



**COLLEGE OF NURSING**

**THE UNIVERSITY OF TOLEDO**

# The University of Toledo College of Nursing

## Strategic Plan for Diversity, Inclusion and Equity

**2017 - 2022**

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# STATEMENT FROM THE DEAN OF THE COLLEGE OF NURSING

## DR. LINDA LEWANDOWSKI



When we do not understand or respect each other, bad things can happen. We have had way too many examples in recent times of the negative effects of racism, intolerance, injustice, and hate: the killings of George Floyd, Breonna Taylor, and so many others, hate crimes against lesbian, gay, and transgender individuals, beatings, and harassment of those of Asian backgrounds in the context of the COVID pandemic and unfounded attributions of blame; just to name a few. We also know that every day, many people live in conditions of poverty, are disadvantaged, experience educational and career disadvantage, and/or do not receive equitable health care due to continuing systemic racism in our country.

Unfortunately, these situations are not new, but are borne out of long-standing intolerance, discrimination, racism, lack of knowledge, and misinformation. And, also unfortunately, we are not immune to many of these issues, however unintended, here in our own Community, University, and even here in our own College. Microaggressions occur, no matter how unintended. Health disparities occur. Inequities exist. We all have much to learn.

As healthcare professionals, we have added responsibilities. As nurses, we are in a unique position to address the health AND the social justice issues that are so pressing in our nation currently. In a statement from the American Academy of Nursing, AAN President Dr. Eileen Sullivan-Marx noted: *“Nursing places at the center of our care the highest commitment to achieving health equity, reducing disparities, and fully respecting human dignity. Nurses work every day to save lives and act as a voice for those with no voice in their communities...Repeated acts, over time, have an insidious, devastating impact on individuals, families, and communities, directly impacting the attainment of well-being — both physically and mentally.”* She goes on to note: *“Violence, discrimination, and racism have a direct impact on determinants of health, exacerbate health inequities, and can lead to long-term trauma.”*

The American Association of Colleges of Nursing (AACN) issued a statement in 2020 emphasizing that *“academic nursing leaders and the larger healthcare community must rally against pervasive inequities in society and move forward with empathy, inclusiveness, and collective action.”* As an AACN member school, we have endorsed the association’s position statement on Diversity, Inclusion, and Equity in Academic Nursing, which can serve to guide some of our next steps.

The UToledo College of Nursing has had a long history of seeking to address issues of diversity and inclusion. This CON Diversity, Equity, and Inclusion Plan is an evolving document. Initially developed in 2017, it and provides some guidance for our actions, but we need to continually evolve and update it and we need to do more. Taking important and vital actions to effect change is not a job we can relegate solely to our DEI Committee —it is an imperative that every faculty member, student, and staff member in our College must embrace and act upon.

Change begins with each one of us and is reflected in how we treat each other daily. With familiarity, knowledge, understanding, and purposeful action comes reduced fear, hate and intolerance. We can and must take purposeful and peaceful actions. And we must renew our resolve and do it now. This plan is one area of focus and direction.

This is a difficult time in our country as we confront the realities of long-term systemic racism in the context of a long-term global pandemic. Working together, we can make a difference. Supporting each other, we will make things better. Thank you for joining me in this important work.

# MESSAGE FROM THE **DIVERSITY AND INCLUSION OFFICER AT THE COLLEGE OF NURSING**

## **DR. SHARMETA GIBBON**



As the Inclusion Officer for the College of Nursing, I am excited to serve the college and university in the implementation of our plans for diversity and inclusion. I look forward to creating and maintaining an environment that respects diverse traditions, cultures, and experiences. This can be accomplished by establishing a learning community that fosters open and honest dialogue, where we are all expected to contribute, and work to improve healthcare outcomes for our patients and increase diversity our healthcare workforce.

# **DIVERSITY COMMITTEE**

The purpose of the college of nursing diversity committee is to encourage and support all nursing faculty, staff, administrators, and students in the fulfillment of the College of Nursing mission statement related to diversity.

