

SCHOOL OF NURSING  
UNIVERSITY *of* WASHINGTON

# STRATEGIC ACTION PLAN

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## DIVERSITY, EQUITY AND INCLUSION

Last revision: March 14, 2018

Updates noted: July 15, 2022



# INTRODUCTION



In the autumn of 2015, Dean Azita Emami requested that the University of Washington (UW) School of Nursing (SON) Diversity Committee lead the development of a Diversity Strategic Plan for the SON. The Committee began its work by reflecting on many earlier efforts in the UW and SON to promote diversity, equity and inclusion. At the broader institutional level of the university (i.e. “UW”), diversity initiatives pertain to “groups or individuals with differences in culture or background, including, but not limited to, race, sex, gender identity, socioeconomic status, ethnicity, sexual orientation, age, disability, nationality, religion, and military status” acknowledging that “the term diversity is fluid in that the status and representation of groups shifts over time.”<sup>1</sup>

Recognizing the need to maintain congruency with UW diversity goals, the Diversity Committee also sought to create goals that were specifically applicable to nursing education and practice (see Diversity Strategy Crosswalk). As a basis for our work, we reviewed diversity plans of other universities with comparable nursing schools and programs, including the University of Illinois at Chicago (UIC) as well as the University of California at San Francisco, Berkeley, and Davis, among others. In addition, we attempted to identify frameworks that served as foundation for these plans and noted, in particular, the Lens of Diversity (UIC Diversity Thinking) and the Mosaic for Transformation (UIC Diversity Planning).

Given the similarities between the two institutions, we used the UIC College of Nursing Diversity Strategic Plan as a model for our diversity planning efforts in the SON. In a series of Diversity Committee meetings and workgroups to address each of these goals, we developed a draft plan with which to engage SON faculty\*, staff, students, and stakeholder groups within our broader geographical and professional communities. Over the next six months, we will host a series of events that provide opportunity for input to this process.

By the end of the Academic Year 2015-2016, we finalized the spring 2016 SON Diversity Strategic Plan and are beginning its implementation to promote diversity, equity, and inclusion within UWSON classroom, clinical, and affiliated practice settings. In this work, we will incorporate best-practices identified by the UW Office for Minority Affairs & Diversity (OMAD) as well as the Office for Faculty Advancement (OFA). We, the UW Diversity Committee, respectfully submit the following DRAFT UW SON Diversity Strategic Plan for your consideration.

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# DIVERSITY STRATEGIC PLAN

## Goal 1:

ESTABLISH AN ORGANIZATIONAL STRUCTURE WITHIN THE UW SON THAT IS COMMITTED TO DIVERSITY, EQUITY, AND INCLUSION ACROSS ALL ASPECTS OF TEACHING, RESEARCH, SERVICE, AND PRACTICE.

### STRATEGY 1.1:

**The Dean of the School of Nursing shall appoint a Diversity Director to the SON Executive Team.**

The Diversity Director may be a faculty or staff member who has expertise and leadership experience in efforts to incorporate diversity, equity, and inclusion in institutional structures, practices, and pedagogy. The Diversity Director may chair the Diversity Committee and will lead efforts by faculty, staff, and students to accomplish goals as described in the Diversity Strategic Plan. The Diversity Director will also serve as one of the SON representatives to the UW Diversity Council and will lead development of Diversity Data Systems (see Goal 2). The Diversity Director will be provided with time/salary commensurate to the demands of the position. The position may be initiated as a temporary assignment and changed to a permanent position as fiscal resources allow. This strategy also serves Goals 2-6.

*UPDATE 10/17/2016: The Dean has appointed an Interim Associate Dean for Diversity, Equity, and Inclusion (DEI) and established an Office for Diversity, Equity, and Inclusion. The Office currently includes the Associate Dean for DEI, the Director of Human Resources, and the Director of Admissions and Student Diversity. The Diversity Committee has elaborated job descriptions for an associate dean/director position. Responsibilities for the DEI office are currently being clarified. The Associate Dean for DEI reports directly to the Dean, to Executive Team, and to Shared Leadership Council. The DEI office operates as a virtual office as all three members of the office have currently assigned office space.*

*UPDATE 7/1/2020: Butch de Castro, PhD, MSN/MPH, RN, FAAN, was officially hired as Associate Dean for DEI in Spring 2017 and started in the post on 9/16/2017 and to date continues to serve in this role. He holds a faculty appointment as Professor in the Department of Child, Family, and Population Health Nursing.*

*UPDATE 8/3/2021: Butch de Castro, PhD, MSN/MPH, RN, FAAN, continues to serve in this role.*

*UPDATE 7/15/2022: Butch de Castro, PhD, MSN/MPH, RN, FAAN, continues to serve in this role. The five-year administrative review of Dr. de Castro's performance was conducted in April-June 2022 by a*

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*committee led by Dr. Chadwick Allen, Associate Vice Provost for Faculty Advancement. As of this date, results of this review are pending.*

### **STRATEGY 1.2:**

**Review and modify Diversity Committee governance structure to maximize effectiveness in shaping institutional structures, practices, and pedagogy to foster diversity, equity, and inclusion within the SON.**

A standing Diversity Committee will be supported and staffed by the Dean's office, reflecting the importance of diversity, equity, and inclusion to school's core mission. Committee membership will include faculty, staff, and students and committee membership will reflect diversity, equity, and inclusion through its faculty, staff, and inclusion through its faculty, staff, and student members.

The Dean's office as well as faculty, staff, and student government will be involved in the reporting structure of this committee. Recommendations to change the faculty bylaws pursuant to the function, capacity, and membership of the Diversity Committee will be determined by consensus and brought forward according to appropriate governance procedures, if deemed appropriate. This strategy also serves Goals 2-6.

*UPDATE 10/17/2016: Strategic Leadership Council voted to include representation of the Diversity Committee in its membership.*

*UPDATE 7/1/2020: In autumn 2018, faculty motion to remove oversight of the Diversity Committee from faculty bylaws was passed. Immediately following, the school's Shared Leadership Council voted in favor of amending its charter to include governance of the Diversity Committee under its purview with the primary rationale that the Diversity Committee represents interests of faculty, staff, and students.*

*UPDATE 8/3/2021: Location of the Diversity Committee in the school's organizational structure remains with the Shared Leadership Council; which is comprised of the Dean's Executive Team, and leadership from the Faculty Council, Staff Council, and Student Leadership Board.*

*UPDATE 7/15/2022: No change from 8/3/2021 update.*

### **STRATEGY 1.3:**

**Allocate an annual budget for activities to support diversity, equity, and inclusion in the SON.**

The Office of Diversity, Equity, and Inclusion will administer the budget allocated by the Dean in collaboration with the Diversity Committee. This strategy also serves Goals 2-6.

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*UPDATE 7/1/2020: Upon hire of the Associate Dean for DEI, the Dean's Office annually allocates funds to support DEI related activities and initiatives. Examples of activities that have been fiscally supported over the past three years include offering DEI supplements to the school's Research and Intramural Funding Program (RIFP) and paying for outside consultants to conduct professional development workshops.*

*UPDATE 8/3/2021: Fiscal resources continue to be allocated annually by the Dean's Office to support DEI-related activities and initiatives.*

*UPDATE 7/15/2022: No change from 8/3/2021 update.*

#### **STRATEGY 1.4:**

##### **Annually review and report efforts to promote diversity, equity, and inclusion in the SON.**

The Diversity Director will lead efforts to create and disseminate an annual report of the Diversity Strategic Plan. This strategy also serves Goals 2-6.

*UPDATE 10/17/2016: An inventory of data elements for students, faculty, and staff is being created to serve as baseline data for this goal.*

*UPDATE 7/1/2020: Reporting of accomplishments related to and beyond this DEI Strategic Action Plan has been integrated into the quarterly and annual reports organized by the school's Marketing & Communications team on behalf of the Dean's Office. Additionally, updates on the progress of achieving specific actions delineated in this plan are reported here as "UPDATES;" and this document is posted on the school's DEI webpage.*

*UPDATE 8/3/2021: Reporting of DEI efforts are continually integrated into the school's quarterly and annual reports, as well as the weekly Friday e-newsletter; all coordinated by the Marketing & Communications Team. Additionally, a suite of DEI webpages was developed and launched; see [here](#).*

*UPDATE 7/15/2022: No change from 8/3/2021 update. DEI webpages are routinely updated with added content and news.*

## Goal 2

COLLECT, COLLATE, ANALYZE, AND DISSEMINATE DATA TO PROMOTE EQUITY, DIVERSITY, AND INCLUSION ACROSS ALL ASPECTS OF RESEARCH, TEACHING, SERVICE, AND PRACTICE WITHIN THE SON.

#### **STRATEGY 2.1:**

##### **Develop a data system to collate university diversity metrics as well as collect new demographic and climate data from SON faculty, staff, and students.**

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The Diversity Committee will collaborate with SON faculty, staff, students, the UW Registrar, and SON Student and Academic Services to selectively extract, collect, analyze, and disseminate data. These data will be used to monitor and evaluate the Diversity Strategic Plan strategies, identify areas of need and strengths related to diversity (needs assessments), equity, and inclusion in the SON, as well as evaluate the effectiveness of interventions designed to address diversity, equity, and inclusion. This strategy also serves Goals 1 and 5-6.

