

School of Nursing

Diversity, Equity, and Inclusion Unit Goals and Action Plan

Submitted by: Dean's Committee on Anti-Racism and Anti-Bias

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INTRODUCTION

Rutgers University School of Nursing (SON) is committed to creating and cultivating an environment that is not only equitable and diverse but is also actively anti-racist and anti-biased in our institutional practices, classrooms, curricula, and daily interactions. The Dean of the SON has taken several steps to actively work against racism and bias, while intentionally cultivating a community of diversity and inclusion within the School. In July 2020, Dean Linda Flynn spearheaded a three-pronged approach to combatting racism and bias in the SON that includes:

1. The formation of the Dean's Standing Committee on Anti-Racism and Anti-Bias.
2. The implementation of "Impact Dialogue Circles" by consultants that comprise a series of listening sessions with faculty, staff, and students designed to provide a space to listen to the SON community's individual experiences to inform school-wide anti-racism and anti-bias goals and actions.
3. The creation of an Anonymous Digital Hotline on the SON website homepage for reporting of incidences of racism and bias directly to the Dean.

The Dean's Committee on Anti-Racism and Anti-Bias served as the Unit-Level Diversity Strategic Planning Committee (SON-DSPC) for the RBHS Diversity Steering Committee.

Our charge was to:

1. Gather unit-level data and conduct a self-assessment
2. Articulate unit goals and develop an Organizational Unit Diversity Action Plan that aligns with the Rutgers University Institutional Diversity Priorities including
 - a. Recruit, retain, and develop a diverse community
 - b. Promote inclusive scholarship and teaching
 - c. Define substantial and sustainable community partnerships
 - d. Build capacity for leaders to create inclusive climates
 - e. Develop an institutional infrastructure to drive change

To inform the SON Diversity Action Plan, our committee gathered and reviewed the following data sources:

- 1) SON student and faculty data
- 2) NJ and US population demographic data
- 3) NJ and US RN workforce demographic data, and
- 4) Selected diversity, equity, and inclusion (DEI) best practices.

This report (a) summarizes the data and best practices that informed our self-assessment and goal development, and (b) presents the SON Diversity, Equity, and Inclusion Unit Goals and Action Plan.

UNIVERSITY DIVERSITY PRIORITY 1: Recruit, Retain, and Develop a Diverse Community

A. Assessment of SON student and faculty data

1. Student Data

To determine goals and an action plan for Priority 1, we assessed SON student demographic data by each academic program over three years (Table 1).

Table 1. Student Demographics by Degree/Program (2018-2020)

		n	%			n	%	
Traditional				Masters				
	Asian/Pacific Islander	696	36.1		American Indian or Alaska Native	1	.6	
	Black	145	7.5		Asian/Pacific Islander	68	37.8	
	Hispanic	297	15.4		Black or African American	25	13.9	
	Multiracial	88	4.6		Hispanic	20	11.1	
	White	703	36.4		White	66	36.7	
	Total	1929	100.0		Total	100.0	100.0	
2nd Degree				DNP				
	Asian/Pacific Islander	109	14.6		American Indian or Alaska Native	1	.1	
	Black	55	7.4		Asian/Pacific Islander	298	17.8	
	Hispanic	125	16.7		Black or African American	395	23.6	
	Multiracial	183	24.5		Hispanic	245	14.6	
	White	275	36.8		Multiracial	17	1.0	
		Total	747		100.0		White	719
					Total	1675	100.0	
RN-to-BSN	Asian/Pacific Islander	17	14.0	Nursing Science PhD	Asian/Pacific Islander	17	17.0	
	Black	12	9.9		Black or African American	22	22.0	
	Hispanic	39	32.2		Hispanic	12	12.0	
	Multiracial	8	6.6		Multiracial	5	5.0	
	White	45	37.2		White	44	44.0	
		Total	121		100.0		Total	100
				Urban Health PhD	Asian/Pacific Islander	5	11.9	
					Black or African American	17	40.5	
					Hispanic	9	21.4	
					Multiracial	2	4.8	
					White	9	21.4	
				Total	42	100.0		

