



**School of Nursing
Plan for Faculty Eminence
through Diversity:
Overview, Goals, and Strategies**

May 2018

General Statement

The University of Pennsylvania School of Nursing has a long-standing commitment to a climate of inclusion and to being a community supportive of diversity. The importance of diversity to nursing science is incalculable. In a society faced with ever-increasing national and global health disparities and lack of access to quality health care, it is crucial to have diverse faculty conducting research, educating future nurse leaders, and shaping practice to improve the health of the nation and the world. The commitment to diversity at Penn Nursing is evidenced by the long-standing commitment to an Office of Diversity and Inclusivity; by the inclusion of diversity in the strategic goals of the school approved by the Faculty senate; by a long history of outreach programs and curricular initiatives on cultural competence; and by the large number of stellar faculty conducting research aimed at improving health status of marginalized and underserved persons.

The definition of diversity within the School of Nursing is broadly interpreted to encompass at a minimum: racial, ethnic, and cultural heritage; gender, gender identity and sexual orientation; socioeconomic status; nation of origin; veteran status; disabilities; religious affiliation, beliefs and observance; and scholarly discipline. In accordance with the University of Pennsylvania's current initiative focusing on increasing faculty diversity, this document focuses on School of Nursing goals and strategies aiming to increase faculty diversity through long-term (pipeline) and short-term strategies. Careful review of the past and present faculty composition indicated the following strengths and challenges:

Strengths:

1. *Designated leadership for diversity in the School of Nursing:* The School of Nursing is 1 of 3 schools (PSOM and GSE are the other two) on Penn's campus with an Office of Diversity and Inclusivity (or similar diversity office). This infrastructure along with the formal Assistant Dean role demonstrates the school's commitment to diversity and inclusivity.
2. *Increase in faculty diversity since 2012:* The composition of the standing faculty has increased in diversity since 2012, with the addition of several faculty who brought ethnic, racial, gender, and sexual orientation diversity. Under Dean Villarruel's leadership, our faculty diversity is impressive for a school of nursing at a predominantly white institution. Among our standing faculty members, 24.5% are minorities (Asian, Hispanic/Latina/o, and Black/African American) and 11.3% are men. Diverse faculty are also moving through the ranks to Associate Professor and are achieving tenure.

Challenges:

1. *Lack of racial/ethnic diversity in the nursing profession.* According to the latest data from the American Association of Colleges of Nursing (AACN, 2016), 67.2% of 4,238 students enrolled in a PhD program in nursing are White. Minority students enrolled fall into the following racial/ethnic categories: Black/African American (16.5%); Hispanic or Latino (5.8%); Asian, Native Hawaiian, or other Pacific Islander (6.7%); American Indian or Alaska Native (1.1%); and two or more races (2.8%).

The action plan for the School of Nursing was developed in consultation with members of the Dean's Advisory Group, Diversity and Inclusivity Advisory Committee (Penn Nursing DIAC) and discussions with engaged individuals among the nursing faculty. Opportunities to review and discuss the plan were given to all members of the School of Nursing faculty, staff, and students. This report identifies specific diversity goals with strategies based on existing and newly proposed programs to achieve those goals. The overall aims of this action plan are to:

- 1) Sustain and increase the substantial commitment the school has made to change the face of academic nursing to reflect the diversity of a global society.
- 2) Assure a climate that will attract, retain, and promote a diverse standing faculty, including a critical mass of faculty from groups traditionally underrepresented in academic nursing.
- 3) Advance the University of Pennsylvania School of Nursing to a preeminent model of diversity among top tier schools of nursing by developing, evaluating and enhancing best practices for recruitment, retention, and promotion of underrepresented groups.
- 4) Continue to support the advancement, development, translation, and integration of inclusiveness, social justice and culturally and gender sensitive knowledge into nursing science, education, and practice.

Growing the Faculty Pipeline

Overview: One mechanism to increase diversity in academic nursing is through recruitment and support of students from traditionally underrepresented groups. School of Nursing pipeline efforts target students from high schools through postdoctoral training programs. Financial support mechanisms vary by program and academic level and include federal funding (Health Resources Services Administration); foundation funding (Robert Wood Johnson Foundation); and corporate (Johnson & Johnson).