*UPDATE 7/1/2020: The Office of DEI has established with staff in the school's Student Academic Services a process for obtaining routine student demographic data. Data by race/ethnicity and gender for regarding applications, admissions, offer acceptances, retention, and time to graduation are available retrospectively to assess trends over time. For faculty and staff demographics, efforts have been initiated and coordinated with the school's Human Resources unit to obtain data reports from the UW Office of Equal Opportunity and Affirmative Action (EOAA). Preliminary reports from the EOAA office (including the need to establish placement actions for compliance to meet national benchmarks) were received in summer 2019, and, refinements were discussed through summer and fall 2019, allowing for personnel recordkeeping transitions given the transition from three to two academic departments. In winter 2020, the EOAA staff person left UW and staff capacity in the EOAA office was limited to take on this task. In summer 2020, the school received notification from the EOAA office that faculty and staff demographics are such that no placement goal actions are required at this time, however SoN will request updated, detailed data from the EOAA office. Regarding climate, a school-level assessment survey was launched in May 2018, though had low response rate across faculty, staff, and students. Per direction from the university-level Diversity Council, individual academic/administrative units were asked not to conduct a unit-level climate assessment in academic year 2018-2019 because a university-wide climate survey was going to be conducted in autumn 2019. For this autumn 2019 university-wide climate survey, the school had a 47.1% response rate which qualified it to receive unit-level data analysis and report of findings, which will be conducted by UW Office of Educational Assessment with anticipated completion of autumn 2020.*

*UPDATE 8/3/2021: An interactive, online, publicly accessible dashboard of student demographics was created and launched; available [here](#). This dashboard will be updated every December (to account for the annual autumn application submission cycle) using data collected by the school's Student & Academic Services unit. Regarding climate, the report of school level results and findings from the 2019 university-wide climate survey are posted, along with a report faculty and staff demographics on the same webpage ([here](#)) where the dashboard can be accessed.*

*UPDATE 7/15/2022: Efforts described in prior entries continue. The dashboard of student demographics is annually updated with data collected by Student Academic Services; faculty and staff demographic statistics are assessed annually with consultation from the UW Office of Equal Opportunity & Affirmative Action and placement goals evaluated; and, plans for a regular school level climate assessment will be proposed as part the anticipated 2022-2026 strategic action plan in concert with considerations of a repeat university-level climate survey.*

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## STRATEGY 2.2:

**Allocate a part-time staff equivalent to support the scope of work for Goal 2 strategies as well as evaluation of the Diversity Strategic Plan.**

This staff member will work with the DEI Office to evaluate the processes and outcomes of the Diversity Strategic Plan as well as respond to data requests from faculty, staff, and students for diversity-related research and grant applications. The duties for this part-time position will include working with the DEI Office to assure coordination of assessment data, evaluation of processes, and outcomes of the Diversity Strategic Plan. Duties of this position may be shared among Diversity Committee members until the position has been filled. This strategy also serves Goals 1 and 3-6.

*UPDATE 7/1/2020: Shortly after the hiring of the Associate Dean for DEI, a designated staff person in the Dean's Office was hired with allocated percent effort to support the school's Office of DEI. Some personnel transitions have been encountered, but currently there is a permanent staff member installed to fill this role.*

*UPDATE 8/3/2021: Funds have been allocated for a dedicated hire to support work and initiatives undertaken by the Office of DEI. The hiring search started in July 2021 and is in progress.*

*UPDATE 7/15/2022: A program operations specialist to support the Office of DEI and the newly launched Center for Anti-Racism in Nursing was hired on 11/1/2021.*

## STRATEGY 2.3:

**Assure the dissemination of data and reports both internal to the SON and externally to the University of Washington, appropriate divisions, and the broader community; monitor, interpret, and report demographic, climate, and diversity-related data from SON faculty, staff, and students for the evaluation of Diversity Strategic Plan processes and outcomes.**

The DEI Office and supporting staff will analyze data by gender, race/ethnicity, socioeconomic status, and other relevant demographic groupings. The Diversity Committee will identify goal benchmarks for the SON. The Office of DEI and data staff will be responsible for providing an annual report of the Diversity Strategic Plan in conjunction with the Diversity Committee and SON stakeholders. This strategy also serves Goals 1 and 3-6.

*UPDATE 10/17/2016: The Office of DEI is currently creating an inventory of available data, including data sources to which we have current access. Data will be reported to the Diversity Committee in Autumn 2016.*

*UPDATE 7/1/2020: See strategy 2.1, above. Also, data, as obtained, are readily shared with internal (notably Diversity Committee) and external interested stakeholders. In summer 2020, an initiative*

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*partnering with the school's Marketing & Communications team was established to create a DEI dashboard that is public-facing to provide data information on metrics reflective of DEI (e.g., student/faculty/staff demographics; climate survey results).*

*UPDATE 8/3/2021: See update for strategy 2.1, above.*

*UPDATE 7/15/2022: See update for strategy 1.4 and 2.1, above.*

### Goal 3

ACTIVELY RECRUIT A DIVERSE FACULTY, STAFF, AND STUDENT BODY TO THE SON.

#### STRATEGY 3.1:

**Develop and execute comprehensive and sustainable plans to recruit a diverse faculty, staff, and student body to the SON.**

The Diversity Committee will lead these efforts. Operationalization, measurement, evaluation, and reporting of plan strategies will be informed by best-practices identified by UW OMAD and implemented by *ad-hoc* workgroups led by at least one Diversity Committee member and comprised of all interested SON faculty, staff, and students. Input from community partners will also be obtained. This strategy will leverage partnerships developed as part of Strategy 1.3. This strategy also serves Goals 1 and 4-6.

*UPDATE 10/17/2016: The development of 5-year recruitment plans for faculty has been requested by the Provost. We are positioned through our Executive Team membership and Strategic Leadership Council membership. The Office of DEI will also be coordinating with the Provost's Office and the VP for Diversity, Equity, and Inclusion with respect to best practices for faculty searches. We are planning training for faculty search committees in cooperation with the Provost's Office. (We have volunteered to pilot the Provost's Search Committee Training Program).*

*UPDATE 7/1/2020: In autumn 2017, the Associate Dean for DEI convened a faculty recruitment committee with representatives from each academic department, which created a suggested set of strategies to enhance diversity recruitment for faculty positions. This guidance was informed by best practices delineated by the UW Office for Faculty Advancement (OFA). Additionally, faculty and staff search committees meet with the Associate Dean for DEI and are trained and directed to utilize the best practices toolkits available at the university level. School staff hiring managers and human resources staff attended OMAD's Staff Diversity Hiring Workshop in spring and summer 2018. Staff job openings are forwarded to the UW Affinity Groups list-serves and listed on the Greater Washington State Higher Education Recruitment Consortium (HERC). The Associate Dean for DEI regularly scouts for prospective faculty hires from underrepresented groups and conducts informational interviews. For students, Student Academic Services conducts an array of robust activities to expand recruitment efforts with*

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reach to individuals from underrepresented groups, and employs several best practices during the application review process.

*UPDATE 8/3/2021: In addition to continued efforts described above, as part of a school-wide antiracism workgroup initiative, a school-wide training on best practices for faculty and staff searches/hiring was conducted in October 2020. The ADDEI routinely provides supports to search committees, with assistance from the UW Associate Vice Provost for Faculty Advancement and utilizing resources, to facilitate application of best practices to assure DEI in search and hiring processes. For AY21-22, the school has agreed to participate in a university pilot initiative to collect and assess aggregate demographics of applicants and hirings for faculty positions. To the extent feasible, demographic data collected at the departmental hiring level (i.e., for temporary hires) will supplement information obtained via this university level pilot initiative.*

*UPDATE 7/15/2022: Efforts described above continue. The ADDEI continues to routinely participate in personnel search committees and processes to assure that diversity best practices are applied and utilized in search and hiring proceedings. During the 2021-2022 academic year, the Department of Child, Family, and Population Health Nursing conducted a search to fill several tenure-track and teaching-track faculty positions with an explicit focus on health equity research and teaching expertise. This resulted in the hiring of a diverse group of scholars who will officially join the School of Nursing faculty in mid-September 2022. Additionally, the Department of Child, Family, and Population Health Nursing applied for and was successfully granted funds to make a tenure-track hire via the UW Provost Faculty Diversity Initiative. With regard to these faculty searches, in reference to the prior update entry, the ADDEI and Director of Human Resources, Organizational Development and Payroll Services both participated in the university pilot initiative to collect and assess aggregate demographic data of faculty position applicants and hirings. Data were used to conduct a post hoc analysis of the tenure-track and teaching-track faculty searches for the Department of Child, Family, and Population Health Nursing and for a teaching-track search for the Department of Biobehavioral Nursing and Health Informatics.*

### **STRATEGY 3.2:**

#### **Monitor SON application and enrollment rates of students from underrepresented groups\*\*.**

The Diversity Director and supporting staff will analyze all data available to document trends in SON application and enrollment rates of students by gender, race/ethnicity, socioeconomic status, and other relevant demographic groupings. The Diversity Committee will identify application and enrollment goals for undergraduate, GEP, and graduate nursing students in the SON. This strategy also serves Goals 1 and 4-.