According to Table 1 data, between 2018 to 2020, a majority of our undergraduate and graduate students were non-White. Students of color comprised 56% to 78% of all students across academic programs. A strength in the SON is its Educational Opportunity Fund (EOF) program; the only EOF program in NJ tailored to meet the needs of EOF nursing students in our traditional baccalaureate program. Under state guidelines, the EOF program provides financial academic, and counseling support to students who demonstrate potential and need support. A majority of our EOF students (78%) are non-White, and Hispanic students comprised one-half of all EOF students in the past three years (see Table 2). Without the EOF program, the percentage of Black and Hispanic students in our traditional program would decrease.

Table 2. Educational Opportunity Fund Student Demographics (2018-2020)

	EOF Program Only		Traditional Program		Traditional Program without EOF Students	
	n	%	n	%	n	%
Asian/Pacific Islander	37	18.4	696	36.1	659	38.1
Black or African American	33	16.4	145	7.5	112	6.5
Hispanic	101	50.2	297	15.4	196	11.3
Multirace	4	2.0	88	4.6	84	4.9
White	26	12.9	703	36.4	667	39.2
Total	201	100.0	1929	100.0	1728	100.0

To determine the extent to which our non-White students are representative of their proportions in the NJ and US general population from which they are drawn, we compared our student demographics to the most recent NJ and US population demographics (Table 3).

Table 3. Comparison of US and NJ race/ethnicity demographics with SON student demographics

	NJ	US	Traditional	2 nd Degree	RN-to-BSN	Masters	DNP	NS PhD	Urb PhD
	%	%	%	%	%	%	%	%	%
Non-Hispanic White	54.6	60.1	37.4	36.8	37.2	36.7	42.9	44.0	21.4
Non-Hispanic Black/African American	15.1	13.4	7.5	7.4	9.9	13.9	23.6	22.0	22.0
American Indian and Alaska Native, alone	0.6	1.3	-	-	-	-	-	-	-
Asian, alone (Asian/PI for SON data)	10.0	5.9	36.1	14.6	14.0	37.8	17.8	17.0	11.9
Native Hawaiian and other Pacific Islander, alone	0.1	0.2	-	-	-	-	-	-	-
Hispanic/Latino(a)	20.9	18.5	15.4	16.7	32.2	11.1	14.6	12.0	21.4
Two or more races	2.3	2.8	4.6	24.5	6.6	-	1.0	5.0	4.8

Source: US Census Bureau. <https://www.census.gov/quickfacts/NJ>

Our assessment of the demographic representativeness of our student body based on the NJ and surrounding US population from which our students are recruited indicates that Black students in our three baccalaureate programs are the most underrepresented group relative to their proportion in NJ and the US. For our graduate programs, our students of color mirror or surpass their proportions in both NJ and US general populations.

2. Faculty Data

We also assessed full-time (FT) SON faculty data (Table 4). Demographically, faculty diversity in the SON does not reflect the diversity of our students. Whites comprise a majority (76%) of our full-time faculty. Similar to our student body, Asians comprise the largest non-White faculty racial group, but they are not considered an underrepresented racial group in nursing. According to the National Institutes of Health, *the National Science Foundation reports that African Americans (or Blacks), American Indians and Alaska Natives, Hispanics (or Latinos), Native Hawaiians, and other Pacific Islanders are underrepresented at many career stages in health-related sciences on a national basis. Individuals from these groups are underrepresented when compared to their age-cohorts in science-baccalaureate earners, among*

science-PhD earners, and in the biomedical workforce overall.¹ The underrepresented minority groups in the NJ and national nursing workforce, compared to the US population are presented in Table 4. Accordingly, Black, Hispanic, and male FT faculty are the underrepresented minority (URM) racial and gender groups in the SON, and there is a need to increase these groups among our faculty. Given the national faculty shortage, the committee also recognizes the need to retain our faculty once hired through the necessary provision and support in the pathways to tenure and/or promotion through active faculty mentorship and ongoing leadership and professional development workshops in the SON.

