

Kirkhof College of Nursing Inclusion Implementation Plan (1/1/2010 – 12/30/2012)

Action Area 1: Access and Equity – Recruitment and Retention (faculty, staff, students)

Goal	Strategies	Objectives	Measures	Accountable Unit(s) P=Primary
<p>FACULTY I. Increase the presence of faculty from underrepresented groups, with an emphasis on men and minority/international individuals</p>	<p>1. Utilize university Affirmative Action Plan and national nursing data to identify underutilization for minorities and men.</p> <p>2. Engage in targeted recruitment to Nursing PhD or DNP degree programs that have men and minority/international students in their student cohorts.</p> <p>3. “Grow Our Own” approach which includes two strategies: a) identify men and minority MSN students with strong potential for successful doctoral study—mentor and facilitate their advancement in education for future academic position; and b) identify current men/minority MSN</p>	<p>1. To meet the demands of the diverse populations who expect health care that is culturally sensitive and competent</p> <p>2. To ensure nursing students are exposed to nursing faculty that represent the diversity of society and offer enhanced perspectives</p> <p>3. To ensure that male and minority/international nursing students have successful faculty role models that reflect their gender/minority status</p> <p>4. To ensure that all KCON faculty have faculty colleagues that represent diversity to enrich overall perspectives and enhance cultural competency.</p>	<p>Baseline Assessment among all Tenured/Tenure-track, Affiliate, and Adjunct Faculty: male (#1) and minority/international (# 8)</p> <p>Across 3 year timeline, increase male faculty by one (50%) and minority/international faculty by two (25%).</p>	<p>Dean (P) Faculty Recruitment and Retention Committee All tenured/tenure-track nursing faculty</p>

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	<p>prepared Adjunct or Affiliate faculty with success in academic roles, and mentor/facilitate their advancement in education for tenure track faculty position.</p> <p>4. Promote faculty exchange program among KCON faculty and nursing faculty from cooperating foreign schools, e.g., visiting professor opportunity either on site or via online technology</p> <p>5. Use AACN resources to promote facilitation of strategies: http://www.aacn.nche.edu/Media/FactSheets/diversity.htm RWJF New Careers in Nursing Scholarship Program; Minority Nursing Faculty Scholarship; Minority Nurse Faculty Scholars Program; Nursing Workforce Diversity Grants.</p>		<p>Document and evaluate two exchange initiatives</p> <p>Evaluation of the success of individual strategies in contributing to attainment of goal and outcome measures.</p>	

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<p>STUDENTS</p> <p>II. Promote a more holistic approach to undergraduate admissions to nursing to increase access/diversity without lowering standards. Increase the number of male students and the presence of students from historically underrepresented groups (Latino, native American, African American)</p> <p>Increase the presence of international students</p>	<p>1. Target recruitment and mentoring initiative within 2 local programs: a) KISD Health Education program housed at the CHS (populated largely by minority students); and b) Central High School, Health Career Magnet school. Provide support to encourage students to apply to GVSU and seek the BSN degree. Utilize insight and expertise of nursing's Office of Student Services Director C. Carter-Pugh (African American) who already has established relationships within both programs.</p> <p>2. To attract minority applicants and ensure success, establish a formalized Retention Program. Build on pilot work completed via 2008-09 grant awarded to</p>	<p>1. To meet the demands of the diverse population who expect health care that is culturally sensitive and competent, and delivered by diversely represented professional nurses who reflect the demographics of the population</p> <p>2. To provide equal and accessible opportunity for nursing education to individuals regardless of race, gender, or national origin</p> <p>3, To ensure KCON nursing students have peer colleagues that represent the diversity of society and offer enhanced perspectives.</p>	<p>Baseline Assessment: 66 males (15%); 33 (7.7%) minority and 4 (1%) international students in undergraduate nursing degree programs (total # students = 427)</p> <p>For Undergraduate programs, across 3 year timeline, increase # of male students to 18%; # of minority students to 10%; and # of international students 3% of total number of undergraduate students</p> <p>Evaluation of the success of individual strategies in</p>	<p>KCON: Dean Associate Deans for Undergraduate Academic Programs (P) Admission and Progression Committee Office of Student Services All nursing faculty</p>