*UPDATE 10/17/2016: These data are being assembled and will be presented to Diversity Committee Fall 2016.*

*UPDATE 7/1/2020: See update for strategy 2.1, above, regarding student demographic data.*

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*UPDATE 8/3/2021: See update for strategy 2.1, above, regarding online dashboard of student demographic data.*

*UPDATE 7/15/2022: See update for strategy 2.1, above, regarding online dashboard of student demographic data.*

### **STRATEGY 3.3:**

#### **Identify and address barriers within SON application, enrollment, and hiring process for persons from underrepresented groups\*.**

The Office of DEI will work in conjunction with the Strategic Enrollment Management Plan to identify and address barriers to SON application and enrollment for students. Surveys of prospective and current students from underrepresented groups\* and input from community partners will be obtained. Review of institutional policies governing hiring will be conducted; best-practices for hiring identified by OMAD will be incorporated. This strategy will leverage partnerships developed as part of Strategy 1.3. This strategy also serves Goals 1 and 6.

*UPDATE 10/17/16: We will be looking at institutional policies for hiring in conjunction with the UW Diversity Blueprint, our Director of Human Resources and related campus offices. The DEI Office is also engaged with efforts to develop additional recruitment strategies for graduate students, in addition to broad diversity recruitment plan for undergraduate students and Nurse Camp.*

*UPDATE 7/1/2020: For students, continuous monitoring and opportunities for quality improvement are routinely assessed by the school's Director of Admissions and Student Diversity and discussed within each degree program Coordinating Committee. Changes are made as deemed needed and appropriate. Applicant perspective is obtained and considered to inform changes to the application process. For evaluating the faculty and staff position application process, a formal process has yet to be devised and implemented.*

*UPDATE 8/3/2021: Actions per previous update entry continue with regard to students. Per 8/3/2021 update for strategy 3.1, search best practices are applied. For evaluating the faculty and staff hiring process, a formal process has not yet been formally devised and implemented.*

*UPDATE 7/15/2022: Actions per previous update entry continue with regard to students. Per 8/3/2021 update for strategy 3.1, search best practices continue to be applied. For evaluating the faculty and staff hiring processes, see update for strategies 2.1 and 3.1.*

### **STRATEGY 3.4:**

#### **Establish fundraising initiatives for SON-administered research pilot funds, scholarships and fellowships for recruitment and retention of faculty and students from underrepresented groups\*.**

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The DEI Office will collaborate with the Assistant Dean for Advancement to identify and develop fundraising initiatives. The Diversity Directors will increase advocacy efforts at local, state, and federal levels to increase funding for students from underrepresented groups. This strategy will leverage partnerships developed as part of Strategy 1.3. This strategy also serves Goals 1 and 4-6.

*UPDATE 10/17/2016: The Associate Dean for DEI and the Director of Admissions and Diversity presented opportunities for Philanthropy to the UW SON Advancement Board 10/16. We are working with the Assistant Dean for Advancement on exemplars such as Diversity Scholars programs to encourage faculty research with diverse populations and health disparities, as well as scholarships for students.*

*UPDATE 7/1/2020: The school's Advancement Team regularly consults with the Associate Dean for DEI to learn about current DEI-related initiatives and efforts. The team has consistently been aware of the need to scholarships to support tuition costs and post-doctoral fellow salaries. A plan of DEI-related fundraising initiatives has been recently crafted to guide conversations with potential donors. Additionally, a global health equity T32 pre- and post-doctoral (PhD) training grant application was re-submitted to NIH-NINR in May 2020 (decision pending) and an application for HRSA Scholarships for Disadvantaged Students to provide tuition support to DNP clinician specialty students was awarded in May 2020 for a five-year period. Regarding faculty recruitment/hiring, Department Chairs apply for supplemental funds from the Provost's Faculty Recruitment Initiative (FRI) to enhance department and the Dean's resources when hiring faculty who will enhance the school's diversity profile. Additionally, Student Academic Services routinely applies for UW GO-MAP scholarship funds for graduate students.*

*UPDATE 8/3/2021: Development and establishment of a DEI philanthropy funding menu that identifies priority initiatives was led by the school's Advancement Team with input from a school-wide antiracism workgroup; and is used to inform and guide engagements with potential private and corporate donors. This DEI philanthropy funding menu includes options for endowments that support students and faculty, as well as programmatic initiatives such as faculty and staff professional development and community engagement efforts.*

*UPDATE 7/15/2022: Efforts described in prior update entries continue. Training grant applications have been submitted and successfully funded that expressly prioritize the recruitment and fiscal support of students from underrepresented groups, including by the U.S. Health Resources & Services Administration for "Scholarships for Disadvantaged Students" (led by faculty at the UW Seattle School of Nursing) and "Advancing BIPOC Learning and Engagement (ABLE) Nursing Progression Project" (a Tri-Campus endeavor led by faculty at UW Bothell School of Nursing & Health Studies); and, by the National Institute for Nursing Research for the T32 pre- and post-doctoral "Research in Nursing & Global Health and Health Equity" training program. The school's Advancement Team routinely direct efforts to cultivating prospects for scholarship funding to support students from underrepresented groups.*

### **STRATEGY 3.5:**

#### **Submit institutional training grant applications to promote nursing workforce diversity.**

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The Office of DEI will lead and support efforts to write and submit grant applications to secure federal and other funding to support increasing nursing workforce diversity. Grant mechanisms that provide funding for scholarships, stipends, and tuition support for students from underrepresented groups\* also will be pursued. This strategy also serves Goals 1 and 4-6.

*UPDATE 10/17/16: The Interim Associate Dean for DEI participated in a planning for a HRSA submission for 2016. There is ongoing discussion about potential partnership with Heritage College, MMPNO, NWNH, and other partners.*

*UPDATE 7/1/2020: See strategy 3.4, above regarding NINR T32 and HRSA Scholarships for Disadvantaged Students application submissions.*

*UPDATE 8/3/2021: A pre- and post-doctoral training grant proposal, titled Research in Nursing and Global Health (RiNGH), with a focus on global health equity was funded by the National Institutes of Health – National Institute for Nursing Research (award number 1 T32NR01976-01; April 23, 2021) Separately, a collaborative Tri-Campus School of Nursing proposal effort coordinated by UW Bothell School of Nursing & Health Studies with contribution from UW Seattle School of Nursing and UW Tacoma School of Nursing and Healthcare Leadership led to the funding of a nursing workforce diversity program initiative awarded by the U.S. Department of Health and Human Services, Health Resources and Services Administration, Bureau of Health Workforce (award number 1 D19HP42049-01-00; May 26, 2021). Also, plans have been initiated to support the development of a proposal to the NIH to support institutional recruitment of faculty from underrepresented groups; still pending.*

*UPDATE 7/15/2022: See update for strategy 3.4. Funded training grant initiatives continue to be carried out. The proposal submitted to the National Institutes of Health's Faculty Institutional Recruitment for Sustainable Transformation (FIRST) to support institutional recruitment of faculty from underrepresented groups (mentioned in previous entry) was reviewed and scored; and a revised application re-submitted in July 2022 for consideration is presently pending.*

## Goal 4

ACTIVELY RETAIN AND PROMOTE A DIVERSE FACULTY, STAFF, AND STUDENT BODY WITHIN THE SON.

### STRATEGY 4.1:

**Develop and execute comprehensive and sustainable plans to retain and promote a diverse faculty, staff, and student body within the SON.**

The Office of DEI, in collaboration with Diversity Committee, will lead these efforts.

Operationalization, measurement, evaluation, and reporting of plan strategies will be informed by best-practices identified by UW OMAD and OFA and implemented by *ad-hoc* workgroups led by at

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least one Diversity Committee member and comprised of all interested SON faculty, staff, and students. Input from community partners will also be obtained. This strategy will leverage partnerships developed as part of Strategy 1.3. This strategy also serves Goals 1, 3, 5, and 6.

