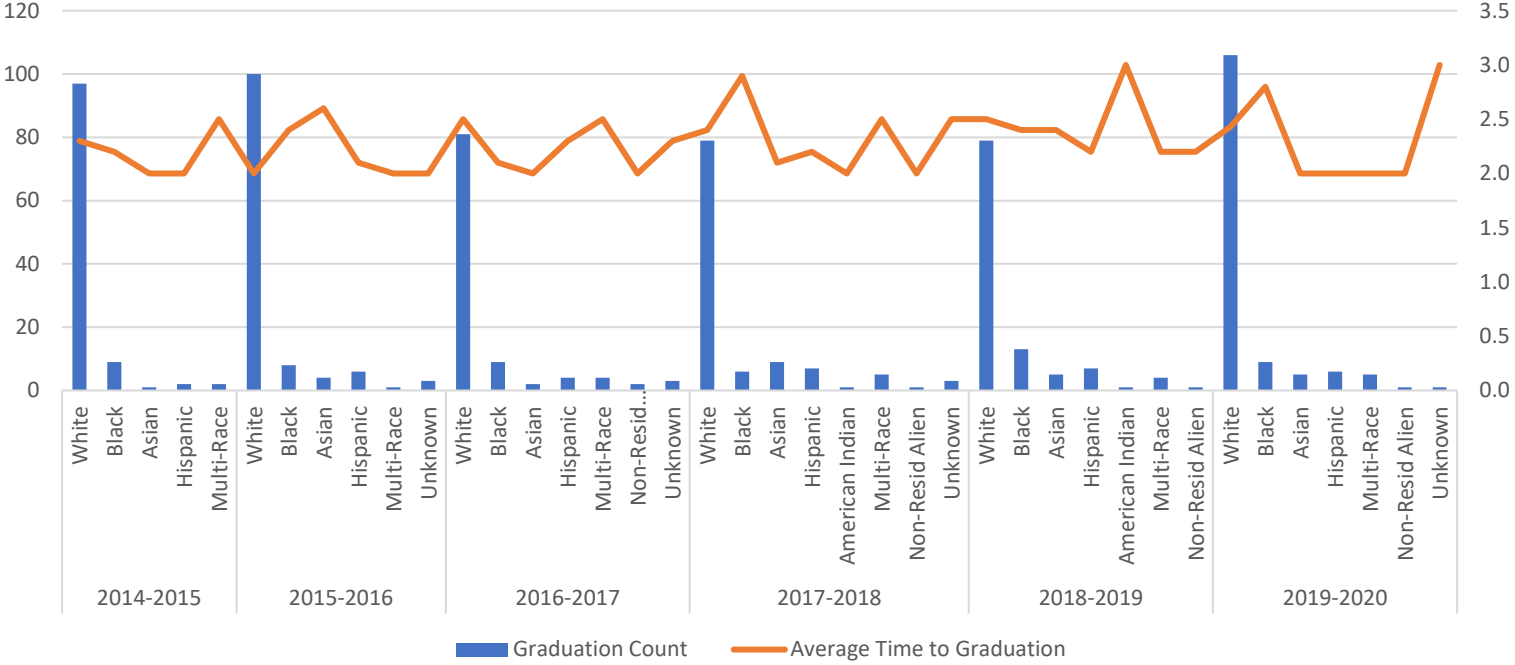
The total number of matriculations decreased from 2018 to 2017 but increased in 2019 and in 2020. The number went from 115 in 2018 to 144 in 2020, which was an increase of 20.14 percent. The number of White applicants who matriculated in 2018 was 89 (77.39%). For all other ethnic groups, it was 26 (23.13%). In 2019, the number of White applicants who matriculated was 91 (85.05%). For all other ethnic groups, the number was 27 (14.95%). The number of White applicants who matriculated in 2020 was 68 (80.95%), and it was 16 (9.05%) for all other ethnic groups. The number for White applicants went from 89 in 2018 to 68 in 2020, which was a decrease of 30.88 percent, and the number for all other ethnic groups went from 26 to 16, which was a decrease of 62.5 percent.

MSN Graduation Rates by IPEDS Race

IPEDS Race	Graduation Year 2014-2015			Graduation Year 2015-2016			Graduation Year 2016-2017			Graduation Year 2017-2018			Graduation Year 2018-2019			Graduation Year 2019-2020		
	Count	Percent	Average Time to Degree	Count	Percent	Average Time to Degree	Count	Percent	Average Time to Degree	Count	Percent	Average Time to Degree	Count	Percent	Average Time to Degree	Count	Percent	Average Time to Degree
Black or African American	9	8.11	2.2	8	6.56	2.4	9	8.57	2.1	6	5.41	2.9	13	11.82	2.4	9	6.77	2.8
Asian	1	.90	2.0	4	3.28	2.6	2	1.9	2.0	9	8.11	2.1	5	4.55	2.4	5	3.76	2.0
Hispanic American	2	1.80	2.0	6	4.92	2.1	4	3.81	2.3	7	6.31	2.2	7	6.36	2.2	6	4.51	2.0
Indian or Alaska Native	0	0	--	0	0	--	0	0	--	1	.9	2.0	1	.91	3.0	0	0	--
Multi-Race	2	1.80	2.5	1	.82	2.0	4	3.81	2.5	5	4.5	2.5	4	3.64	2.2	5	3.76	2.0
Non-Resident Alien	0	0	--	0	0	--	2	1.9	2.0	1	.9	2.0	1	.91	2.2	1	.75	2.0
Race and Ethnicity Unknown	0	0	--	3	2.46	2.0	3	2.86	2.3	3	2.7	2.5	0	0	--	1	.75	3.0
White	97	87.39	2.3	100	81.97	7.0	81	77.14	2.5	79	71.17	2.4	79	71.82	2.5	106	79.70	2.4
<b>Totals</b>	<b>111</b>		<b>2.3</b>	<b>122</b>		<b>2.3</b>	<b>105</b>		<b>2.3</b>	<b>111</b>		<b>2.2</b>	<b>110</b>		<b>2.3</b>	<b>133</b>		<b>2.3</b>

Source:  
UBI IRA Enrollment

# UVA School of Nursing MSN Student Graduation by IPEDS Race and Ethnicity with Average Time to Graduation 2014-2019



The number of MSN students who graduated increased from 111 in the graduation year 2014-2015 to 133 in the graduation year 2019-2020. The number of White MSN students who graduated went from 97 (87.39%) in 2014-2015 to 106 (77.70%) in 2019-2020. The number of all other ethnic groups was 14 (12.61%) in 2014-2015 and 27 (28.18%) in 2019-2020.

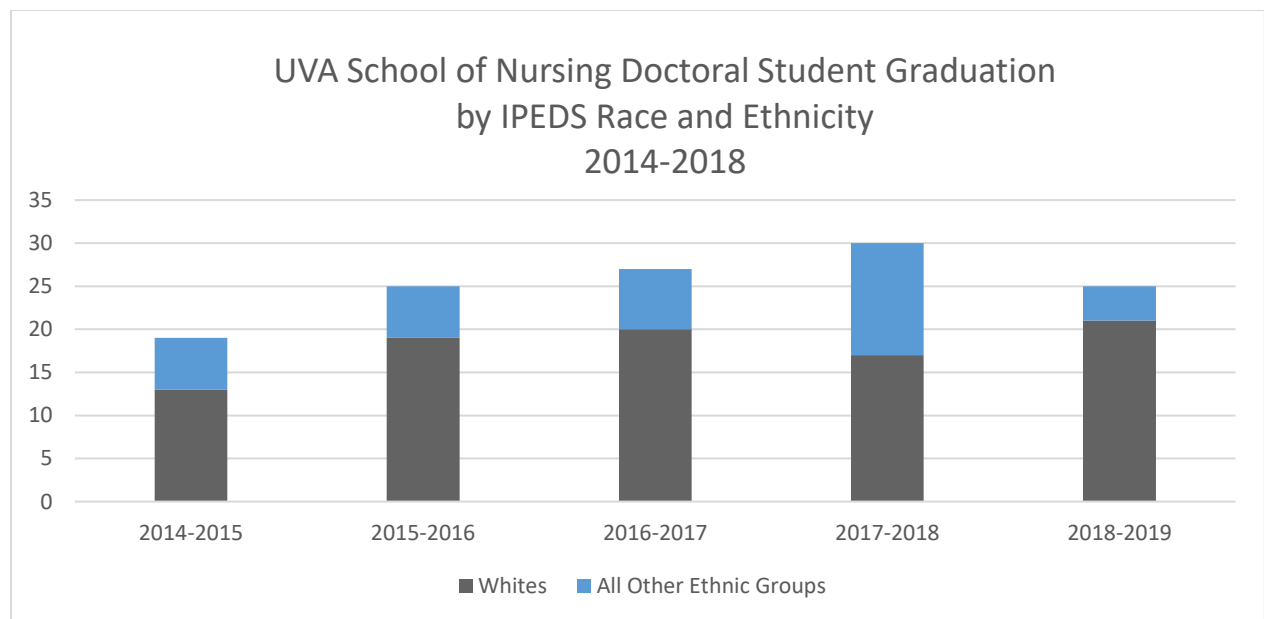
The average length of time to graduation has been similar for all ethnic groups throughout the years. The longest average length of time to graduation was 3.0 years for Students identified as Race and Ethnicity Unknown in 2019. However, African American students had the second and third longest length of time to graduation at 2.9 years in 2017 and 2.8 years in 2019.

Nursing Doctoral Graduation Rates

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
White	13	68	19	76	20	74	17	57	21	84
All Other Ethnic Groups *	6	32	6	24	7	26	13	43	4	16
Total	19		25		27		30		25	