Table 4. SON FT Faculty as a Whole and by Track and URMs in Nursing Workforce compared with US population data

	Faculty as a Whole	Tenure Track	Non-Tenure Track	NJ RN workforce	US RN workforce	US population
	% (n)	% (n)	% (n)	%	%	%
White	75 (71)	69 (11)	76 (60)	64.0	80.8	60.1
Black/African American	8 (8)	6 (1)	9 (7)	10.1	6.2	13.4
Hispanic	2 (2)	6 (1)	1 (1)	4.0	5.3	18.5
Asian	15 (14)	19 (3)	14 (11)	15.0	7.5	5.9
Total (n)	95	16	79			
Gender						
Female	90 (85)	87 (14)	90 (71)			
Male	10 (10)	13 (2)	10 (8)		12	

Source: NJ Collaborating Center for Nursing 2016 NJ Nursing Supply and Demand Data²; American Association of Colleges of Nursing³; US Bureau of Labor Statistics⁴

Because of an absence of readily available benchmarking data for staff in schools of nursing or equivalent academic settings, we did not include staff data assessments in this report. We recognize a need for staff retention analyses and tracking in our School.

B. Assessment of Best Practices for Processes for Student Admission Review Processes and Decisions

The structure and policies that guide student admission decisions in the undergraduate and graduate programs in the SON are not clear or documented. Therefore, we do not know the extent to which our student admission decisions are driven solely by quantitative metrics such as GPA, standardized test scores, and the number of advanced placement courses rather than a more balanced approach that takes into account student experiences and attributes. However, we have limited data from the baccalaureate second-degree program that indicates that students who were admitted with GPAs below the current 3.3 admission criterion do well academically in our program as evidenced by current GPAs of > 3.5 for a majority of these students (Table 5).

¹ National Institutes of Health. Underrepresented racial and ethnic groups. <https://extramural-diversity.nih.gov/diversity-matters/underrepresented-groups>

² New Jersey Collaborating Center for Nursing 2016 NJ Nursing Supply and Demand Data. <http://www.njccn.org/wp-content/uploads/2019/08/Report-for-2015-2016-for-web-posting-RFS.pdf>

³ American Association of College of Nursing. Enhancing diversity in the workforce. <https://www.aacnursing.org/news-information/fact-sheets/enhancing-diversity>

⁴ US Bureau of Labor Statistics. Labor force statistics from the current population survey. <https://www.bls.gov/cps/cpsaat11.htm>

Table 5. Current GPA for Second-Degree Students Admitted Summer 2019, Spring/Summer 2020

Students admitted with 3.0 to 3.29 GPA (n = 84)	Current RU Cum GPA	%
14	3.0 – 3.25	16%
19	3.26 – 3.50	23%
51	3.51 – 4.0	61%
Students admitted with GPA less than 3.0 (n = 25)	Current RU Cum GPA	%
5	3.0 – 3.25	20%
4	3.26 – 3.50	16%
16	3.51 – 4.0	64%
All students admitted with GPA less than 3.3 (n = 109)	Current RU Cum GPA	%
19	3.0 – 3.25	17%
23	3.26 – 3.50	21%
67	3.51 – 4.0	62%

According to the experiences reported by Anti-Racism and Anti-Bias Committee faculty members, the practices for student admissions appear to vary across programs. An undergraduate faculty admissions committee reviews applicants for the RN-to-BSN program. For the Advanced Practice program, a responsibility of Specialty Directors is student recruitment and admission decisions for the Director’s specialty program. While the policies and procedures that guide student admission decisions for advanced practice students may vary based on specialty, there are admission committees within the Advance Practice Division that use objective criteria when considering each candidate for admission. For the PhD program, the Nursing Science Associate Dean and PhD Program Director were largely responsible for PhD student admission decisions. Beginning this year, a PhD program admissions committee has formed comprised of the Associate Dean for Nursing Science and two faculty members. Policies and procedures to guide PhD student admission decisions are in development.

