

VCU School of Nursing Diversity Plan

1. Introductory Statement

The VCU School of Nursing embraces the goal of diversity and inclusive excellence as part of its mission. In 2000, our definition of diversity and the goal of inclusive excellence were included in the School of Nursing Policy and Procedures Handbook (VCU School of Nursing Policy and Procedures Handbook, 2011). The current policy statement, as revised in 2009, is provided below.

“The School of Nursing values social, cultural and racial diversity. We provide an environment that respects human dignity while supporting creative thinking and collaborative work. Our principles are reflected in our interactions with all members of the School's community, in our practice in the community, in our teaching, and in our research. These values promote an open-minded environment in which we aspire to celebrate cultural diversity as well as individual differences and commonalities.”

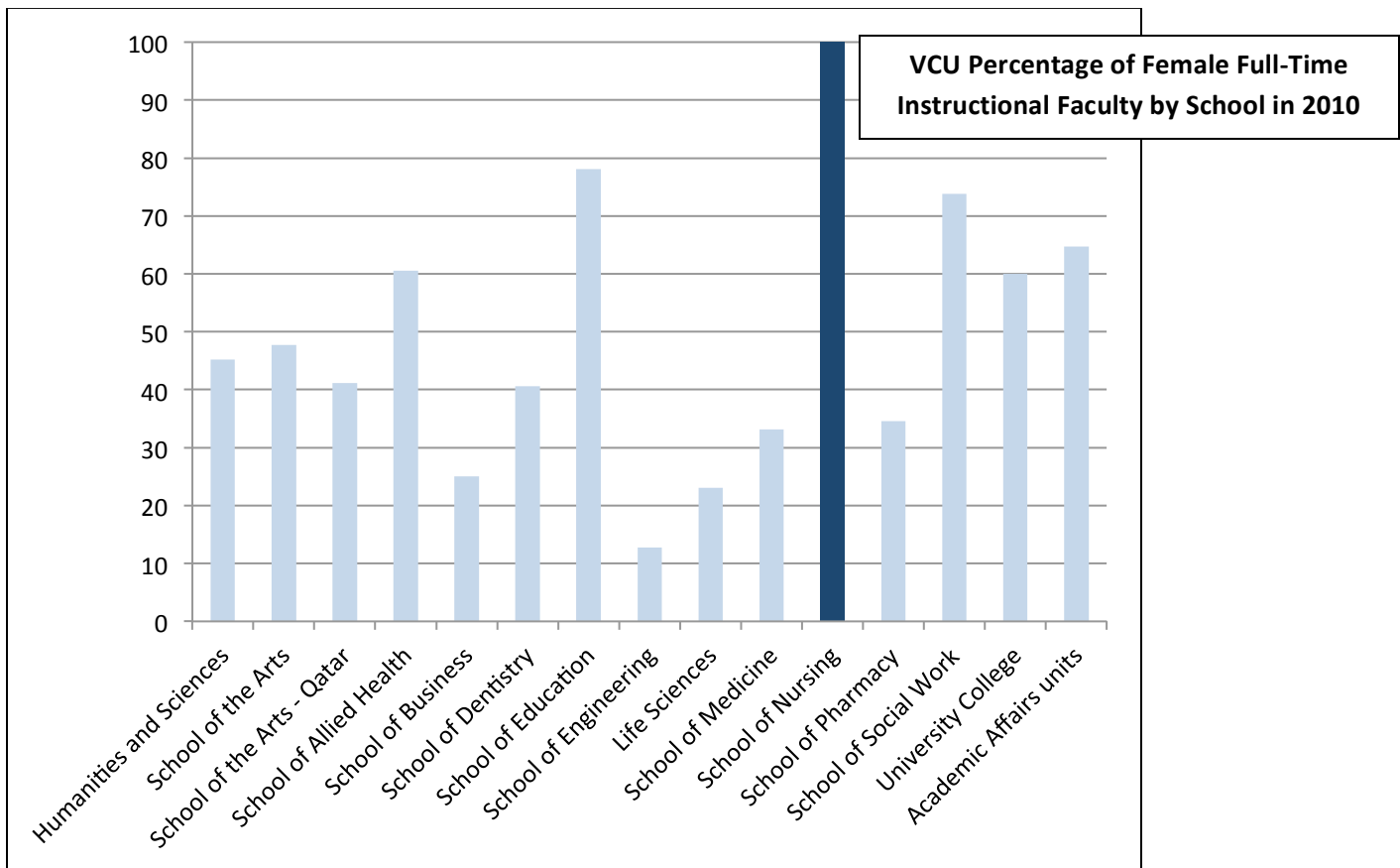
The Committee for Cultural Action is embedded within our system of faculty governance and serves as the vehicle to promote diversity within the school. The committee has had both successes and challenges in promoting diversity. Success came in the form of staff recognition by the university for their community outreach initiatives and recruitment of historically underrepresented students. The Association of Administrative Professionals received the VCU Presidential Award for Community Multicultural Enrichment (PACME) in 2006 for their work with the Children's Health Involving Parents (CHIP) organization. The staff spearheaded this effort nearly 20 years ago to help families in the neighboring communities, and it is ongoing today. This is the first time the PACME was awarded to a group rather than an individual. In 2009, Milagritos Flinn received the PACME award for her work in recruiting Hispanic students to the field of nursing. Additionally, Ms. Flinn was recognized in *Minority Nurse Magazine* for her efforts in recruiting and retaining Hispanic students (*Recruiting and Retaining Hispanic Nursing Students, 2011*).