We, as members of the diversity committee of the College of Nursing, support the strategic plan for diversity, inclusion and equity and have worked together with the inclusion officer and the Dean to formulate the report presented in this document.

## **DIVERSITY COMMITTEE MEMBERSHIP**

Lisa King, M.S.N., RN, WHCNP (chair)

Kelly Lewandowski, M.S.N., RN

Sharmeta Gibbon, Ed.D., RN, CNE

Elizabeth Grothaus, M.S.N., RN, CNS

Kathleen Mitchell, D.N.P., APRN-CNS

Susan Rice, Ph.D., CPNP-PC, APRN-CNS

Kristen Gartland, B.A.



# THE UNIVERSITY OF TOLEDO

## MISSION STATEMENT

### MISSION

The University of Toledo is a national, public research university where students obtain a world-class education and become part of a diverse community of leaders committed to improving the human condition in the region and the world.

### VISION

The University of Toledo will be a nationally ranked, public, research university with internationally recognized expertise and exceptional strength in discovery, teaching, clinical practice and service.

### VALUES

- Excellence
- Student-centeredness
- Research and Scholarship
- Professionalism and Leadership
- Diversity



# COLLEGE OF NURSING

## MISSION STATEMENT

The College of Nursing embraces differences in ideas and acknowledges the value of learning, working, and social experiences that promote acceptance of human diversity related to age, color, ethnicity, gender, religion disability, social-economic status, sexual orientation, gender identity, race, and national origin. Within this framework, a diversity of engagements will foster faculty, staff and student respect for each other. The College of Nursing is committed to creating a learning environment where students provide healthcare for diverse populations in a spectrum of settings.



# WHAT WE MEAN BY INCLUSION AND DIVERSITY

## INCLUSION

An inclusive environment provides opportunity for full participation in the life of the university by each of its members. The inclusive university embraces differences and fosters a sense of belonging among all its members, including faculty, staff, students, and the community.

## DIVERSITY

Diversity is a core value of The University of Toledo. As a scholarly community that encourages diversity of thought as reflected in our broad array of disciplines, we embrace the many things in life that makes us different. The university is open to people of all racial, ethnic, cultural, socioeconomic, national and international backgrounds. We welcome diversity of pedagogy, religion, age, diverse abilities, sexual orientation, gender identity/expression, and political affiliation. Diversity is essential to our ability to survive and thrive. Every individual is a necessary asset, and we demonstrate this in our policies, practices, and everyday operating procedures.





# DIVERSITY DATA

Data was gathered from University Institutional Reports.

## COLLEGE OF NURSING FACULTY INSTITUTIONAL DATA: Fall 2021

Females are overrepresented in the faculty, with the College having three male Caucasian instructors. The College faculty are predominantly white (34) with 3 African Americans and 1 Hispanic. See Table 1.

Total Faculty	African American	Hispanic	White
<b>37</b>	3	1	34

Total Faculty	Male	Female
<b>37</b>	3	34

Table 1. Fall 2021 College of Nursing Diversity Report – Faculty

Source: Office of Institutional Research



## STUDENT INSTITUTIONAL DATA: 2020-2021

Institutional data show that the College of Nursing student population decreased by 66 students from Fall 2020 to Fall 2021. The number of African American pre-nursing and graduate students held steady in 2021 compared to 2020. The number of African American students in the nursing major doubled in 2021. The number of African American students in the RN-BSN program increased in 2021. See Table 2.