Source: UBI IRA Enrollment

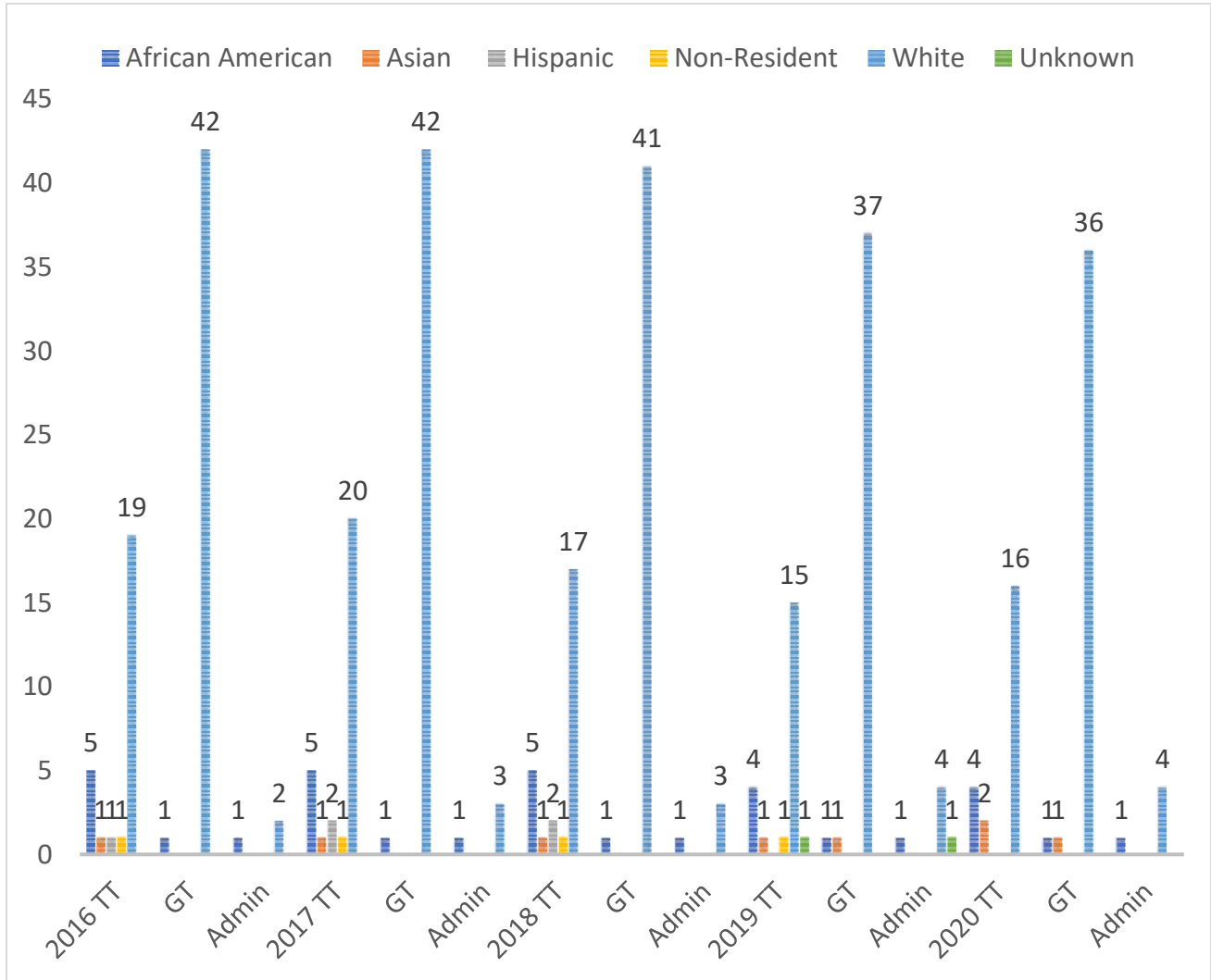
\*All Other Ethnic Groups are below 10. Counts less than 10 are suppressed.



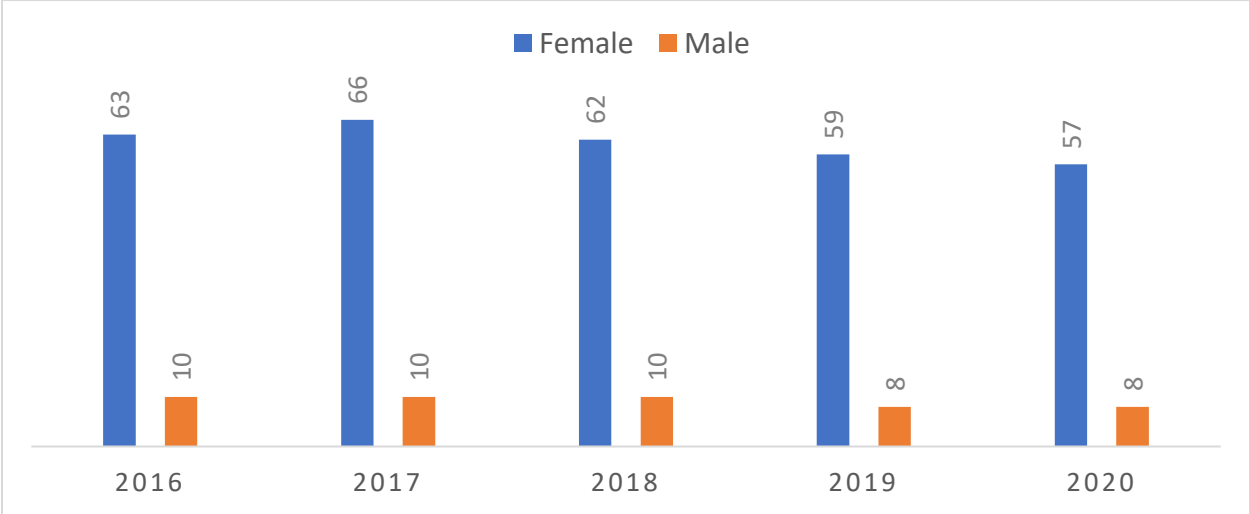
The number of White doctoral students who graduated from 2014 to 2019 increased from 13 (68.42%) in 2014 to 21 (84%) in 2019. The number of all other ethnic groups decreased from 6 (31.58%) to 4 (16%). However, the number of White doctoral students who graduated in 2017 was only 17 (56.67%), while the number of all other ethnic groups was 13 (43.33%) that year.

## Appendix 2: 5 Year Faculty Diversity Trends

### Faculty Trends By Race and Ethnicity



# Faculty Trends By Sex





Appendix 3: School of Nursing Banner



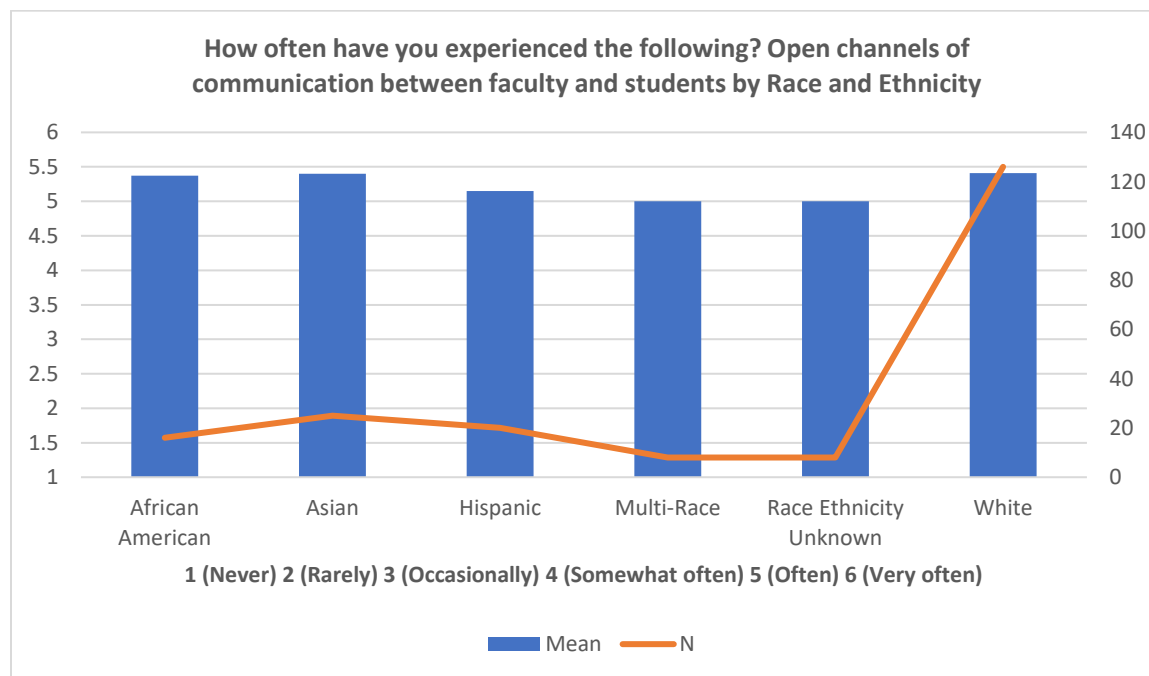
## Appendix 4: Student Experience in the Research University (SERU) Data

### School of Nursing 2018 and 2020 SERU Report by Race and Ethnicity

How often have you experienced the following? 1 (Never) 2 (Rarely) 3 (Occasionally) 4 (Somewhat often) 5 (Often) 6 (Very often)

#### Open channels of communication between faculty and students by Race and Ethnicity

African American		Asian		Hispanic		Multi-Race		Race Ethnicity Unknown		White	
Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
5.37	16	5.4	25	5.15	20	5	8	5	8	5.41	126

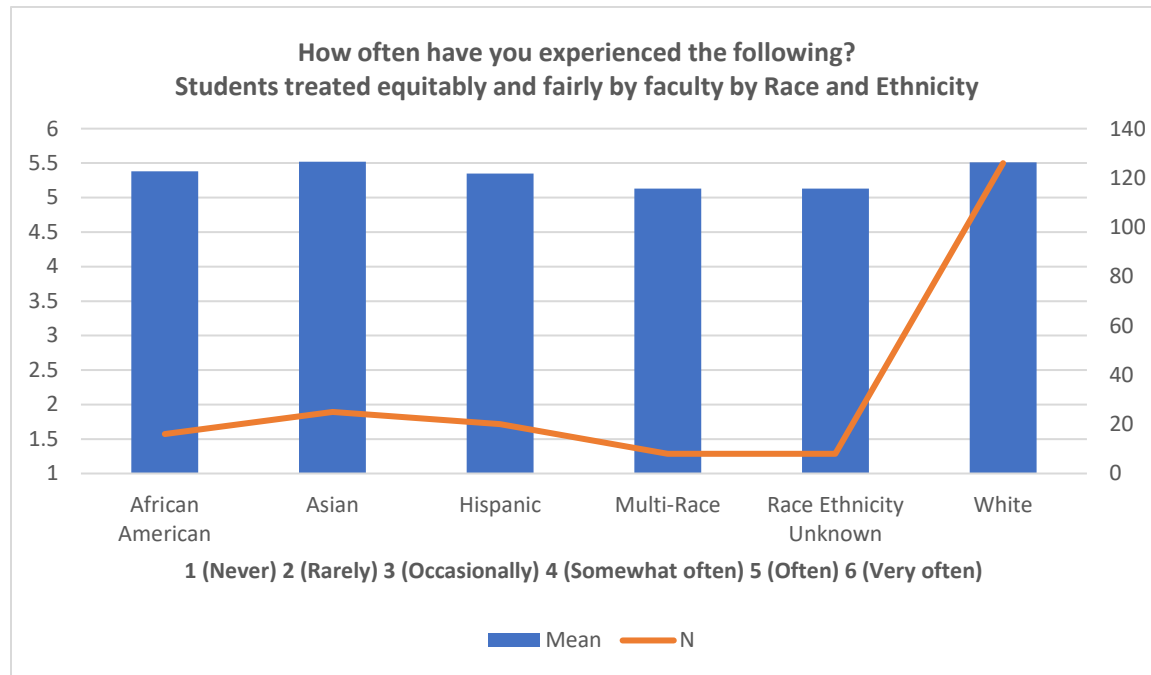


For the Hispanic, Multi-Race students and students identified as Race and Ethnicity Unknown, the scores for experiencing open channels of communication between faculty and students ranged from 5.15 to 5 (often), which was less than the other ethnic groups whose scores ranged from 5.37 (often to very often) for African American to 5.41 for White students.

