Inclusive Excellence Plan

Submitted by: Equity, Diversity and Inclusion Committee (EDIC)

2020-2025

Approved by Academic Planning Council (APC) on May 8, 2020

School of Nursing

UNIVERSITY OF WISCONSIN–MADISON

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INTRODUCTION: FOUNDATIONAL VALUES OF INCLUSIVE EXCELLENCE IN NURSING

In Fall of 2018, the Equity, Diversity and Inclusion Committee (EDIC) within the School of Nursing (SON) began the process of creating an inclusive excellence (IE) plan for the School. The SON strives to promote inclusive excellence within our classrooms, our workforce, and our communities. We define inclusive excellence as the social commitment to build equitable, diverse, and caring environments that ensure all nurses are equipped to embody social justice and the richness of difference in order to help advance the health of the nation and the global community. We strive to create safe, brave, and dynamic spaces in our workplace to ensure that all members of our School understand our unique influence on our climate. All nurses play a role in addressing the pervasive health inequities throughout the globe by expanding their own self-awareness, advocacy skills, and social engagement.

Diversity, equity, and inclusion is a central piece of many higher education institutions' strategic plans. Nursing has a unique history with social justice and a strong commitment to health equity. The values of integrity, compassion, advocacy, and a social commitment to improve the health of all are inherent to the field of nursing. The National League of Nursing[1] believes that diversity and healthcare are inseparable, and only together can they create pathways that lead to ending health disparities and impact the quality and safety of patient care. The American Academy of Colleges of Nursing[2] seeks to improve the quality of education by diversifying the student and faculty body in order to maximize learning opportunities, enhance civic readiness and social engagement. These changes will ultimately address pervasive health inequities and improve health outcomes. The American Academy of Nursing[3] calls for nurse leaders to influence policy that improve the health of populations and achieve health equity through research and policies that will transform nursing practices. Finally, the Future of Nursing 2020-2030 study[4] calls for strengthening partnerships in health equity in order to achieve a workforce that is diverse , and build a culture of health and health equity. The time is ripe for Schools of Nursing to take a leadership role in addressing biases, revitalize their commitment to social justice, and create rich environments that have the capacity to revolutionize healthcare and build a robust culture of health equity at local, national, and global settings.

The IE plan was developed with extensive SON stakeholder input that included a formal assembly and ongoing involvement of undergraduate and graduate students, university staff, instructional and noninstructional academic staff, clinical faculty, tenure track faculty, and SON leadership. Further, the plan was made available for public input and comment on several occasions during its development and it was presented to various governance committees for feedback throughout the process. To embed the goal of inclusive excellence into the culture of the SON and build a structure for the accountability of growth and progress, the IE plan was developed to align with the four major pillars of the SON strategic framework. The IE plan was also informed by the following SON and greater UW Madison campus efforts and goals to enhance and support diversity and inclusion:

1. The University of Wisconsin-Madison diversity framework includes the R.E.E.L. (Recruit, Equip, Engage, Lead) framework[5], and was adopted in 2015. The goals of the framework include:
    a. Promote shared values of diversity and inclusion
    b. Improve coordination of campus diversity planning

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[1] http://www.nln.org/docs/default-source/about/vision-statement-achieving-diversity.pdf?sfvrsn=2

[2] https://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Diversity

[3] https://www.aannet.org/about/strategic-plan-2017-20

[4] https://nam.edu/publications/the-future-of-nursing-2020-2030/

[5] https://diversity.wisc.edu/wp-content/uploads/2017/04/Patricks-preferred-04.08.15-DF-REEL-Report-FINAL_Updated.pdf

c. Engage the campus leadership for diversity and inclusion
d. Improve institutional access through effective recruitment of diverse students, faculty, staff, and through effective relationship building with the wider community
e. Improve institutional success through improved retention
2. The SON vision statement to be a world leader in nursing innovation that advances health for all
3. The SON mission statement to develop leaders for the profession and society - we make discoveries, enhance systems, and improve health through research, education, and practice
4. The SON shared values of:
      a. Collaboration – working together to advance common goals cultivating active engagement and shared responsibility among all members of our communities.
      b. Excellence – upholding high standards for ourselves and our work with collective actions driving best practices and innovative thinking.
      c. Integrity – holding ourselves and each other accountable with the expectation that we will do what we say we are going to do and that we will do the right thing reliably.
      d. Respect – demonstrating positive regard in our relationships and actions honoring diverse perspectives, styles, and contributions.
5. The three major goals of the SON strategic framework to:
      a. Expand research in critical areas through strengthening the research enterprise
      b. Educate for the future of care through expanding academic programming
      c. Partner to improve health outcomes through innovation utilizing pursuit of strategic partnerships to expand impact