Program	Total Students	African American	American Indian	Asian	Hispanic	Multi-Racial	Non Resident Alien	Pacific Islander	Unknown	White
Pre-Nursing	530 (-56)	n=57 (-6) 10.8%	0	n=10 (-3) 1.9%	n=42 (+6) 7.9%	n=25 (-2) 4.7%	n=12 (+2) 2.3%	2(+2) .4%	n=15(+7) 2.8%	n=367 (-62) 69.2%
BSN Major	409 (+25)	n=33 (+17) 8%	0	n=12 (+6) 3%	n=18 (-5) 4.4%	N=9 2.2%	n=7 (+1) 1.7%	0	N=4 (-4) 1%	n=326 (+10) 79.7%
RN-BSN	100 (-7)	n=15 (+5) 15%	0	n=4 (+2) 4%	n=6 6%	n=0 (-5)	n=0	n=0 (-1)	n=4 (+2) 4%	n=71 (-10) 71%
Graduate	282 (-28)	n=27 (-6) 9.6	N=1 (-1) 0.4%	n=4 (-3) 1.4%	n=13 (-3) 4.6%	n=9 3.2%	N=2 (-1) 0.7%	0	n=5 (+3) 1.8%	n=221 (-19) 78.3%

Program	Total Students	African American	American Indian	Asian	Hispanic	Multi-Racial	Non Resident Alien	Pacific Islander	Unknown	White
Pre-Nursing	586	n=63 10.7%	0	n=13 2.2%	n=36 6.1%	n=27 4.7%	n=10 1.7%	0	n=8 1.4%	n=429 73.2%
BSN Major	384	n=16 4.2%	0	n=6 1.6%	n=23 6%	N=9 2.3%	n=6 1.6%	0	N=8 2.1%	n=316 82.2%
RN-BSN	107	n=10 9.3%	0	n=2 1.9%	n=6 5.6%	n=5 4.7%	0	n=1 0.9%	n=2 1.9%	n=81 75.7%
Graduate	310	n=33 10.6%	N=2 0.6%	n=7 2.3%	n=16 5.2%	n=9 2.9%	N=1 0.3%	0	n=2 0.6%	n=240 77.4%

Table 2. Fall 2020 and 2021 College of Nursing Diversity Report – Students



# GOALS AND STRATEGIES

## GOAL TIMELINES

Immediate: 1 to 5 months

Short: 6 to 12 months

Medium: 13 to 24 months

Long: 25 to 36 months

**UNIVERSITY GOAL 1:** Increase students, faculty, and staff experience of inclusiveness, equity and respect incrementally each year over the next five years.

**COLLEGE OF NURSING GOAL 1.1:** Develop a mechanism for tracking cohorts of nursing students regarding their ethnic identity.

Given that we have institutional data for all undergraduate nursing students at the University of Toledo, the College of Nursing seeks to develop a mechanism for tracking the following cohorts of students:

1. Pre- nursing students
2. Nursing students who apply to the Basic BSN major (aka “the major”).
3. Nursing students who are accepted into the major
4. Nursing students who matriculate into the major
5. Nursing students who graduate from the UToledo College of Nursing with a Baccalaureate degree

The College of Nursing faces a unique situation, in that our Undergraduate programs are part of a Consortium with Bowling Green State University (BGSU). This means that a complete picture of the status of diversity and inclusion in the undergraduate programs cannot be established without Institutional Data from BGSU.

For number 1 above, data for pre-nursing students will be available only for University of Toledo students.

For number 3 above, there are 80 students per semester in the Fall, Spring and Summer semesters from the UT/BGSU consortium program.

Note that our desire is to track entire cohorts regarding their self-reported ethnic identities, rather than to identify individual students.

The American Association of Colleges of Nursing (AACN) and the Ohio Board of Nursing (OBN) (pre-licensure programs only) ask for annual aggregate data related to gender and race. According to research conducted by the inclusion officer and reported to the members of the diversity committee, the data categories that must be reported to the AACN and the OBN are collapsed categories of the data available through the Office of Institutional Research at the University of Toledo. Therefore, if the Office of Institutional Research is able to provide this data in a timely manner for reporting, it may be sufficient for reporting needs for the University of Toledo. However, given that the Basic BSN program is a consortium with Bowling Green State University, the College of Nursing may need to continue to collect this data from those who are enrolled in the Basic BSN program in order to provide a complete picture of those who matriculate into and graduate from the Basic BSN program.

