

Johnson Beth-El College of Nursing and Health Sciences Equity, Diversity, and Inclusion (EDI) Strategic Action Report 2020

Beth-El College EDI Committee

Becky Gundrum

Allison Findlay

Deborah Pollard*

Nanna Meyer*

Steve Johnson

Denise Millot

Susan Garret

**members of the University EDI Diversity Assembly*

College Vision

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences will provide interdisciplinary leadership for new directions in health promotion and wellness, as well as illness care and disease prevention, in the community and beyond through innovation in education, practice, research, and scholarship for health science professionals.

College Mission

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences is a distinguished and innovative college providing excellence in education, scholarship, and practice in the health professions.

College EDI Vision

ALL voices working together to create excellence.

Goal 1 – Enhance faculty and staff awareness and knowledge to promote skillful management of gender and sexuality topics.

Initiative: Plan and implement faculty and staff development activities related to gender and sexuality topics.

Goal 2 – Improve recruitment of diverse faculty and staff using best practices.

Initiative: Research best practices in faculty/staff recruitment that promotes EDI and provide recommendations to college and departments.

Goal 3 – Make IPE the college learning platform for EDI.

Initiative: Recommend integration of specific EDI case studies into college IPE curriculum

Alignment with UCCS EDI Strategic Goals

The college's EDI vision aligns with CU's and the Office of Equity, Diversity & Inclusion in that we strive to be inclusive of our community, regardless of social or cultural identity, background, perspective, or origin. We are dedicated to academic excellence in the health care and health sciences sector for the public good in an inseparable manner from our commitment to equity, diversity and inclusion.

The goals below were developed in alignment with the UCCS's EDI Strategic plan in the areas of campus engagement and resources and support services. Specifically, Goal 1 addresses a gap in awareness and knowledge related to proficiencies in gender and sexuality topics. Goal 2 focuses on recruitment (and also long-term retention) of diverse faculty and staff, while Goal 3 aims to leverage Interprofessional Education (IPE) as a learning platform for EDI. Whereas Goal 1 and 2 fall under campus engagement, Goal 1 and 3 may also be addressed by aligning with goals highlighted in the university EDI strategic plan that will provide newly mobilized resources for faculty and staff. By design, IPE cultivates mechanisms of cross-pollination, collaboration, and integration of inter- and multi-disciplinary professionals for the benefit of student learning and workforce preparation. Thus, this goal aligns directly with similar campus strategic goals that promote EDI-based cross-pollination and collaboration.

Projected Timeline: The college EDI committee proposes to work on goals 1-3 over the course of fall and spring semesters 2020/2021. Goals 1 and 3 are intended to be initiated at the same time in the fall using a half-day workshop/retreat led by faculty with expertise in gender and sexuality topics, leveraging IPE with cases generated from respective disciplines (health sciences, nursing, and human physiology and nutrition). Goal 2 will follow timelines according to the university's and EDI's strategic plan for recruitment and retention.

Goal 1 – Enhance faculty and staff awareness and knowledge to promote skillful management of gender and sexuality topics.

Initiative: Plan and implement faculty and staff development activities related to gender and sexuality topics.

Rationale: The college identified that the current trends in trans-gender and sexuality issues have broad implications in research, teaching, faculty, staff and student interactions, and workforce preparation. However, there are various degrees of proficiency in awareness, knowledge and skillful management.

Stakeholders: Stakeholders include the college EDI committee in collaboration with the IPE team, specifically experts in the area of gender and sexuality issues. Human Physiology and Nutrition, Health Sciences, and Nursing faculty and staff will develop a relevant case study that provides a meaningful learning example. The IPE team will be invited to support workshop implementation.

Timeline: A workshop will be planned in the fall 2020 for implementation during the academic year 2020/2021 addressing the topics of gender and sexuality using IPE.