According to a recent American Association of Colleges of Nursing’s (AACN) White Paper entitled *Best Practices in Holistic Admissions Review: Implementation in Academic Nursing*, “a holistic admissions process focuses more on an understanding of the whole student, as opposed to ranking students by their academic credentials. Holistic admissions review presents an opportunity for institutions to move away from trying to simply attract large numbers of students with high grade point averages, high standardized test scores, many advanced placement courses, and other traditional academic trophies....Holistic learning environments are inclusive and create a sense of belonging for everyone. In inclusive environments, all students have fair and impartial opportunities to learn, advance academically, and graduate”.⁵ The Educational Testing Service also recommends holistic review processes for student admissions decisions as a best practice.⁶ In line with best practices, the Committee determined a need to explore holistic processes across academic programs to guide student admission decisions in the SON.

⁵ American Association of Colleges of Nursing. (2020). *White paper. Promising practices in holistic admission review: Implementation in academic nursing*. <https://www.aacnnursing.org/Portals/42/News/White-Papers/AACN-White-Paper-Promising-Practices-in-Holistic-Admissions-Review-December-2020.pdf>.

⁶ Educational Testing Service. (2019). *Connecting graduate admission practices with goals. Questions to consider*. https://www.holisticadmissions.org/downloads/GRE_Grad-Discussion-Guide.pdf.

To evaluate any racial patterns in student retention in the SON, we requested internal data to assess student progression and retention by each racial group across our academic programs (i.e., student drop out, transfers out of the program, dismissal) after students are admitted. Our request revealed that these data are not tracked in the SON. Thus, there is a gap in our leverage of longitudinal student data to track student academic performance, any attrition/drop-out, and program completion by race/ethnicity.

Similar to student retention, a goal in the SON is to retain our faculty and staff. According to the Society for Human Resource Management, to effectively recruit and retain employees, organizations must have internal equity, where employees feel they are being rewarded fairly based on performance, skills, and other job requirements.⁷ Closing the pay gap is essential in recruiting and retaining the best talent, yet more than one-half of organizations do not have a formal process in place to address pay equity. Conducting routine pay audits is considered a best practice for monitoring pay equity and addressing pay gaps in organizations, and routine pay equity audits are not conducted in the SON.

UNIVERSITY DIVERSITY PRIORITY 2: Promote Inclusive Scholarship and Teaching

A. Assessment of Best Practices

Inclusive academic work environments are characterized by having a community of leaders and faculty who are equipped with the skills and knowledge necessary to navigate and advance inclusive learning environments and teaching. Several students, via the Anonymous Digital Hotline, have expressed concerns when moments of unanticipated racial and bias issues arise in the classroom. These students indicated that, during these moments, instructors have either responded by immediately shutting down the conversations or did not know how to navigate the scenarios into teachable moments. Many students see these moments as potentially powerful learning opportunities and important teachable moments, specifically for the offending student. Since inclusive learning environments and teaching are considered best practices and are increasingly defined as a norm in higher education institutions,⁸ the SON Hotline complaints indicate a need for inclusive teaching training and skill development among our faculty.

An additional aspect of inclusive teaching is the faculty's obligation to ensure that tests administered in the classroom and decisions made based on tests are valid, supported by solid evidence, consistent across academic programs, and fair to all test takers. This is a best practice recommended by the National League Nursing's Fair Testing Guidelines for Nursing Education.⁹ However, the aggregate assessment of the validity and reliability of exams in the SON impedes our ability to determine the extent to which our exams are fair to all of our student test takers, regardless of students' age, gender, disability, race, ethnicity, national origin, religion, sexual orientation, linguistic background, testing style, and ability, or other personal characteristics. In addition to aggregate assessments of quantitative exam reliability

⁷ Society for Human Resource Management. *Managing pay equity*.