Another success is recognition of the St. Philip School of Nursing. In 2008, VCU honored the legacy of the St. Philip School of Nursing (a nursing school for African American women) by placing a marker on the MCV Campus site where the building once stood (*University dedicates first historic marker., 2011*). With the decision to close the St. Phillip School of Nursing in 1962, admission of African American women into the “white” school began in 1958. The VCU School of Nursing has identified as a priority the goal of collecting oral histories from the remaining St. Philip alumni. Through the efforts of the Development Office and School of Nursing alumni, WCVE TV's *Virginia Currents* was contacted. The result was the creation of a two-part series

featuring St. Philip alumni who reflected on the rigorous training, attention to detail, reliance on instinct, and lifelong friendships that were part of the St. Philip School of Nursing experience. WCVE attended the St. Philip Reunion in April 2010 and aired the two-part series in the Richmond area in February 2011 to celebrate Black History Month (Virginia Currents #2015, 2011) (Virginia Currents #2016, 2011).

The VCU School of Nursing contributes to the campus social and intellectual environment regarding the issue of diversity through the Jackie Denise Jackson Memorial Cultural Diversity Lectureship. This event takes place every two years and is open to the larger community of VCU. Established in 2000, the lectureship celebrates the life and work of Jackie Denise Jackson, a loyal and dedicated member of the VCU School of Nursing community for more than 18 years.

In addition to the successes experienced by the School, there have been challenges. For example, gender diversity among the full-time faculty is minimal. The data below can be found on the VCU's Center for Institutional Effectiveness website (VCU's Center for Institutional Effectiveness, 2011).



In addition to limited gender diversity, there is a lack of race/ethnicity diversity among the faculty. In the fall of 2010, 88.9% of tenured, 90.9% of tenure track, and 92.3% of non-tenure

track faculty were defined as white. The table below illustrates an annual increase from the fall of 2007 to the fall of 2010 in the number of tenure-track faculty who are defined as white. Retention of faculty from underrepresented ethnic and racial minorities following employment is an essential part of improving the racial diversity of the nursing faculty. Actions directed toward retention of underrepresented ethnic and racial minorities are listed in section III.

The current plan represents an integration of diversity planning work within the School that has taken place over the last two years. The School held several open forums for faculty and staff and two student forums to provide specific feedback and dialogue about the plan. Two students who were involved in the forums last year, graduated, and subsequently became part of the workforce, took the initiative to contact a member of the committee to provide additional feedback of how well their coursework and work on the plan had prepared them for their real life work experiences with cultural differences. Additionally, the Committee for Cultural Action is a part of the Faculty Governance structure within the School and has had active student participation. This plan was reviewed, and feedback was provided by, the Dean, department chairs, associate and assistant deans, and directors within the dean's office, employers who have faculty appointments at the school, as well as community partners. Dr. Lauren Goodloe, Assistant Dean for Clinical Operations and Director of Medical Nursing and Geriatric Services for MCV, and Dr. Deborah Zimmerman, Assistant Dean for Clinical Programs for the School of Nursing and Chief Nursing Officer for MCV are the employers who provided feedback on the plan.