Assessment: After the workshop, a knowledge-based proficiency quiz will be administered. At the end of the academic year, a practice-based survey will be administered to obtain faculty/staff and departmental feedback from the workshop and its impact on various areas (e.g., teaching, interactions). In general, IPE-related trainings should assess their impact on proficiency and competencies leading to research and teaching inclusion of the topics and influencing faculty/staff/student interaction. Thus, together with the IPE team, the EDI committee will work to develop a simple assessment tool by department which can be used to revise goals or develop new ones.

Goal 2 – Improve recruitment of diverse faculty and staff using best practices.

Initiative: Research best practices in faculty/staff recruitment that promotes EDI and provide recommendations to college and departments.

Rationale: The college EDI committee identified the need for greater diversity in faculty and staff. Each department has different faculty and staff priorities to address diversity. One challenge is the alignment of faculty with student diversity, which is exacerbated by the lack of diverse populations within the community from whom to recruit faculty. There is a general lack of effective recruitment strategies within the region and a need to establish inclusive recruitment techniques in alignment with the university.

Stakeholders: Stakeholders include the University and College HR departments, communications/marketing departments, EDI Diversity Assembly, college EDI committee, students, community and professional partners. Their roles vary according to the area, with the HR department helping to align search committee's work with the recruitment (and retention) strategies outlined by the university and EDI Diversity Assembly. The Communications/Marketing departments' roles relate to improved recruitment techniques implemented to recruit locally. The college EDI committee will work on researching best practices within the university and through its community and professional partners, while students will be asked to engage in a focus group that documents their experiences related to EDI.

Timeline: This EDI committee will 1) research best practices within the college, the university, and community in fall 2020 and 2) create pathways to improved recruitment by spring 2021.

Assessment: A white paper on best practices will be developed by the college EDI committee as a benchmark. As a measurable outcome, the EDI committee will create diversity recruitment pathways tailorable by each department. The pathways will be reassessed annually by departments through a survey and evaluated based on university recruitment/retention data. Student focus group data will inform whether changes in recruitment impact students' experiences.

Goal 3 – Make IPE the college learning platform for EDI.

Initiative: Recommend integration of specific EDI case studies into college IPE curriculum.

Rationale: EDI issues with broad implications in research, teaching, faculty, staff and student interactions, and workforce preparation will be integrated through IPE. The college will leverage IPE as opportunity to enhance learning and integration of EDI topics.

Stakeholders: Stakeholders include the college EDI committee in collaboration with the IPE team, specifically experts in EDI issues. The college will develop meaningful learning opportunities using IPE. Stakeholders also include students, community and clinical partners, university EDI Diversity Assembly, and other faculty/staff working on EDI integration in other colleges/departments.

Timeline: IPE in the college already has an established program. A workshop/event may be planned annually addressing the EDI integration using IPE. Together the college EDI committee and IPE team will propose an annual EDI event that will help meet and revisit goals 1 and 3.

Assessment: IPE is already working on assessment strategies. EDI topics will be aligned with IPE's strategies. Thus, the college EDI committee will work with the Assistant Dean of IPE on assessing EDI specific integration into IPE.

To summarize, the college EDI committee will focus first on increasing faculty/staff proficiency in EDI issues to benefit integration in faculty and staff responsibilities, ranging from teaching to research and inter-professional and inter-personal interactions among faculty, staff and students. A further immediate focus will be put on increasing diversity in faculty/staff recruitment. The college EDI committee will align with the university's strategies and methods to improve diversity in recruitment. However, the committee will also focus on greater inclusion for recruitment of the regional community. A white paper, based on the committee's research in best practices will include department-specific pathways to provide guidance. Successful recruitment precedes retention. While not a short-term goal, retention strategies will be a long-term goal. Finally, the EDI committee recommends that the EDI plan and initiatives be coordinated with the IPE process in the college. Therefore, the EDI committee proposes annual workshops using IPE to deliver meaningful EDI learning opportunities to faculty and staff. The goals outlined in this document align with the university's EDI Diversity Assembly strategic plan and includes stakeholders from within the university, across colleges, as well as students and community and professional partners. The committee is excited to begin this work together with its Beth-El community and EDI partners on and off campus. May *all* voices be working together to achieve excellence in the years ahead!