*UPDATE 7/1/2020: As part of the school's 2018-2020 Re-Envisioning process, a mentorship framework and program was established to facilitate professional development for faculty and staff. DEI best practices and resources for mentoring across different identities between mentor and mentee were provided for the repository of information accessible to program participants. A seminar on DEI principles for mentoring, led by the Associate Dean for DEI, is also planned when the program is launched. Also, plans to organize routine meetings to support students of color as they matriculate and progress through academic programs are underway.*

*UPDATE 8/3/2021: Per previous entry, mentorship program paused during AY20-21 due to COVID-19 pandemic, so seminar on DEI principles for mentoring was not conducted. Through efforts of a student support and retention antiracism workgroup, quarterly Zoom gatherings were conducted for students of color as a mechanism to foster community building amidst COVID-19 restrictions.*

*UPDATE 7/15/2022: Per previous entry, the school's internal mentoring program continues to be on pause. Quarterly (occasionally, more frequently) Zoom gatherings continued to be held for students of color to foster community building. These gathering have been well-received by students and plans to continue this effort are being coordinated by the school's Director of Admissions & Student Diversity. Professional mentorship of faculty (of all identities) success (contributing to retention) are coordinated by the Department Chair with the Department Vice-Chair for Education and Department Vice-Chair for Research within the faculty member's appointing department. The ADDEI is consulted and engages in planning and providing supports tailored to individual faculty needs.*

## **STRATEGY 4.2:**

### **Monitor retention/graduation rates of SON faculty, staff, and students from underrepresented groups\*.**

The Office of DEI, including the Director of Admissions, Director of Human Resources and supporting staff, will analyze all data available to document trends in retention/graduation rates of SON faculty, staff and students by gender, race/ethnicity, socioeconomic status and other relevant demographic groupings. The Diversity Committee will identify retention/graduation goals for the SON in consideration of UW diversity benchmarks. This strategy also serves Goals 1, 5 and 6.

*UPDATE 10/17/16: Current efforts of the DEI are identifying data sources and available information will be shared with Diversity Committee Fall Quarter.*

*UPDATE 7/1/2020: See strategy 2.1, above.*

*UPDATE 8/3/2021: See update for strategy 2.1, above, regarding online dashboard of student*

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*demographic data, including retention and graduation rates; and for info on faculty and staff demographic data.*

*UPDATE 7/15/2022: No change from prior entry. Retention rates of students are monitored by the school's Student Academic Services staff and displayed publicly on the school's DEI dashboard (as described above), while retention of faculty and staff are assessed by the school's Human Resources unit in coordination with the ADDEI.*

### **STRATEGY 4.3:**

#### **Identify and address institutional barriers and needs for professional and academic development of faculty, staff, and students from underrepresented groups\*.**

The Office of DEI, in collaboration with the Diversity Committee will lead these efforts. Potential needs to be explored include career-development opportunities, funding, and tutoring programs. Surveys of faculty, staff, and students from underrepresented groups and input from community partners will be obtained. The Office of DEI will coordinate with SON administration, student and academic services, departmental chairs, and unit leaders to provide solutions to identified needs and barriers. This strategy will leverage partnerships developed as part of Strategy 1.3. This strategy also serves Goals 1, 3, 5 and 6.

*UPDATE 10/17/2016: The Provost's Office of Faculty Advancement is coordinating development of a climate survey to be administered to the university as a whole. Diversity Committee will discuss needs for more immediate assessment related to faculty and staff needs for training (career development). In addition, Diversity Committee is invited to propose ideas related to barriers and needs, along with potential solutions.*

*UPDATE 7/1/2020: The university-wide climate survey mentioned under strategy 2.1 (conducted in autumn 2019, and school-level results expected in autumn 2020) will provide insight into institutional barriers and needs and inform what can be done to address them. We will await findings reported from the school-level analysis.*

*UPDATE 8/3/2021: The report of school level results and findings from the 2019 university-wide climate survey along with a report faculty and staff demographics are available online [here](#). Discussion was had between the Dean's Executive Team and the university's Office of Educational Assessment which conducted the analysis of the survey data, to start the process of identifying priority areas of concern and action. Meetings involving the school's Dean's Office and the school's Human Resources and Organizational Development were initiated to consider next steps for this process. This undertaking will be coordinated with university-level efforts and plans for organizational improvement, which is currently pending and will be led by the Office of Minority Affairs and Diversity.*

*UPDATE 7/15/2022: Professional development of faculty from underrepresented groups is addressed as part of standard mentoring as described in the 7/15/2022 update for strategy 4.1. For staff, the school's*

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*Staff Council in partnership with the school's Finance & Administration unit have committed to conducting a staff retention assessment in summer/autumn 2022, which will provide opportunity to identify institutional barriers and needs for professional development among staff, including those from underrepresented identities.*

#### **STRATEGY 4.4:**

**Develop and institutionalize faculty, staff, and student mentoring programs that foster nursing workforce diversity and use a holistic approach to promote professional and academic productivity.**

The Office of DEI will lead and coordinate efforts with SON administration, student and academic services, departmental chairs and vice-chairs for education, and unit leaders to develop and institutionalize mentoring program strategies for faculty, staff, and students. This strategy also serves Goals 1, 3, 5 and 6.

*UPDATE 7/1/2020: As part of the school's Re-Envisioning conducted during the 2018-2019 and 2019-2020 academic years, a school mentorship structure and program were created; and will be launched in the 2020-2021 academic year. The Associate Dean for DEI participated in the workgroup contributing best practices resources and guidance for mentoring across difference in identities and culture.*

*UPDATE 8/3/2021: Per previous entry, mentorship program paused during AY20-21 due to COVID-19 pandemic, a planned seminar on DEI principles for mentoring was not conducted.*

*UPDATE 7/15/2022: See updates on 7/15/2022 for strategies 4.1 and 4.3.*

## Goal 5

CULTIVATE AN INSTITUTIONAL CLIMATE THAT PROMOTES DIVERSITY, EQUITY, AND INCLUSION WITHIN THE SON.

#### **STRATEGY 5.1:**

**Modify faculty, staff, and student orientation materials, procedures, and processes to include expectations of and training in equity, diversity, and inclusion.**

The Diversity Committee will lead these efforts and will coordinate with SON administration, student and academic services, departmental chairs, and unit leaders to develop and institutionalize diversity training for faculty, staff, and students and survey existing resources on campus. This strategy also serves Goals 1, 4, and 6.

*UPDATE 7/1/2020: Members of the Diversity Committee or the Associate Dean for DEI provide an orientation about DEI for the school (including opportunities for professional development training such*

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as the DEI Teaching Institute) and in the context of teaching at the new faculty and TA teaching orientation at the beginning of the academic year. A HEALS training session is also scheduled in conjunction with this event, and a variety of additional DEI training/workshop opportunities are provided throughout the academic year. At the new student orientation at the beginning of the academic year, time is dedicated to introducing core concepts of DEI and the school's policies and expectations regarding DEI.

*UPDATE 8/3/2021: All efforts described in the previous entry continue. Also, a 4-day DEI Teaching Institute, created and led by Dr. Rebecca O'Connor, is offered annually in mid-September to provide professional development to school faculty. The fourth iteration of this professional development opportunity will be offered September 15, 16, 17, and 24. A variety of additional DEI trainings were provided during AY20-21, including an all-school antiracism learning day (see [here](#)) planned and coordinated by the school's antiracism training workgroup.*

*UPDATE 7/15/2022: All efforts described in previous entries continue. To be added to all faculty, staff, and student orientation materials is notification that the school's faculty has voted in Spring 2022 to approve a new end-of-program learning goal stipulating learning on anti-racism applied to all academic degree programs, and a new student essential behavior setting expectations regarding anti-racism; both effective Autumn 2022. These both have also been approved by faculty at the UW Bothell School of Nursing & Health Studies and the UW Tacoma School of Nursing & Health Care Leadership.*

## **STRATEGY 5.2:**

### **Monitor the SON institutional climate via annual surveys of faculty, staff, and students.**

The Diversity Committee will conduct an annual climate survey to assess the degree to which faculty, staff, and students feel welcomed and supported within the SON. Data related to diversity, equity, and inclusion from every student course evaluation will also be used. This strategy also serves Goals 1, 3, 4, and 6.

*UPDATE 7/1/2020: See strategy 2.1, above, regarding unit-level vs. university-wide climate survey. With the university-wide climate survey conducted in autumn 2019 and a school-level results/findings report expected in autumn 2020, we will determine priority areas of need to improve feelings of inclusivity and support. Data from DEI-related questions on all course evaluations are provided to and monitored by the Associate Dean for DEI.*

*UPDATE 8/3/2021: The report of school level results and findings from the 2019 university-wide climate survey along with a report faculty and staff demographics are available online [here](#). Discussion was had between the Dean's Executive Team and the university's Office of Educational Assessment which conducted the analysis of the survey data, to start the process of identifying priority areas of concern*

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*and action. Meetings involving the school's Dean's Office and the school's Human Resources and Organizational Development were initiated to consider next steps for this process. This undertaking will be coordinated with university-level efforts and plans for organizational improvement, which is currently pending and will be led by the Office of Minority Affairs and Diversity.*

*UPDATE 7/15/2022: Plans to conduct a repeat climate survey will be initiated, in consideration of other school-level assessments/evaluations as well as university-level plans.*

### **STRATEGY 5.3:**

#### **Develop and coordinate annual seminars/workshops or community-engagement activities on equity, diversity, and inclusion for SON faculty, staff, students, and community partners.**

The Diversity Committee will lead these efforts and will seek input and collaboration from faculty, staff, and students regarding specific topics of interest. This strategy will leverage partnerships developed as part of Strategy 1.3. This strategy also serves Goals 1, 4, and 6.

