Inclusion, Diversity and Excellence Achievement (IDEA) Strategic Plan
2015 - 2020
University of Virginia School of Nursing

The School of Nursing Dean’s Initiative on Inclusion, Diversity and Excellence was launched in the 2015/16 academic year with the overarching goal of improving respect, inclusion and engagement in our community of students, staff and faculty.
Mission

To foster a compassionate, respectful and inclusive community in which to learn and work.

Vision

The University of Virginia School of Nursing will be the premiere school known for creating a diverse Community of Students, Scholars, and Staff that aspires to achieve excellence in education, research, and clinical practice in an inclusive, respectful, and collaborative environment.

We will contribute to the building of a dynamic nursing workforce and leadership that are diverse, sustainable, and meet the needs of the Virginia Commonwealth, the Nation and our global community, of which we are a part.
Core Community Values

We are a culture of compassion and respect.

We pride ourselves on being a welcoming, inclusive community and stand against discrimination and social injustice of all kinds.

We consider diversity in all its rich forms—of people and perspectives—to be integral to our excellence.

We expect respectful engagement of all in our community and hold each other accountable for this.
Strategic Priorities

The Inclusion, Diversity and Excellence Achievement or IDEA initiative is organized around four central questions that frame our strategic priorities. These priorities are framed as objectives to guide our specific strategies, actions, and expected outcomes:

1. **Who gets to learn and work here?**
   **Objective 1** - Improve access for underrepresented students, faculty and staff.

2. **What do we want it to be like here? How do we want to relate to each other?**
   **Objective 2** - Promote an inclusive and respectful climate and expect respectful engagement with each other.

3. **What is the philosophy underlying all that we do here?**
   **Objective 3** - Promote inclusive practices in teaching, research, and clinical practice, based on principles of cultural humility.

4. **What do we want to happen here and beyond? What do we want to be known for?**
   **Objective 4** - Support achievement of excellence in student academic success, faculty and staff development and advancement; knowledge generation; and compassionate and equitable health care practice.
Objectives and Actions

Who gets to learn and work here?

Objective 1 - Improve access for underrepresented students, faculty and staff.

Strategy: Holistic Admissions

Actions

1. Implement holistic admissions process for all programs based on “Holistic Admissions in the Health Professions” guidelines (Urban Universities for Health Coalition, 2014).

2. Orient all program screening committees to holistic admissions procedures annually. Orientation topics include admissions with a diversity/inclusion perspective, awareness of implicit bias, and principles of holistic admissions.

3. Tailor screening tools for each program, plan application revisions, including essay questions.

4. Track admissions demographics. Analyze admissions cycles for underrepresented minority (URM) applicants from application to admission or denial to assess for potential implicit bias in selection process.

Strategy: Underrepresented Student Recruitment

Actions

1. Review current recruitment activities with Office of Admissions and Student Services to assess yield of URM students. Develop new recruitment strategies and venues.

2. Participate in pipeline programs, such as hosting middle and high school student visitors, undergraduate nursing students speaking at local public schools, collaborative grant writing for interprofessional summer enrichment programs.

3. Develop partnership with Piedmont Virginia Community College and/or other regional community colleges to explore pathway from Associate Degree Nursing to BSN Program.

4. Mobilize faculty team to submit a Health Resources & Services Administration Nursing Workforce Diversity proposal to increase student diversity.

5. Explore culturally appropriate recruitment strategy for Amer Indian/Native Amer applicants to both the undergraduate and graduate programs.
Strategy: Utilize Best Practices in Faculty Search

Actions

1. Associate Dean for Diversity and Inclusion (ADDI) to sit on Faculty Search Committee to ensure equity in search process.

2. Work with Dean to appoint appropriate members to serve on the Search Committee. Seek individuals with commitment to diversity and inclusion.

3. Provide mandatory training for all Search Committee members annually in best practices for faculty search. Include discussion of implicit bias.