One community partner, a physician of the Richmond City Health District wrote, "In 2011, the Richmond City Health District (RCHD) opened a Resource Center in Mosby Public Housing Family Development at 1536 Coalter Street, Richmond, VA in collaboration with the Virginia Commonwealth University School of Nursing (SON) and the Richmond Redevelopment and Housing Authority. This unique collaboration serves to remove barriers to accessing care (especially trust, knowledge of available resources, and transportation) by placing a gateway to the healthcare system in a community with significant health needs. As members of the Mosby Resource Center team, the SON faculty and students will work to build community relationships that support the goal of optimal utilization of health care services for all individuals desiring or needing a medical home." Likewise, Richmond's Program Director for Middle Schools, provided the following statement about the collaborative process between the professional staff at Martin Luther King Middle School and the VCU School of Nursing: "The VCU School of Nursing students brainstormed with Vice Principal Johnson about opportunities for the nursing students to work with the middle schoolers in a positive, proactive way. The idea for a nursing student-led health career's club was born. The Communities in Schools of Richmond supports the health careers' club and thinks their goal, to educate middle school students about health career opportunities, dovetails well with its mission, ...empowering students to stay in school."

T & R Faculty Race/Ethnicity Distribution*

		Fall 2007	Fall 2008	Fall 2009	Fall 2010
Tenured	American Indian/Alaskan				
	Asian				
	Black/African American	11.1%	10.0%	10.0%	11.1%
	Hispanic/Latino				
	International				
	Two or More Races				
	Unknown				
	White	88.9%	90.0%	90.0%	88.9%
Tenure Track	American Indian/Alaskan		7.1%	7.7%	
	Asian	11.1%			
	Black/African American	11.1%	7.1%	7.7%	9.1%
	Hispanic/Latino				
	International	22.2%	7.1%		
	Two or More Races				
	Unknown				
	White	55.6%	78.6%	84.6%	90.9%
Ineligible	American Indian/Alaskan	5.6%	5.9%	6.7%	7.7%
	Asian				
	Black/African American	5.6%	11.8%	6.7%	
	Hispanic/Latino				
	International				
	Two or More Races				
	Unknown				
	White	88.9%	82.4%	86.7%	92.3%

2. Rationale Relevant to Nursing

The VCU School of Nursing is accredited by the National League for Nursing Accrediting Commission and subscribes to the tenets espoused by the American Association of Colleges of Nursing (AACN): “the national voice for America's baccalaureate-and higher-degree nursing education” (American Association of Colleges of Nursing, 2011).

The mission statement of the VCU School of Nursing, adopted by the faculty of the School of Nursing on February 23, 2011, states:

The mission of the School of Nursing is to improve health and the human condition through leadership in nursing research, education and service. Therefore we will:

- Sustain our tradition of leadership in educational excellence by preparing future scholars and leaders for nursing and health care.
- Be a nationally influential center in the development, translation and dissemination of science in biobehavioral clinical research.
- Be a national model for collaboration and partnerships between nursing education and nursing service in academic medical centers.
- Be a national model for clinical scholarship (development and dissemination) in the use of simulation, technology and innovation for best practices in education and practice.
- **Provide services that benefit the profession and promote the health and wellbeing of diverse individuals, families, and communities** (VCU School of Nursing Mission, 2011).

AACN created the working document, *Enhancing Diversity in the Nursing Workforce*, because “Nursing’s leaders recognize a strong connection between a culturally diverse nursing workforce and the ability to provide quality, culturally competent patient care” (Enhancing Diversity in the Nursing Workforce, 2011). As identified in the introductory statement above, a lack of gender and racial/ethnic diversity in our current full-time faculty is exacerbated by the fact that “few nurses from racial/ethnic minority groups with advanced nursing degrees pursue faculty careers. According to 2010 data from AACN member schools, only 12.6% of full-time nursing school faculty come from minority backgrounds, and only 6.2% are male” (Enhancing Diversity in the Nursing Workforce, 2011).

