

Kirkof College of Nursing

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

Goal	Strategy	Objective	Measures	Progress/Updates
Increase the presence of faculty from underrepresented groups, with an emphasis on men and minority/international individuals	1. Utilize university Affirmative Action Plan and national nursing data to identify underutilization for minorities and men.	1. To meet the demands of the diverse populations who expect health care that is culturally sensitive and competent	Baseline Assessment among all Tenured/Tenure-track, Affiliate, and Adjunct Faculty: male (#1) and minority/international (# 8)	Recruitment focus: GVSU HR Website; Position Announcements to conferences (MNRS, CANS, AACN); DiversityNetwork.org; National Association of Hispanic Nurses Career Headquarters; and National Black Nurses Association, Inc. online advertising. Individuals letters sent to 45 minority nurses (letter Appendix A); mailing list secured from Minority and Women Doctoral Directory.
	2. Engage in targeted recruitment to Nursing PhD or DNP degree programs that have men and minority/international students in their student cohorts.	2. To ensure nursing students are exposed to nursing faculty that represent the diversity of society and offer enhanced perspectives	Across 3 year timeline, increase male faculty by one (50%) and minority/international faculty by two (25%).	See Appendix B comparing Faculty Diversity Profile for 2009 and 2010. Tenure/Tenure Track faculty diversity profile remains unchanged from 2009 to 2010. In the applicant pool for tenure track position for Fall 2010, there were three minority candidates and no males. One withdrew and two deferred a decision due to contractual commitments at current institutions. In the current applicant pool of 8 candidates (for Fall 2011), there is one minority candidate to date and no males. Affiliate faculty: There was one male Hispanic faculty hired in 2010. Adjunct faculty: There was one doctorally prepared black female faculty hired during Winter and Sp/Su 2010; country of origin Liberia.

	<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 prepared Adjunct or Affiliate faculty with success in academic roles, and mentor/facilitate their advancement in education for tenure track faculty position.</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>Document and evaluate two exchange initiatives</p>	<p>Faculty Exchange Program: Drs. Nancy Schoofs, Susan Jensen, and Sylvia Mupepi participated in the Padnos International Center's Faculty/Staff Exchange Program Winter semester 2010 in Ghana, University of Cape Coast (UCC), School of Nursing. Collaboration with those from different countries through health teaching, culture, or health delivery interchange, substantially benefits all parties involved. Communication within an international context provides an opportunity for cultural blending, discovery of shared concerns, and common goals of professional nursing. An educational exchange also promotes the development of long lasting collaborations among colleagues, cultural respect, and cultural sensitivity. A further goal was to incorporate knowledge gained from the trip to Ghana into the classroom for nursing students. The Kirkhof College of Nursing is currently challenged to address health care disparities and equitable care for all in the revision of the nursing curriculum. Through this opportunity to engage with the UCC health programs, enhanced curriculum efforts were afforded.</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>4. To ensure that all KCON faculty have faculty colleagues that represent diversity to enrich overall perspectives and enhance cultural competency.</p>	<p>Evaluation of the success of individual strategies in contributing to attainment of goal and outcome measures.</p>	

	5. Use AACN resources to promote facilitation of strategies			
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)	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.	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	Baseline Assessment: 66 males (15%); 33 (7.7%) minority and 4 (1%) international students in undergraduate nursing degree programs (total # students = 427)	See Appendix C comparing Student Diversity Profile for 2009 and 2010. There are not significantly different numbers of males and minorities in the nursing degree programs between the two years. BSN Generic: slight increase in number of males from 16% to 18%; slight decrease in number of minorities from 7.5% to 5.5%. RN-BSN: there were no males in the 2009 cohort, and in 2010, there are 2 males (9%); minority percentage increased from 12.5% to 13.6%.
				OSS has worked to target recruitment of minority students through the KISD Health Education program; Central High School, Health Career Magnet; and sHaPe Camp in summer 2010. See Appendix D for report.