4. Mentor other faculty for role of diversity ambassador/equity advisor to serve on Search Committees.

5. Seek faculty candidates whose research and scholarship focus on health equity and/or disparities.

6. Engage Search Committee in formulating an active faculty recruitment plan. Present strategy to the Faculty Organization to engage faculty at large in shared mission.

7. Provide travel funds for faculty attending professional meetings when they commit to active recruitment role.

8. Attend Southern Nursing Research Society, Black and Hispanic Nurses Associations’ annual conferences for targeted recruitment of faculty.

9. Build and foster relationships with promising URM PhD students and faculty candidates, as well as others with significant contributions to diversity and inclusion.

10. Analyze annual search cycle from application to hiring decision to ensure an equitable process. Compare data over five years.

What do we want it to be like here? How do we want to relate to each other?

Objective 2 - Promote an inclusive and respectful climate and expect respectful engagement with each other.

Strategy: Faculty and Staff Ally Group Mobilization

Actions

1. ADDI to meet regularly with Faculty and Staff Ally Group to develop supportive activities for underrepresented students. Promote the visibility of Allies with door stickers and sponsorship of popular student events, such as food for exams and Diverse Student and Allies Welcoming Reception.

2. Develop system to track 1:1 supportive visits of students to Allies.
**Strategy: Intentional Community Engagement**

**Actions**

1. Plan program-specific orientation activities for new students, faculty and staff, including introduction of IDEA and cultural values of SON, and social gatherings to build community.

2. Present IDEA at Nursing Student Council, Graduate Nursing Student Organization, Diversity in Nursing for a Better Community, and other student organizations to promote their involvement in planning activities for intentional community engagement.

3. Promote safe spaces for underrepresented students to socialize, dialogue, and raise concerns.

4. Schedule Safe Space Training for faculty and staff who identify as allies for LGBTQ+ students and post Grounds training schedule.

5. Incorporate dates of religious observances into SON calendar to promote awareness of religious and spiritual diversity. Promote inclusive holiday celebrations.

4. ADDI to consult with Diversity Committee, Healthy Work Environment Committee, and the Compassionate Care Initiative to integrate a diversity and inclusion perspective into the work of the committees. Facilitate group-generated areas for collaboration.

**Strategy: Inclusive Representations in Physical Surroundings**

**Actions**

1. Engage stakeholders in a walk-through of both SON buildings to evaluate representations of people in nursing, including pictures, signage, and other physical materials.

2. Maintain signage that promotes a community of respect and inclusion, including statement banner outside of McLeod Hall, IDEA banners inside both buildings, and signage outside of every classroom stating, “Respect Lives Here.” Include IDEA messages on computer screens in both buildings.

3. Engage students in developing an annual student-led campaign that makes our commitment to diversity and inclusion visible.

4. Collaborate with Director of History Center and history PhD students and faculty to find representative historical photographs and other archival materials to display that honor the history of diverse groups of nurses.

5. Redesign webpage and give input into promotional materials for the SON to ensure inclusivity and appropriate depictions of people from underrepresented groups.
What is the philosophy underlying all that we do here?

Objective 3 - Promote inclusive practices in teaching, research, and clinical practice, based on principles of cultural humility.

Strategy: Faculty Self-Awareness and Skill Development in Cultural Humility

### Actions

1. Hold bi-annual faculty development workshops to create self-awareness and build skills to promote an inclusive classroom environment and learning experience. Topics include principles of cultural humility, inclusive practices in teaching, and strategies to address bias in the classroom.

2. Provide faculty with training on implicit bias awareness and bias literacy.

3. Publicize and participate in University-wide efforts to promote awareness and skills (e.g., Diversity Dialogues, Diversity Learning Series).

Strategy: Integration of Diversity and Inclusive Materials into Courses and Curricula

### Actions

1. Present workshop on Inclusion By Design to assist faculty to integrate inclusive material into syllabi and courses. Use resources of the Center for Teaching Excellence.

2. ADDI and Diversity Committee to meet with Program Directors to engage in planning for curricular reviews to improve the integration of diversity and inclusive materials in programs.

