

Action Plan for Change to Address Structural Inequity

The University of Portland School of Nursing & Health Innovations action plan to address structural inequity.

We will:

1. Enhance commitment to meeting our school's diversity, equity, and inclusion goals for students, faculty and staff with shared accountability with the university.
2. Engage in [radical listening](#) to raise the voices of those who are often silenced and unheard.
3. Provide mandatory foundational learning opportunities for the faculty and staff of the School of Nursing & Health Innovations grounded in racial and social justice that will create an anti-racist culture of equity and inclusivity.
4. Commit to the intentional recruitment, hiring, and retention of BIPOC and other historically underrepresented and first-generation faculty and staff.
5. Commit to recruiting BIPOC and other historically underrepresented and first-generation students by making presentations more accessible, working closely with the Office of Admissions to inform our recruitment strategies, and increasing access to the annual UPSONHI Nurse Camp.
6. Improve efforts to support retention of BIPOC and other historically underrepresented and first-generation students by improving academic advising, strengthening and supporting our peer mentorship program, and increasing access to study groups and tutoring.
7. Collaborate more closely with the Office of Development and the Financial Aid Office to create more scholarship opportunities for BIPOC and other historically underrepresented and first-generation students.
8. Intentionally recruit and retain BIPOC and other historically underrepresented and first-generation students for leadership positions and professional development opportunities such as UPSNA leadership, research with faculty, and conference attendance opportunities.
9. Provide equity in access to financial assistance for meeting nursing program requirements (including but not limited to supplies, immunizations, uniforms, make up clinical hours, etc.).
10. Broadly share the work of the UPSONHI Diversity, Equity & Inclusion (DEI) Committee.

Goal 1: Enhance commitment to meeting our school's diversity, equity, and inclusion goals for students, faculty and staff with shared accountability with the university.

A. Strategy – Create a dashboard on the School of Nursing & Health Innovations (SONHI) website to reflect diversity, equity and inclusion (DEI) goals and progress

1. Create a dashboard on the SONHI website to reflect current statistics in terms of diversity.
2. Create Specific, Measurable, Achievable, Relevant and Time-Bound (SMART) outcomes based on the SONHI Action Plan for Change actions.
3. Evaluate on a scheduled timeline and establish an ongoing review process of the SONHI Action Plan for Change to provide transparency for the SONHI faculty, staff and students on its progress.
4. Establish diversity goals that are reflective of the upcoming Portland pool of students. Portland Public Schools is only 55% white. Additionally, consider representation of the region, not just of Portland or the state of Oregon.

B. Strategy – Host ongoing student focus groups

1. Host ongoing student focus groups to have them envision and provide input to the DEI goals for the SONHI.

C. Strategy – Collaborate with the Office of International Education, Diversity, and Inclusion (OIEDI) to meet SONHI DEI goals and create the position of an Equity Officer

1. Establish a monthly meeting with OIEDI and include a member from the different departments across campus to meet regularly and report on progress of goals.
 2. Create the position of an Equity Officer within the SONHI. The Equity Officer will be trained in cultural sensitivity to help build those skills for the faculty and staff of the SONHI.
 3. Inquire with OIEDI for the university's climate survey results to drive the DEI goals of the SONHI.
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Goal 2: Engage in [radical listening](#) to raise the voices of those who are often silenced and unheard.

A. Strategy – Create anonymous bias reporting system

1. Create an anonymous bias reporting system for students to provide feedback on an ongoing basis.
2. Listen and recognize the input shared through an anonymous bias reporting system.

B. Strategy – Amplify BIPOC and LGBTIA+ voices

1. Create Intentional Listening Groups to use radical listening and commit to amplifying BIPOC and LGBTQIA+ voices.

2. Engage faculty mentors in conversations to learn what has made new faculty leave previous organizations, what attitudes and perspectives were draining to them. The faculty mentor would then share particular aspects with the Dean/Associate Dean via an anonymous reporting system.
3. Recognize the risk of fatigue for BIPOC faculty and staff when they are constantly asked to represent voices.