<https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/managingpayequity.aspx>

⁸ American Association of University Professors. *Eight actions to reduce racism in college classrooms*.

<https://www.aaup.org/article/eight-actions-reduce-racism-college-classrooms#.YJf8V7VKiUk>

⁹ National League for Nursing. *Fair testing guidelines for nursing education*. <http://www.nln.org/docs/default-source/default-document-library/fairtestingguidelines.pdf?sfvrsn=2>

and validity, we determined a need for more detailed assessments of these exam metrics by student demographic characteristics.

UNIVERSITY PRIORITY 3: Define Substantial and Sustainable Community Partnerships

A. Assessment of Best Practices

Community-University partnerships are increasingly embraced as best practices for ongoing mutual engagement, and the American Association of Colleges and Universities espouse college-community partnerships as a norm and an aspiration within higher education civic engagement practices.¹⁰ Given the geographic locations of the Newark and New Brunswick SON buildings, there are likely multiple opportunities for sustained partnerships between the SON and minority Newark and New Brunswick communities. Yet, there is an absence of formalized and sustained SON-minority community partnerships.

UNIVERSITY PRIORITY 4: Build Capacity for Leaders to Create Inclusive Climates

A. Assessment of Best Practices

For inclusive education to succeed, visionary leadership is a best practice and requirement.¹¹ Research reveals that leaders must publicly articulate a vision for inclusive education and climates, build consensus for the vision, and lead all stakeholders (e.g., faculty, staff, students) in active involvement. The achievement of inclusive education and climates presumes that not all persons have the expertise to meet the needs of all students in a classroom. To create and sustain inclusive learning environments, leaders must have the appropriate skills and knowledge for leading this change. Based on best practices, our committee recognizes a need to empower SON leadership, through a program of training, to become actively engaged in creating inclusive climates in the School.

UNIVERSITY PRIORITY 5: DEVELOP AN INSTITUTIONAL INFRASTRUCTURE TO DRIVE CHANGE

The University Diversity Priorities combined with the SON Unit Goals and Action Plan provide a framework for our School that will affirm our commitment to growing and sustaining a diverse and inclusive learning, living, and working environment. To be successful at driving needed change relative to diversity, equity, and inclusion in the SON, the committee recognizes the need for the creation of an infrastructure in which key individuals are accountable for the implementation of the action plan and its evaluation using the metrics aligned with each goal.

CONCLUSIONS

In summary, based on our assessment of SON data and best practices, the following DEI priority gaps and needs were determined:

¹⁰ Association of American Colleges and Universities. Campus-community partnerships. A stubborn commitment to reciprocal relationships. <https://www.aacu.org/diversitydemocracy/2016/spring/ra>

¹¹ Educational Leadership. *Making inclusive education work*. <http://www.ascd.org/publications/educational-leadership/oct03/vol61/num02/Making-Inclusive-Education-Work.aspx>

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1. Black students in our three baccalaureate programs are the most underrepresented group relative to their proportion in NJ and the US.
2. Black, Hispanic, and male FT faculty in the SON are underrepresented minority groups in our faculty.
3. The approaches to student applicant review processes and admission decisions vary across our academic programs and are not based on best practices for student admission review, such as holistic review processes for student admission decisions.
4. A gap in our student retention efforts is our ability to leverage longitudinal student data to track student academic performance, any attrition/drop out, and program completion by race/ethnicity.
5. There is a need to retain our faculty once hired through the necessary provision and support in the pathways to tenure and/or promotion through active faculty mentorship and ongoing leadership and professional development workshops in the SON.
6. Our ability to effectively address staff retention is impeded by the absence of readily available internal and external benchmarking data, and there is a need to leverage SON staff data to establish these benchmarks and conduct routine staff retention analyses.
7. A faculty and staff retention gap in the SON is the absence of routine pay equity audits.
8. SON Hotline complaints indicate a need for inclusive teaching training and skill development among our faculty.
9. The aggregate assessment of the validity and reliability of exams in the SON impedes our ability to determine the extent to which our exams are fair to all of our student test takers, regardless of student demographic and other personal characteristics.
10. There is an absence of formalized and sustained SON-minority community partnerships.
11. There is a need to empower SON leadership, through a program of training, to become actively engaged in creating inclusive climates in the School.
12. To effectively drive necessary DEI change in the SON, there is a need for the creation of an infrastructure in which key individuals are accountable for the implementation of the action plans and evaluation metrics aligned with each goal.