3. Review curricula for LGBTQ+ content.

4. Mobilize task force to create culturally appropriate and sensitive clinical simulations.

5. Develop experiential learning activities on respectful community engagement for students prior to community health clinical practica.

6. Participate in the Health System/SOM/SON Task Force to address discrimination and bias-related incidents in the Medical Center. Include nursing students, faculty who lead clinical courses, and clinical instructors in trainings on how to manage incidents as either a victim or bystander.

7. Integrate content into preclinical course for BSNs and CNLs to build skills in addressing the -isms in clinical practice.

8. Add diversity-related items to course evaluations, including: 1) how well course addresses diverse populations and inclusive content, and 2) how well faculty creates an inclusive and respectful climate for student learning.
What do we want to happen here and beyond? What do we want to be known for?

**Objective 4** - Support achievement of excellence in student academic success, faculty and staff development and advancement; knowledge generation; and compassionate and equitable health care practice.

**Strategy: Student Support & Retention**

<table>
<thead>
<tr>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assess for gaps in student supports, such as writing, tutoring, and other supports needed for appropriate retention of struggling students. Reframe existing services and design new services to be proactive, positive and success-oriented.</td>
</tr>
<tr>
<td>2. Host bi-annual social events for underrepresented students to encourage support networks and provide forum to discuss issues</td>
</tr>
<tr>
<td>3. Host graduate students of color support dinners (frequency to be determined by students). Periodically invite faculty of color to attend.</td>
</tr>
<tr>
<td>4. Mobilize task force to develop outreach strategies for LGBTQ+ students. Link nursing students with medical students in the qMD group. Support the development of a qRN group in the SON.</td>
</tr>
</tbody>
</table>

**Strategy: Faculty Retention & Advancement**

<table>
<thead>
<tr>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ADDI to meet with faculty of color (individually and as a group, for those interested) annually to determine areas for needed support and mentoring to assure advancement. Assist faculty to find a career mentor.</td>
</tr>
<tr>
<td>2. Host faculty of color support activities, minimum once per semester.</td>
</tr>
<tr>
<td>3. Identify and resolve any retention issues.</td>
</tr>
<tr>
<td>4. Meet with Department Chairs to discuss faculty development and advancement of faculty of color, including issues of minority stress, extra invisible workload associated with supporting students, inequitable committee assignments, microaggressions and other barriers they may face.</td>
</tr>
<tr>
<td>5. Utilize membership in the National Center for Faculty Development and Diversity for faculty development and support. Sponsor faculty to attend the Faculty Success Program and other related workshops.</td>
</tr>
<tr>
<td>6. Promote faculty of color for consideration for leadership positions and training, as well as awards and recognition.</td>
</tr>
<tr>
<td>7. Link underrepresented faculty with relevant affinity support groups on Grounds, such as Black Faculty and Staff Employee Resource Group (ERG), LGBT ERG (when formed). Publicize welcome activities for affinity groups.</td>
</tr>
<tr>
<td>8. Develop metrics to measure support and satisfaction, in addition to advancement for faculty of color.</td>
</tr>
</tbody>
</table>
**Strategy: Staff Recruitment and Support**

**Actions**

1. Review Diversity Hiring Plan for Staff and support efforts to recruit URM candidates for open staff positions.

2. Support leadership training and promotion of URM staff. Recommend URM staff for training opportunities and recognition.

3. Collaborate with the Healthy Work Environment Committee to promote respectful engagement between staff and faculty. Invite staff members to lead and/or be involved in IDEA activities.
Strategic Plan Timeline

- 2015: Launch IDEA Initiative
- 2016-2020: Implement Strategic Actions
- 2016-2020: Monitor & Assess Progress → Make Course Corrections as Necessary
- 2017-2020: Develop Formal Evaluation Plan
- 2019-2020: Mobilize Stakeholders For Strategic Planning
We are guided by the following document:

DEFINING DIVERSITY

THE UNIVERSITY OF VIRGINIA'S COMMITMENT TO DIVERSITY

Diversity stands with ethics, integrity, and academic excellence, as a cornerstone of University culture. The University promotes an inclusive and welcoming environment that embraces the full spectrum of human attributes, perspectives, and disciplines. When people of different backgrounds come together, they exchange ideas, question assumptions (including their own), and broaden the horizons for us all. A University of Virginia community rich in diversity affords every member equal respect and provides a forum for understanding our differences as well as our commonalities.