Phase 1 inventory summarized on the following pages

Equity, Diversity & Inclusion Inventory
Phase I: 2019-2020

Helen and Arthur E. Johnson Beth-El
College of Nursing and Health Sciences

EDI Programming, Initiatives & Curriculum Inventory

College EDI Vision Statement:

- *All* voices working together to create excellence.

College-Wide Programming and Initiatives:

- EDI College Committee formed Fall 2019
- Inventories collected in Fall 2019
- Goals and Initiatives developed in Spring 2020

Unit/Department/Program
EDI Programming, Initiatives & Curriculum Inventory

Nursing

Programming and Initiatives:

- Johnson Beth-El Faculty workshop in March 2019: “Wheels, Sticks and Broken Wings: Integrating Students with Disabilities into Health Science Education”. Guest Speaker, Dr. Terry Chase.

Curriculum and Instruction:

- Care Equity Workshop: Students in community health course participate in a partnership with Kaiser Permanente’s Arts Integrated Resources, full day immersion integrating theater & experiential activities to increase knowledge, address bias, develop skills, and promote equitable and empathetic healthcare.
- Mask-Ed Simulation with Mack and Doris: Students learn health assessment and health promotion concepts for care of older adults by experiencing simulation in the classroom with Mack and Doris.
- Hearing Voices that are Distressing Workshop: Students in mental health nursing course rotate through workstations completing tasks while listening to a recording simulating what a person would hear if they were experiencing hearing voices.
- Nurse Family Partnership Program: Students in maternal-child course have a clinical experience in working with master’s prepared nurses in the Nurse Family Partnership program, home visits are conducted on families, and program serves a vulnerable population (lower socioeconomic status).
- Students in pharmacology course work in groups of three to interact with diverse patients and family members to provide education on various medications and non-pharmacological interventions. The settings for the simulations range from telehealth to inpatient.
- Many of our clinical experiences are in agencies that have a mission to serve vulnerable, at-risk populations.

Human Physiology and Nutrition

Programming and Initiatives:

- We emphasize female recruitment for research to improve upon traditional gender-biases across scientific literature.
- Several faculty have been trained and served as a Diversity Champions on a search committee for different departments.
- We are working with the Air Force to increase the number of active duty students on campus.
- We foster study abroad and national student exchange opportunities for Ex Sci majors.
- Grain School Public Forum has focused on EDI specifically in 2019.
- Through the SWELL initiative, we hold classes with focus on food culture, diverse food traditions, and bioregional food systems
- The UCCS Farmstand at the Farmhouse attracts diverse students, faculty and staff and helps students with low income to access healthy, fresh, and locally grown food with food literacy training at no or low cost.
- Faculty research focuses on women in sport, with publications in the Female Athlete Triad and REDs

Curriculum and Instruction:

- Diversity is woven throughout the courses in the DPD curriculum since it is a part of the knowledge requirements.
- We discuss cultural competency in HPNU 2080 and why it is important for the profession and individual practitioners.
- The case studies used in 4930/4960 also involve different genders, races/ethnicities, cultures and economic/income groups.
- Woven into 4920/4930/4960 are discussions on health disparities, impact of diversity aspects on those disparities, and the lack of comparisons (in body comp days, some lab values, etc.) that reflect differences that may exist between different groups (race, ethnicity, gender, transgender, etc.).
- We recruit speakers from diverse backgrounds for UCCS Grain School and welcome women and individuals of color and indigenous backgrounds to share their expertise in the science of grain, nutrition, and artisanship.
- HPNU 4090/6140 integrates diversity, inclusion, and equity throughout the course with focus on food culture, food access, food justice, and indigenous foodways.