The IE plan was developed for the period 2020-2025. An initial five-year period allows time for development of infrastructure to support IE and initial progress on actions. It is intended that the plan be regularly evaluated and updated to reflect the continued progress toward IE goals (see Section E). The plan is grounded by indicators of progress/measurable outcomes that reflect progress toward a culture of IE. The SON community believes IE requires a continual process of growth and reflection over time. As such, the action steps proposed in this plan are recommendations for making progress. These can and should evolve over time, change, or be sequenced in such a way to best balance resources and needs at particular points at time and within particular contexts. It is not expected that the SON community comprehensively put forth changes to achieve all suggested actions simultaneously or completely. However, it is the intent that each work unit or sector of the SON community charged with making contributions and efforts toward IE will be intentional about prioritizing these actions and making progress on them on a regular, and continual basis. An initial prioritization was developed by the members of the SON community who attended the development retreat; noted as short-range and long-range goals throughout the plan.

Inclusive Excellence is a broader umbrella term for building a framework of excellence around diversity, equity and inclusion. We strive to build these values throughout this plan and our school. Since these terms are used and integrated throughout this document and within our work, we would like to define these larger concepts for a better shared understanding. The University of Wisconsin system also has these four foundational values related to inclusive excellence: diversity, equity, inclusion and excellence.

Diversity

Our School of Nursing embraces the diversity of difference in all of its forms, including but not limited to social identities, experiences, attributes, skills, and perspectives. Our definition of diversity is aligned with UW-Madison's larger institutional statement on diversity:

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the

contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinions enrich the university community.

We recognize intersections of various social identities, and how they are interconnected and part of larger systems of oppression and power. Members of these groups can possess privilege or disadvantages within the larger system depending on their combinations of social identities, which include race, ethnicity, gender identity, gender expression, sexuality, dis/ability, socioeconomic status, religion, geographic region, immigration status, military status, and more. Intentional diversity strengthens and enriches our teaching, learning, research, and service environments.

Equity

The term equity acknowledges the many forms of injustice within our system, and our commitment to directly addressing these issues because of our leadership roles within the field of nursing. We also seek to differentiate equality from equity. In order to improve health and end disparities, we must adopt an equity framework to consider allocation of resources and healthcare based on the needs of populations, and not a one-size-fits-all equality approach. We must also be mindful of injustices within healthcare such as microaggressions, discrimination and bias. We understand that there are structures that support systems of oppression and continue to reinforce health disparities, and our goal is to directly address and dismantle these systems with equitable practices within our School and within the nursing workforce.

Inclusion

Inclusion means that every student, faculty, staff person, preceptor and community member within the School of Nursing and workforce feels a sense of belonging and that the School is a welcoming, safe and brave space for every member. To create an inclusive environment, every member of the community should understand the values directly related to our mission, their spheres of influence, and the general climate of the organization. The University of Wisconsin system defines inclusion as:

> The active, intentional and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographic) with which individuals might connect – in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Excellence

Excellence is a value of our School of Nursing, and we define it as upholding high standards for ourselves and for our work. We understand that collective and collaborative actions across diverse identities, perspectives, and views drive the best practices, produce innovative thinking, and create the most successful organizations.

INFRASTRUCTURE TO SUPPORT IE

Overall, the goals of the IE plan highlight areas of growth as perceived by the SON community. The SON community that developed this plan felt passionate and strongly about growing and embracing diversity, equity, and inclusion in our community, fostering a community that supports diversity, equity, and inclusion and reaching beyond the SON in our practice, research, and scholarship to be inclusive of diversity and equity in all of these areas.

The SON community identified a number of cross-cutting recommendations fundamentally support the success of multiple goals. Their cross-cutting nature suggest they reflect important infrastructure needs for the IE plan

to be successful and are priority areas for which to begin IE work in the SON. Several goals emphasized the need for 1) tracking data about our diversity, equity, and inclusivity efforts; 2) providing training to our SON community and 3) communicating about the resources the SON has and the work the SON is doing to support IE. In addition, the SON community emphasized other important infrastructure needs around dedicated effort for faculty/staff to execute the plan and policies, procedures, incentives, and funding support.