How often have you experienced the following? 1 (Never) 2 (Rarely) 3 (Occasionally) 4 (Somewhat often) 5 (Often) 6 (Very often)

**Students treated equitably and fairly by faculty by Race and Ethnicity**

African American		Asian		Hispanic		Multi-Race		Race Ethnicity Unknown		White	
Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
5.38	16	5.52	25	5.35	20	5.13	8	5.13	8	5.51	126

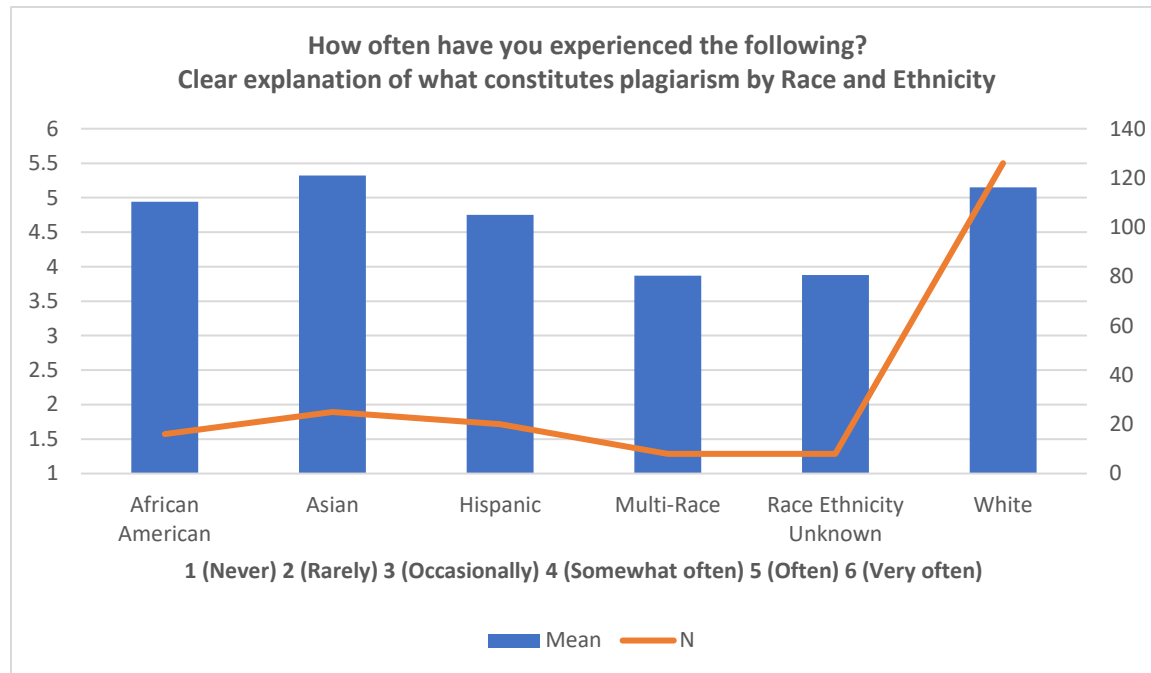


For the Multi-Race students and students identified as Race and Ethnicity Unknown, scores for being treated equitably and fairly by faculty were 5.13 (somewhat often) for each group, which was less than the other ethnic groups whose scores ranged from 5.35 for Hispanic students to 5.52 (often to very often) for Asian students.

How often have you experienced the following? 1 (Never) 2 (Rarely) 3 (Occasionally) 4 (Somewhat often) 5 (Often) 6 (Very often)

**Clear explanation of what constitutes plagiarism by Race and Ethnicity**

African American		Asian		Hispanic		Multi-Race		Race Ethnicity Unknown		White	
Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
4.94	16	5.32	25	4.75	20	3.87	8	3.88	8	5.15	126

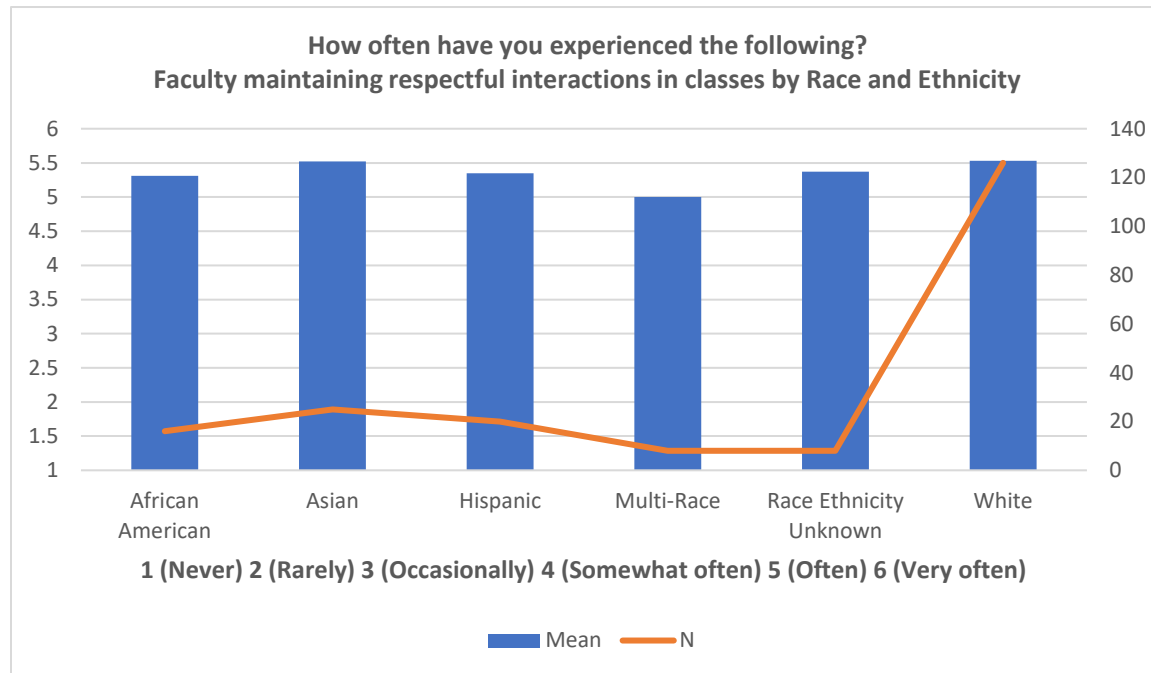


For the Multi-Race students and students identified as Race and Ethnicity Unknown, scores for clear explanation of what constitutes plagiarism were 3.87 and 3.88 respectively. The score for Hispanics students was 4.75 (somewhat often to often) and it was 4.94 for African American students. White and Asian students had the highest scores at 5.51 (often to very often) and 5.52 respectively.

How often have you experienced the following? 1 (Never) 2 (Rarely) 3 (Occasionally) 4 (Somewhat often) 5 (Often) 6 (Very often)

**Faculty maintaining respectful interactions in classes by Race and Ethnicity**

African American		Asian		Hispanic		Multi-Race		Race Ethnicity Unknown		White	
Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
5.31	16	5.52	25	5.35	20	5	8	5.37	8	5.53	126

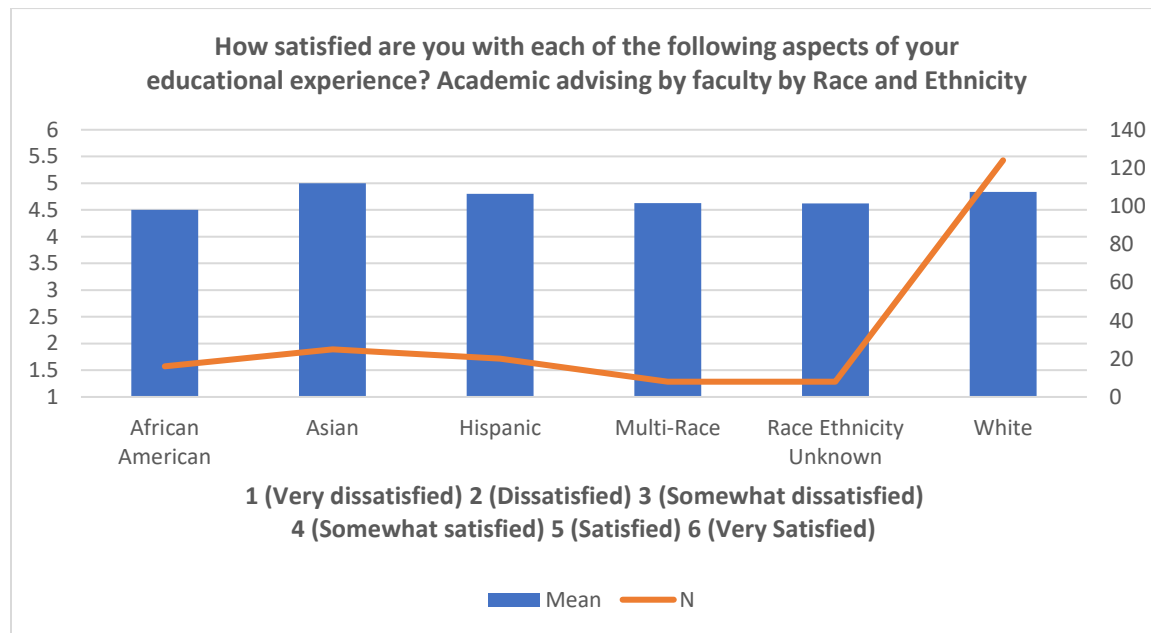


Maintaining respectful interactions in classes was lowest for Multi-Race students at 5.00 (often). All other scores ranged from 5.31 for African American students to 5.53 for Whites students.

How satisfied are you with each of the following aspects of your educational experience?  
 1 (Very dissatisfied) 2 (Dissatisfied) 3 (Somewhat dissatisfied) 4 (Somewhat satisfied)  
 5 (Satisfied) 6 (Very Satisfied)

**Academic advising by faculty by Race and Ethnicity**

African American		Asian		Hispanic		Multi-Race		Race Ethnicity Unknown		White	
Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
4.5	16	5.0	25	4.8	20	4.63	8	4.62	8	4.84	124

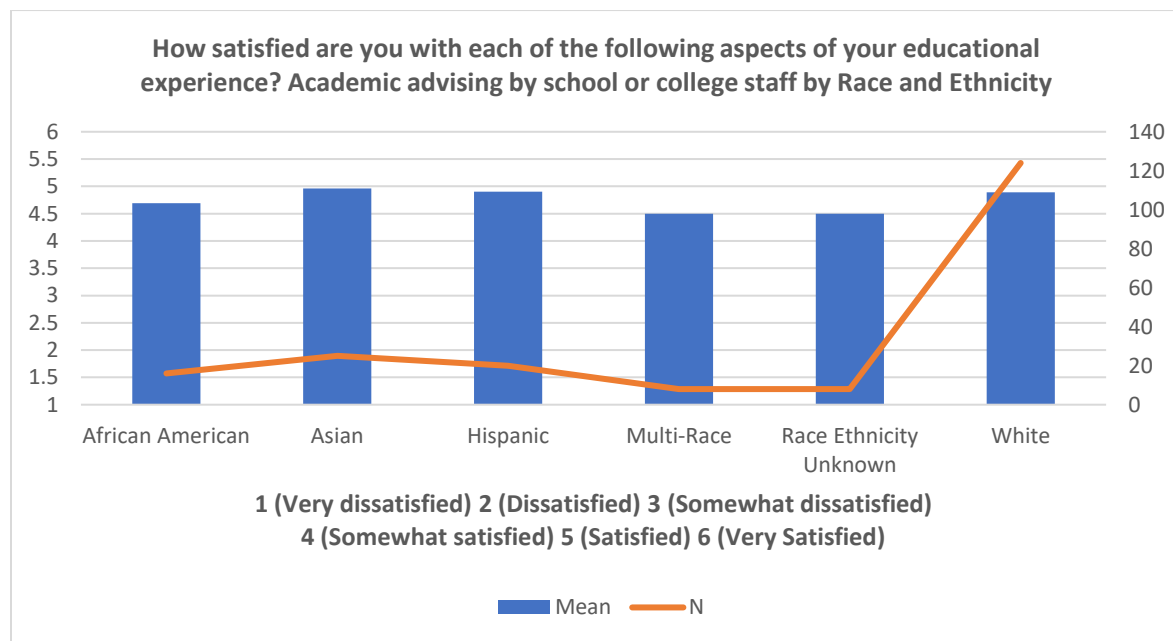


African American students had the lowest score for satisfaction with academic advising by faculty at 4.5 (somewhat satisfied to satisfied). Asian students had the highest score at 5.0, but the scores for the other ethnic groups only ranged from 4.62 for students identified as Race and Ethnicity Unknown to 4.84 for Whites students.