DEFINITION OF DIVERSITY/EQUAL OPPORTUNITY, THE LAW, AND THE UNIVERSITY OF VIRGINIA

Diversity broadly defined includes a wide range of factors from age and sexual orientation to disabilities and socioeconomic status. It is any way that an individual can differ from another individual. The University of Virginia is an equal opportunity and affirmative action employer. The University believes that a diverse community is critical to optimizing the educational environment and through its employment procedures and practices, seeks to recruit and employ a diverse and highly skilled workforce. All persons are considered for employment based only on their abilities and qualifications to perform the essential functions of the job. The University administers its programs, procedures, and practices without regard to age, color, disability, gender identity, marital status national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, and family medical or genetic information.

Office of Equal Opportunity and Civil Rights
Diversity Analysis for Students, Faculty and Staff

The analysis to guide our diversity targets for students, faculty, and staff are informed by the following:

1. University of Virginia Diversity Dashboard: undergraduate students, graduate students, faculty and staff demographics, 2013 - 2016.


4. American Association of Colleges of Nursing. (2016). Faculty Demographics of Member Schools (N=738 member schools, N=85 non-member schools).


Enhancing the diversity of the nursing workforce is essential as there is a strong connection between having a diverse nursing workforce and providing culturally competent and humble patient care across difference. Further, the lack of nursing diversity is implicated in health disparities that we see today. A goal underscored by all major nursing leadership and policy groups is for nurses to mirror the population we serve. The table on page 17 provides a snapshot of how we are meeting the workforce diversity needs of the Virginia Commonwealth and the Nation, based on population, nursing workforce, and UVA student and faculty. UVA staff are also included in this table and can be compared with population statistics.

From the assessment of how we are doing in the UVA School of Nursing, our aspirations for this strategic plan timeframe are based on comparisons with the Virginia population and nursing workforce.
**Undergraduate Students** - Approximately 43% of our undergraduate population is of a racial or ethnic minority group. Specific target areas for improvement include Black/African American (currently about 8% as compared with VA population of nearly 20%) and Hispanic/Latino students (currently about 7% as compared with the VA population of 9%). This is a growing population in our state. Our aspirational goal is to more closely reflect the Black/African American and Hispanic/Latino population of Virginia by 2020. Additionally, in acknowledgement that Virginia has 11 recognized tribes of American Indians/Native Americans, we will explore targeted efforts to recruit students from this often invisible part of the Commonwealth’s population. We will seek consultation to determine culturally appropriate recruitment efforts. Another aspirational goal is to have our male student population more closely mirror the Commonwealth’s population.

**Graduate Students** - Approximately 22% of our graduate student population is of a racial or ethnic minority group. Specific target areas for improvement include Black/African American (currently about 10% as compared with VA population of nearly 20%) and Hispanic/Latino students (currently about 4% as compared with the VA population
Our aspirational goal is to more closely reflect the Black/African American and Hispanic/Latino population of Virginia by 2020.

Faculty - Approximately 15% of our current faculty is of a racial or ethnic minority group. We are slightly ahead of the national average of minority nursing faculty of 13%. We have made steady gains since 2011 when we had 11% faculty from minority groups. Since minority groups represent 37% of the Virginia Commonwealth population, we will aspire to more closely reflect the population by 2020. With 15% male faculty, we are ahead of the national average of 5.5% in nursing schools. We will focus our faculty recruitment efforts on Black/African American, Hispanic/Latino, Asian, and male faculty candidates to better mirror the population of the state. Our faculty search process will assess all applicants’ unique talents, background and experiences will be reviewed to assess potential contributions to diversity in the SON.
**Staff** - Our current staff is comprised of three racial groups: Black/African American (N=7), Asian (N=1), and White (N=33). We will need a global recruitment effort to better mirror the population of the Charlottesville region from which we predominantly draw our staff employees. Of our 44 staff members, 18% are male and no males are of a minority group. We will secure labor market statistics to assist us in determining the appropriate applicant pool.