**Strategy 1:** Identify contacts in the UT and BGSU systems to attempt to obtain institutional data on the cohorts mentioned above

RESPONSIBLE UNIT: Assistant Dean for Student Services, Diversity and Inclusion Officer, Student Admissions Retention and Progression Committee (SARP), Diversity Committee

TIME PERIOD: Short 6-12 months

STATUS REPORT FOR FALL 2021: IR data on race and ethnicity is obtained through ARGOS for UToledo students. The consortium with BGSU is dissolving with the last cohort of BGSU students admitted in the summer of 2021. Data for these students is obtained from BGSU. The number of students admitted to the major each semester was increased to 112 students. Additionally, a test optional pathway for admission to the College of Nursing was initiated in the fall of 2021.

**COLLEGE OF NURSING GOAL 1.2:** Continue the robust work of the College of Nursing Diversity Committee

**Strategy 1:** Continue to update the goals of the Diversity Committee

RESPONSIBLE UNIT: Diversity and Inclusion officer, Diversity Committee

TIME PERIOD: Immediate 1-5 months

STATUS REPORT FOR FALL 2021: The Diversity Committee has monthly scheduled meetings Sept-April. Goals are reviewed by committee members. The chair of the Diversity Committee provides a monthly report to the faculty at the College Council meetings.

**Strategy 2:** Hold diversity events for students throughout the academic year

RESPONSIBLE UNIT: Diversity and Inclusion Officer, Diversity Committee

TIME PERIOD: Short 6-12 months

STATUS REPORT FOR FALL 2021: A monthly diversity and inclusion digest was initiated in 2020 to bring awareness to URM in the nursing profession. The digest is posted monthly on the College of Nursing Facebook, Twitter, and Instagram channels in addition to the monitors in the Collier Building on the Health Science Campus. A monthly faculty newsletter was also initiated in 2020 featuring a section that highlighted a condition that is prevalent with minorities. In Fall 2020, the Dorothy Hussain Lectureship was held virtually focusing on COVID-19: Health Disparities and Social Inequities. In Spring 2021, a Diversity Town Hall was held virtually for faculty, staff, and students and was facilitated by the Office of Diversity and Inclusion. In Spring 2021, a research symposium was held focusing on Social Determinants of Health. In Fall 2021, the Dorothy Hussain Lectureship was held focusing on Sensitive Equitable Care for LGBTQ+ Populations.

**Strategy 3:** Increase student attendance at diversity events by serving pizza or a similar option.

RESPONSIBLE UNIT: Assistant Dean for Student Services, Diversity and Inclusion Officer, Diversity Committee

TIME PERIOD: Short 6-12 months

ANTICIPATED BUDGET: \$750.00 for food for diversity events throughout the year

STATUS REPORT FOR FALL 2021: On campus activities from March 2020 to August 2021 were restricted due to COVID-19. Virtual platforms were used for student events.

**UNIVERSITY GOAL 2:** Incrementally increase the recruitment of minority students, persons with disabilities and other underrepresented students until the enrollment of these students reflects the community in Ohio served by The University of Toledo.

**COLLEGE OF NURSING GOAL 2.1:** Incrementally increase the recruitment of minority students, persons with disabilities and other underrepresented students until the enrollment of these students reflects the community in Ohio served by The University of Toledo College of Nursing.



**Strategy 1:** Develop a recruitment plan for African American students in the Toledo area

RESPONSIBLE UNIT: Assistant Dean for Student Services, Recruitment and Communications Specialist

TIME PERIOD: 6 – 12 months

MEASURE: Number of visit programs, marketing materials

ANTICIPATED BUDGET: \$3,000

STATUS REPORT FOR FALL 2021: The student capacity in the major increased from 240 students to 336 students. The number of African American students in the nursing major doubled from 2020 to 2021. The ending of the consortium with BGSU enables more UToledo students to be admitted to the nursing major.