How satisfied are you with each of the following aspects of your educational experience?  
 1 (Very dissatisfied) 2 (Dissatisfied) 3 (Somewhat dissatisfied) 4 (Somewhat satisfied)  
 5 (Satisfied) 6 (Very Satisfied)

**Academic advising by school or college staff by Race and Ethnicity**

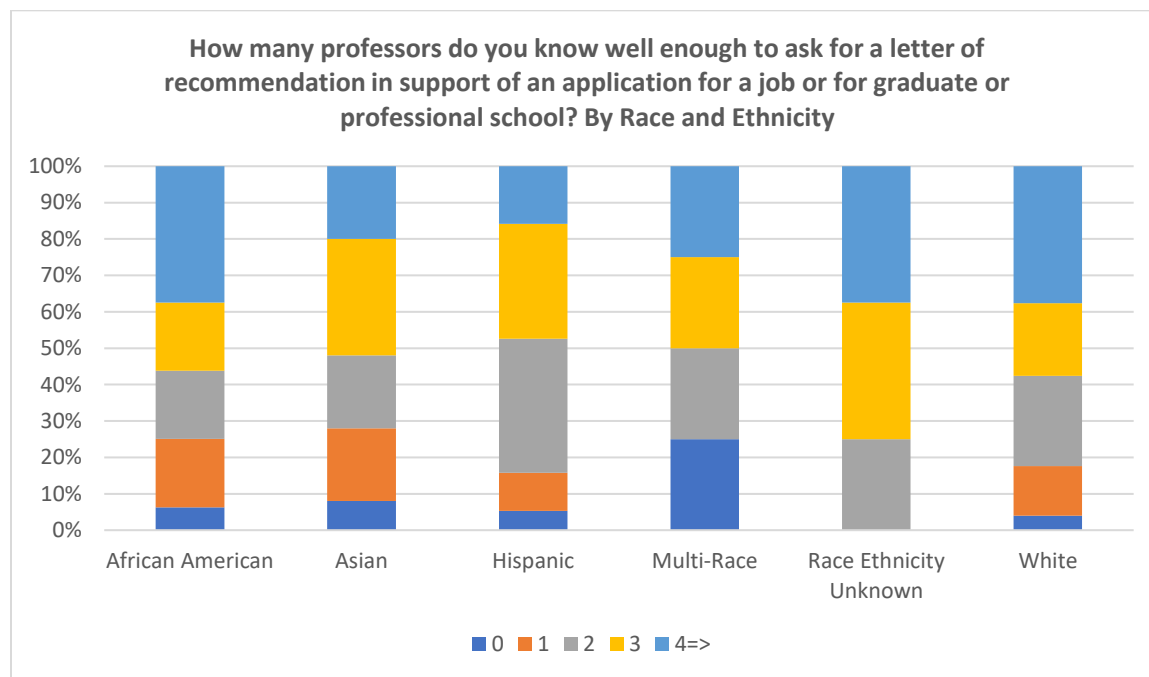
African American		Asian		Hispanic		Multi-Race		Race Ethnicity Unknown		White	
Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
4.69	16	4.96	25	4.9	20	4.5	8	4.5	8	4.89	124



Satisfaction with advising by school or college staff scores ranged from 4.5 for both Multi-Race students and students identified as Race and Ethnicity Unknown to 4.96 (somewhat satisfied to satisfied) for Asian students.

**How many professors do you know well enough to ask for a letter of recommendation in support of an application for a job or for graduate or professional school by Race and Ethnicity**

	African American	Asian	Hispanic	Multi-Race	Race Ethnicity Unknown	White
	Percent	Percent	Percent	Percent	Percent	Percent
0	6.30%	8.00%	5.30%	25.00%	0.00%	4.00%
1	18.80%	20.00%	10.50%	0.00%	0.00%	13.60%
2	18.80%	20.00%	36.80%	25.00%	25.00%	24.80%
3	18.80%	32.00%	31.60%	25.00%	37.50%	20.00%
4=>	37.50%	20.00%	15.80%	25.00%	37.50%	37.60%
3=>	56.30%	52.00%	47.40%	50.00%	75.00%	57.60%



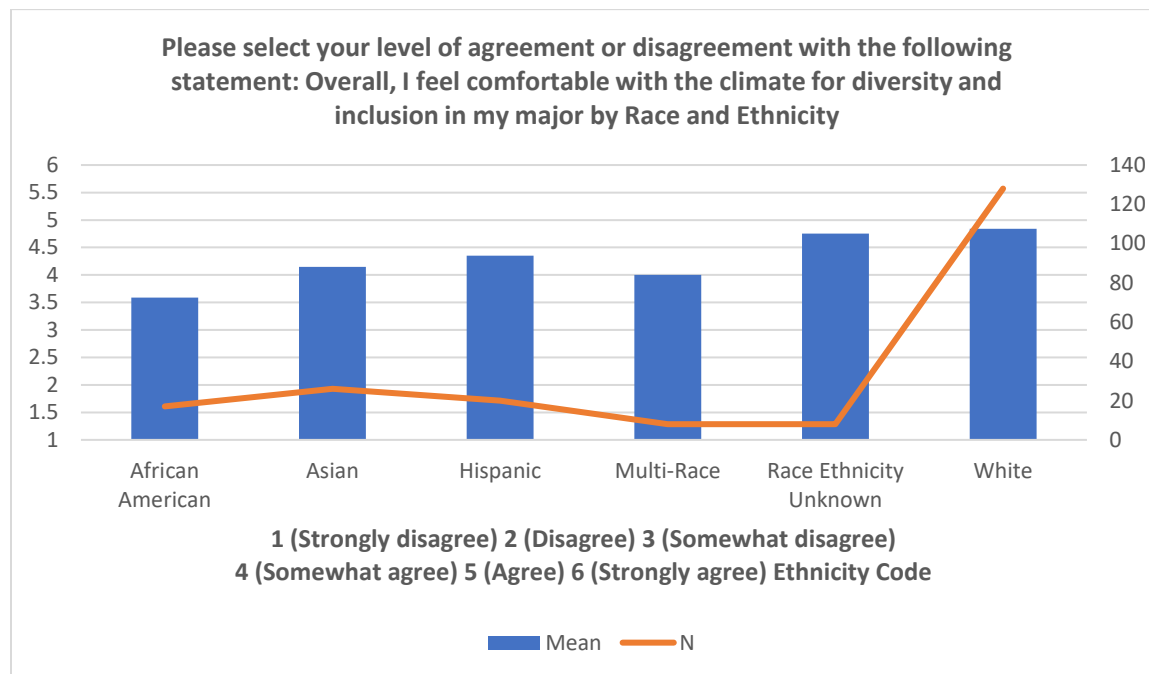
With regards to how many professors do you know well enough for ask for a letter of recommendation, 75 percent of the students identified as Race and Ethnicity Unknown answered 3 or more. Only 47.4 percent of Hispanic students said 3 or more. For the other ethnic groups, the range was from 50 percent for Multi-Race students to 57.6 percent for White students.



Please select your level of agreement or disagreement with the following statement:  
**1 (Strongly disagree) 2 (Disagree) 3 (Somewhat disagree) 4 (Somewhat agree) 5 (Agree) 6 (Strongly agree)**

**Overall, I feel comfortable with the climate for diversity and inclusion in my major by Race and Ethnicity**

African American		Asian		Hispanic		Multi-Race		Race Ethnicity Unknown		White	
Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
3.59	17	4.15	26	4.35	20	4	8	4.75	8	4.84	128



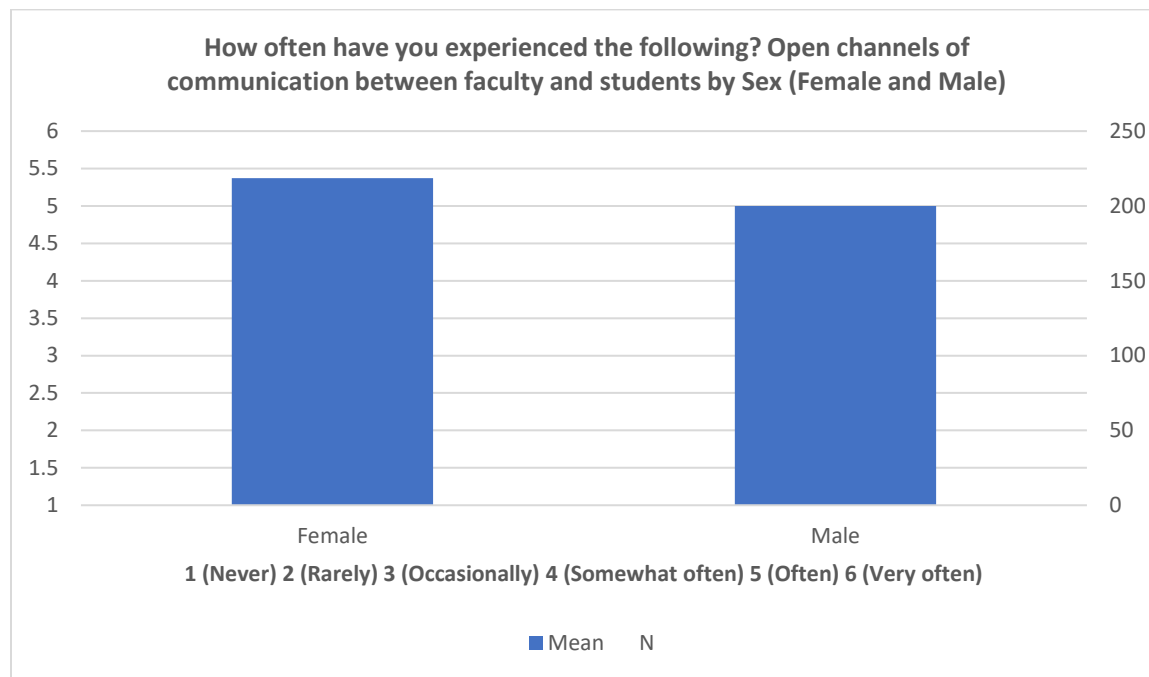
The score for overall comfort with the climate for diversity and inclusion was lowest for the African American students at 3.59 (somewhat disagree to somewhat agree) and highest for Whites students at 4.84 (somewhat agree to agree).