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Goal	Strategies	Objectives	Measures	Accountable Unit(s) P=Primary
	<p>C. McCurren/KCON funded by MDCH, “Retention of Minority Nursing Students: Development of a Student Peer Support Model.”(collaboration with 3 BSN and 2 ADN programs of nursing in West Michigan)</p> <p>3. To attract male applicants and ensure professional socialization/success of males, establish a formalized Retention Program/Support Group for male nursing students</p> <p>4. Analyze current policies and criteria for admission to undergraduate nursing with a critical appraisal of barriers for minority applicants.</p> <p>5. Develop partnerships with two community college nursing programs</p>		<p>contributing to attainment of goal and outcome measures.</p>	

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Goal	Strategies	Objectives	Measures	Accountable Unit(s) P=Primary
	<p>(GRCC and Muskegon CC), intention to identify males and minority students (ADN) with potential for success in RN-BSN degree program. Target recruitment accordingly</p> <p>6. Monitor call for proposal and submit HRSA NURSING WORKFORCE DIVERSITY grant to increase opportunities in nursing education for individuals who are from disadvantaged backgrounds, including under-represented minorities. Grantees use funds to provide student scholarships and stipends, pre-entry preparation, and retention programs.</p> <p>7. OSS: Develop an intentional advising program for minority/international</p>			

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Goal	Strategies	Objectives	Measures	Accountable Unit(s) P=Primary
	students			
III. Develop plan for recruitment/admission process for male and minority graduate students	<p>1. Same as Action Area 1; Goal I, strategies 3 & 5: “Grow Our Own” approach which includes two strategies: a) identify men and minority MSN students with strong potential for successful doctoral study—mentor and facilitate their advancement in education for future academic position; and b) identify current men/minority MSN prepared Adjunct or Affiliate faculty with success in academic roles, and mentor/facilitate their advancement in education for tenure track faculty position. And Use AACN resources to promote facilitation of strategies: http://www.aacn.nche.edu</p>	<p>1. To meet the demands of the diverse population who expect health care that is culturally sensitive and competent, and delivered by diversely represented nurses prepared at the graduate level, who reflect the demographics of the population</p> <p>2. To provide equal and accessible opportunity for graduate nursing education to individuals regardless of race, gender, or national origin</p> <p>3. To ensure KCON graduate nursing students have peer colleagues that represent the diversity of society and offer enhanced perspectives.</p>	<p>Baseline Assessment: 9 (12%) male; 2 (2.7%) minority; and 1 (1.4%) international students in graduate nursing degree programs (total # of students = 72)</p> <p>For Graduate nursing programs, across 3 year timeline, increase # of male students to 15%; # of minority students to 5%; and # of international students 3% of total number of graduate students</p> <p>Evaluate success of individual strategies in contributing to attainment of goal and outcome</p>	<p>KCON: Dean Associate Deans for Graduate Academic Programs (P) Academic Advisor for Graduate Students</p>

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Goal	Strategies	Objectives	Measures	Accountable Unit(s) P=Primary
	<p>u/Media/FactSheets/diversity.htm RWJF New Careers in Nursing Scholarship Program; Minority Nursing Faculty Scholarship; Minority Nurse Faculty Scholars Program; Nursing Workforce Diversity Grants; HRSA Advanced Education Grants</p> <p>2. To attract minority applicants and ensure success, establish a formalized Retention Program for minority graduate students</p>		measures.	
<p>STAFF IV. Increase the presence of staff from underrepresented groups (men, Latino, Native American, African American), international and staff with disabilities</p>	<p>1. Include recruitment for underrepresented groups in efforts for all open staff positions</p>	<p>1. To ensure that all KCON has staff colleagues that represent diversity to enrich overall perspectives and enhance cultural competency</p>	<p>Baseline Assessment: 1 (5.5%) male; 1 (5.5%) minority among all COTs and EAPs.(total # = 18)</p> <p>For COTs and EAPs, across 3 year timeline, increase # of males to 10%; # of minorities to 10%</p>	<p>Dean (P) Administrative Team Director, Office of Student Services</p>