Based on these needs and gaps, fourteen SON priority diversity goals are recommended and aligned with the University Diversity Priorities. Each SON goal is aligned with an action plan, metrics, and person/department responsible.

School of Nursing Unit Goals and Diversity Action Plan

University-Wide Priorities	GOAL	ACTION	METRICS
PRIORITY 1 Recruit, retain, and develop a diverse community	Goal 1. Increase and maintain the diversity of FT faculty from historically underrepresented minorities (URM) groups, including an increase in the percentage of 1) male faculty from the current 10% to 13%, 2) Black faculty from the current 8% to 12% and 3) Hispanic faculty from the current 2% to 6%.	Expand recruitment efforts and reach to target URM faculty applicants.	Annual assessment of the number of 1) FT male, 2) Black, and 3) Hispanic URM faculty/total number of FT faculty (Dept. Responsible: Human Resources)
		Provide and support pathways to tenure and/or promotion through active mentorship and ongoing leadership and professional development workshops in the SON	- Annual faculty survey of assessments of mentoring and professional development effectiveness in the SON (Dept. Responsible: Associate Dean for faculty development) - Annual assessments of faculty reappointment and promotion patterns by race, beginning in AY 2021 to 2022 (Dept. Responsible: Human Resources)
		Recommend to central RU Human Resources that gender identity categories on faculty/staff applications are expanded to include non-binary and transgender choices.	The recommendation is forwarded. (Dept. responsible: Human Resources)
	Goal 2. Improve pay equity among faculty and staff.	Conduct a comprehensive faculty and staff pay equity analysis to assess any differences in pay relative to faculty rank and track, job title, job description and responsibilities, seniority, race, gender, and other criteria deemed appropriate.	A faculty and staff pay equity analysis is conducted in FY 2022-2023 and at a frequency determined thereafter by the Dean and SON Human Resources dept. (Dept. responsible: Human Resources and Institutional Research and Assessment)
	Goal 3. In the next five years, increase and the diversity of Black URM students in all baccalaureate programs from 1)	Identify pathway programs (e.g, K-12 schools, community groups) for targeted recruitment of Black URM students	Annual assessment of the number of Black undergraduate student admissions for each baccalaureate

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University-Wide Priorities	GOAL	ACTION	METRICS
	the current 7% to 12% in the traditional program, 2) the current 7.4% to 12% in the second-degree program, and 3) the current 10% to 12% in the RN-to-BSN program.		program (with and without EOF students) by the total number of student admissions in each undergraduate baccalaureate program (Dept. Responsible: Student Services)
	Goal 4. Track retention and graduation/completion rates of URM students across academic programs, beginning in AY 2021-2022	Identify data sources for longitudinal assessments of student drop out and program completion rates	Longitudinal assessments of student admission cohorts by race/ethnicity from admission to program completion will commence beginning with the fall 2022 admission cohorts. (Dept. Responsible: Student Services; Institutional Research and Assessment)
	Goal 5. Commence staff retention analyses beginning in AY 2022-2023	In the absence of benchmark data, gather and assess staff trends by race/ethnicity, gender, and job title	Staff trends analysis will commence AY 2021-2022 (Dept. Responsible: Human Resources; Institutional Assessment and Research)
		Determine data sources and benchmarks for longitudinal assessments of staff retention	Data sources and benchmarks will be determined and staff retention analyses will commence AY 2022-2023 (Dept. Responsible: Human Resources; Institutional Assessment and Research)
	Goal 6. Explore the feasibility of holistic review processes for student admissions for each SON academic program.	Form a holistic review feasibility task force comprised of members that represent divisional faculty admission committees, from each division, student services, and administrative leadership.	A committee is formed. (Dept. Responsible: Faculty Council; Specialty Directors; Divisional Associate Deans)
		Gather and analyze program-specific data to identify any patterns in admitted and	Beginning with applicants for fall 2022 admission, compare students