Reasons for Insufficient Number of Faculty by Type of Program

Reason	Baccalaureate			Master’s		Doctoral	
	Generic	RN	NP	CNS	Other Majors	Research	NP
Schools Reporting	244	46	92	10	53	24	32
Insufficient Funds to Hire New Faculty	179	36	68	7	37	14	21
Inability to Recruit Faculty Due to Competition for Jobs with Other Marketplaces	168	22	62	7	30	17	20
Qualified Applicants Unavailable in the Geographic Area	91	11	36	3	14	10	10
Faculty Retirement	59	15	16	0	10	7	5
Faculty Resignation	57	8	20	0	6	7	6
Other	17	1	4	1	3	2	1
Not Reported/Not Adequately Specified	{0}	{0}	{0}	{0}	{0}	{0}	{0}

(Fang, Hu, & Bednash, 2011)

As evidenced by the table above, hiring nursing faculty is difficult due to competition from the marketplace and other factors. Recruiting and hiring faculty from underrepresented minority backgrounds and men is even more difficult.

The provision of services that benefit the profession and promote the health and wellbeing of diverse individuals, families, and communities in our mission statement is made manifest in our commitment to service learning and working within the community. The VCU School of Nursing's Community Nursing Organization (CNO) provides a link between the community and the VCU School of Nursing. With a focus on developing innovations in nursing along with promoting multi-disciplinary practice, teaching and scholarship, the CNO establishes formal partnerships to address public health needs.

The CNO accomplishes its mission by:

- Providing a link between the community and the VCU School of Nursing.
- Developing creative models to prepare students for leadership, practice and scholarship.
- Facilitating faculty practice for needs identified by the community.
- Promoting opportunities for clinical research on the health care needs of vulnerable populations.

Continued commitment of the School of Nursing to reducing health disparities among vulnerable populations is reflected in the University's Diversity Plan Goal 6: Strengthen the capacity of university and community partners to engage in mutually beneficial partnerships that respect diversity, and include groups with diverse backgrounds. It is extremely important to expose nursing students to a wide variety of populations from differing backgrounds so that they can develop as both clinically and culturally competent clinicians.

Student organizations also provide exposure to a wide variety of patient populations and cultures. Nursing Students Without Borders is a non-profit organization created with the vision of promoting public health both at the local community and international levels. In addition to NSWB, there is also ¡Una Vida Sana!, a service learning program to provide cardio-metabolic disease screening and health outreach services to the Spanish-speaking community in Richmond while also providing clinical learning opportunities for medical, pharmacy and nursing students; clinical experience for Spanish-speaking medical interpreters; and health education experiences for lay health promoters.

Special Considerations and Accrediting Standards Relevant to the School of Nursing Undergraduate and Graduate Programs:

The School of Nursing has a strong tradition of recognizing the value and importance of diversity in the education of students. In particular, diversity is seen as a key component of patient-centered care which is identified by the Institute of Medicine as a primary objective for the delivery of high quality and safe health care (Committee on Quality of Health Care in America, 2001) and viewed as an essential component in the education of both undergraduate and graduate students at VCU School of Nursing. Patient-centered care is defined as care that is respectful, responsive to patient preferences, needs, and incorporates patient and family knowledge, values, beliefs, and cultural backgrounds into the plan of care, evaluation of outcomes, and all treatment-related decision-making.

Both the National League of Nursing (NLN) and the American Association of Colleges of Nursing (AACN) set professional standards for education in nursing. Both NLN and AACN emphasize the need for curricular content in the area of diversity and, in particular, diversity as it relates to the provision of patient-centered care. Consistent with these professional standards, cultural diversity as an essential component of patient-centered care is an overarching construct that is integrated throughout the undergraduate and graduate curriculum.

Undergraduate Program:

Program goals that define the characteristic of graduates of our undergraduate program include:

1. Diagnose actual and potential health problems based on a comprehensive and focused assessment of health and illness parameters, using developmentally, culturally and ethnically appropriate approaches.
2. Plan and implement holistic, evidence-based, patient centered care to patients, families, communities, and populations across the health illness continuum, across the lifespan, and across settings.