Data Tracking

Tracking growth and progress is critical to assessing progress on IE. There is some data the SON regularly tracks particularly around student admission and testing that will be important sources of information about progress on some indicators of IE. However, there are several other areas of the IE plan where there are new needs for information and data. The SON community identified a need for collecting information and data to demonstrate growth or progress toward IE in the following major areas;

1. Efforts and activities that support recruitment and retention of diverse students, staff, and faculty
2. Hate, bias, diversity, and climate issues and responses
3. Research and scholarship efforts related to diversity, equity, and inclusion
4. Faculty, staff, and student growth in knowledge, attitudes, and behaviors related to diversity, equity, and inclusion
5. Communications about SON work in areas of diversity, equity, and inclusion.

Training

Opportunities to implement actions and changes in the work and learning environments within the SON that support diversity, equity, and inclusion are critical to ongoing growth and progress toward IE. Members of the SON community suggested training is an important foundation to foster that growth. The SON community identified needs for training in the following areas and for the following groups/context;

1. Ongoing informal offerings for students, staff, and faculty including workshop series, conferences, lunch & learns, etc. that create a continual learning environment related to diversity, equity, and inclusion
2. Formal trainings on diversity, equity, and inclusion issues for faculty and staff
3. Training on hire about concepts of, and SON values related to, diversity, equity, and inclusion
4. Supervisor trainings to support assessment of employee growth around diversity, equity, and inclusion
5. Holistic admissions training for faculty and staff
6. Diversity, equity, and inclusion training for search and screen committee members

Communication Systems

The SON community recognized a need to regularly communicate about and disseminate our work related to our commitment to IE. The SON community suggested this be done using the following approaches;

1. Reflecting diversity, equity, and inclusion in SON web, social media, art, photos, and other communication materials
2. Regular internal and external communications about research, scholarship, and teaching related to diversity, equity, and inclusion
3. Cataloguing and publicizing SON and campus resources to support IE in teaching, research, and scholarship.

Effort

Consideration should be given to the amount of effort necessary to execute the suggested actions in the IE plan. Some actions may be added on to or integrated into existing staff/faculty roles, others may require dedicated effort, and others may require new positions and resources to be successfully executed. Intentionally and explicitly acknowledging how the actions will be achieved and what model (integrating, dedicating, or additional positions) of support is needed should be regularly considered and evaluated throughout the implementation

process. Providing time and resources to faculty/staff who are conducting work that achieves the goals of the IE plan should be formally recognized in job roles, duties, and effort as needed. Protected or dedicated effort will increase the likelihood of successful achievement of IE actions and goals as this formally recognizes and values the work and allows space in workloads to execute the suggested actions.

Policies, Incentives, and Funding
The SON community acknowledged other important areas of infrastructure to support IE. Specifically;
1. SON policies and procedures should reflect commitment to IE
2. Celebrations and achievement awards could be developed to support an award excellent work of diverse students, faculty, and staff
3. Annual IE funding award could be developed for faculty/staff, post-docs/PhD students and other graduate or undergraduate students doing research or scholarship focused on or in support of IE
4. SON budget should align with and/or reflect our commitment to IE

IMPLEMENTATION

Responsibility
The IE goals align with the pillars of the strategic framework. It is recommended that at a minimum, oversight for the execution of the IE plan be assigned to the team(s) responsible for executing the related pillars of the SON strategic framework under which the IE goals are embedded (e.g. Diversity and Inclusion of Students aligned with the work to achieve Academic Excellence). Alternatively, the pillars of the strategic framework naturally align with the four major units of the SON administration and these major units could be given primary oversight for the execution of the IE goals. For example, Academic affairs could have oversight for goals 1-2; Research Affairs for goals 3-4 Institutional Affairs for goal 5; and Faculty Affairs for goal 6. In some cases, the IE actions and goals cut across units and could be assigned to more than one major unit to ensure they are most effectively achieved or a taskforce or workgroup with representation from all relevant areas could be assembled (e.g. the primary team responsible for Diversity and Inclusion of Faculty and Staff may be Faculty Affairs, but may also be assigned to other workgroups with the responsibility for hiring staff like Institutional Affairs). Suggested responsibility for each pillar is provided in the plan. The Dean and/or APC will make the final decision on responsibility for execution of the IE plan.