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University-Wide Priorities	GOAL	ACTION	METRICS
		rejected student by race/ethnicity and previous schools attended	admitted and those not admitted by race/ethnicity (Dept. Responsible: Student Services; Institutional Research and Assessment)
		Determine the current state of admission review processes: Gather and analyze longitudinal program-specific data to identify any racial/ethnic patterns in student academic success by a comparison of students' admission GPA to current GPA	Beginning with fall 2022 admission cohorts for all academic programs, compare student GPAs on admission with current GPA in the academic program, by race/ethnicity. (Dept. Responsible: Student Services; Institutional Research and Assessment)
		Determine the current state of admission review processes: Gather and analyze longitudinal program-specific data to identify any racial/ethnic patterns in student drop-outs and graduation rates and rejected student characteristics	Beginning with applicants for fall 2022 admission, compare students GPAs at admission with current SON program GPA by student cohort and race/ethnicity (Dept. Responsible: Student Services; Institutional Research and Assessment)
		Conduct holistic review workshops to inform feasibility assessments.	In AY 2022-2023, workshops will be implemented and conducted by holistic review experts (e.g., ETS consultants). (Person responsible: SON Dean)
PRIORITY 2 Promote Inclusive Scholarship and Teaching	Goal 7. Faculty in the SON will adopt a range of approaches to teaching that deliberately cultivates classroom, simulation lab, and clinical setting learning environments and that considers the diverse needs and backgrounds of all students to create classroom, simulation lab, and clinical setting learning environments where all	Increase faculty understanding of inclusive teaching practices through the provision of workshops to increase their awareness about the ways that bias and systemic inequities (such as sexism, racism, ableism, homophobia, Islamophobia, anti-Semitism, or economic inequality) influences student access to and quality of learning experiences.	Assessments of the number of faculty who attended training sessions Assessments of faculty evaluations of training session effectiveness (Department Responsible: SON Center of Educational Research and Innovation)

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University-Wide Priorities	GOAL	ACTION	METRICS
	students feel valued and where all students have equal access to learn.	Secure the services of an inclusive teaching expert to guide faculty in a review curriculum in each academic program to determine the extent to which SON curricula across academic programs include content that fosters students' 1) cultural and racial literacy competencies, 2) knowledge of systems-level and social determinant barriers to health equity; 3) ability to identify, address, and overcome unconscious biases in interactions with patients and colleagues for equitable health outcomes; and 5) be an active ally in overcoming racism and bias in healthcare.	SON curriculum is reviewed and mapped in AY 2022-2023 (Persons responsible: Academic program curriculum committees, including student representatives, Divisional Associate Deans)
	Goal 8. All student quantitative tests are valid and reliable, consistent across SON academic programs, and fair to all test takers regardless of age, gender, disability, race, ethnicity, national origin, religion, sexual orientation, linguistic background, testing style, and ability, or other personal characteristics	Determine and implement methods and processes for objective, comparative psychometric analyses of student exams for assessment of subgroup differences (e.g., race, ESL).	Methods for comparative analysis of exams are determined and implemented during the fall 2021 semester (Persons responsible: IT, Divisional Associate Deans, Course Faculty)
		Conduct routine comparative, psychometric assessments of course exams and items by students to determine any group differences by race.	Comparative item analysis is conducted for each exam administered in the SON (Persons responsible: Course Faculty, IT)
		Invest funding to support an expert facilitator to provide annual faculty training in exam item creation, item banking, and comparative item analysis for all faculty who teach courses in which quantitative exams are a course requirement	Faculty attendance at each session (Person responsible: SON Dean, Divisional Associate Deans)
PRIORITY 3	Goal 9. Create a minority community engagement advisory board to provide strategic direction on the creation of	Determine and establish a racially diverse board membership comprised of NJ	A minority community advisory board is formed by the end of the spring 2023 semester.