C. Strategy – Mandatory training on brave spaces and radical listening for faculty to strengthen academic advising for SONHI students

1. Provide mandatory faculty training on radical listening and [brave space/safe](#) classroom.
2. Provide training opportunities for faculty focused on the use of language regarding cultural safety.
3. Collaborate with UP Communication department for resources to use in the classroom.
4. Engage with Teaching and Learning Support Resources or the UP Library for pictures/videos that are more inclusive for learning activities in the classroom
5. Provide mandatory training for faculty on how to advise and share student voices/perspectives.
6. Identify volunteers who will review radical listening evidence-based resources for the SONHI.
7. Strengthen academic advising and encourage faculty to create brave spaces for their advisees through the use of holistic advising.

D. Strategy – Provide more space for students to reflect and share in the classroom and in simulation

1. Include tenets of radical listening in our simulation pre-brief.
2. Provide a space for students to discuss issues that arise through scheduled time in clinical debriefs and class. Include guidance on listening radically to classmates and provide time for each person.
3. Incorporate time for asking questions at the end of debrief or during transition times.
4. Faculty to be more intentional in setting group collaboration expectations.

E. Strategy – Create brave spaces for BIPOC and LGBTQIA+ students

1. Create brave spaces for BIPOC and LGBTQIA+ students, staff and faculty to ensure that all voices are heard.
 2. Create space with ongoing BIPOC and LGBTQIA+ Town Halls. Offer Town Halls led by BIPOC and LGBTQIA+ faculty and staff, as well as Town Halls led by the DEI Student Subcommittee.
 3. Establish a platform for intentional listening such as a student led podcast or social media platforms. Provide a space for students to speak about their experiences around microaggressions, racism, etc.
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Goal 3: Provide mandatory foundational learning opportunities for the faculty and staff of the School of Nursing & Health Innovations grounded in racial and social justice that will create an anti-racist culture of equity and inclusivity.

A. Strategy - Offer mandatory opportunities for SONHI faculty/staff for personal decolonization work and integrate into the educational programming throughout the year

1. Offer frequent opportunities for SONHI faculty/staff for personal decolonization work through the DEI Education Programs Subcommittee.
2. DEI Education Programs Subcommittee to provide a resources page for faculty (i.e. essays, articles, videos, podcasts, etc.).
3. Develop clear pathways for educational offerings, learning and participation on the DEI webpage.
4. Offer optional learning resources through brown-bag sessions, panels, etc.
5. Require faculty to complete implicit bias training annually.
6. Require mandatory DEI content for staff/faculty as part of on-boarding training/orientation.
7. Create the opportunity to members of the UP community to facilitate or help plan ongoing DEI training. Offer fair compensation for this extra work.
8. Continue the DEI Social Justice Book Club and DEI Social Justice Study Group.
9. Review inclusion and equity programs that already exist at other universities.
10. Develop a survey to identify focus areas for training. Identify follow-up needs, including possible post-training surveys and benchmarks.

B. Strategy - Incorporate anti-racism education throughout all faculty and staff training, as well as in the nursing courses and curriculum

1. Develop more BIPOC and LGBTQIA+ scenarios in the classroom. The scenarios discussed in class is centered around white culture unless it is regarding disparities. Highlight the strengths of BIPOC and LGBTQIA+ folx as exemplars.
2. Focus on curricular oversight and the ways in which the curriculum causes harm and perpetuates racism and bias.
3. Collaborate with the College of Arts and Sciences in the founding of an ethnic studies major/minor at UP.
4. Require opportunities such as the Trans Dudes with Lady Cancer event to be incorporated into the curriculum. Require faculty to attend these types of events as well.
5. Require a viewing of Color of Fear for faculty, staff and all UP students. Create space for more dialogue and conversations around these topics. Dedicate more class time to discussion and self-reflection.
6. Review SONHI courses and look at how BIPOC and LGBTQIA+ are presented in each course and provide feedback to faculty. To be coordinated by the DEI Subcommittee.

C. Strategy – Include DEI into faculty and staff annual self-evaluations

1. Include DEI into the faculty and staff annual self-evaluations. Incorporate a question such as: How are you upholding your part in creating an inclusive culture of excellence?
 2. Establish annual DEI Personal Development goals for every faculty and staff member and provide the resources to accomplish them.
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Goal 4: Commit to the intentional recruitment, hiring, and retention of BIPOC and other historically underrepresented and first-generation faculty and staff.

A. Strategy – Include diversity on the SONHI Search Committee

1. Include diversity on the recruitment team and search committee.
2. Include student representatives as part of the interview process for candidates.