Process
The goals are organized according to what the SON community felt was either most urgent or a necessary prerequisite to the completion of other goals. The SON community developed both short range and long range goals. After basic infrastructure such as data tracking systems are developed to better monitor current state and growth, the data may suggest that the goals be attained differently. What is important to consider in the execution of the IE plan is that there is an intentional and regular effort to set IE goals to achieve. After selecting goals, the responsible team can develop an action plan and set guidelines for how the work will be accomplished and then track and monitor both process and outcome indicators related to that work and goals.

Action Plans and Approval by APC
Each unit charged with responsibility for oversight and execution of the IE plan will create an action plan for achieving progress on the measurable outcomes/indicators of progress annually that will be submitted to, reviewed, and approved by APC. This action plan should include 1) baseline data on measurable outcomes/indicators of progress (or plan for collecting baseline data if unavailable), and annual data once it becomes available; 2) the actions that will be undertaken for the year; 3) the measurable outcomes/indicators of progress the unit will focus on; and 4) an outline of an implementation plan for achieving the planned actions and outcomes. If, or when, the action plan does not include actions or outcomes outlined in the IE plan, an explanation for how the plan will help achieve the intent of the IE plan to support growth in the areas of equity,

diversity, and inclusion should be provided.

Collaboration and consultation with EDIC

An expectation that units responsible for carrying out and achieving goals set forth in the IE plan will communicate progress and/or collaborate or consult with EDIC as needed. EDIC can serve as a holistic resource to review new systems, policies, or procedures to ensure they are meeting the spirit of the IE plan and to offer recommendations or resources for improving, enhancing, or developing existing systems, policies, or procedures.

EVALUATION

Reporting and Accountability

Annual reports regarding progress on achieving the IE goals set forth in this plan is expected. This report can be subsumed in other required annual reports related to the School-wide strategic plan given there is a section that clearly identifies the intentional efforts and progress made toward the goals in the IE plan. The annual report should be disseminated to the Dean, APC, EDIC, and the SON community. The EDIC will also convene a subcommittee comprised of key stakeholders that will serve as another group that provides oversight of the IE plan. This subcommittee will request biannual reports and meetings with the key stakeholders to ensure that the goals and outcomes are being tracked, analyzed and implemented in a way that aligns with the intent of the IE plan as well as the School's strategic plan, and make recommendations to the Dean and APC accordingly when there needs to be revision to the IE plan. This group will provide feedback related to the implementation of the plan as it is being infused throughout the School.

Assistance in structuring and conducting formal evaluation of the IE plan may also involve leveraging existing school, campus, or other resources and/or involve a trained evaluator when needed or feasible.

Updating the IE Plan

On an annual basis, the EDIC will review annual reports set forth by those responsible for carrying out the IE plan and revise the goals accordingly. Major stakeholder involvement from the SON community should be considered on a regular basis as the IE plan is changed or improved in major ways (e.g. every 3-5 years) to ensure continued attention to the needs of the community.

IE INDICATORS AND ACTION MENU

After intensive and dynamic involvement, the IE stakeholder team produced six major areas to focus IE efforts (listed below and aligned within the four pillars of the SON strategic framework). The stakeholder team also defined each goal, established indicators of progress, and developed short and long-term recommendations to achieve outcomes. Each goal will be discussed by the strategic framework pillars below. The following tables should be regarded as a menu of options that responsible units can select from when developing annual action plans.

1. Academic Excellence
   a. Diversity and inclusion of students
   b. Inclusive teaching and learning
2. Research Expertise
   a. Inclusive research and scholarship
   b. Inclusive practice and innovation
3. Organizational Effectiveness
   a. Welcoming and equitable workplace

4. Faculty Resources
   a. Diversity and inclusion of faculty and staff

SON STRATEGIC AREA: ACADEMIC EXCELLENCE

Diversity & Inclusion of Students

Increase the diversity and inclusion of students by developing and implementing consistent policies, strategies and procedures for the recruitment, admission, support and retention of diverse students.