*UPDATE 7/1/2020: A variety of campus group led DEI-relevant workshop opportunities for faculty and staff are provided throughout the academic year (e.g., UndocuAlly by Leadership Without Borders, Being Fluent in Pronoun Use, Saf(er)Zone by the Q Center, and Content Notes & Trigger Warnings by the Center for Teaching & Learning) as well as other periodic training opportunities. Regarding learning about community engagement, faculty, staff, and students are informed about and directed to ITHS seminars/workshops on community engagement, which are routinely offered during the academic year.*

*UPDATE 8/3/2021: All efforts described for update for strategy 5.1 continue. Also, a 4-day DEI Teaching Institute, created and led by Dr. Rebecca O'Connor, is offered annually in mid-September to provide professional development to school faculty. The fourth iteration of this professional development opportunity will be offered September 15, 16, 17, and 24. A variety of additional DEI trainings were provided during AY20-21, including an all-school antiracism learning day (see [here](#)) planned and coordinated by the school's antiracism training workgroup.*

*UPDATE 7/15/2022: Efforts and initiatives, as previously described, continue in order to promote and advance faculty, staff, and student learning of DEI topics and issues. During the 2021-2022 academic year, these learning opportunities were principally integrated into monthly Diversity Committee meetings, and were complemented by additional events and workshops (e.g., a school-wide viewing of the film "The Dixie 3" was held in June in commemoration of Juneteenth). Presently, efforts are underway to develop a learning program to meet training requirements stipulated by the passage of WA Senate Bills 5227 and 5229 (both effective 7/25/2021). The Office of DEI is coordinating efforts with the*

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*diversity leads of the other UW Health Sciences Schools and UW Medicine, as well as the university's Office of Minority Affairs & Diversity (which is overseeing university-wide implementation of 5227).*

#### **STRATEGY 5.4:**

**Provide support to attend external professional development opportunities that focus on increasing nursing workforce diversity for faculty, staff, and students.**

Funding will be allocated to support faculty, staff, and students who are interested in gaining additional knowledge and skills to promote equity, diversity, and inclusion within the SON. This strategy also serves Goals 1, 3, 4, and 6.

*UPDATE 7/1/2020: Requests can be made to the Office of DEI for funding that supports professional development to increase workforce diversity; and considered on an individualized basis. The Associate Dean for DEI works closely with the school's Advancement team to explore opportunities for additional funds to support these requests. Notably, the UW School of Medicine and School of Public Health organized a workshop on how to submit a NIH diversity supplement to support underrepresented students and junior investigators, which was attended by several School of Nursing faculty and staff.*

*UPDATE 8/3/2021: Efforts described in previous entry continued during AY20-21, and will be ongoing.*

*UPDATE 7/15/2022: Ongoing efforts continue on an individualized request basis as described above.*

#### **STRATEGY 5.5:**

**Showcase professional and academic achievements of faculty, staff, and students from underrepresented groups\* within the SON.**

The Diversity Committee will coordinate these efforts with SON administration, the Dean's office, and student and academic services, as well as Marketing and Communications. Potential efforts may include spotlights stories and announcements on internal and external SON webpages, a dedicated display within the SON reception area, as well as an emailed newsletter to faculty, staff, students, and community partners/stakeholders from the Dean's office. This strategy also serves Goals 1, 4, and 6.

*UPDATE 8/3/2021: Last year, an agreement was established between the Office of DEI and the school's Marketing & Communications team to regularly feature research focused on diverse populations. This has been done routinely and on an ad hoc basis using the school's website, social media channels, Executive Dean's blog, and quarterly and annual reports; and continues. Also, a school antiracism*

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*workgroup focused on Marketing & Communications was convened to inform and advise continued strategies to showcase and highlight stories about underrepresented students, faculty, staff, and groups.*

*UPDATE 7/15/2022: The school's Marketing & Communications team continues to prioritize representing the diversity of faculty, staff, and students throughout the school's various media outlets and channels; which has become standard operating practice for all communications opportunities throughout the school. Additionally, inclusive language guides, created separately by the UW Continuing Nursing Education unit and another by the university's central Marketing & Communications team) have been disseminated school-wide and are available on the school's DEI Topic Resources webpage [here](#).*

### **STRATEGY 5.6:**

**Establish safe procedures for faculty, staff, and students to document experiences occurring within the SON or affiliated clinical sites that do not reflect the values of equity, diversity, and inclusion.**

The Director of Human Resources and the Associate dean for Diversity, Equity, and Inclusion will coordinate with SON administration, departmental chairs, unit leaders, student and academic services, UW administration, and partner organizations and clinical sites (Nursing Practice Advisory Board and Consortium for Clinical Site Placements) to establish a standard procedure for reporting and responding to experiences that do not reflect the values of equity, diversity, and inclusion. The Associate Dean for DEI will coordinate these efforts with the Director of Human Resources and will compile information with climate survey and course evaluation data. This strategy also serves Goal 1.

*UPDATE 7/1/2020: Since 2017, the school's online [microaggression and discrimination reporting system](#) has been in place. Reports via the online system are forwarded directly to the school's Director of Human Resources and Organizational Development, who consults with the Associate Dean for DEI to address the report, including whether to involve other parties as appropriate.*

*UPDATE 8/3/2021: An updated reporting bias/discrimination reporting system was established and is hosted on one of the school's dedicated DEI webpages; see [here](#). University-level guidance prompted setting up reporting procedures to direct individuals to the university-level bias/discrimination reporting system. Also, an antiracism workgroup focused on student experiences in the clinical learning setting was convened and developed processes for students to work with clinical instructors and coordinators to report negative bias experiences.*

*UPDATE 7/15/2022: Information and details for bias/discrimination reporting mechanisms and policies continue to be displayed on one of the school's DEI webpages, see [here](#).*

### **STRATEGY 5.7:**

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### **Mandate the addition of faculty approved diversity-related questions to SON course evaluations.**

The Associate Dean for DEI will coordinate with the Instructional Assessment System (IAS) to add the 2 faculty approved diversity-related questions to all course evaluation forms and will provide an annual report related to progress on this topic. This strategy also serves Goal 1.

*UPDATE 7/1/2020: Since 2017, the addition of DEI course evaluation questions have been required and endorsed by faculty vote. In addition to two Likert-scale rating items, students are asked to provide qualitative information explaining why they chose their particular rating. This was added to help faculty understand what they could improve on or reinforce what they were doing well.*

*UPDATE 8/3/2021: Process per previous update entry continues.*

*UPDATE 7/15/2022: Process and practice as described for 7/1/2020 update continues and has become standard procedure. Course evaluations are made accessible for colleague peer-review during annual performance and merit evaluation proceedings in Spring, as well as within DNP track faculty meetings.*

### **STRATEGY 5.8:**

#### **Modify existing appointment, promotion, tenure, and annual review criteria to include evaluation of conduct and participation in activities related to equity, diversity, and inclusion for faculty and staff.**

The Diversity Director will coordinate with SON administration, departmental chairs, unit leaders, and student and academic services to recommend modifications to existing appointment, promotion, tenure, and annual review criteria to include evaluation of conduct and participation in activities related to equity, diversity, and inclusion. Recommendations to change appointment, promotion, tenure, and annual review criteria will be congruent with relevant University Handbook and Operations Manual directives and brought forward for endorsement by faculty and staff bodies according to appropriate governance procedures. This strategy also serves Goals 3-6.

*UPDATE 10/17/2016: In progress with Chair of APT Committee incorporating faculty recommendations.*

*UPDATE 7/1/2020: APT criteria related to expecting and valuing DEI pursuits and accomplishments across research, teaching, and service were revised and approved in October 2017.*

*UPDATE 8/3/2021: APT criteria related to expecting and valuing DEI pursuits and accomplishments across research, teaching, and service are anticipated to be revisited and refined during AY21-22 under the oversight of the school's APT committee.*

*UPDATE 7/15/2022: Criteria related to expecting and valuing DEI pursuits and accomplishments across*

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research, teaching, and service, under the oversight of the school's APT committee, have been integrated into the school's APT exemplars for tenure-track and teaching-track faculty.

### STRATEGY 5.9:

**Review current SON policies and procedures to assess the relative impact on the recruitment, retention, and promotion of faculty, staff, and students from underrepresented\* versus majority groups.**

The Diversity Committee will lead these efforts. Operationalization, measurement, and evaluation of policies and procedures will be determined by *ad-hoc* workgroups led by at least one Diversity Committee member and comprised of all interested SON faculty, staff, and students. Input from community partners will also be obtained. Any inequities identified will be reported to the Dean as well as faculty, staff, and student councils. Further recommendations will be brought forward according to appropriate governance structures. This strategy also serves Goals 1, 3, 5, and 6.