B. Strategy - Develop and implement an intentional recruitment plan for faculty

1. Identify students of color who are interested in teaching and provide support and mentorship to guide them to a faculty pathway. Re-examine MNE program to develop our own students/alumni to become faculty.
2. Advertise on NextDoor and other community social platforms.
3. Develop a database to post standardized patient actor job postings to include BIPOC and LGBTQIA+ folx and historically underrepresented people.
4. Develop recruitment materials that outlines the SONHI's DEI goals.
5. Enhance outreach efforts and collaborate with other disciplines at the university.
6. Develop support systems for internationally educated nurses to get professionally licensed in the US and transition as faculty at UP.
7. Collaborate with Performing and Fine Arts department to create mentorship programs and recruitment for BIPOC actors.

C. Strategy – Assign faculty mentors with intention and create more spaces for BIPOC

1. Implement a Vital practice buddy program.
 2. Collaborate with new faculty mentors to ensure strong, targeted retention efforts.
 3. Create more formal support for BIPOC and LGBTQIA+/underrepresented faculty and staff especially during the first year. Intentional assignment of advisors/mentors.
 4. Create more social spaces for connection for BIPOC faculty and staff.
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Goal 5: Commit to recruiting BIPOC and other historically underrepresented and first-generation students by making presentations more accessible, working closely with the Office of Admissions to inform our recruitment strategies, and increasing access to the annual UPSONHI Nurse Camp.

A. Strategy – Increase accessibility of SONHI information

1. Offer presentations in multiple languages for the families of students.
2. Offer language translation on the SONHI website.
3. Develop recruiting materials in other languages.

B. Strategy – Amplify the voices of our students in our recruiting materials

1. Highlight the action items, student clubs, leadership opportunities, etc. in SONHI recruiting materials.
2. Include info from the DEI Student Subcommittee, student highlights and testimonials in our recruiting materials.
3. Include more diversity on the website and in SONHI social media to create opportunities for students to see themselves on our campus.

C. Strategy – Collaborate with our different partners to create more pathways for students into nursing

1. Collaborate with School of Engineering for recruitment in local high schools.
2. Collaborate to recruit students from Rosemary Anderson High School.
3. Coordinate recruitment with the Office of Admissions and Community Based Organizations.
4. Collaborate with Benson Polytechnic High School 'Health Careers Program'.
5. Recruit and develop stronger partnerships with elementary and middle schools to show the pathway to college.
6. Collaborate with various partners to recruit local students of color in our neighborhood to the SONHI.

D. Strategy – Collaborate with the Office of Admissions on the admission of students into the SONHI

1. Collaborate more closely with the Office of Admissions to determine the students admitted into the SONHI.
 2. Publish data per semester on retention and admissions data and show data about all groups (BIPOC, FGEN, etc).
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Goal 6: Improve efforts to support retention of BIPOC and other historically underrepresented and first-generation students by improving academic advising, strengthening and supporting our peer mentorship program, and increasing access to study groups and tutoring.

A. Strategy – Continue strong peer mentorship opportunities for SONHI students

1. Continue the First-Year Student Buddy UP program and create opportunities for first generation students to connect with one another.
2. Empower Buddy UP mentors to address the unwritten rules and expectations of higher education.

3. Re-examine Orientation and place a greater emphasis on the BIPOC and LGBTQIA+ student unions/clubs/etc. to help with community building.
4. Create peer cohorts to build support systems for SONHI students.

B. Strategy – Establish a progression and dismissal committee within the SONHI

1. Establish a committee for SONHI decisions regarding progression and dismissal.
2. Establish a committee for progression and an appeals committee that includes students as part of the process.

C. Strategy – Continue to develop sources of support and resources for SONHI students

1. Develop Supplemental Instruction with Peer Tutors through the Learning Commons.
2. Increase resources and sources of support for SONHI students. For example, ensure the number of PAL tutors can provide support to the entire SONHI student body.
3. Provide mandatory tutoring for students in the courses they have to repeat/retake.
4. Reduce the credit load for freshmen their first semester at UP.
5. Identify the current content of the freshman seminar and tailor this content to BIPOC and LGBTQIA+ folx or First-Generation students.