				Dr. Nancy Schoofs has assigned focused time as a faculty mentor to KCON Office of Student Services (OSS). She has done a review of literature for helping the “at-risk” student in nursing succeed, which will inform our Retention Plan for Minority and Disadvantaged students (See Appendix E)
				The Admission and Progression Committee has been charged for 2010-2011 to revise the admission criteria to avoid the current unintended bias against disadvantaged students. Benchmark schools’ criteria have been collected/examined; as well as a review of literature. Recommendation due to Faculty Organization January 2011.
				HRSA Workforce Diversity grant was awarded Fall 2010 (see Appendix F): Dr. Elaine Van Doren, Associate Dean for Undergraduate Program was awarded the Nursing Workforce Diversity grant, funded by the Health Resources and Services Administration (HRSA). The funding will be as follows: Year 1 \$186,257; Year 2 \$292,881; Year 3 \$294, 699.

Increase the presence of international students	<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 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>2. To provide equal and accessible opportunity for nursing education to individuals regardless of race, gender, or national origin</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>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>3. To ensure KCON nursing students have peer colleagues that represent the diversity of society and offer enhanced perspectives.</p>	<p>Evaluation of the success of individual strategies in contributing to attainment of goal and outcome measures.</p>	
	<p>4. Analyze current policies and criteria for admission to undergraduate nursing with a critical appraisal of barriers for minority applicants.</p>			

	5. Develop partnerships with two community college nursing programs (GRCC and Muskegon CC), intention to identify males and minority students (ADN) with potential for success in RN-BSN degree program. Target recruitment accordingly			
	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.			
	7. OSS: Develop an intentional advising program for minority/international students			

<p>III. Develop plan for recruitment/admission process for male and minority graduate students</p>	<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.</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>Baseline Assessment: 66 males (15%); 33 (7.7%) minority and 4 (1%) international students in undergraduate nursing degree programs (total # students = 427)</p>	<p>MSN: 13.4% of MSN students were males in 2009 and 18% in 2010; minority enrollment remains very low, with only one minority student in 2009 and none in 2010. DNP: there were 10% males in 2009 and 12% in 2010; minority enrollment remains quite low with one minority in both 2009 and 2010.</p>
	<p>2. To attract minority applicants and ensure success, establish a formalized Retention Program for minority graduate students</p>	<p>2. To provide equal and accessible opportunity for graduate nursing education to individuals regardless of race, gender, or national origin</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>	

		3. To ensure KCON graduate nursing students have peer colleagues that represent the diversity of society and offer enhanced perspectives.	Evaluate success of individual strategies in contributing to attainment of goal and outcome measures.	
IV. Increase the presence of staff from underrepresented groups (men, Latino, Native American, African American), international and staff with disabilities	1. Include recruitment for underrepresented groups in efforts for all open staff positions	1. To ensure that all KCON has staff colleagues that represent diversity to enrich overall perspectives and enhance cultural competency	Baseline Assessment: 66 males (15%); 33 (7.7%) minority and 4 (1%) international students in undergraduate nursing degree programs (total # students = 427)	Only one new hire in 2010: white female COT hired for OSS; has a pulmonary disability. Another COT had a stroke in January 2010, resulting in a visual impairment. KCON has developed a greater awareness of the "many faces" of disability and learned how to adapt our work environment, our attitudes, and appreciation for those that carry on despite disabilities.
Action Area 1: Access and Equality - Policy/Administrative Initiatives				
Goal	Strategy	Objective	Measures	Progress/Updates
IV. Participate in GVSU's Inclusion and Equity Advisory Board which will better support the work of the Division of Inclusion and Equity	For GVSU committee to advise Division of Inclusion and Equity:	1. To ensure KCON supports GVSU's strategy; and has input into and feedback from the Division of Inclusion and Equity	Dr. Claudia Leiras-Laubach elected	Dr. Claudia Leiras-Laubach elected. Reports provided regularly
	1. Elect a representative from KCON to participate in this advisory committee		Monitor reporting mechanism; attach to minutes of record for each meeting	

	2. Provide opportunity at each Faculty Organization Committee meeting for Representative's report of committee work.			
V. Improve quality of Research from a diversity/inclusion perspective	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. 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 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.	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.	Baseline Assessment: 4 formal research programs of study in progress inclusive of vulnerable populations	Center of Distinction: Vulnerable Populations—Best Practices. Goal in 2010 is to plan and implement a Health Literacy program for health professionals National experts will address the problems and solutions related to health literacy barriers. Lakeshore Health Network health literacy projects will be described. (see Appendix G—flyer)
			Across 3 year timeline, increase ## of research programs of study inclusive of vulnerable	

			populations to total of 6.	
Action Area 2: Campus Climate				
Goal	Strategy	Objective	Measures	Progress/Updates
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.	See Appendix H: List of all diversity-related programs attended by faculty and staff
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 "Three Cups of Tea" 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.	
	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 competency.	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 the climate in KCON for faculty, staff and students	