Indicators of Progress	Short-Range Actions (1-3 years)	Long-Range Actions (3-10 years)	Responsibility for Oversight SON Strategic Objectives & Evaluation Plan

I-A: Increase and strengthen the quality of infrastructure to support and retain diverse students
• Increase the quality and # of events focused on engagement with precollege and prenursing groups for the goal of enhancing the diversity of the nursing student population
• Increase exposure of nursing/health sciences to diverse pre-college and prenursing students by increasing the number of engagements with K-12 and other health science organizations such as: Chicago Health Scholars, UW Health Career Pathways, Girls, Inc, PEOPLE, Posse, CeO, and more
• Increase the number of prenursing students of color who engage with the SON through monthly focus groups, a mentorship program, student of color receptions
• Build personal and professional communities for diverse students by activities such as:
  o Enhance the engagement of Lawton scholars and AOF (American Opportunity Fellowship) fellows with faculty and other Lawton/AOF students through receptions and career networking
	• Develop SON Diversity Team with dedicated effort directed towards increasing the nursing and health professional awareness with diverse populations
	
	• Increase funds/scholarship funds to recruit and retain diverse students
	
	• Mentor match programs for prospective students as well as current students across programs.
	  o Student to student, student to faculty and student to staff
	
	• Recruit/reach out to other high school programs, beyond those already targeting i.e. more Health related programs, (HOSA clubs at high schools,) i.e. more diversity focused, (AVID clubs within HS)
	
	• Develop and track markers/data that demonstrate successfully increasing student diversity equity, and inclusion
	
	• Develop marketing strategies that highlight the support and retention efforts within SON as well as target marketing efforts at diverse populations
		• Continue to build relationships with organizations on campus, like the PEOPLE program, and with programs/organizations, like HOSA on campus, to educate and engage students (ones who are not pre-nursing, but are health minded and/or STEM minded) into pre-nursing events and organizations
		
		• Continue Holistic Training for admissions committees but gear it towards SON. Hold trainings on an annual basis.
		
		• Broaden holistic admissions scope to include inclusive excellence. throughout the lifespan of the student, including retention, graduation, and into the workforce
		
		• Track employment statistics & NCLEX pass rates to help measure retention and success as well as to use in recruiting efforts
		
		• Revise the SON 2015 climate survey tool using the UW-Madison climate resources and conduct another School-wide climate survey
			• Responsibility for Oversight: Associate Dean for Academic Affairs; Academic Program Directors; Academic Affairs; UAPC; GAPC
			
			• Links to SON Objective: Educating nurses for the future of care through expanding academic programming
			
			• Links to SON Evaluation Plan: Standard II Institutional Commitment & Resources subcomponents II-B; II-C by specifying ways in which clinical sites and academic support services may meet student needs specifically around diversity, equity, and inclusion
			
			• Standard IV Program Effectiveness: Assessment and

o Enhance relationships with diversity-related nursing student organizations, including the diversity chair on the Aspiring Nurses Association, the Multicultural Student Organization, PRIDE in Healthcare, and various interprofessional multicultural health student organizations
 	
I-B: Increase representation and success of diverse students
• Increase percentage of diverse students across all (URGD/GRD) SON programs
• Increase success of programs and support for diverse students as evidenced by:
  o Increasing proportion of applicants
  o Increasing proportion of students admitted
  o Increasing proportion of students graduated
  o Aligning percent of NCLEX pass rates, DNP board pass rates, PhD dissertation pass rates
  o Aligning percent employed (in or out of WI)
• Increase satisfaction rate of current diverse students in course evaluations and exit surveys
	(i.e. on public transportation, social media, SEO)
	
	• Develop systems to track the quality, number, and success of precollege and prenursing diverse student recruitment efforts
	
	• Develop online reporting tool for students that have concerns or want support for diversity, equity, or inclusion issues
	
	• Develop celebrations and achievement awards of diverse students
	
	• Increase diversity, equity, and inclusivity awareness of current students, faculty and staff through activities such as conferences, summits, workshop series, and educational programming
	
	• Create ongoing training for current students and faculty in cultural awareness and self-awareness
			Achievement of Program Outcomes subcomponents IV-B through IV-G, IV-I and IV-J by utilizing program outcome data, as appropriate, to foster ongoing program improvement

Inclusive Teaching and Learning
Cultivate learning environments and curricula that show reflection and continual action in regard to diversity, equity and inclusion for all.