All undergraduate courses and experiences integrate content and approaches in which students learn about and develop respect for cultural, ethnic, and socially diversity. Courses that specifically address cultural and ethnic concepts include, for example, NURS 261, Health Assessment, NURS 325 Nursing of Adults I, NURS 355, Psychiatric Mental Health Nursing and NURS 416 Community Health Nursing. In NURS 261, cultural assessment is taught and mastery is evaluated. The course objective, “discuss the impact of the client’s developmental, situational or cultural attributes on the assessment process”, directs these learning experiences and their evaluation. In NURS 355, one of the course objectives addresses “consideration of

environmental, cultural and sociopolitical factors in applying the nursing process.” Students in NURS 416 examine issues related to culturally-competent community nursing approaches”, making comparisons from local, regional, national, and international perspectives.

Concepts of cultural competency and cultural sensitivity are integrated throughout the undergraduate curriculum. Upper division courses include content and learning activities that support cultural experiences and the development of cultural competence. Specific examples of these activities include health history assessment that incorporates information about cultural background, techniques to elicit information about religious beliefs and other culturally-based mores and norms.

Graduate Program:

In the following competency statement, the AACN document entitled “Essentials Content for Master’s Education” specifically identifies the delivery of patient-centered care as essential for advanced practice nursing: “Establish therapeutic relationships to negotiate patient-centered, culturally appropriate, evidence-based goals and modalities of care”. Consistent with this professional standard, foundational courses in the master’s program that introduce content related to patient-centered care and its implications for advanced nursing practice include, for example: NURS 503, Advanced Nursing Practice: Psychosocial, 511, Health Assessment for Advanced Nursing Practice and 512, Advanced Nursing Science.

In the following table, correspondence in the undergraduate and graduate curriculum between national standards in the area of patient-centered care and evidence of content related to cultural diversity in the objectives for selected courses is displayed.

National Standards (Undergraduate)	NURS325 Course Objective
9.7 Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care.	Use teaching/learning principles in meeting the health care needs of patients in relation to self-care and therapeutic regimens.
1.5 Apply knowledge of social and cultural factors to the care of diverse populations.	Diagnose actual and potential health problems of adult patients based on comprehensive health assessment including relevant diagnostic tests with consideration of age, cultural variations and genetic influences in selected situations.

National Standards (Undergraduate)	NURS261 Course Objective
1.5 Apply knowledge of social and cultural factors to the care of diverse populations.	Discuss the impact of the client's developmental, situational or cultural attributes on the assessment process
	NURS355 Course Objective
5.6 Explore the impact of sociocultural, economic, legal, and political factors influencing healthcare delivery and practice.	Consideration of environmental, cultural and sociopolitical factors in applying the nursing process.
1.5 Apply knowledge of social and cultural factors to the care of diverse populations.	Consideration of environmental, cultural and sociopolitical factors in applying the nursing process.
	NURS416 Course Objective
5.6 Explore the impact of sociocultural, economic, legal, and political factors influencing healthcare delivery and practice.	Examine issues related to culturally-competent community nursing approaches
	NURS503 Course Objective
1.1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.	Synthesize knowledge from psychosocial theories and research to identify selected advanced practice interventions that can be used to promote the health and well-being of individuals.
1.5. Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.	Analyze selected psychosocial theories and research that focused on health behaviors and outcomes across the lifespan from infancy through older adulthood. Synthesize knowledge from psychosocial theories and research to identify selected advanced practice interventions that can be used to promote the health and well-being of individuals.
8.3 Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.	Describe the role of psychosocial factors in the delivery of patient-centered, culturally appropriate, and evidence-based care. Explore the influence of psychosocial factors on the development of therapeutic nurse-patient relationships. Synthesize knowledge from psychosocial theories and research to identify selected advanced practice interventions that can be used to promote the health and well-being of individuals.
	NURS511 Course Objectives
1.1 Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.	Devise ways to modify the history, health screening, and physical examination according to age, psychosocial and developmental status, culture, and language of the individual.
1.5. Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.	Use and diagnostic reasoning to accurately assess/diagnose health risks and deviations and provide a basis for holistic, culturally relevant care for individuals.