Action Area 1: Access and Equity – Policy/Administrative Initiatives

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
IV. Participate in GVSU's Inclusion and Equity Advisory Council (IEAC) which will better support the work of the Division of Inclusion and Equity	<p>For GVSU committee to advise Division of Inclusion and Equity:</p> <p>1. Elect a representative from KCON to participate in this advisory committee</p> <p>2. Provide opportunity at each Faculty Organization Committee meeting for Representative's report of committee work.</p>	1. To ensure KCON supports GVSU's strategy; and has input into and feedback from the Division of Inclusion and Equity	<p>Dr. Claudia Leiras-Laubach elected</p> <p>Monitor reporting mechanism; attach to minutes of record for each meeting</p>	<p>Dean</p> <p>All nursing faculty (voting)</p> <p>Elected representative</p>
V. Improve quality of Research from a diversity/inclusion perspective	<p>1. In consideration of the need for diversity of human research subjects, KCON has established as one of four Centers of Distinction: Vulnerable Populations: Best Practices</p> <p>The focus of this center is on health disparities and recognition of the impact of race/ethnicity, gender, age, socioeconomic status, disability, and culture on</p>	1. To ensure that scholarship will focus on health disparities and be inclusive of populations often excluded from investigations, to include minorities, elderly and women.	<p>Baseline Assessment: 4 formal research programs of study in progress inclusive of vulnerable populations</p> <p>Across 3 year timeline, increase ## of research programs of study inclusive of vulnerable</p>	<p>Dean</p> <p>Associate Dean for Research and Faculty Development (P)</p>

	health outcomes. Faculty who are members of this center will promote scholarship consistent with the goal. This center will explore developing an award recognizing outstanding scholarship involving a vulnerable population.		populations to total of 6.	

Action Area 2: Campus Climate

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
I. Participate in GVSU's plan for a schedule of "Opportunities to Dialogue about Race" and other inclusion-related topics such as disability, class, religion, sexual orientation, etc.	1. Encourage faculty and staff to participate in GVSU's breakfast faculty/staff discussion groups; and Fall 09 Disability Seminar with guest presenter Jeanne Kincaid	1. To ensure KCON faculty and staff have opportunity to participate in GVSU's initiatives to promote dialogue about race and inclusion.	Monitored attendance and report/discussion in April FOC meeting for sharing of experiences.	Dean (P)
II. Design and implement opportunities for faculty and staff to enhance cultural sensitivity and	1. COTs: at minimum of four of regular monthly meetings (scheduled during academic yr), include a "diversity" agenda item. First activity for 09-10: reading <i>Three Cups of Tea</i> which will be followed by discussion.	1. To heighten cultural sensitivity and promote competency among all COTs	COTs reflections on how monthly discussions have influenced their work and interactions in the work place.	Dean (P) COTs
III. Appoint representative from Nursing to participate on the university climate study committee planned for Spring 2010	2. Conduct minimum of one faculty development activity per year, based on the outcome of a cultural assessment of the faculty and focused on diversity/cultural	2. To continue to enhance and expand cultural sensitivity and competency among faculty to inform "climate work" in the college.	Monitored attendance Outcome of faculty development activity = strategic plan to enhance/improve	Dean Associate Dean for Research and Faculty Development (P)

	competency.		the climate in KCON for faculty, staff and students	
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Action Area 3: Diversity in Curriculum/Co-curriculum

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
<p>I. Course content for baccalaureate nursing students should integrate culturally diverse perspectives (race, class, disability, sexual orientation, religion, etc) where appropriate</p>	<p>1. Apply evidence-based knowledge of social and cultural factors that affect nursing and health care across multiple settings</p> <p>2. Advocate for social justice, including commitment to the health of vulnerable populations and the elimination of health disparities</p> <p>3. Provide clinical experiences with diverse populations that allow application of culturally competent care</p> <p>4. To foster curriculum development: Review exemplars related to curriculum integration of cultural awareness and competency in programs of nursing. Use AACN Toolkit for Cultural Competency http://www.aacn.nche.edu/Education/pdf/toolkit.pdf</p>	<p>1. To facilitate the attainment of cultural competence by baccalaureate nursing graduates. Cultural competence= attitudes, knowledge and skills necessary for providing quality care to diverse populations; and for working with interdisciplinary teams made up of diverse individuals.</p>	<p>Monitor curriculum plans, syllabi, and clinical setting for topics/readings/opportunities that ensure the development of cultural competency</p> <p>Measure culture competency via exams, written and oral assignments, simulation experiences, and clinical evaluations.</p>	<p>Dean Associate Dean for Undergraduate Programs (P) Curriculum Committee All nursing faculty</p>