### School of Nursing 2018 and 2020 SERU Report by Sex (Female and Male)

How often have you experienced the following? 1 (Never) 2 (Rarely) 3 (Occasionally) 4 (Somewhat often) 5 (Often) 6 (Very often)

### Open channels of communication between faculty and students by Sex (Female and Male)

Female		Male	
Mean	N	Mean	N
5.37	195	5.0	10

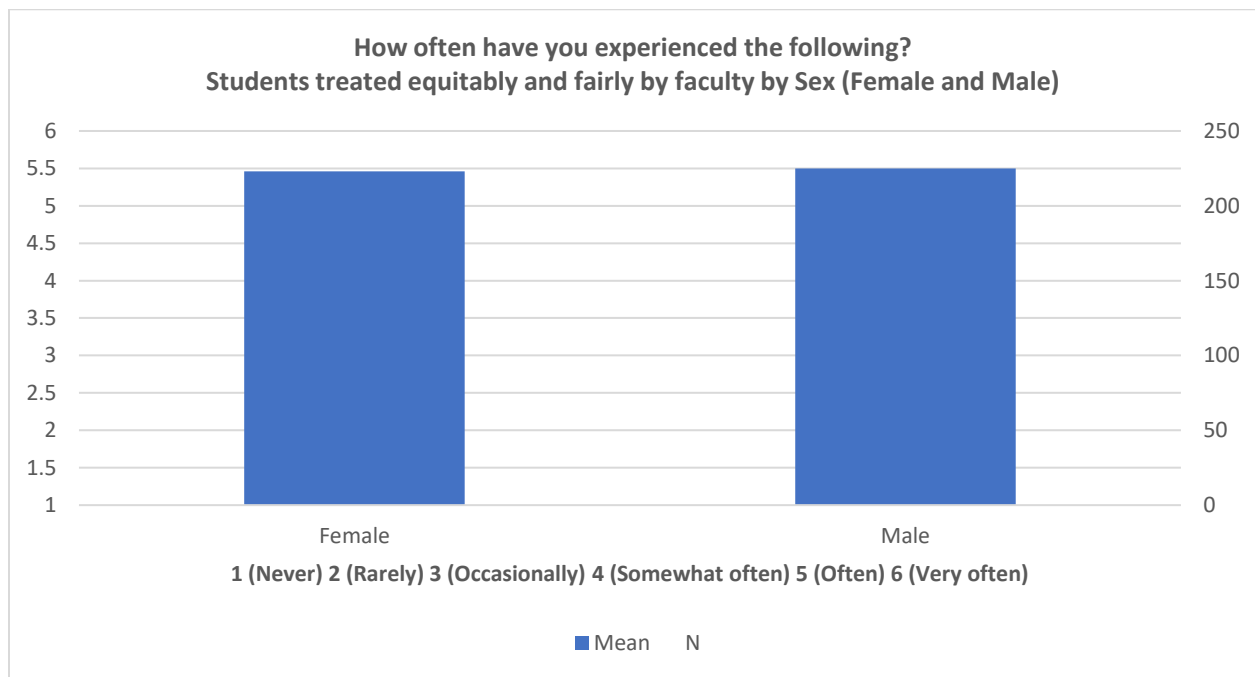


There were 10 respondents who identified as male and 196 who identified as female. The scores for experiencing open channels of communication between faculty and students was 5.37 (often) for the female students and 5.0 for the male students.

How often have you experienced the following? 1 (Never) 2 (Rarely) 3 (Occasionally) 4 (Somewhat often) 5 (Often) 6 (Very often)

**Students treated equitably and fairly by faculty by Sex (Female and Male)**

Female		Male	
Mean	N	Mean	N
5.46	195	5.5	10

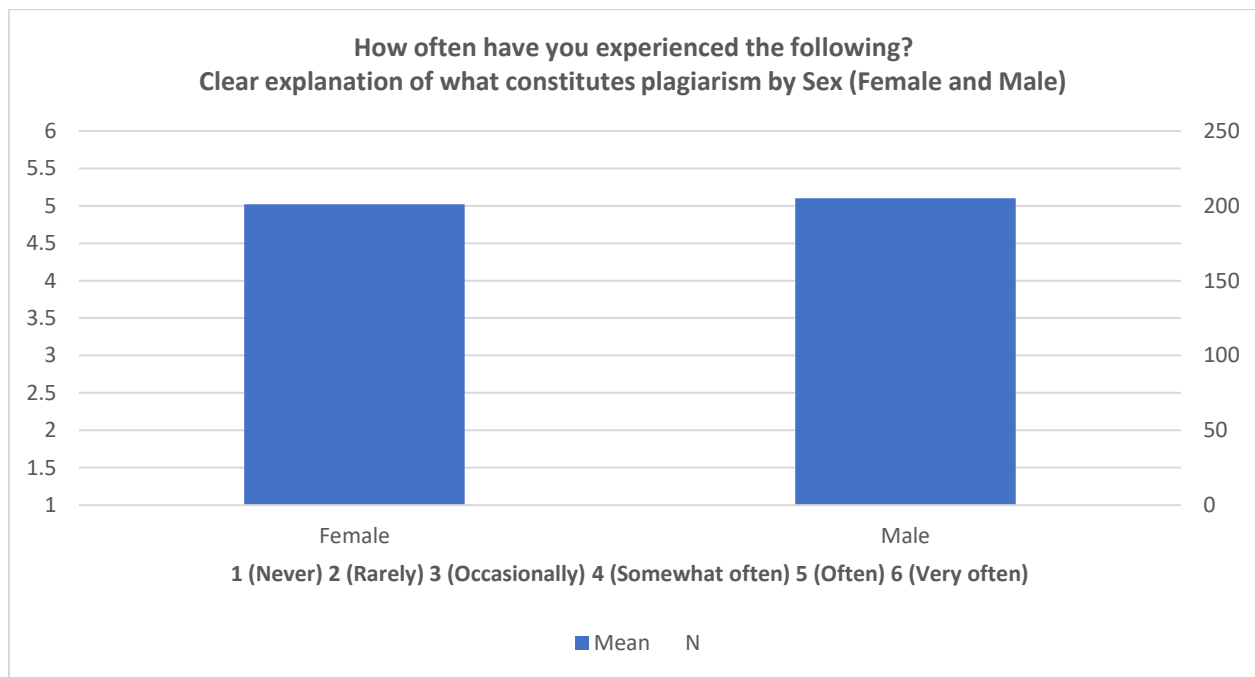


The scores were similar for being treated equitably and fairly by faculty with the score for the female students at 5.46 (somewhat often to very often) and 5.5 for the male students.

How often have you experienced the following? 1 (Never) 2 (Rarely) 3 (Occasionally) 4 (Somewhat often) 5 (Often) 6 (Very often)

Clear explanation of what constitutes plagiarism by Sex (Female and Male)

Female		Male	
Mean	N	Mean	N
5.02	195	5.10	10

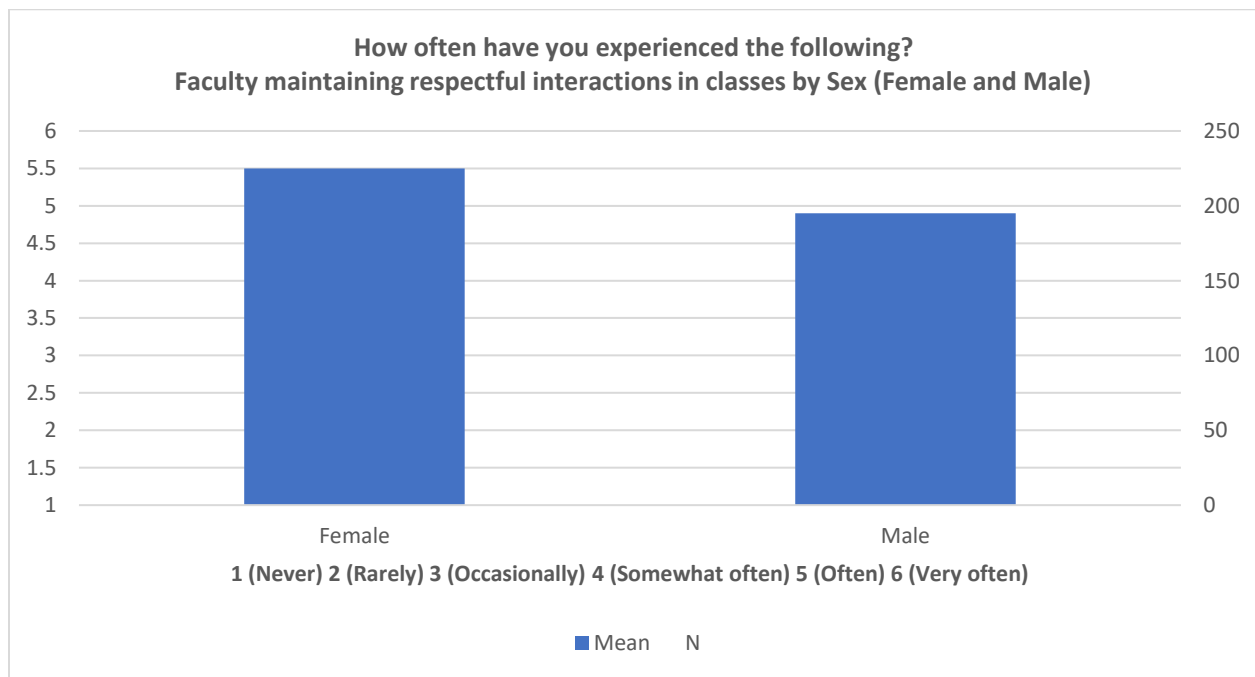


The scores for clear explanation of what constitutes plagiarism were similar at 5.02 (often) for the female students and 5.10 for the male students.