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University-Wide Priorities	GOAL	ACTION	METRICS
Define sustainable and substantive community engagement	empowering and sustainable community-SON partnerships in minority communities in the greater Newark and New Brunswick communities to advance community-engaged scholarship and service by SON faculty and students.	professional, business, lay public, and SON members	(Person Responsible: SON Dean)
		Establish community engagement goals, strategies, and benchmarks for community-engaged scholarship and service.	Goals and benchmarks for community engagement are established in the summer 2022 semester (Persons responsible: Community engagement board)
		Define community-engaged scholarship and service in the SON	Definitions of SON community-engaged scholarship and service are established and disseminated to the SON community in the fall 2023 semester. (Persons responsible: Community engagement board)
PRIORITY 4 Build the capacity of leaders to create inclusive climates	Goal 10. SON leadership is empowered to effectively create an inclusive climate for faculty, staff, and students.	Plan and implement ongoing leadership education/training programs focused on SON leaders' development of new skills and understanding necessary for implementing diversity policies and programs	<ul style="list-style-type: none"> - Assessment of number and type of professional development activities held - Number of SON leadership members who attended each event - Participants' evaluations of professional development opportunities provided. (Dept. Responsible: SON Center for Educational Research and Innovation)
	Goal 11. SON leadership is actively engaged in leading initiatives stipulated in the SON DEI strategic plan.	Include DEI activities as a component of leadership annual performance reviews	Annual evaluations of leadership DEI activities, as a component of the performance review, will commence spring 2022 (Person's responsible: SON administrative leadership)

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University-Wide Priorities	GOAL	ACTION	METRICS
PRIORITY 5 Develop an institutional infrastructure to drive change	Goal 12. Establish a clearly defined accountability structure in SON for the implementation and evaluation of strategies to drive change	Determine persons in the SON who will have authority and accountability for implementation and evaluation of the DEI goal strategies	<ul style="list-style-type: none"> - Persons given the authority and accountability for implementation and evaluation of DEI goals and strategies are determined and shared with the SON faculty and staff by spring 2022 - Annual evaluations of accountable person’s DEI implementation and evaluation activities, as a component of the annual performance review, will commence spring 2022 (Person responsible: Senior Vice Dean for Administration)
	Goal 13. Establish a SON Diversity Officer position	Create a position description and role responsibilities, secure approval for the position, and conduct a national search	<ul style="list-style-type: none"> - A Diversity Officer position in the SON is approved in the fall 2021 semester - A Diversity Officer is hired in the 2021-2022 academic year (Dept. Responsible: Human resources, SON Dean)
	Goal 14. Foster and enhance an equitable and inclusive climate where all faculty, staff, and students feel valued and respected by each other.	Continued engagement with consultants to conduct faculty, staff, and student Dialogue to Action sessions in AY 2021-2022	<ul style="list-style-type: none"> - Number of dialog-to-action sessions held - Number faculty, staff, student participants/session (Persons responsible: SON Dean, consultants, Anti-Racism and Anti-Bias committee co-chairs)
		Determine appropriate survey questions for each SON constituency (faculty, staff, students) to track and monitor SON DEI and anti-racism/anti-bias climate.	Track SON climate annually via survey distribution to faculty, staff, and students, beginning in AY 2022-2023

School of Nursing Unit Goals and Action Plan

University-Wide Priorities	GOAL	ACTION	METRICS
		Create faculty, staff, and student climate surveys	(Dept. Responsible: Institutional Research and Assessment)
		Revise DEI action goals and strategies in response to climate assessments as needed	DEI goal and action plan review and revision (Dept. responsible: SON Diversity Officer, SON Anti-Racism and Anti-Bias Committee)