Health Sciences

Programming and Initiatives:

- Applied learning through internship and practicum, developing programming for multiple facets of diversity
- Age in combination with gender identity, race/ethnicity and economic status is addressed in the following programs:
 - Older adults-Parkinson's exercise class
 - College student's physical activity and psychological wellbeing
 - Children in public-schools- wellness physical activity and mental health
 - Middle aged adults at risk for chronic diseases- Diabetes Prevention Program
- Other programs that include EDI topics: Corporate wellness, Worksite wellness ,Wounded warriors
- Several HSCI faculty serve as Diversity Champions
- Faculty mentorship of undergraduate and graduate students
- Promotion of sport opportunities for girls and women and creating more inclusive sport cultures
 - Wrestle Like a Girl
 - NCAA Women's wrestling emerging sport status initiative
 - Competing and Aging/Equity and Diversity in Applied Sport Psychology
 - Publication on power and gender in sport

Curriculum and Instruction:

- HSCI 3630 Culture and Health (majors and non-majors) introduces students to social determinants and social inequities of health
- Case studies that address development of culturally appropriate programming
- HSCI 3520 Health Communications-developing professional communication skills to effectively communicate health education to culturally diverse individuals and groups
- Clinical education assignments for mitigating healthcare risks across the lifespan
- Tracking diversity in patient encounters during clinical experiences
- Standardized patient classroom activity on diversity
- Case studies and care plans that address diversity and inclusion and lifestyle diseases
- High fidelity simulations with focus on equity and diversity addressed in case demographics
- Healthiest Cities research project – developing elementary school-based interventions and promote mental health
- Fitness Buddies- developing college students’ physical activity and psychological wellbeing

Simulation Laboratory

Programming and Initiatives:

Run several programs and participate in several events for pre-collegiate youth in order to increase their exposure to nursing as a potential career pathway. Programs include:

- Collaboration with the UCCS pre-collegiate program to run several days of immersion activities including participation in skills and the Simulation center.
- Collaboration with local high-schools who have a health sciences interest curriculum. We run 2-4 hour immersion experiences for these students
- Collaboration with local middle school GATE programs for students to tour the simulation center and have a hands-on encounter
- Participation in Cool Science Day to reach K-8th grade students
- Farm-to-institution filming project with focus on Colorado-grown food and EDI in institutional procurement

Curriculum and Instruction:

- Nursing simulations with a wide variety of clients in order for students to learn cultural awareness and practice communication.
 - Adult from India with English as a second language requiring an interpreter.
 - Adult with a TBI and developmental disabilities. Adult with hearing loss requiring a sign language interpreter.
 - Asian child with adoptive parents. The adoptive parents are from different SES (Lawyer, single income blue collar) with different lifestyles (eco-sensitive sustainable for one and another uses whatever is easiest -disposable everything).
 - African-American clients as well as Latinx clients and a birthing manikin with Latinx features including skin tone.
- Use a range of clients with mental illness including anxiety, schizophrenia, eating disorders and depression.
- Use a standardized patient acting pool utilizing actors with a wide variety of ages and backgrounds.
- The Mask-Ed program is partially funded by a diversity grant and aims to decrease stigmatization of older adults. This unique program uses a Hollywood style mask to conceal educators who interact with the students early in the nursing program and provide positive role models and understanding about the concerns faced by older adults. Currently we have Mack and Doris who visit the Health Assessment course and the Health Promotion course multiple times during the semester. Ongoing research is collecting data about efficacy for changing attitudes and increasing knowledge.
- Use nutrition clients from different cultural backgrounds which influence nutritional preferences and constraints- Hindu during Ramadan, Jewish requiring a Kosher diet, African-American from the south, Obese child and Obese adult.
- Athletic Training uses a Latinx/African-American young adult with Sickle Cell.

Approved 4/27/2020 by the College Assembly with a vote of 70-0-0.