Indicators of Progress	Short-Range Actions (1-3 years)	Long-Range Actions (3-10 years)	Responsibility for Oversight SON Strategic Objectives & Evaluation Plan
II-A: Syllabi, course introduction, Welcome In to Nursing (WIN) day materials show evidence of students being informed of how to problem-solve related to equity and diversity II-B: 90% of students verbalize on exit surveys who to go to if they have concerns with diversity, inclusion, and equity II-C: Exemplar database includes teaching materials about diverse populations and age spans II-D: At least 90% of students express learning about diverse populations in the curriculum II-E: Increase % of diverse populations images in power points, canvas and texts II-F: Faculty evaluations show evidence of promoting diversity, equity and inclusion in curriculum and the classroom II-G: Physical environment and learning spaces are inclusive and welcoming • Gender neutral bathrooms • Pronouns/teachers/students • Students learning space – where and how to use	• Faculty review classroom expectations and problem-solving strategies on first day of course • Faculty assess classroom climate and respond to issues regularly throughout the semester • Identify resources for faculty who do not have expertise in particular diversity concept areas using the AACN standards, Georgetown Cultural Competency toolkit, and other materials • Continue to map and update diversity concepts in the new Concept Based Curriculum • Regularly integrate "Our Heritage Statement" into classroom environments	• Develop a faculty program to educate and empower faculty to advocate for students in clinical settings, particularly with preceptors and other health care providers • Develop a mechanism to strengthen support of non-native English speaking students and writing assessment	• Responsibility for Oversight: Associate Dean for Academic Affairs; Academic Affairs; Academic Program Directors; Faculty & Staff; Curriculum Committee • Links to SON Objective: Educating nurses for the future of care through expanding academic programming • Links to SON Evaluation Plan: Standard II Institutional Commitment & Resources subcomponent II-E, II-F, II-G by specifying that faculty and preceptors are professionally prepared to teach concepts of diversity, equity, & inclusion and that the parent institution will provide support to encourage the community to be professionally prepared to achieve the school goals related to diversity, equity, and inclusion. • Standard III: Curriculum & Teaching-Learning Practices subcomponents IIIA-IIIJ as 1) ways to demonstrate curriculum is achieving program goals related to diversity, equity, & inclusion and 2) provides specific examples of ways students can be exposed to diversity in the classroom. • Standard IV Program Effectiveness: Assessment and Achievement of Program Outcomes subcomponent IV-A by specifying a systemic process is used to determine program effectiveness.

SON STRATEGIC AREA: RESEARCH EXPERTISE

Inclusive Research and Scholarship
Commitment to intentionally address equity and diversity in the substance of SON research and the participants and partners that we engage in research, scholarship, and dissemination.

Indicators of Progress	Short-Range Actions (1-3 years)	Long-Range Actions (3-10 years)	Responsibility for Oversight SON Strategic Objectives & Evaluation Plan
III-A: # of proposals, funded studies, publications, presentations (national, regional, local) that intentionally address disparities or inequities III-B: # of projects and studies focused on diverse populations III-C: # of projects and studies that engage community partners in research III-D: # of projects and studies utilizing resources with IE in mind (Community Advisory Board, translators, leaders of community agencies etc.) III-E: # of projects and studies that disseminate plain-language summary of findings and materials to community and diverse constituents III-F: Changes over time in staff/faculty in knowledge of IE and in awareness of resources to support IE in research/scholarship	• Convene working group to draft checklist of IE indicators related to substance of research and community partners/research participants involved in research; use checklist throughout research process (proposal development, implementation, dissemination) • Convene small group to incorporate IE checklist items into digital measures. Add drop-down box in DM that allows person to tag research articles with "underserved population", other IE indicators • Extract IE data from SON research abstracts, using select items from checklist • Develop mechanism and assess changes over time in staff, faculty, students knowledge/attitudes awareness of diversity, equity, and inclusion in research and scholarship • Communicate internally and externally about IE initiatives related to research/scholarship (Happenings, Localnet, Board of Visitors etc.) • Encourage school-wide participation in diversity/inclusion-related SON lunch and learn, and local, regional, or national conferences • Catalogue and publicize SON and campus resources to support IE in research/scholarship (group including NRSP + others) • Develop annual IE award for faculty/staff and post-docs/PhD students and other graduate or undergraduate students doing research or scholarship focused on or in support of IE	• Develop tracking system for Communications related to IE • Use data from IE checklist in annual reviews for staff/faculty to set goals • Use data about faculty learning gaps to create new professional development opportunities and curricula	• Responsibility for Oversight: Associate Dean for Research; Research & Sponsored Programs; Faculty • Links to SON Strategic Objective: Expand research in critical areas through strengthening the research enterprise • Links to SON Evaluation Plan: Standard IV Program Effectiveness: Assessment and Achievement of Program Outcomes subcomponents IV-G and IV-H by specifying aggregate faculty outcomes demonstrate program effectiveness and that aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement

Inclusive Innovation and Practice

Strengthen and realize innovations in nursing practice that foster inclusion, collaboration, and promote equity within and beyond the School. Exemplify inclusion and equity in our practices, the practices we teach and our innovations. Foster this capacity and value in our patterns.

Indicators of Progress	Short-Range Actions (1-3 years)	Long-Range Actions (3-10 years)	Responsibility for Oversight SON Strategic Objectives & Evaluation Plan
IV-A: Increase the proportion of faculty with active partnerships focused on service to and inclusion of diverse communities IV-B: Increase number of clinical learning experiences and clinical preceptors that promote understanding of health equities/ disenfranchisement and barriers to care IV-C: Increase didactic and experiential course content that addresses diversity and inequity and provide strategies to build practice competencies IV-D: Leadership and policy development include concepts of inclusion, equity and cultural sensitivity IV-E: Increase the number of scholarly projects and clinical scholarship that include considerations for inclusion IV-F: Increase the number of partnerships with key organizations in Dane County and the State of Wisconsin that directly address health disparities (i.e. Literacy Network, Allied Drive Wellness Center, and Wisconsin Department of Children and Families) IV-G: Increase partnerships with the tribal clinics across the state to provide students with clinical opportunities in Native communities IV-H: Increase program-specific fundraising requests for specific donors in collaboration with the School's fundraising team	• Disseminate best practice (existing and our own) and innovation to support diversity, equity, and inclusivity • Advocate for and foster an inclusive approach to individual practice and learning opportunities • Thread upstream determinants, inclusion, social justice *across* didactic and clinical learning	• Foster understanding of and competence in practice with diverse populations and practice settings • Disseminate best practice (existing and our own) and innovation to support inclusivity and equity • Develop and assess faculty competencies in inclusive innovation to promote equitable practice, policy and health outcomes • Advocate: develop political and leadership capacity to promote inclusive policy development	• Responsibility of Oversight: Associate Dean for Faculty Affairs, Faculty • Links to SON Strategic Objective: Partnering to improve health outcomes through innovation utilizing pursuit of strategic partnerships to expand impact • Links to SON Evaluation Plan: Standard IV Program Effectiveness: Assessment and Achievement of Program Outcomes subcomponents IV-G and IV-H by specifying aggregate faculty outcomes demonstrate program effectiveness and that aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement

SON STRATEGIC AREA: ORGANIZATIONAL EFFECTIVENESS

Welcoming and Equitable Workplace
Create an organizational culture that values, respects, and supports individuals and groups with various backgrounds, as well as recognizing the specific challenges and circumstances experienced by these various groups.