How often have you experienced the following? 1 (Never) 2 (Rarely) 3 (Occasionally) 4 (Somewhat often) 5 (Often) 6 (Very often)

**Faculty maintaining respectful interactions in classes by Sex (Female and Male)**

Female		Male	
Mean	N	Mean	N
5.5	195	4.9	10

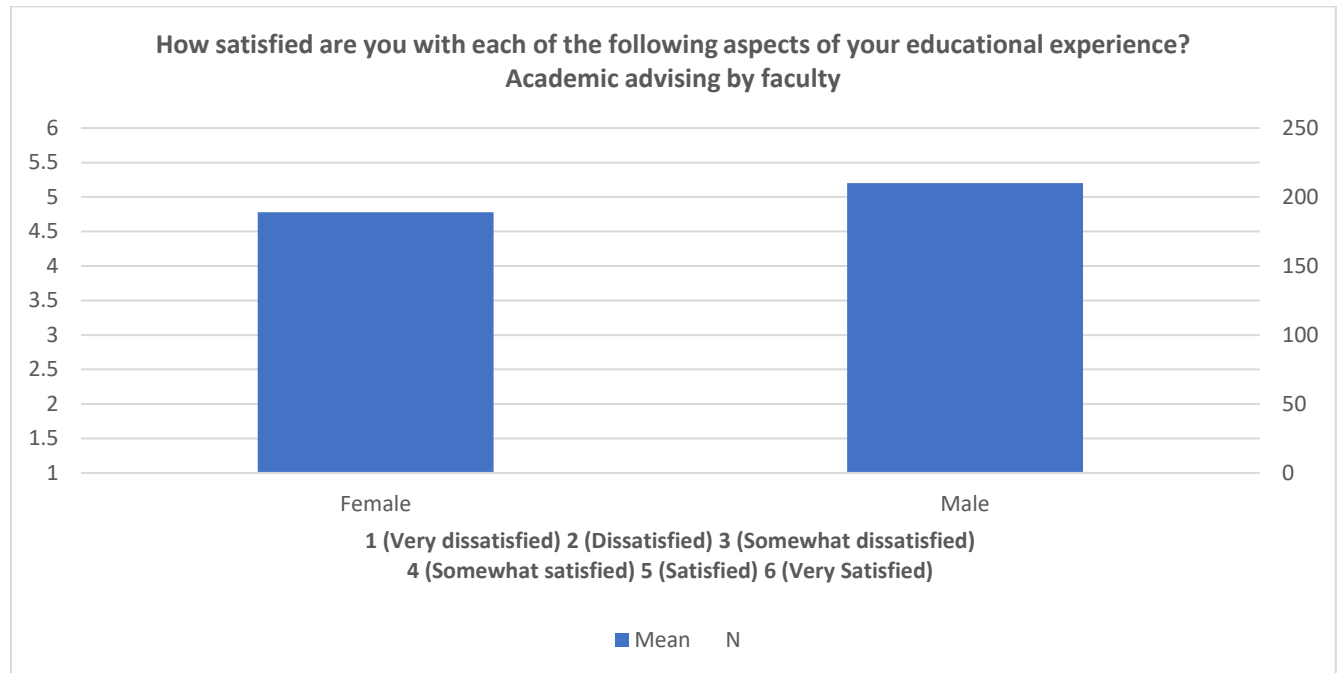


Maintaining respectful interactions in classes was lower at 4.9 (often) for the male students compared to 5.5 (often to very often) for the female students.

How satisfied are you with each of the following aspects of your educational experience?  
 1 (Very dissatisfied) 2 (Dissatisfied) 3 (Somewhat dissatisfied) 4 (Somewhat satisfied)  
 5 (Satisfied) 6 (Very Satisfied)

How satisfied - Academic advising by faculty by Sex (Female and Male)

Female		Male	
Mean	N	Mean	N
4.78	193	5.20	10

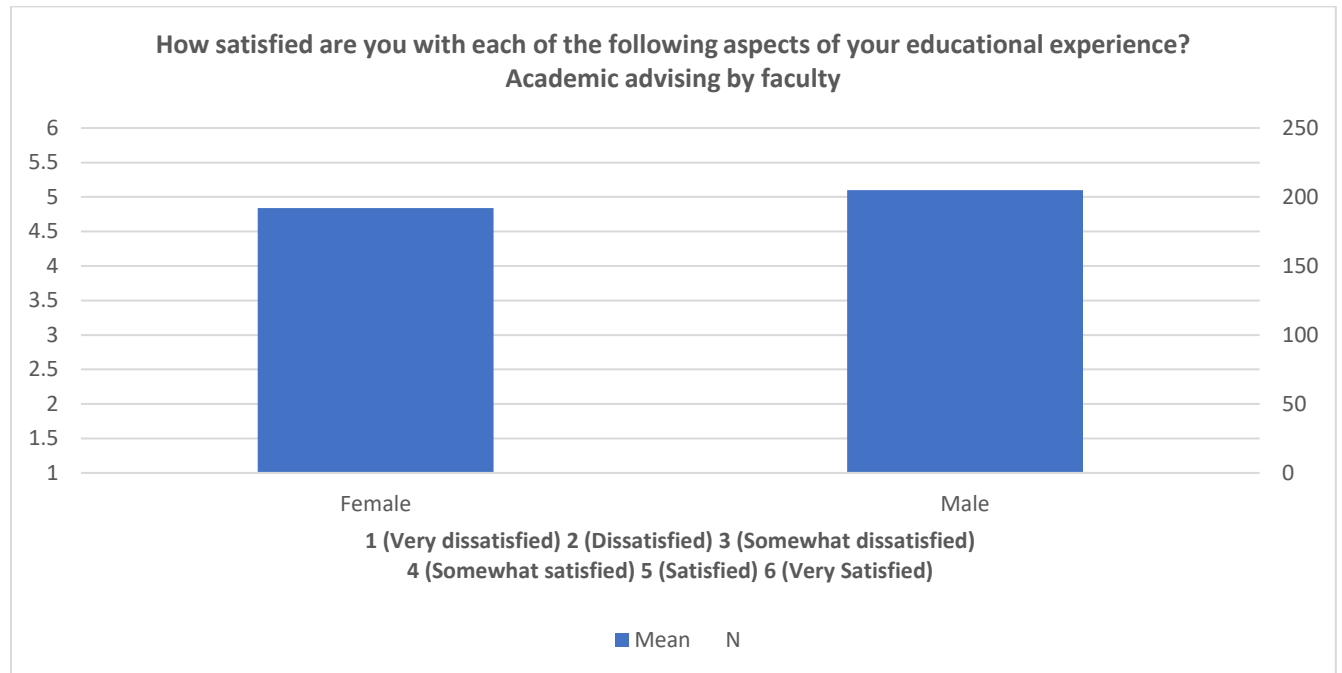


For the male students, the score for satisfaction with academic advising by faculty was 5.2 (somewhat satisfied to satisfied) and the score for the female students at 4.78.

How satisfied are you with each of the following aspects of your educational experience?  
 1 (Very dissatisfied) 2 (Dissatisfied) 3 (Somewhat dissatisfied) 4 (Somewhat satisfied)  
 5 (Satisfied) 6 (Very Satisfied)

How satisfied - Academic advising by school or college staff by Sex (Female and Male)

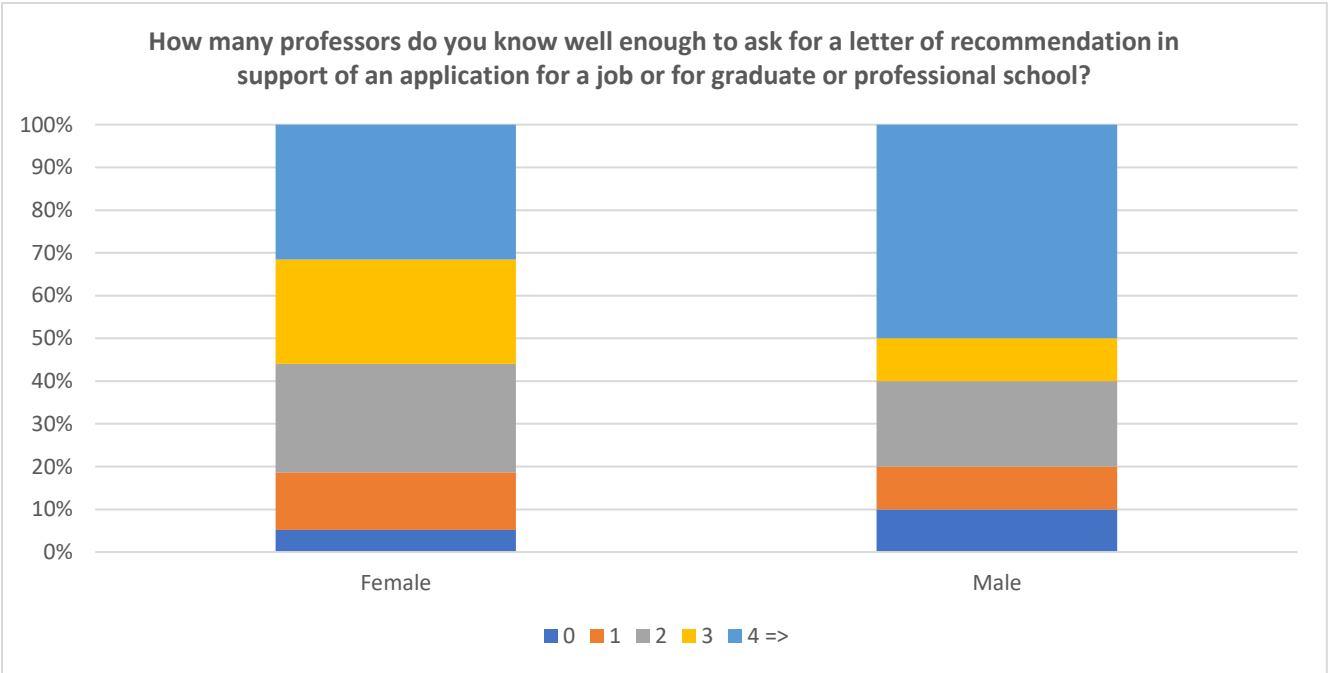
Female		Male	
Mean	N	Mean	N
4.84	193	5.10	10



Satisfaction with advising by school or college staff for the female students was 4.84 and for the male students, it was 5.10.

**How many professors do you know well enough to ask for a letter of recommendation in support of an application for a job or for graduate or professional school by Sex (Female and Male)**

	<b>Female</b>	<b>Male</b>
	<b>Percent</b>	<b>Percent</b>
0	5.20%	10.00%
1	13.50%	10.00%
2	25.40%	20.00%
3	24.40%	10.00%
4 =>	31.60%	50.00%
3 =>	56.00%	60.00%



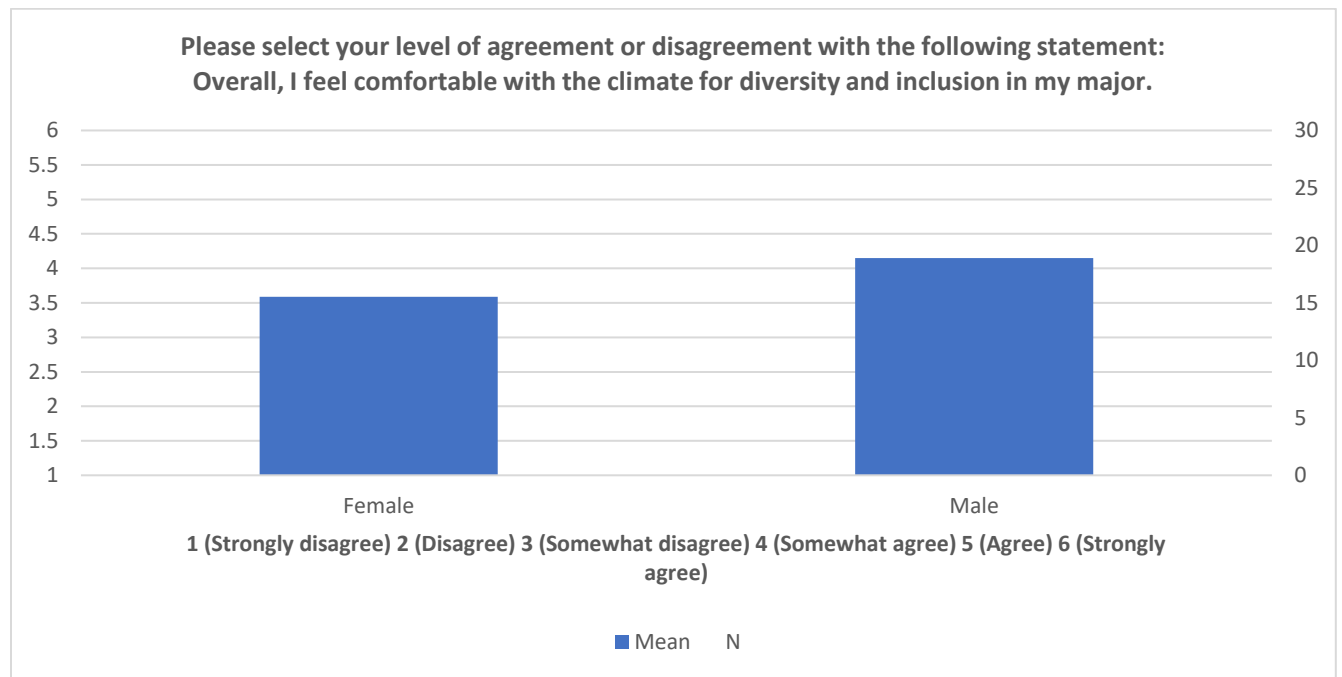
With regards to how many professors do you know well enough for ask for a letter of recommendation, 60 percent of the male students and 56 percent of the female students answered 3 or more.