<p>II. Course content for graduate nursing students should integrate culturally diverse perspectives (race, class, disability, sexual orientation, religion, etc) where appropriate</p>	<p>1. Prioritize the social and cultural factors that affect health in designing and delivering care across multiple settings.</p> <p>2. Foster the development of leadership skills for: a) developing, implementing, and evaluating culturally competent health care delivery; and b) transforming systems to address social justice and health disparities</p>	<p>1. By focusing on cultural competency, the objective is to facilitate the increase of leadership capacity in education, research, practice, and policy among graduate nursing students in order to make systems changes and eliminate health disparities. Diversity should be respected as a norm and the graduate should have greater capacity and understanding in a diverse work environment.</p>	<p>Monitor curriculum plans, syllabi, and clinical setting for topics/readings/opportunities that ensure the development of leadership in cultural competency</p> <p>Measure culture competency via written and oral assignments, advocacy experiences, influence on policy and/or system changes.</p>	<p>Dean Associate Dean for Graduate Programs (P) Curriculum Committee All nursing faculty</p>

Action Area 4: Organizational Learning - Internal

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
I. Training and organizational development	1. Working with Steven Lipnicki, implement Bias Incident Protocol Training for KCON faculty and staff.	<p>1. To contribute to GVSU's goal to have Bias incident training focused on overcoming stereotyping and preconceptions. It goes beyond a focus on under-represented groups, and recognizes that diversity and inclusion relates to everyone, not just minorities. It is about thinking, feelings and beliefs</p> <p>2. To ensure KCON faculty and staff treat everyone as individuals, creating better levels of self-awareness and generating improved knowledge of the issue of bias.</p>	<p>Monitor attendance; provide forums for f/u discussion</p> <p>Assess # of bias incident reports in nursing (goal = 0)</p>	Dean (P) Nursing faculty and staff
	2. Ensure faculty/staff participate in revised Inclusion Advocacy training	1. To ensure well-informed individuals monitor for any bias behaviors; and	A minimum of 20% of faculty and staff will participate in	Dean (P) Nursing faculty and staff

	<p>Promote attendance at newly developed GVSU Core Trainings: --Respect in Global Workplace --Understanding Equal Employment and AA --Sexual Harassment Awareness --Understanding the ADAAA 2008</p>	<p>participate in the recruitment of faculty and staff.</p> <p>1. To continue to expand perspectives and competence related to Inclusion, cultural awareness, and advocacy</p>	<p>Inclusion Advocacy Training</p> <p>Monitor attendance; provide forums for f/u discussion</p>	<p>Dean (P) Nursing faculty and staff</p>

Action Area 4: Organizational Learning – Community Outreach

Goal	Strategy	Objectives	Measures	Accountable Unit(s) P=Primary
I. Participate in the university-wide effort to develop a mechanism for establishing partnerships and collaborations with Grand Rapids Public Schools	1. See Action Area I; Goal II, Obj. 1			Dean Associate Dean for Undergraduate Programs (P) Office of Student Services
II. Develop and nurture key partnerships and relationships with community entities doing or interested in doing similar inclusion work.	<p>1. KCON faculty member appointed to Spectrum's Diversity Committee</p> <p>2. Continue and expand service-learning clinical experiences, inclusive of faculty, staff, and students. Examples include: SWAN neighborhood; Disability Advocates of Kent County; GRAAHI (Body & Soul Program with BSBSM); and various community health fairs</p>	To use service-learning to emphasize reflective practice related to cultural competency. Reflection facilitates the connection between practice and theory and fosters critical thinking collaboratively between practice (community partners) and education (KCON).	<p>Report from Spectrum Representative at FOC 2x/yr</p> <p>Baseline Assessment: ## of service-learning sites</p> <p>Across 3 year timeline, increase # to ensure every student has service-learning experience that fosters cultural competency</p> <p>Ensure clinical evaluations provide</p>	Dean Associate Dean for Community Partnerships and Practice (P) Associate Deans for Academic Programs All nursing faculty

			<p>opportunity for student and practice site feedback on the quality of the experience</p> <p>Encourage each service-learning initiative to formulate specific expected outcomes and to measure progress</p>	