*UPDATE 7/1/2020: Yet to be systematically organized, however several policies and procedures (i.e., faculty/staff searches, faculty/staff annual performance/merit reviews, student admissions reviews) have been individually assessed and revised to better align with DEI concepts and principles.*

*UPDATE 8/3/2021: Same as previous update entry.*

*UPDATE 7/15/2022: Same as previous entries. Additionally, for faculty, diversity best practices for searches, hiring, advancement, and promotion (as advised by the university's Office of Faculty Advancement) have been adopted as standard practice. Additionally, as described throughout this strategic action plan, a number of initiatives and efforts have been undertaken and completed to address this strategy (e.g., APT criteria and exemplars, course evaluation questions focused on DEI, professional development mentoring conducted within appointing academic departments). For staff, more will be gleaned from the upcoming staff experience survey (assessment) planned for summer/autumn 2022. Findings will inform what specific policies and procedures need deeper review and possible revision. Student Academic Services routinely assesses student-facing policies and procedures to mitigate differential, adverse impacts on students identifying as from underrepresented and/or marginalized groups.*

## Goal 6

INFUSE THE VALUES OF DIVERSITY, EQUITY, AND INCLUSION THROUGHOUT ALL TEACHING, LEARNING, AND SERVICE OPPORTUNITIES OFFERED WITHIN THE SON.

### STRATEGY 6.1:

**Develop, identify or adapt conceptual models/frameworks that guide teaching and learning of individuals from diverse backgrounds for the development, implementation, and**

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## **evaluation of all learning opportunities within the SON.**

The Diversity Committee will lead and engage the Innovative Educator in these efforts. Input from program curriculum committees will be solicited when making final recommendations. In addition, SON classroom and clinical experiences that are occurring and that promote the values of diversity, equity, and inclusion will be identified and shared to allow faculty, staff and students to replicate them as possible. This strategy also serves Goals 1, 3, 4 and 5.

*UPDATE 7/1/2020: In 2017-2018, faculty voted to apply the National Academies Sciences, Engineering, and Medicine's [Framework for Educating Health Professionals to Address the Social Determinants of Health](#) for the BSN curriculum. To support faculty professional development, a three day DEI Teaching Institute, organized and led by Innovative Educator Dr. Rebecca O'Connor, is offered annually in September prior to the start of the academic year.*

*UPDATE 8/3/2021: The fourth iteration of the annual DEI Teaching Institute, a faculty professional development opportunity organized and led by Dr. Rebecca O'Connor, will be offered September 15, 16, 17, and 24, 2021. Anticipated for AY21-22 is a revision of the DNP program curriculum, coordinated by the school's DNP Coordinating Committee (DNPCC). As part of the AY20-21 pre-work for this anticipated revision, the DNPCC convened two task forces to assess needs for content and inclusive teaching practices related to LGBTQ+ identities and antiracism.*

*UPDATE: 7/15/2022: The Anti-Racism/Diversity, Equity, and Inclusion (AR/DEI) Teaching Institute continues to be offered annually to faculty across the UW Tri-Campus School of Nursing. For the ongoing DNP curriculum revision, external consultants were hired to assist with early stage assessment and planning to integrate AR/DEI content, which could be translatable to other degree programs. This curriculum revision work is presently in progress and will continue through the 2022-2023 academic year. In alignment with the DNP curriculum revision, additional work will be conducted to align curricular focus and content with the newly faculty-approved AR/DEI end-of-program learning goal (as voted and approved by faculty) applied to all academic degree programs.*

### **STRATEGY 6.2:**

#### **Synthesize and disseminate strategies to guide educators in incorporating the values of diversity, equity, and inclusion within curricula.**

The Diversity Committee will lead and engage the Innovative Educator and Director for Online Education as well as the UW Center for Teaching and Learning in these efforts. This strategy also serves Goals 1, 3, 4, and 5.

*UPDATE 7/1/2020: Covered in part during the three-day DEI Teaching Institute described above.*

*UPDATE 8/3/2021: Covered in part during the (now) four-day DEI Teaching Institute described above. Also available on the DEI topic resources webpage are guidance resources for teaching strategies,*

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including use of pronouns and inclusive language; see [here](#).

*UPDATE 7/15/2022: Efforts described in previous entry continue. Also, faculty voted in Spring 2022 approved an anti-racism end-of-program learning goal to be applied to all academic degree programs.*

### STRATEGY 6.3:

#### **Synthesize and disseminate strategies to guide faculty, staff, and students in partnering with diverse populations.**

The Diversity Committee will lead and engage institutional and community partners/stakeholders and organizations in efforts to identify appropriate strategies for working with diverse populations. This strategy will leverage partnerships developed as part of Strategy 1.3. This strategy also serves Goals 1 and 5.

*UPDATE 7/1/2020: A variety of resources related to community-engaged research and teaching have been collected on posted on the internal online DEI resource page. Also, available for consultation is the [UW Carlson Leadership & Public Service Center](#) which provides guidance on strategies for community-based partnerships for student learning; and the ITHS which provides [Community Engagement Program](#) service to assist researchers in facilitating community-academic research partnerships.*

*UPDATE 8/3/2021: Adding to the previous update entry, the Office of Nursing Research (ONR) hosted a workshop titled "Best Practices for Equitable Research at Each Step of the Research Process" led by Dr. Rebecca O'Connor on October 29, 2020 (resource guide available through Office of Nursing Research); and a Research for Lunch presentation titled "Designing all Clinical Interventions to Increase Health Equity" delivered by Dr. Tumaini Coker on 4/1/2021 (accessible [here](#)).*

*UPDATE 7/15/2022: Work will be explored to incorporate student learning about community engagement and partnership concepts and skills to align curriculum content with the anti-racism end-of-program learning goal approved by faculty vote in Spring 2022.*

### STRATEGY 6.4:

#### **Develop an interactive training for faculty on facilitating critical conversations on issues of equity, diversity, and inclusion in research, education, service, and practice settings.**

The Diversity Committee will lead and engage the Directors of Innovative Teaching and Online Education as well as the UW Center for Teaching and Learning in these efforts. Consultation from university experts in communication about diversity (e.g. Dr. Ralina Joseph) and outside diversity-training experts (e.g. Drs. Kenya Beard and Robin DiAngelo) will be sought. This strategy also serves Goals 1 and 5.

*UPDATE 7/1/2020: The school has utilized the HEALS (Halt, Engage, Allow, Listen, Synthesize) approach, developed by the UCSF School of Nursing, as a model to have critical conversations. Quarterly trainings*

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are provided to faculty and staff, as well as included as part of the three-day DEI Teaching Institute and attached to the new faculty and TA teaching orientation.

*UPDATE 8/3/2021: Efforts described in the previous update entry continue.*

*UPDATE 7/15/2022: Efforts described in the update for 7/1/2020 continue.*

### **STRATEGY 6.5:**

**Use domestic and international clinical placements and service-learning opportunities to enhance experiences with equity, diversity, and inclusion among faculty, staff, and students.**

The Diversity Director will engage Clinical Placement Coordinators and the Directors of the Center of Global Health Nursing in efforts to catalogue currently offered domestic and international clinical placement and service-learning opportunities. Community partners will be engaged to create additional opportunities where experiences are lacking as well as to strengthen currently offered opportunities. Objectives specific to equity, diversity, and inclusion for experiential components of curricula will be created in collaboration with graduate curriculum committees. This strategy also serves Goals 1, 3, 4, and 5.

*UPDATE 7/1/2020: Yet to be systematically organized, however a number of service learning accomplishments were reported for the campus level application for Carnegie Classification for Community Engagement. Additionally, a faculty hire was made in the 2019-2020 academic year (with start date in autumn 2020) to lead the UW Academic Health Department partnership with Public Health – Seattle & King County health department and oversee clinical/practicum service learning opportunities with community-based organizations for undergraduate and graduate students.*

*UPDATE 8/3/2021: Yet to be systematically organized, however efforts in previous update entry continue. Somewhat difficult to catalogue various clinical placement and service learning opportunities given the variety of several activities across numerous programs, spaces, and projects throughout the school. A pre- and post-doctoral training grant proposal, titled Research in Nursing and Global Health (RiNGH), with a focus on global health equity was funded by the National Institutes of Health – National Institute for Nursing Research (award number 1 T32NR01976-01; April 23, 2021). This will facilitate international student placements to conduct pre- and post-doctoral research projects.*

*UPDATE 7/15/2022: Over the 2020-2021 and 2021-2022, the COVID-19 pandemic has significantly restricted opportunities to conduct clinical site learning and service learning experiences. During the past two academic years, some clinical site learning and service learning opportunities were organized to assist with public health response to the pandemic, including health department response programs and COVID vaccination administration clinics.*

### **STRATEGY 6.6:**

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## **Map and integrate frameworks, content, and examples related to equity, diversity, and inclusion in all SON courses.**

The Diversity Committee will lead these efforts in collaboration with graduate curriculum committees. This strategy also serves Goals 1, 3, 4, and 5.