**Strategy 2:** Develop a summer nursing camp for prospective African American and Underrepresented Nursing Students

RESPONSIBLE UNIT: Assistant Dean for Student Services, Recruitment and Communications Specialist

TIME PERIOD: 13 – 24 months

MEASURE: camp enrollment

ANTICIPATED BUDGET: \$2,400 – a 4- day, day camp for 8 students (includes lunch, snacks, stethoscopes, blood pressure cuffs, scrubs)

STATUS REPORT FOR FALL 2021: In Summer 2021, a grant was submitted by the College of Nursing and Toledo Public Schools to the American Association of Colleges of Nursing to create a summer nursing camp for URM high school students from Toledo Public Schools. The grant was not approved, we are exploring alternative funding opportunities.

**UNIVERSITY GOAL 3:** Increase the rate of retention of minority students, persons with disabilities and underrepresented students by 10 percent within five years through targeted programming for groups with rates of retention below the institutional average.

**COLLEGE OF NURSING GOAL 3.1:** Develop and implement procedures related to a holistic admissions protocol for the Undergraduate BSN major in the UToledo College of Nursing

**Strategy 1:** Develop a mission statement for holistic admissions

RESPONSIBLE UNIT: Holistic Admissions Task Force, SARP Committee

TIME PERIOD: Immediate 1-5 months

STATUS REPORT FOR FALL 2021: A Holistic Admissions Task Force was put in place as the number of applicants to the major exceeded the number of seats and admission was based only on GPA. Since that time the following has occurred: An increase in seats in the major from 240 to 336; dissolution of the BGSU consortium, decrease in the number of incoming freshman, and recognition of GPA recalculation for application to the nursing major. In light of these factors it was determined not to proceed with a holistic admission process as the number of seats available now exceed the number of qualified candidates.

**Strategy 2:** Finalize components of holistic admissions process including rubric, criteria, etc. Measures: Shepherd the process of holistic admission through Task Force, SARP Committee, the University's legal team, College of Nursing Council. Selection criteria are broad-based, linked to the nursing mission and promote diversity.

RESPONSIBLE UNIT: Holistic Admissions Task Force, Student Admission, Retention & Progression Committee (SARP)

TIME PERIOD: 13 - 24 months

ANTICIPATED BUDGET: \$49,421 salary and benefits for an admission processor

STATUS REPORT FOR FALL 2021: Please refer to the status report under Strategy 1.

**COLLEGE OF NURSING GOAL 3.2:** Make meaningful progress toward the development and implementation of a Multi-Cultural Student Nurses Organization student group within the UToledo College of Nursing

**Strategy 1:** Identify a faculty advisor for the group.

RESPONSIBLE UNIT: Diversity Committee, Diversity and Inclusion Officer, Assistant Dean for Student Services

TIME PERIOD: Immediate 1-5 months

STATUS REPORT FOR FALL 2021: A Multi-Cultural Nurses Organization was initially created in 2016 and renamed the Diversity in Nursing Association (DNA) by Dr. Sharmeta Gibbon in the Fall 2019. Dr. Gibbon serves at the Diversity and Inclusion Officer for the College of Nursing.

**Strategy 2:** Contact and continue to interface with Office of Student Involvement and Leadership.

RESPONSIBLE UNIT: Diversity Committee, Inclusion Officer, Assistant Dean for Student Services

TIME PERIOD: Short 6-12 months

STATUS REPORT FOR FALL 2021: The purpose of the organization shall be to:

- Educate and engage students by promoting multiculturalism, diversity, and inclusion.
- Regardless of race, ethnicity, national origin, religious and philosophical beliefs, gender, sexual orientation, cultural values, age, or any other identity, advocate for these fundamental human rights:
  - Success in academics, leadership, and service
  - Care with awareness for privacy, dignity, and confidentiality
  - Care in an environment that is physically, spiritually, psychologically, and culturally safe.
  - Access to quality healthcare services
  - Access to culturally competent healthcare providers
  - Ability to accept or refuse care

The students have registered the organization with InVonet, and completed all of the required training. Officers are elected and regular meetings are held.