National Standards (Graduate)	NURS511 Course Objective
2.1. Apply leadership skills and decision making. In the provision of culturally responsive, high-quality nursing care, health care team coordination, and the oversight and accountability for care delivery and outcomes.	<ul style="list-style-type: none"> • Use diagnostic reasoning to accurately assess/diagnose health risks and deviations and provide a basis for holistic, culturally relevant care for individuals. • Collaboratively analyze behavior and lifestyle with the individual to develop a health promotion and disease prevention plan based on their preferences and needs.
1. Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.	<ul style="list-style-type: none"> • Identify factors of aging, genetics and genomics, and developmental, psychosocial, physiological, and cultural variables that influence the health status of the individual. • Collaboratively analyze behavior, genetic background, and lifestyle with the individual to develop a health promotion and disease prevention plan based on preferences and needs.
National Standards (Graduate)	NURS512 Course Objectives
1.5. Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.	<p>Apply appropriate criteria for critiquing research literature in advanced practice.</p> <p>Apply findings from a critical synthesis of theory and research to practice.</p> <p>Use knowledge derived from the critiquing process to develop evidence-based practice.</p>
3.7 Direct quality improvement methods to promote culturally responsive, safe, timely, effective, efficient, equitable, and patient-centered care.	<p>Apply findings from a critical synthesis of theory and research to practice .</p> <p>Use knowledge derived from the critiquing process to develop evidence-based practice.</p> <p>Evaluate implications of evidence-based standards of care.</p>
4.1 Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates.	<p>Articulate the disciplinary perspective of nursing as it related to the development of knowledge or practice.</p> <p>Apply findings from a critical synthesis of theory and research to practice.</p> <p>Evaluate implications of evidence-based standards of care.</p>

Content related to patient-centered care is introduced in the foundational courses that are taken by all students in the master’s program and then reinforced with course objectives that focus on application in the specialty courses that are taken each concentration in the master’s program.

The vast majority of undergraduate and graduate students participate in clinical experiences at VCUMC. VCUMC is culturally diverse with respect to both patients and providers. Clinical experiences, especially at VCUMC, allow students to interact with patients, families, and providers who represent a wide range of ethnic, cultural and social backgrounds. Additionally, VCU Health System is certified by the American Nurses Credentialing Center for Excellence in Nursing as a Magnet Hospital. Consistent with one of the criteria for achieving Magnet status which emphasizes adherence to the principles of patient-centered care, VCUHS is well known for its model of care in which patients and their families are included, to the extent they desire, in health care discussions and decisions and the special needs of patients and families relative to their physical, psychological, developmental, cultural, spiritual, and economic requirements are recognized and addressed. Other clinical placement opportunities such as day care centers, schools, and clinics also offer an opportunity to work with patients of diverse geographic, cultural and ethnic backgrounds.

3. Action Plan

GOAL 1

VCU will create a working and learning environment where differences are welcomed and valued to ensure a climate that offers opportunity for, and support of, the success of all faculty and staff.

Objectives

- 1.2 Hold all individuals in the campus community accountable for treating others with dignity and respect at all times and foster a culture of inclusiveness across all missions of the University and academic medical center. Cultivate a culture and atmosphere where diversity is valued and differences are respected.

- 1.4 Establish a pool of faculty and staff members interested in creating networking mechanisms regarding the multicultural experience.

Actions

1. Provide access to data so the development and implementation of the School-level equity and diversity efforts can be monitored and reported annually. This will involve work with the Committee for Cultural Action in collaboration with the Office for Institutional Effectiveness.
 - Measures: achieving data access
 - Position(s) responsible for implementation: Committee for Cultural Action
 - Timeline: annually
2. Celebrate diversity through outreach efforts via the School of Nursing blog and AXIS TV.

- Measures: AXIS TV Player – Report to the Cultural Action Committee of the annual number of slides representing information related to diversity and the number of blog entries tagged as diversity.
 - Position(s) responsible for implementation: Communications Director, Director of Development, Director of IT
 - Timeline: implementation in Spring 2012; ongoing
3. Sponsor and widely disseminate information related to Jackie Denise Jackson Memorial Cultural Diversity Lectureship.
 - Measures: attendance
 - Position(s) responsible for implementation: Communications Director, Director of Development
 - Timeline: implementation in Fall 2012; ongoing
 4. Encourage faculty and staff to complete Safe Zone and Green Zone training.
 - Measures: number of personnel who complete training as documented in the unit employee HR folder
 - Position(s) responsible for implementation: supervisors
 - Timeline: implementation in Fall 2012; ongoing
 5. Schedule monthly health equity discussion using, for example, Unnatural Causes or California Newsreel - perhaps coordinated with current special events such as: “Marvelous Mondays” “Wonderful Wednesdays” or “First Fridays”
 - Measures: number of faculty, staff and students in attendance
 - Position(s) responsible for implementation: Committee for Cultural Action
 - Timeline: implementation in Spring 2011; ongoing