*UPDATE 7/1/2020: Currently in process and being conducted by academic degree program Coordinating Committees.*

*UPDATE 8/3/2021: Anticipated for AY21-22 is a revision of the DNP program curriculum, coordinated by the school's DNP Coordinating Committee (DNPCC). As part of the AY20-21 pre-work for this anticipated revision, the DNPCC convened two task forces to assess needs for content and inclusive teaching practices related to LGBTQ+ identities and antiracism.*

*UPDATE 7/15/2022: Curriculum mapping of DEI content for the A/BSN programs was initiated in 2018 in advance of a revised curriculum started for the 2019-2020 academic year. This mapping is routinely revisited and assessed as part of curriculum quality improvement efforts which are overseen by the BSN Coordinating Committee. Curriculum mapping of DEI content for the DNP program was conducted during the 2021-2022 academic year by a task force of the DNP Coordinating Committee, which will extend into continued DNP curriculum revision work that is presently ongoing. Efforts to do the same for the PhD curriculum will need to be addressed, particularly because of the newly faculty-approved anti-racism end-of-program learning goal.*

### **STRATEGY 6.7:**

#### **Develop and institutionalize channels for faculty, staff, and students to evaluate the degree to which course content, service-learning opportunities, and clinical placements address equity, diversity, and inclusion.**

The Diversity Director will work with the UW Office of Educational Assessment to incorporate questions related to equity, diversity, and inclusion on all SON course evaluations. Evaluations of all teaching and learning offerings within the SON will include questions related to equity, diversity, and inclusion. This strategy also serves Goals 1 and 5.

*UPDATE 7/1/2020: See update for strategy 5.7.*

*UPDATE 8/3/2021: See update for strategy 5.7.*

*UPDATE 7/15/2022: See update for strategy 5.7. Additionally, it has been standard procedure and practice to conduct an end-of-program survey of graduating students about their experiences, including in relation to DEI, with the school. Data reports are shared with a Quality Improvement committee led by the Associate Dean for Academic Affairs and includes the Department Chairs and ADDEI.*

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## Goal 7

INFUSE THE VALUES OF DIVERSITY, EQUITY, AND INCLUSION THROUGHOUT RESEARCH EFFORTS IN THE SON.

### Strategy 7.1:

**Develop, identify, or adapt conceptual models/frameworks to guide academic engagement of diverse communities in research opportunities within the SON.**

The Diversity Committee will work with faculty to synthesize research frameworks to articulate with the SON's Health Equity research pillar. This strategy also serves Goal 1.

*UPDATE 7/1/2020: Resources collected and posted on the school's internal DEI webpage. Faculty, staff, and students are also directed to ITHS seminars/workshops on community engagement, which are routinely offered during the academic year; and the ITHS [Community Engagement Program](#) service to assist researchers in facilitating community-academic research partnerships.*

*UPDATE 8/3/2021: No further action on this strategy. A variety of conceptual models/frameworks exist that can be applied/adapted for use with diverse communities, but this will depend largely on the research project question, aims, design, and population of interest.*

*UPDATE 7/15/2022: The school's Office of Nursing Research has developed an online toolkit of resources that provide information and best practices on engaging diverse communities in research. The ITHS Community Engagement Program service (as described above for the 7/1/2020 update) is still available to school faculty, staff, and students. On 11/5/2021, the Office of Nursing Research convened a seminar on Equitable Research Best Practices (led by Dr. Rebecca O'Connor and included a panel of school faculty) which is recorded and available as part of the research toolkit. Additionally, given the NIH – National Institute of Nursing Research's (NINR) 2022-2026 strategic plan, which lists health equity and social determinants of health as two of its five research lenses, the Office of Nursing Research, in partnership with the Office of DEI, has initiated discussions about a potential series of events and workshops during the 2022-2023 academic year focused on community-engaged research framed around the NINR's 2022-2026 strategic plan. Discussions are still in early stages.*

### Strategy 7.2:

**Synthesize and disseminate best-practices to guide institutions and researchers in conducting community-engaged research among diverse communities.**

The Diversity Committee will lead these efforts and engage faculty with expertise in community-engaged research. This strategy also serves Goals 1 and 5.

*UPDATE 7/1/2020: Resources collected and posted on the school's internal DEI webpage. Faculty, staff, and students are also directed to ITHS seminars/workshops on community engagement, which are*

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routinely offered during the academic year; and the [ITHS Community Engagement Program](#) service to assist researchers in facilitating community-academic research partnerships.

*UPDATE: 8/3/2021: The Office of Nursing Research hosted a workshop titled “Best Practices for Equitable Research at Each Step of the Research Process” led by Dr. Rebecca O’Connor on October 29, 2020 (resource guide available through Office of Nursing Research).*

*UPDATE 7/15/2022: See update for 7/15/2022 for strategy 7.1.*

### Strategy 7.3:

**Support faculty and student efforts to collaborate with diverse communities to advance research inclusion of diverse communities.**

The Office of DEI and SON administration will allocate funds to support a small community-grants program and/or Diversity Scholars award to facilitate community partnerships in research. This strategy also serves Goals 1, 3, 5 and 6.

*UPDATE 7/1/2020: DEI supplements are offered in conjunction with the school’s Research and Intramural Funding Program (RIFP).*

*UPDATE 8/3/2021: Through efforts of the antiracism research workgroup, the school’s Research and Intramural Funding Program (RIFP) now dedicates one RIFP pilot research award to a community-engaged research project proposal, and requires all RIFP funding applications to address DEI by clearly articulating how the project addresses an important health-related problem in the context of diversity, equity and inclusion; impacts an issue relevant to an underserved, underrepresented population, health equity, or health inequality; challenges and seeks to shift current research or practice towards the betterment of diversity, equity and inclusion by utilizing novel theoretical concepts, approaches or methodologies, instrumentation, or interventions; and include strategies that demonstrate respect and value for cultural considerations of the population(s) of interest.*

*UPDATE 7/15/2022: Efforts described in prior update entries continue. See also updates for strategies 7.1, 7.2, and 7.7.*

### Strategy 7.4:

**Identify and publish resources highlighting research focusing on diverse populations within the SON.**

The Office of DEI and Office for Nursing Research will collate and publish these resources on the SON intranet. This strategy also serves Goals 1, 3, and 5.

*UPDATE 7/1/2020: Agreement established between the Office of DEI and the school’s Marketing & Communications team to regularly feature research focused on diverse populations. This has been*

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*done routinely and on an ad hoc basis using the school's website, social media channels, Executive Dean's blog, and quarterly and annual reports.*

*UPDATE 8/3/2021: Agreement and practice described in previous update entry continues.*

*UPDATE 7/15/2022: Agreement and practice described in previous update entry continues. See also update entries for strategy 7.1.*

### **Strategy 7.5:**

#### **Engage consultants with expertise in conducting research with diverse populations.**

The Office of DEI and SON administration will fund guest speakers to engage faculty on how to build a research portfolio that includes diverse populations. This strategy also serves Goals 1 and 5.

*UPDATE 7/1/2020: The school's Office of Nursing Research hosts regular research seminars with guest speakers from local and national institutions, many of which featured speakers on topics related to health equity and working with diverse populations.*

*UPDATE 8/3/2021: The Office of Nursing Research hosted a workshop titled "Best Practices for Equitable Research at Each Step of the Research Process" led by Dr. Rebecca O'Connor on October 29, 2020 (resource guide available through Office of Nursing Research); and a Research for Lunch presentation titled "Designing all Clinical Interventions to Increase Health Equity" delivered by Dr. Tumaini Coker on April 1, 2021 (accessible on the [Office of Nursing Research Intranet](#) site).*

*UPDATE 7/15/2022: See update for 7/15/2022 for strategy 7.1.*

### **Strategy 7.6:**

#### **Promote use of NIH "Supplements to Promote Diversity in Health-Related Research" among SON principal investigators to support research opportunities for underrepresented\* undergraduate and graduate students and faculty.**

The Office of DEI and Office of Nursing Research will host faculty seminars to raise awareness of this mechanism and provide technical support. This strategy also serves Goals 1,3 and 5.

*UPDATE 7/1/2020: During the 2019-2020 academic year, the UW School of Medicine and School of Public Health organized a UW Health Sciences-wide workshop on how to submit a NIH diversity supplement to support underrepresented students and junior investigators, which was attended by several School of Nursing faculty and staff.*

*UPDATE 8/3/2021: During the 2020-2021 academic year, the UW School of Medicine and School of Public Health organized a UW Health Sciences-wide workshop on how to submit a NIH diversity*

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*supplement to support underrepresented students and junior investigators, which was attended by several School of Nursing faculty and staff.*

*UPDATE 7/15/2022: The school's Office of Nursing Research facilitates support to develop and submit NIH diversity supplement applications, and has a library of examples available.*

### **Strategy 7.7:**

#### **Collaborate with Center for Global Health Nursing to expand research opportunities in low resource settings to promote health equity.**

The Office of DEI will collaborate with the Center for Global Health Nursing to initiate a strategic plan for increasing research opportunities in low-resource settings. This strategy also serves Goals 1,3 and 5.