Indicators of Progress	Short-Range Actions (1-3 years)	Long-Range Actions (3-10 years)	Responsibility for Oversight SON Strategic Objectives & Evaluation Plan
V-A: Increase retention of staff and faculty, especially for employees from diverse groups V-B: Increase number of employees who receive supervisor orientation when new to supervisory roles V-C: Increase the number of supervisors trained to orient their new employees V-D: Increase the number of supervisors trained to appropriately evaluate supervisee performance related to equity, diversity & inclusion V-E: Increase the number of employees that are oriented according to a standardized timeline. (i.e. new employees participate in an in-person new employee orientation within two months of start date) V-F: Increase the number of employees who are able to integrate principles of equity, diversity, & inclusion into their work after training V-G: Strengthen the School of Nursing website so that is prominently visible and includes a toolkit with clear diversity/inclusion categories for public consumption V-H: Increase inclusive spaces in the SON (e.g. promote an all gender, publicly accessible bathroom and gender inclusive policies) V-I: Increase perceptions of a positive SON climate V-J: Reduce incidents of hate/bias incidents in the SON	• Create diversity, equity, and inclusion module at orientation for employees • Create protocols/checklists for onboarding of all SON positions • Offer option of pronouns on employee nametags • Offer training for supervisors who will evaluate employee's diversity, equity, and inclusion efforts • Ensure resources are in place for employees to successfully meet expectations to integrate principles of equity, diversity, & inclusion in their work. Ensure those resources are in place before evaluations on this performance begins • Implement diversity engagement/cultural competency in all performance review evaluations for all classifications	• Track/improve retention of faculty and staff, especially for employees from diverse groups. Potentially with exit surveys • Provide annual/biannual diversity module or approved workshops for all classifications • Provide opportunities, resources, and assistance to support employees in achieving expectations for integrating equity, diversity, & inclusion in their work	• Responsibility for Oversight: Associate Dean for Institutional Affairs, Associate Dean for Faculty Affairs, Associate Dean for Academic Affairs; EDIC, CASI, USAB • Links to SON Strategic Objective: Building capacity and leveraging infrastructure • Links to SON Evaluation Plan: Standard I: Mission & Governance subcomponent I-C by specifying a need of the community for a welcoming and equitable workplace

| V-K: Ensure diversity and inclusion is reflected in all School of Nursing communication materials, admissions, web, social, photos, and artwork | • Review University protocol for disability accommodations for faculty and staff

• Create SON specific hate/bias reporting system

• Conduct biannual climate surveys with follow up focus groups and act on the findings | | |

SON STRATEGIC AREA: FACULTY RESOURCES

Diversity and Inclusion of Faculty and Staff
Faculty and staff *embody* and *embracediverse* backgrounds, perspectives, and experiences.

Indicators of Progress	Short-Range Actions (1-3 years)	Long-Range Actions (3-10 years)	Responsibility for Oversight SON Strategic Objectives & Evaluation Plan
Embody VI-A: Trend of increasing diversity in various backgrounds (racial/background/gender) among faculty and staff Increasing % of diverse faculty, academic staff, and university staff VI-B: Increase diversity of qualified applicant pools by requiring all search/screen committees to participate in implicit bias training and improve positions descriptions and interview questions with explicit, specific questions about diversity, equity, and inclusion VI-C: Retention rate for diverse faculty and staff reflects that for all faculty and staff / nodisparity in retention rates between diverse faculty/staff and all faculty/staff Embrace VI-D: Positive performance and/or teaching reviews that indicate faculty and staff embrace diversity, equity, and inclusion as evidenced by research & teaching	• Policy & procedure review for recruitment committees • Develop tracking mechanism for recruitment & retention rates • Search & screen training for all members of committees • • Increase diversity of search & screen committee membership • Develop performance metrics to assess faculty and staff embracing and growing in the areas of diversity, equity, and inclusion • Develop exit interview process to capture issues relevant to diversity, equity, and inclusion • Add diversity training to peer colleagues and supervisors • Develop or edit SON policies and procedures to reflect commitment to IE in each area (e.g. performance reviews include IE benchmark for faculty & staff; hiring policies, teaching and curricular policies and procedures, etc.)	• Review our recruitment procedures and resources to determine how to optimize our efforts to reach more diverse pools • Review recruitment of PhD students to increase diversity • Review and develop/enhance grow postdoc programs including scholarships for diverse applicants • Build a sense of community among diverse faculty • Explore the evidence for retaining diverse faculty and staff • Consider models of mentoring or matching for resource colleague (mentoring training for mentors; training in culturally appropriate mentoring) • Fostering connections across hierarchy • Track and use performance metrics at individual and aggregate • Create a mentorship program for new faculty of color and expand the student of color mentorship program • Reviewing our professional development opportunities for faculty and staff and providing annual training for inclusive excellence	• Responsibility for Oversight: Associate Dean for Faculty Affairs, Executive Committee • Links to SON Strategic Objective: Expand research in critical areas through strengthening the research enterprise and building capacity and leveraging infrastructure • Links to SON Evaluation Plan: Standard I subcomponent I-D by specifying areas for faculty expectations around diversity, equity, and inclusion • Standard IV Program Effectiveness: Assessment and Achievement of Program Outcomes subcomponents IV-G and IV-H by specifying aggregate faculty outcomes demonstrate program effectiveness and that aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement

	• Develop celebrations and achievement awards of diverse faculty and staff		

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