GOAL 2

VCU will increase the diversity of faculty and staff in university leadership and decision-making roles.

Objective

2.2 Encourage and reward diverse faculty and staff for participation in service activities related to University decision-making.

Actions

1. Nominate and sponsor faculty and staff to participate in the VCU Grace E. Harris Leadership Institute, Higher Ground Women’s Leadership Development Program, Minority Political

Leadership Institute, and various other community initiatives through the Council on Community Engagement or other community organizations.

- Measures: people who apply for these opportunities are selected
- Position(s) responsible for implementation: The SON supervisors and administrators: Dean, Department Chairs, Assistant and Associate Deans
- Timeline: implementation in Spring 2011; ongoing

GOAL 3

VCU will increase the presence of diverse faculty members at all ranks and levels.

Objectives

- 1.1 Increase the diversity of persons considered and hired as instructional faculty especially in tenure eligible and tenured positions at all ranks so that faculty in instructional lines generally reflect the diversity of students and communities served by the University.
- 1.2 Increase the diversity of persons hired as administrative faculty so that faculty in administrative lines at all levels generally reflect the diversity of students and communities served by the University.
- 1.3 Improve the retention of diverse persons hired as instructional faculty.

Actions

1. Utilize diverse advertising (appropriate professional organizations.)
 - Measures: number of diverse faculty in applicant pool
 - Position(s) responsible for implementation: Search Committee, Communications Director
 - Timeline: implementation in Spring 2011; ongoing
2. Expand from a 'passive' recruitment model to an 'active' one, in which potential candidates are actively recruited.
 - Measures: number of diverse faculty in applicant pool
 - Position(s) responsible for implementation: Search Committee
 - Timeline: implementation in Spring 2011; annually
3. Historical data analysis - how do we compare to other nursing schools?
 - Measures: retention of diverse faculty at the VCU School of Nursing is comparable to national averages and retention rate for diverse faculty at the School of Nursing is comparable to that for other faculty of the same rank.
 - Position(s) responsible for implementation: Committee for Cultural Action

- Timeline: implementation Fall 2012; annually
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4. More detailed exit interviews to identify reason for departure.
- Measures: Comparison of reasons for departure between diverse faculty at the School of Nursing and other faculty of the same rank.
 - Position(s) responsible for implementation: 3rd party*
 - Timeline: implementation in Spring 2011; ongoing

*Exit interviews should be conducted by a 3rd party not directly affiliated with the school to get the most detailed account of the reasons for departure. Exit interviews should not be conducted by the employee's former supervisor.

GOAL 4

VCU will increase the presence of diverse staff members in the higher pay bands.

Objectives

- 4.2 Improve the retention of diverse persons hired as staff
- 4.3 Provide opportunities for faculty and staff development that focus on success and advancement for all personnel, including those in lower pay bands.

Actions

1. Encourage attendance at workshops and programs for managers, supervisors and unit heads to improve workplace climate, cross-cultural communication, and interpersonal relations between staff and supervisory personnel.
 - Measures: number of personnel attending managerial workshops offered by Human Resources
 - Position(s) responsible for implementation: Dean
 - Timeline: implementation in Spring 2011; ongoing
2. Provide seminars, inservices, courses and workshops to promote career advancement.
 - Measures: number of personnel completing training as documented in employee HR folders
 - Position(s) responsible for implementation: supervisors
 - Timeline: implementation in Fall 2012; ongoing
3. Promote use of tuition waiver program for advancement of staff. Encourage administrative, department heads, and managers to allow staff the flexibility, without penalty, to further their education.