Please select your level of agreement or disagreement with the following statement:  
**1 (Strongly disagree) 2 (Disagree) 3 (Somewhat disagree) 4 (Somewhat agree) 5 (Agree) 6 (Strongly agree)**

**Level of agreement - Overall, I feel comfortable with the climate for diversity and inclusion in my major by Sex (Female and Male)**

Female		Male	
Mean	N	Mean	N
4.62	195	3.7	10



The score for overall comfort with the climate for diversity and inclusion was lower for the male students at 3.7 (somewhat agree to somewhat disagree) compared to 4.62 (somewhat agree to agree) for the female students.

## Appendix 5: The HEALS Model

Name badges:



### Template Language for Course Syllabus

We in the UVA School of Nursing community represent many diverse characteristics, beliefs, values, and experiences. We recognize this rich diversity and aspire to offer an equitable, inclusive, welcoming, secure, responsive, and affirming environment that fosters mutual respect, empathy and trust. This is our shared responsibility.

At times issues or comments may surface in class that can cause offense or be hurtful to others. Such comments may be made by either students or faculty, or sometimes raised in reading assignments. It is important that we all commit to addressing issues as they arise, in a respectful manner.

Please let me know if you are concerned about anything said in class or raised in the readings. One process we may use to facilitate discussions is **HEALS**©:

**Halt** – Halt the discussion. Options include;

- Pause to consider the comment. Ask for clarification.
- Express appreciation for raising the issue.
- Focus on the idea. Deconstruct the comment without placing the individual on the defensive.

**Engage** with the issue

- Self check, check the room, look for body language. How are others responding?
- Go there. Discuss the issue.

**Allow** exchange of opinions, stories, perspective, and reactions.

- Let others express their thoughts, beliefs, feelings, and opinions.

**Learn** – Listen to one another

- Can we learn from one another's experiences or observations?

**Synthesis** – Why does this discussion matter?

- What is the relation to health care quality and equity?
- What is the relation to studying diverse groups of participants?
- How did the discussion itself work?

## Appendix 6: Faculty and Staff Allies

Each academic year, a letter is sent out to all faculty and staff, inviting them to be in the Ally Group. This is followed with an orientation on how to be a good ally. Allies are easily identified with a door sticker that was designed in a student competition. Students are informed about the Allies in orientation and Allies are introduced at a Welcoming Reception for Underrepresented Students early in the new semester.

### Number of Allies Per Year, Last 5 Years

Academic Year	Number of Allies
2016-17	24
2017-18	30
2018-19	46
2019-20	34
2020-21	27

### How to be a Good Ally – Orientation Outline

#### Welcome

**Thank you for volunteering to be a faculty or staff ally!**

#### What is our purpose?

As a part of the Inclusion, Diversity and Excellence Achievement initiative (IDEA), the Diversity Committee is partnering with the IDEA team to mobilize our Faculty and Staff Ally group. The purpose of this group is to provide an identifiable network of support for our underrepresented students, including minoritized, LGBTQ, first generation students, students with disabilities, and any other students who may feel marginalized due to a minority status or particular life experience.

#### Student Scenarios

Scenarios of uncomfortable or disrespectful things that have happened in the classroom are presented (composites of reported incidents) as well as other issues that might be brought to an Ally.

#### Discussion

**What is the role of the ally?** Stress: Many of you are already allies to our students

Share expectations of Faculty and Staff Allies and have Allies add their ideas.

Expectations of Faculty and Staff Allies can be highlighted in the acronym: **BETTER**.

**B Be visible**. Publically identify yourself as a person that students can come to for support or to confidentially debrief and/or problem solve a situation.

**E Engage to make deeper relationships**. Be available as a mentor to underrepresented students to help them navigate the academic environment, address obstacles, and reduce feelings of isolation. Be willing to develop genuine connections with students by gaining a fuller picture of their lives and concerns.

**T Build mutual Trust**. Make a private space for open, confidential conversation. If you can't be immediately available, set a time. It is important to follow through with what you say you will do and follow up with how a student is doing. Demonstrate your authenticity and trustworthiness by speaking up publicly and interrupting the -isms when you see them in the SON community. Remember that silence means complicity- take the risk to confront incidents of racism, sexism, homophobia, etc. when you see them, even if it is uncomfortable.

**T Take Time to show up**. In partnership with the Diversity Committee, Allies will help plan and attend student diversity social functions, as well as whole community engagement activities to nurture a welcoming, respectful and inclusive climate. Make a personal contribution to transforming our SON environment and the lives of our students.

- End of year celebration – May 11 5:30-7:30pm Pav IX
- Food for exams – sign up sheet will be circulated
- Plan something to kick off school year
- Full community engagement being planned

**E Empathize**. Listen to the student-- attentively, deeply and with high regard. Take time to really hear what the student is saying without jumping in too quickly to give your opinion. Listen for the feelings beneath what the student is saying and validate their experience. Take care to modulate your strong emotions so that the interaction does not become about you, but stays focused on the student and the issue.

**R Respond**. When an event happens within the School of Nursing, on Grounds, or outside of UVA that has potential impact on our underrepresented students (such as the Martese Johnson incident last year or unrest at other campuses), Allies will serve as first responders. This entails being visibly available to students in distress and working with the Director of IDEA and the Diversity Committee to systematically address these issues in a timely and respectful fashion.

## **What is NOT expected of an Ally?**

An Ally is not expected to:

- Be a mental health counselor for an individual student or create a therapy group.
- Know all the answers or solutions.
- Be the ONLY contact for the student.

Instead, you can be supportive, provide a safe space to explore problems and solutions, and be an active advocate for our students.

Maya Angelou (2010) gives us guiding wisdom to be good Allies: “Do the best you can until you know better. Then when you know better, do better.”

**To promote ownership for the group, have the group identify its own guiding principles:  
What do you want for this group? What are our guiding principles and commitments?**

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Door Sticker to Identify Allies



## Appendix 7: IDEA Workshops (2017-2021)

### 2017 – 2018

Cultural Humility in the Classroom – included implicit bias awareness and HEALS Model for addressing breaches of inclusivity in the classroom, attended by 31 faculty

“I’m not a Racist, am I?” Co-hosted documentary with SOM, facilitated discussion following, attended by students and faculty (numbers not available)

Building a Respectful Community of Scholars – all 1<sup>st</sup> year PhD students attended, included HEALS Model training

Holistic Admissions training for all faculty who served on graduate program admissions screening committees

How to Be a Good Ally – attended by 30 Faculty and Staff Ally Group members

Implicit Bias Training – cohosted by the Center for Teaching Excellence, attended by 7 faculty

Controversial Topics and Difficult Dialogues: Effectively Engaging Students in Difficult Conversations in the Classroom, guest speaker Libby Roderick, Director of Difficult Dialogue National Resources Center, co-hosted with McIntyre, attended by ~20 faculty and staff

### 2018 – 2019

Cultural Humility in the Classroom – included implicit bias awareness and HEALS Model for addressing breaches of inclusivity in the classroom, attended by 21 faculty

Inclusive Practices in Teaching – included HEALS Model training, attended by 25 faculty

Building a Respectful Community of Scholars – all 1<sup>st</sup> year PhD students attended, included HEALS Model training

HEALS Model training – attended by all Graduate Teaching Assistants

How to Be a Good Ally – attended by 46 Faculty and Staff Ally Group members

Inclusion By Design: Syllabus Workshop – workshops given the week before classes both Fall and Spring semester ~ 15-20 attended each session

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Shared Spaces: Cultivating Strategies to Attain Inclusivity in the Classroom and Beyond, presented by 5 SON faculty, 1 staff and 2 doctoral students at the Center for Teaching Excellence Pedagogy Summit, attended by 8 additional SON faculty (~50 UVA faculty total)

#### 2019 – 2020

Stepping In: Responding to Disrespectful and Biased Behavior in Health Care, attended by 45 BSN and CNL faculty

Weekly COVID-19 Infographics on Inclusive Teaching in the Online Learning Environment – distributed to all faculty with a new infographic each week of the remainder of the semester

Antiracism Study Guide - Summer Independent Study Guide with resources distributed to all faculty

Building a Respectful Community of Scholars – all 1<sup>st</sup> year PhD students and Graduate Teaching Assistants attended, included HEALS Model training

Antiracist book groups:

*How to Be an Antiracist* – 17 faculty, staff and students attended multiple week facilitated discussion groups

*White Fragility* – 44 faculty, staff and students attended multiple week facilitated discussion groups

*“So You Want to Talk About Race?”* – 6 faculty, staff and students attended multiple week facilitated discussion groups;

How to Be a Good Ally – attended by 34 Faculty and Staff Ally Group members

Inclusion By Design: Syllabus Workshop – workshops given the week before classes both Fall and Spring semester ~ 15-20 attended each session

UVA Acts Inclusive Teaching Toolkit

Fall: First Days, attended by 24

Spring: Small Groups, attended by 17

UVA Acts Search Committee Signals, attended by 4 Search Committee members + other interested faculty

#### 2020 - 2021

Stepping In: Responding to Disrespectful and Biased Behavior in Health Care, BSN Faculty = 61 [some faculty teach in multiple programs]

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BSN Students = 92 3<sup>rd</sup> year, 88 4<sup>th</sup> year undergraduate students

CNL Students = 38 2<sup>nd</sup> year students

Implicit Bias Training- attended by 87 2<sup>nd</sup> year undergraduate students

Holistic Admissions Modules - face to face training transitioned to online modules, taken by all faculty who serve on admissions screening committees; 22 faculty completed:

Module 1 – Fundamentals of Diversity, Inclusion, and Equity

Module 2 – Holistic Review and Selection

Module 3 – Holistic Review Process, tailored for each program

How to Be a Good Ally – attended by 27 Faculty and Staff Ally Group members

UVA Acts Inclusive Teaching Toolkit

Fall: Lectures – attended by 18

Integrating LGBTQ+ Content into Courses and Curricula – attended by 13 faculty

Facilitated book clubs – attended by 69 students, faculty and staff

*White Fragility: Why It's So Hard for White People to Talk About Racism* by Robin DiAngelo