III. Appoint representative from Nursing to participate on the university climate study committee planned for Spring 2010				Mary Bollman appointed in the Fall 2010.
Action Area 3: Diversity in Curriculum/Co-curriculum				
Goal	Strategy	Objective	Measures	Progress/Updates
I. Course content for baccalaureate nursing students should integrate culturally diverse perspectives (race, class, disability, sexual orientation, religion, etc) where appropriate	1. Apply evidence-based knowledge of social and cultural factors that affect nursing and health care across multiple settings	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.	Monitor curriculum plans, syllabi, and clinical setting for topics/readings/opportunities that ensure the development of cultural competency	Appendix I provides a list of clinical sites where nursing students at the undergraduate and graduate levels have culturally diverse experiences, e.g. Disability Advocates, SWAN Neighborhood, Ferguson Apartments, GVSU Family Health Center, The Other Way Ministries, etc.
				AACN Toolkit for Cultural Competency http://www.aacn.nche.edu/Education/pdf/toolkit.pdf This comprehensive document has guided the revision of the undergraduate curriculum currently in progress; and well as been applied in the current curricula.
	2. Advocate for social justice, including commitment to the health of vulnerable populations and the elimination of health disparities		Measure culture competency via exams, written and oral assignments, simulation experiences, and clinical evaluations.	

	3. Provide clinical experiences with diverse populations that allow application of culturally competent care			
	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			
II. Course content for graduate nursing students should integrate culturally diverse perspectives (race, class, disability, sexual orientation, religion, etc) where appropriate	1. Prioritize the social and cultural factors that affect health in designing and delivering care across multiple settings.	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.	Monitor curriculum plans, syllabi, and clinical setting for topics/readings/opportunities that ensure the development of leadership in cultural competency	See Appendix I for clinical sites used in the Graduate Programs. Numerous examples of the application of culturally sensitive awareness in the classroom and clinical areas, e.g. working with patients with HIV/AIDS; rural Michigan practices (Muskegon, Cedar Springs); GVSU Family Health Center, etc

			Measure culture competency via written and oral assignments, advocacy experiences, influence on policy and/or system changes.	
Action Area 4: Organizational Learning - Internal				
Goal	Strategy	Objective	Measures	Progress/Updates
Implement Bias Incident Protocol	1. Working with Steven Lipnicki, implement Bias Incident Protocol Training for KCON faculty and staff.	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	Monitor attendance; provide forums for f/u discussion	See Appendix H: List of all diversity-related programs attended by faculty and staff

Ensure faculty/staff participate in revised Inclusion Advocacy training		1. To ensure well-informed individuals monitor for any bias behaviors; and participate in the recruitment of faculty and staff.	A minimum of 20% of faculty and staff will participate in Inclusion Advocacy Training	
Promote attendance at newly developed GVSU Core Trainings: Respect in Global Workplace; Understanding Equal Employment and AA; Sexual Harassment awareness; Understanding the ADAAA 2008		1. To continue to expand perspectives and competence related to Inclusion, cultural awareness, and advocacy	Monitor attendance; provide forums for f/u discussion	
Action Area 4: Organizational Learning - Community Outreach				
Goal	Strategy	Objective	Measures	Progress/Updates
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			
II. Develop and nurture key partnerships and relationships with community entities doing or interested in doing similar inclusion work.	1. KCON faculty member appointed to Spectrum's Diversity Committee		Report from Spectrum Representative at FOC 2x/yr	Dean serves on Advisory Board for Clark Communities, promotes advocacy for issues related to the aging population

	<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>	<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>	<p>Baseline Assessment: ## of service-learning sites</p>	<p>Ongoing and expanded 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; Project FIT with BCBS/MSU addressing obesity among disadvantaged children</p>
			<p>Across 3 year timeline, increase # to ensure every student has service-learning experience that fosters cultural competency</p>	<p>http://issuu.com/gvsu/docs/gvsu_kcon Please see this link to the Fall 2010 KCON Magazine which focused on “diversity” and was distributed to a wide base of stakeholders locally, regionally, and nationally.</p>
			<p>Ensure clinical evaluations provide 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>	