- Measures: number of personnel completing training and education as documented in unit employee HR folders
- Position(s) responsible for implementation: supervisors
- Timeline: implementation in Spring 2011; ongoing

GOAL 5

VCU will maintain a student body reflective of the diversity in college bound students in the Commonwealth of Virginia by ensuring a climate that offers access, opportunity and support for the success of all students.

Objectives

- 5.1 Examine recruitment programs for expanding ways to promote diversity and inclusion.
- 5.2 Identify academic and social support strategies to assist students with persistence and graduation from the university.
- 5.3 Develop mechanisms to encourage underrepresented undergraduate student transition to graduate and professional schools.

Actions

1. Examine data from other schools of nursing to compare VCU SON numbers with the national averages for race/ethnicity and gender in nursing.
 - Measures: analysis of admissions data from the Office of Institutional Effectiveness
 - Position(s) responsible for implementation: Cultural Action Committee
 - Timeline: implementation in Fall 2012; ongoing
2. Participate in VCU Pipeline activities such as the Post-baccalaureate Research Experience Program as a way to engage student interest in a graduate program in nursing. (VCU Pipeline, 2011)
 - Measures: numbers of participants
 - Position(s) responsible for implementation: Office of Enrollment and Student Services
 - Timeline: ongoing
3. Partner with University College in advising prospective students from underrepresented populations about opportunities available in the School of Nursing
 - Measures: numbers of applicants from underrepresented populations
 - Position(s) responsible for implementation: Office of Enrollment and Student Services to advise students; Cultural Action Committee to analyze data on numbers of potential applicants from underrepresented populations

- Timeline: ongoing
4. Encourage students to become involved in SON student organizations (e.g. SNA, NSWB, WHNG, etc.) and explore offering additional nursing organizations, such as Men in Nursing, Black Student Nurses, Hispanic Student Nurses.
 - Measures: membership
 - Position(s) responsible for implementation: Office of Enrollment and Student Services
 - Timeline: implementation in Fall 2012; ongoing
 5. Increase awareness of the many cultural university-wide organizations and events
 - Measures: AXIS TV Player – Report to the Cultural Action Committee of the annual number of slides representing information related to diversity and the number of blog entries tagged as diversity
 - Position(s) responsible for implementation: Communications Director, Director of Development, Director of IT
 - Timeline: implementation in Spring 2012; ongoing

GOAL 6

VCU will strengthen the capacity of university and community partners to engage in mutually beneficial partnerships that respect diversity, and include groups with diverse backgrounds.

Objectives

- 6.1 To increase the number and capacity of faculty, staff and students who are engaged in university-community partnerships that involve diverse populations.
- 6.2 To increase the number and capacity of community partners, especially those that serve diverse populations, engaged in university-community partnerships.

Actions

1. Increase relationships with Richmond City Health Department Resource Centers at Mosby Court, Fairfield Ct., Creighton Ct., and Whitcomb Ct. to develop innovative clinical, research, and service activities that decrease health disparities and increase health equity.
 - Measures: Collect data to determine the number of students completing clinical hours in each of these sites, and the activities that are implemented and achieved by our students and faculty in the context of practice, community based services, and research.
 - Position(s) responsible for implementation: Director of the Community Nursing Organization
 - Timeline: implementation in Spring 2011; ongoing

2. Identify unmet needs in the community that have potential for university-community partnerships. Seek community-based organizations and VCU units/faculty to create partnerships that meet identified needs.
 - Measures: Collect data to determine the number of students completing clinical hours in each of these sites and the activities that are implemented and achieved by our students and faculty in the context of practice, community based services, and research.
 - Position(s) responsible for implementation: Director of the Community Nursing Organization
 - Timeline: implementation in Spring 2011; ongoing

4. Conclusion

In conclusion, the VCU School of Nursing has had a number of successes related to promoting diversity within the context of providing services that benefit the profession and promote the health and wellbeing of diverse individuals, families, and communities. Our focus in the upcoming five years will be meeting the challenges of recruiting and retaining students, faculty and staff from underrepresented groups in nursing so that the nursing workforce is more closely aligned with the population of the United States. This need “is gaining in importance given the Bureau of Labor Statistics’ projected need for more than a million new and replacement registered nurses by 2016” (Enhancing Diversity in the Nursing Workforce, 2011).

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