*How to Be an Antiracist* by Ibram X. Kendi

*"So You Want to Talk About Race?"* By Ijeoma Oluo

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## Appendix 8. Racial Equity Institute Small Group Equity Projects

Project	Objective	Outcome
<b>2018 Cohort (completed)</b>		
Improving courses through toolkits highlighting equity and inclusion	To integrate DEI content and principles for engagement across programs by developing a toolkit of resources for course development and refinement	<ul style="list-style-type: none"> <li>• Development of repository of resources for faculty to self-evaluate and improve courses, posted on IDEA website</li> <li>• Audit of PhD Program courses with presentation to faculty</li> </ul>
Developing a sustainable training model for holistic admissions	To improve equity practices in application reviews and interview evaluations for admissions.	<ul style="list-style-type: none"> <li>• Three module online training series developed and tailored for all graduate programs</li> </ul>
Reshaping public and archival spaces in the SON	To diversify predominantly white representations in both our SON buildings and in the archives in the History Center	<ul style="list-style-type: none"> <li>• Honored first Black SON student, Mavis Claytor and Burley High School/UVA Hopsital LPNs who were excluded from our school during segregation</li> <li>• Secured Jefferson Trust grant to conduct Hidden Nurses oral history project and to add other inclusive resources to History Center</li> <li>• Hung portrait of Ms. Claytor in CMNEB with a dedication ceremony</li> <li>• History Center window display of all classes of Burley LPNs; now on permanent display in McLeod Hall</li> </ul>
<b>2021 Cohort (in process)</b>		
Assessing curriculum for threads of relevance to		

diversity, equity and inclusivity		
Evaluating and developing clinical simulations for cultural sensitivity		
Building equity-minded faculty search processes, including recruitment		
Broadening inclusivity of CCI offerings		
Incorporating an equity lens through the research process (including supporting URM research faculty)		

## Appendix 9: Community Partnerships and Clinical Placements

<b>Targeted Community Populations Served</b>	<b>Services Provided</b>	<b>Students # engaged/semester</b>
Preschool, Elementary, middle, and high school communities public and private	Vision and hearing screening Education in multiple formats- written, groups, individual, games Education: Hygiene, CPR for schools, nutrition, healthy living	Fall/Spring BSN Population Health BSN 8-10 Pediatrics Practicum
Home visiting and case management programs for adults	Home visits, Age appropriate risk screenings, Connect with resources, Physical/Emotional assessment, Education, Assist with managing chronic diseases	Fall/Spring/Summer BSN & CNL Population Health BSN 6-8 CNL 4-6
Senior Adult Programs/Agencies providing care and services to vulnerable elderly populations	Assist with ADLS, Engage with senior adults using creative, fun activities that promote socialization and use of hands & mind, Health education in written and verbal formats, Medication reconciliation, Group activities, Home visits Telephone calls	Fall/Spring/Summer BSN & CNL Population Health BSN 16-24 CNL 6-8  Has been 42 BSN students per semester Fall/Spring
Affordable and Low income Housing communities and unhoused populations	Health education, Risk screenings, Engage with all ages, Home visits Group activities that promote fun learning and continued development and use of skills, Soup kitchen BP clinics & minor first aid, Connect clients to medical & social resources, Literature reviews for potential programs	Fall/Spring/Summer BSN & CNL Population Health BSN 8-16 CNL 6-8
Primary Care, Federally Funded, and Health Department Clinics serving vulnerable populations	Home visits to most at risk clients,	Fall/Spring BSN & CNL Population Health

	<p>Telephone calls to clients with frequently missed visits, Clinic nurse role for OB and primary care</p> <p>Program evaluations, Surveys for needed services, Community needs assessment, Immunizations, direct client care</p>	<p>BSN 6-8 CNL 4-6</p>
<p>Food Access networks and agencies serving vulnerable populations</p>	<p>Distribute food, Education in food preparation, nutrition, storage and use of foods, How to access food</p>	<p>Fall/Spring BSN &amp; CNL Population Health BSN 12-16 CNL 4-6</p>
<p>Home visiting and case management programs for children at risk</p>	<p>Home visits, Education: parent as teacher, normal growth &amp; development, safety, nutrition; Connection to resources, Assessments, developmental screening</p>	<p>Fall/Spring/Summer BSN &amp; CNL Population Health BSN 6-8 CNL 4-6</p>
<p>Agencies and programs providing services for IPV, sexual assault</p>	<p>Work with agencies/coalitions to impact population served, Literature review, Special projects determined by community partner-contributing to the mission of the organization, Community needs surveys/assessment, Meet with community partners to assess needs, Develop resources- agency/coalition specific</p>	<p>Fall/Spring/Summer BSN &amp; CNL Population Health BSN 6-8 CNL 4-6</p>
<p>Agencies and programs providing services that address social determinants of health to less resourced populations</p>	<p>Work with agencies/coalitions to impact population served, Literature review, Special projects determined by community partner-contributing to the mission of the organization, Community needs surveys/assessment, Meet with community partners to assess needs, Develop resources- agency/coalition specific</p>	<p>Fall/Spring/Summer BSN &amp; CNL Population Health BSN 25-35 CNL 25-35</p>

Agencies and programs providing education assistance, day care, after school care, and camp experiences to vulnerable populations	Health & wellness education, introduction to health care field, basic assessments, basic first aid, assistance with literacy and math and education regarding the connection with health, develop materials for the agencies, special projects	Fall/Spring/Summer BSN & CNL Population Health BSN 8-16 CNL 8-16
Coalitions and community boards, providing mental health services	Special projects determined by agency needs, assessment of resource need	Fall/Spring/Summer BSN & CNL Population Health BSN 6-8 CNL 10-15
Agencies and programs providing mental health and substance dependency resources for vulnerable women and children	Direct client care support, special projects, health education and promotion	Fall/Spring/Summer BSN & CNL Population Health BSN 6-8 CNL 7-10
Clinics and treatment centers providing mental health and addiction services	Direct client care support, special projects, health education and promotion	Fall/Spring/Summer BSN & CNL Population Health BSN 6-8 CNL 6-8
Global partnerships (pre-covid) with nursing schools and clinics	Community health services at international locations with ongoing partnership, Health promotion and education, community assessment	Spring/Summer BSN & CNL Population Health BSN 4-6 CNL 10-12
Senior centers and elder residential facilities	Direct client care support, special projects, health education and promotion	Fall/Spring/Summer BSN & CNL Population Health BSN 6-8 CNL 6-8

**Services Provided:**

1. Health Promotion & Education adapted to targeted population, across the lifespan (birth – death) through partner and community engagement.

Topics include but not limited to:

Chronic diseases: diabetes, COPD, hypertension, etc.	IPV
Injury prevention	Narcan administration

Communicable disease	Substance use disorders
Mental health & wellness	CPR
Healthy eating	Medication
Heathy Living	Risk reduction
Physical activity	First aid
Hygiene	Immunizations
Sexual Assault	Safety
Growth & Development	Meditation
Stress Relief	Last Wishes
Grief	Self-care
Nutrition	

2. Community based Primary Care roles: Assumes role of the nurse in a variety of community settings

Direct Client Care	Assist with ADL's in partnering agencies that provide that care
Medication review and reconciliation	Care coordination
Risk assessments	Connection with medical and social resources
Family and Individual Assessments- to address needs of families and individuals	Basic First Aid
Telephone calls for high risk and/or vulnerable clients	Nursing role and case management in medical clinics
Home visits for high risk/vulnerable clients	Assist with Chronic disease management
Parent-child interaction assessment	Physical assessments
Assessment of client resource needs	Individual and group education
Home visits for children, families and individuals in partnering programs	Immersed practicum experience
Screenings: depression, nutrition, BP, blood glucose	Utilize Stress First Aid Model for interactions with clients
Dissemination of health information at area agencies, schools, churches, community groups, neighborhood health fairs, resource centers	

3. Work with agencies/coalitions to impact population served in a manner that contributes to the mission of the organization

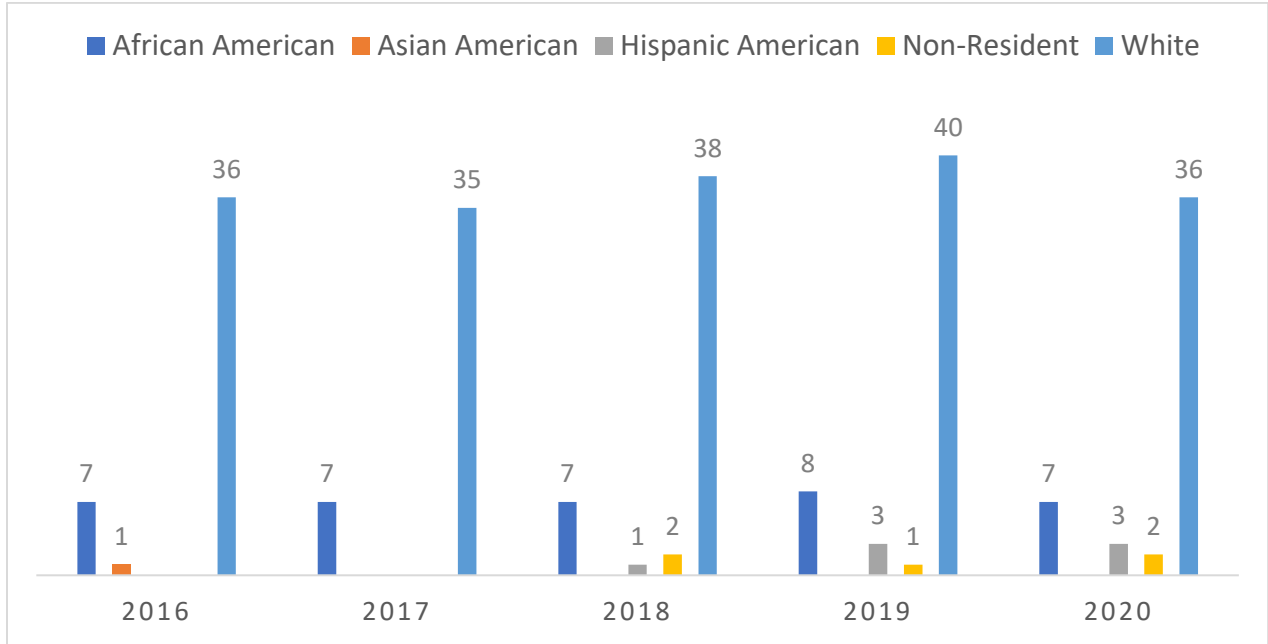
Literature review on requested topic or best practice	Special projects determined by community partner
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Work directly with groups and individuals	Meet with community partners to assess needs
Presentations for clients served or staff	Develop resources- agency/coalition specific
Develop population health resources specific to local service agencies	Community assessment- strengths & weaknesses
Community needs surveys for potential new services	Data collection
Program & Services Evaluation	Develop and/or implement surveys
CPR/Heimlich – school program	Develop educational materials
Produce posters, bulletin boards,etc.	

## Appendix 10: 5 Year Staff Diversity Trends

### Staff Trends By Race and Ethnicity



### Staff Trends By Sex