*UPDATE 10/16/2017: WE HAVE IDENTIFIED THIS MISSING GOAL FROM OUR DIVERSITY, EQUITY, AND INCLUSION PLAN. WE NEED A WORK GROUP TO DEVELOP THIS. NOTE: This section was drafted by Nancy Woods for the purpose of obtaining comment.*

*UPDATE 7/1/2020: A global health equity T32 pre- and post-doctoral (PhD) training grant application was re-submitted to NIH-NINR in May 2020 (decision pending).*

*UPDATE 8/3/2021: A pre- and post-doctoral training grant proposal, titled Research in Nursing and Global Health (RiNGH), with a focus on global health equity was funded by the National Institutes of Health – National Institute for Nursing Research (award number 1 T32NR01976-01; April 23, 2021).*

*UPDATE 7/15/2022: Per the previous entry, the RiNGH training program carried out its first year of activities having recruited 3 pre-doctoral trainees and 1 post-doctoral trainee.*

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UW SON Diversity Plan Strategy Timeline	by 6 months	by 12 months	by 24 months
1.1 Appoint a Diversity Director to the SON Executive Team.	✓		
1.2 Review and modify Diversity Committee governance structure to maximize effectiveness in shaping institutional structures, practices, and pedagogy to foster diversity, equity, and inclusion within the SON.	✓		
1.3 Allocate an annual budget for activities to support diversity, equity, and inclusion in the SON.	✓		
3.1 Develop and execute comprehensive and sustainable plans to recruit a diverse faculty*, staff, and student body to the SON.	✓		
3.2 Monitor SON application and enrollment rates of students from underrepresented groups**.	✓		
4.2 Monitor retention/graduation rates of SON faculty*, staff, and students from underrepresented groups**.	✓		
5.1 Modify faculty*, staff, and student orientation materials, procedures, and processes to include training in diversity, equity, and inclusion.	✓		
5.3 Develop and coordinate annual seminars/workshops or community-engagement activities on equity, diversity, and inclusion for SON faculty*, staff, students, and community partners.	✓		
5.5 Showcase academic and professional achievements of faculty*, staff, and students from underrepresented groups** within the SON.	✓		
5.6 Establish safe procedures for faculty*, staff, and students to document experiences occurring within the SON or affiliated clinical sites that do not reflect the SON values of diversity, equity, and inclusion.	✓		
5.7 Mandate the addition of faculty* approved diversity-related questions to SON course evaluations	✓		
6.1 Engage faculty*, staff, and students in developing/identifying/adapting and disseminating conceptual models/frameworks that guide the teaching and learning of individuals from diverse backgrounds for the development, implementation, and evaluation of all learning opportunities in the SON.	✓		
6.2 Synthesize and disseminate strategies to guide educators in incorporating the values of diversity, equity, and inclusion within curricula.	✓		
6.3 Synthesize and disseminate strategies to guide faculty*, staff, and students in partnering with diverse populations.	✓		
1.4 Annually review and report efforts to promote diversity, equity, and inclusion in the SON.		✓	

UW SON Diversity Plan Strategy Timeline	by 6 months	by 12 months	by 24 months
2.1 Develop a data system to collate university diversity metrics as well as collect new demographic and SON climate data from faculty*, staff, and students.		✓	
3.3 Identify and address barriers to SON application and enrollment for persons from underrepresented groups**.		✓	
4.3 Identify and address institutional barriers and needs for professional and academic development of faculty*, staff, and students from underrepresented groups**.		✓	
5.2 Monitor the SON institutional climate via annual assessments of faculty*, staff, and students using a variety of methods.		✓	
6.4 Develop an interactive training for faculty* on facilitating critical conversations on diversity, equity, and inclusion in research, education, service, and practice settings.		✓	
6.5 Use domestic and international clinical placements and service-learning opportunities to enhance experiences with diversity, equity, and inclusion among faculty*, staff, and students.		✓	
6.7 Develop and institutionalize channels for faculty*, staff, and students to evaluate the degree to which course content, service-learning opportunities, and clinical placements address diversity, equity, and inclusion.		✓	
2.2 Allocate a part-time staff equivalent to support the scope of work for Goal 2 strategies as well as evaluation of the Diversity Strategic Plan.			✓
2.3 Monitor, interpret, and report demographic, climate, and diversity-related data (both quantitative and qualitative) from SON faculty*, staff, and students for evaluation of Diversity Strategic Plan processes and outcomes.			✓
3.4 Establish fundraising initiatives for SON-administered research pilot funds, scholarships, and fellowships for recruitment and retention of faculty* and students from underrepresented groups**.			✓
3.5 Submit institutional training grant applications to promote nursing workforce diversity.			✓
4.1 Develop and execute comprehensive and sustainable plans to retain and promote a diverse faculty*, staff, and student body within the SON.			✓
4.4 Develop and institutionalize faculty*, staff, and student mentoring programs that foster nursing workforce diversity and use a holistic approach to promote professional and academic productivity.			✓
5.4 Provide support to attend external professional development opportunities that focus on increasing nursing workforce diversity for faculty*, staff, and students.			✓

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UW SON Diversity Plan Strategy Timeline	by 6 months	by 12 months	by 24 months
5.8 Modify existing appointment, promotion, tenure, and annual review criteria to include evaluation of conduct and participation in activities related to diversity, equity, and inclusion for faculty* and staff.			✓
5.9 Review current SON policies and procedures to assess the relative impact on recruitment, retention, and promotion of faculty*, staff, and students from underrepresented* versus majority groups.			✓
6.6 Map and integrate frameworks, content, and examples related to diversity, equity, and inclusion within all SON courses.			✓

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GOAL 1:  
Establish  
Organizational  
Structure

Appoint a Diversity Director to the SON Executive Team.

Modify Diversity Committee governance structure to maximize effectiveness in shaping institutional structures, practices, and pedagogy

Establish partnerships with institutional units within the university and external community groups and/or organizations with expertise in recruitment, retention, and promotion of underrepresented groups

Allocate an annual budget for activities to support diversity, equity, and inclusion in the SON.

GOAL 2:  
Collect, Collate,  
Analyze, &  
Disseminate Data

Develop a data system to collate university diversity metrics as well as collect new demographic and climate data from SON faculty, staff, and students.

Allocate a staff time equivalent to support diversity and climate data collection, management, analysis, and dissemination.

Monitor, interpret, and report demographic, climate, and diversity-related data from SON faculty, staff, and students for the evaluation of Diversity Strategic Plan processes and outcomes.

GOAL 3:  
Recruit diverse  
Faculty, Staff, &  
Students Data

Develop and execute a comprehensive and sustainable plans of recruitment

Monitor SON application and enrollment rates of students from underrepresented groups\*.

Identify and address barriers to SON application and enrollment for underrepresented groups\*.

Establish fundraising initiatives for SON-administered research pilot funds, scholarships and fellowships for recruitment and retention of faculty and students from underrepresented groups\*.

Submit institutional training grant applications to promote nursing workforce diversity.

GOAL 4:  
Retain diverse  
Faculty, Staff, &  
Students

Develop and execute comprehensive and sustainable plans to retain and promote a diverse faculty, staff, and student body within the SON.

Monitor retention/graduation rates of SON students from underrepresented groups\*

Identify and address institutional barriers and needs for professional and academic development of faculty, staff, and students from underrepresented groups\*.

Develop and institutionalize faculty, staff, and student mentoring programs that foster nursing workforce diversity and use a holistic approach to promote professional and academic productivity.

GOAL 5:  
Cultivate a climate  
that promotes  
diversity

Modify faculty, staff, and student orientation to include training on diversity.

Monitor institutional climate via surveys

Provide seminars/workshops or community activities on equity, diversity, and inclusion

Support professional development focusing on increasing nursing workforce diversity for faculty, staff, and students.

Showcase professional & academic achievements of faculty, staff, and students from underrepresented groups\*

Disseminate Diversity Strategic Plan within the SON, UW, and community

Establish safe procedures for faculty, staff, and students to document experiences occurring that do not reflect equity, diversity, and inclusion.

Modify employment to include evaluation of conduct and participation in equity, diversity & inclusion for faculty and staff.

GOAL 6:  
Infuse Values  
through the SON

Develop conceptual models that guide teaching and learning of individuals from diverse backgrounds for evaluation of all learning opportunities.

Synthesize & disseminate strategies to guide educators in incorporating equity, diversity, & inclusion in curricula.

Synthesize & disseminate strategies to guide faculty, staff, and students in partnering with diverse populations.

Develop training for faculty on facilitating critical conversations on issues of equity, diversity, and inclusion in research, education, service, and practice settings.

Use clinical placements and service-learning opportunities to enhance experiences with equity, diversity, and inclusion.

GOAL 7:  
Infuse the  
values of  
research efforts

Develop, identify, or adapt conceptual models/frameworks to guide academic engagement of diverse communities in research opportunities within the SON.

Synthesize and disseminate best-practices to guide institutions and researchers in conducting community-engaged research among diverse communities.

Support faculty and student efforts to collaborate with diverse communities to advance research inclusion of diverse communities.

Identify and publish resources highlighting research focusing on diverse populations within the SON.

Engage consultants with expertise in conducting research with diverse populations.

Promote use of NIH "Supplements to Promote Diversity in Health Related Research" among SON principal investigators to support research opportunities for underrepresented\* undergraduate and graduate students and faculty.

Collaborate with Center for Global Health Nursing to expand research opportunities in low resource settings to promote health equity.

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