D. Strategy – Review and re-examine different SONHI policies

1. Collaborate with the Biology department and the Learning Commons to re-examine the repeat policy within the SONHI and create a new, more equitable process for our students.
2. Re-examine and improve SONHI exams and courses.
3. Review the SONHI grading scale since final grades are made up of the students' exams.
4. Revise our policies regarding progression in the SONHI including the science GPA and increasing the number of opportunities to retake science courses to meet the required science GPA.
5. Offer classes each semester to support students' progression through the program. For example, offer 1 Section of NRS 325 in the Spring Semester.
6. Develop ongoing seminar/course/modules for students that are out of progression. For example, develop modules for NRS 325 and NRS 325 if a student's progression within the program is interrupted.
7. Address the structural racism of the OSBN's first-time pass rate requirement and move towards an annual pass rate by organizing and advocating at the state and national levels.

Goal 7: Collaborate more closely with the Office of Development and the Financial Aid Office to create more scholarship opportunities for BIPOC and other historically underrepresented and first-generation students.

A. Strategy – Provide additional financial support to students when their program of study is interrupted

1. Review current scholarship opportunities and collaborate with Financial Aid Office and Office of Development.
2. Provide financial support to students ensuring equity as students may need to repeat courses, but are financially unable to afford to do so.
3. Develop more scholarship opportunities for BIPOC and other historically underrepresented and first-generation students.

B. Strategy – Create student led and university funded QTBIPOC spaces

1. Create student led and university funded BIPOC and LGBTQIA+ spaces. Create Affinity groups and unified a student solidarity collective made up of those affinity groups.
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Goal 8: Intentionally recruit and retain BIPOC and other historically underrepresented and first-generation students for leadership positions and professional development opportunities such as UPSNA leadership, research with faculty, and conference attendance opportunities.

A. Strategy – Encourage BIPOC leadership and visibility

1. Encourage BIPOC senior students to consider nursing education. Collaborate with Pilot Alumni Chapter and Associate Director for Academic Counseling and Student Support Initiatives.
 2. Ensure BIPOC representation in student panels within the classroom.
 3. Engage in focus groups with students to identify reasons for not participating in current opportunities to identify barriers.
 4. Encourage BIPOC students to promote leadership roles and provide ongoing support for them as they serve in leadership roles.
 5. Get baseline data on demographics of students that are currently participating in the various leadership opportunities.
 6. Establish an DEI Student Subcommittee.
 7. Provide funding for DEI Student Subcommittee.
 8. Create opportunities for students to receive credit for leadership positions.
 9. Ensure that SONHI student leaders match or exceed our diversity numbers.
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Goal 9: Provide equity in access to financial assistance for meeting nursing program requirements (including but not limited to supplies, immunizations, uniforms, make up clinical hours, etc.).

A. Strategy – Develop additional financial resources for SONHI students

1. Develop scholarships and resources to assist with the cost of textbooks.
Recommendation for the university to provide free versions of textbooks or to limit the use of mandatory textbooks that use an access code.
 2. Develop travel scholarships to reimburse students for gas when they have long distance clinical locations/parking cost. Develop criteria to ensure a fair and equitable process.
 3. Review current scholarship opportunities and collaborate with Financial Aid Office and Office of Development.
 4. Ensure students have access to the resources necessary to meet nursing program requirements.
 5. Develop more scholarship opportunities for BIPOC and other historically underrepresented and first-generation students.
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Goal 10: Broadly share the work of the UPSONHI Diversity, Equity, & Inclusion (DEI) Committee.

A. Strategy – Encourage student participation on SONHI committees

1. Encourage and include student participation on the different SONHI committees.
2. Create an online link for students to sign up for these committees.
3. Provide more information about our committee structure on the SONHI website.
4. Outline the goals of the SONHI committees each year on the SONHI website.
5. Ensure the SONHI is meeting the goals established by each committee and outlining the progress on the SONHI website.

B. Strategy – Highlight the work of the DEI Committee

1. Include DEI representation in the SONHI student newsletter.
2. Create a website dedicated to the DEI Committee and DEI Student Subcommittee.
3. Highlight the committee members of DEI on our website. Allows students to know who are the individuals that they can reach out to.
4. Encourage the use of the EquityinNursing@up.edu for students to contact the SONHI regarding DEI issues.
5. Collaborate with the OIEDI to highlight the DEI Committee and DEI Student Subcommittee.