**UNIVERSITY GOAL 4:** Increase and retain the numbers of faculty who are minorities, women, people with disabilities and veterans over the next five years.

**COLLEGE OF NURSING RESPONSE TO UNIVERSITY GOAL 4:** We support the goal of the university by encouraging representation from members of the diversity committee on search committees in the college.

STATUS REPORT FOR FALL 2021: Each college search committee follows the HR policy regarding diversity of membership and advertises to seek a diverse candidate pool. The CON faculty is predominantly female and white.

**UNIVERSITY GOAL 5:** Increase the number of minorities, persons with disabilities, women and veterans in administrative positions (chair level and above) over the next five years.

**COLLEGE OF NURSING RESPONSE TO UNIVERSITY GOAL 5:** We support the goal of the university by encouraging representation from members of the diversity committee on search committees in the college.

STATUS REPORT FOR FALL 2021: Faculty are encouraged to seek administrative positions as they become available. The university has a faculty leadership development program to foster individuals who aspire into leadership positions within the university.

**UNIVERSITY GOAL 6:** Cultivate mutually beneficial community-university partnerships that further the mission of the University to serve Toledo, with an emphasis on historically and currently underserved communities.

**COLLEGE OF NURSING GOAL 6.1:** Crosswalk the Basic BSN curriculum with accreditation standards related to diversity and inclusion, current efforts to meet those standards, and current efforts to support the development of a spirit of diversity and inclusion within the Basic BSN Curriculum.

**Strategy 1:** Conduct Crosswalk of the BSN Curriculum

RESPONSIBLE UNIT: Diversity and Inclusion officer, Director of Assessment and Evaluation, Curriculum Committee, BSN Program Director

TIME PERIOD: Short 6-12 months

STATUS REPORT FOR FALL 2021: A faculty forum was held Summer 2021 to provide guidance on the development of the crosswalk table for each course across all programs, BSN, MSN, and DNP. Faculty were required to submit details on how diversity and social determinants of health are included in course content. A preliminary report was provided to the college at the faculty retreat held in August. Final results pending.

**Strategy 2:** Identify opportunities to support the inclusion of diversity within the Basic BSN curriculum.

RESPONSIBLE UNIT: Diversity and Inclusion officer, Curriculum Committee, BSN Program Director

TIME PERIOD: Medium 13-24 months

STATUS REPORT FOR FALL 2021: Upon completion of the crosswalk, a gap analysis will need to be done to determine areas for improvement across all programs on topics of diversity and social determinants of health. Students are encouraged at the course, college, and university level to attend and participate in diversity events across campus. A calendar of multicultural events is posted on the university calendar.

**COLLEGE OF NURSING GOAL 6.2:** Continue work with community outreach initiatives including Toledo Early College, MedTAPP grant, Latino Youth Summit and Community Clinic

TIME PERIOD: Ongoing

STATUS REPORT FOR FALL 2021: The Office of Student Services partners with the Office of Admissions on events including Toledo Early College and the Latino Youth Summit. The college supports the annual Diwali event on campus. Nursing students are actively involved in the Community Care Clinic and street clinic in Toledo. During 2020, nursing students were involved in contact tracing with the Lucas County Health Department for individuals with COVID. Students also participated in COVID vaccine clinics across the city of Toledo as well as flu vaccine clinics.



# APPENDIX A: ETHNIC DESCRIPTIONS

ETHNICITY	DESCRIPTION
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American	A person having origins in any of the black racial groups of Africa.
Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Nonresident alien	a person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.
Race and ethnicity unknown	Race Unknown
Two or more races	Two or more races
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Source: Office of Institutional Data