<table>
<thead>
<tr>
<th></th>
<th>2000 (16.67%)</th>
<th>2010 (11.43%)</th>
<th>2011 (14.71%)</th>
<th>2012 (14.71%)</th>
<th>2013 (12.02%)</th>
<th>2014 (14.63%)</th>
<th>2015 (12.02%)</th>
<th>2016 (12.02%)</th>
<th>2017 (10.91%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>African American</strong></td>
<td>00 (16.67%)</td>
<td>00 (16.67%)</td>
<td>00 (16.67%)</td>
<td>00 (16.67%)</td>
<td>00 (16.67%)</td>
<td>00 (16.67%)</td>
<td>00 (16.67%)</td>
<td>00 (16.67%)</td>
<td>00 (16.67%)</td>
</tr>
<tr>
<td><strong>Asian American</strong></td>
<td>01 (2.70%)</td>
<td>01 (2.70%)</td>
<td>01 (2.70%)</td>
<td>01 (2.70%)</td>
<td>01 (2.70%)</td>
<td>01 (2.70%)</td>
<td>01 (2.70%)</td>
<td>01 (2.70%)</td>
<td>01 (2.70%)</td>
</tr>
<tr>
<td><strong>Hispanic American</strong></td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
</tr>
<tr>
<td><strong>Multi-Racial American</strong></td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
</tr>
<tr>
<td><strong>Native American or Alaskan</strong></td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
</tr>
<tr>
<td><strong>Native Hawaiian or Pacific Islander</strong></td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
</tr>
<tr>
<td><strong>Non-Resident Alien</strong></td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
<td>00 (0.00%)</td>
</tr>
<tr>
<td><strong>White American</strong></td>
<td>22 (30.60%)</td>
<td>29 (32.60%)</td>
<td>22 (30.60%)</td>
<td>22 (30.60%)</td>
<td>21 (30.60%)</td>
<td>21 (30.60%)</td>
<td>21 (30.60%)</td>
<td>21 (30.60%)</td>
<td>21 (30.60%)</td>
</tr>
</tbody>
</table>
### Demographics: Race/Ethnicity and Sex

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Virginia</th>
<th>U.S.</th>
<th>US RN Workforce</th>
<th>VA RN Workforce</th>
<th>UVA Undergraduate Nursing Students</th>
<th>UVA Graduate Nursing Students</th>
<th>UVA Nursing Faculty</th>
<th>UVA School of Nursing Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>19.7</td>
<td>13.3</td>
<td>6</td>
<td>10</td>
<td>7.8</td>
<td>9.7</td>
<td>8.7</td>
<td>16</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>0.5</td>
<td>1.2</td>
<td>1</td>
<td>0</td>
<td>0.6</td>
<td>0.6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>6.5</td>
<td>5.6</td>
<td>6</td>
<td>6</td>
<td>8.1</td>
<td>4.7</td>
<td>2.5</td>
<td>2.3</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.1</td>
<td>0.2</td>
<td>1</td>
<td>0</td>
<td>0.3</td>
<td>0.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>2.9</td>
<td>2.6</td>
<td>2</td>
<td>5.4</td>
<td>3.2</td>
<td>3.2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>9.0</td>
<td>17.6</td>
<td>3</td>
<td>2</td>
<td>6.7</td>
<td>4.4</td>
<td>1.5</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>62.7</td>
<td>61.6</td>
<td>83</td>
<td>80</td>
<td>66.2</td>
<td>72.4</td>
<td>87.0</td>
<td>81.8</td>
</tr>
<tr>
<td>Male</td>
<td>49.1</td>
<td>49.1</td>
<td>14.1</td>
<td>6</td>
<td>8</td>
<td>19</td>
<td>15</td>
<td>22</td>
</tr>
</tbody>
</table>