Diversity Plan Goal 1: To increase the recruitment, retention, and development of diverse predoctoral students and postdoctoral fellows

Goal 1 Strategies:

1. The School will continue to provide support and training for students applying for individual predoctoral funding from NIH and other sources.
2. The School of Nursing will continue to actively pursue funding to enhance numbers of and supports for students from underrepresented groups.
3. In 2009, the School initiated the Penn Nursing Hillman Scholars in Nursing Innovation Program. Scholars are selected while they are still undergraduates and are admitted to the doctoral program on entering this program. Several current and accepted Hillman scholars are from underrepresented minorities, suggesting that this pipeline program may

yield excellent results in increasing the pipeline of doctorally-prepared nurses from these groups.

4. The School of Nursing will continue to actively pursue diverse postdoctoral fellows and capitalize on Penn's Postdoctoral Fellowships for Academic Diversity

Recruitment of Diverse Faculty

Overview: Current processes for faculty recruitment involve the following sequence:

- a. Annual identification of needs for new faculty based on evolving curricula, desire to strengthen current signature areas of scholarship, or development of capacity for strategic new directions of scholarship within the school.
- b. Open positions are posted on the School's website, in addition to print advertisements in nursing scholarly journals and journals directed to underrepresented minorities in nursing.
- c. Individual initiatives such as web searches and personal outreach by members of the standing faculty and the search committee are employed to identify particular targets of opportunity.

The School of Nursing piloted the role of the Diversity Search Advisor by having the faculty Affirmative Action officer serve on the Faculty Search Committee for the past several years. The School has successfully used Target of Opportunity and the Faculty Opportunity Fund to increase faculty diversity. We have also hosted diverse international and national visiting scholars who have enriched the School's discussion of diversity. We have been successful in recruiting a Presidential Term Professorship and will continue to actively search for candidates. We have creatively partnered with other Schools, using joint appointments and spousal hires to permit competitive offers. We expect to continue to use these mechanisms as well as new programs initiated by the University.

Diversity Plan Goal 2: Continue to develop the role of the Diversity Search Advisor in assuring broad faculty searches and consideration of diverse candidates

Goal 2 Strategies:

1. The Assistant Dean for Diversity and Inclusivity currently serves as the Diversity Search Advisor (DSA). In this capacity, she serves as the primary monitor of School of Nursing hiring trends with respect to diversity. The DSA will continue to work with the Office of Faculty Affairs to review the composition of the standing and nonstanding faculty annually and to work with the Dean to set hiring goals and to plan strategies to increase outreach to potential diverse faculty candidates.
2. The Assistant Dean for Diversity and Inclusivity/DSA will work with the Office of Faculty Affairs and Faculty Search Committee to maintain a database of ethnic minority scholars and scholars studying gender, gender identities, and LGBTQ issues in nursing, including Penn Nursing alumni who have moved into faculty positions at other

institutions. The database will also include scholars known to Penn Nursing faculty within national nursing organizations including the American Academy of Nursing, Robert Wood Johnson Fellows, Hartford Fellows, and specialty organizations. This list will be reviewed annually as new searches arise to evaluate potential fit of these candidates and names will be communicated to the Faculty Search Committee (FSC).

3. The Assistant Dean for Diversity and Inclusivity/DSA serves on the FSC in ex officio status. In this capacity, the DSA will:
 - Organize an annual implicit bias workshop for FSC members encompassing topics such as current state of the diversity of the faculty, bias, University policies that support recruitment and hiring of diverse faculty, and best practices and strategies employed to develop diverse applicant pools.
 - Maintain a list of resources related to unconscious bias, promoting an inclusive climate, and increasing faculty diversity.
 - Carefully note the diversity of the applicant pool for each open search and encourage the search committee to broaden recruitment to increase the number of diverse applicants.
4. In addition to the role of the DSA within the faculty search committee, the DSA will engage in additional activities to broaden faculty recruitment, including:
 - Attending and/or arrange for Penn School of Nursing representation at meetings of groups dedicated to diversity within nursing. We will consult with diverse national nursing leaders to identify appropriate venues in which to reach out to diverse nursing scholars. Examples could include: LGBTQ Expert Panel at the American Academy of Nursing, National Association of Hispanic Nurses; National Black Nurses Association; Asian American/Pacific Islander Nurses Association; National Alaska Native American Indian Nurses Association; and the Philippine Nurses Association of America.
 - Participate in University-wide events for DSAs as the University evolves new mechanisms and strategies at the institution level to complement school-level activities.

Diversity Plan Goal 3: Increase outreach, recruitment, and retention of diverse members of the teaching faculty.

Goal 3 Strategies:

1. National outreach: Teaching and other program faculty will be encouraged to engage in outreach to diverse Master's prepared individuals at national clinical specialty conferences.
2. Alumni outreach: The Assistant Dean for Diversity and Inclusivity will partner with the Office of Development and Alumni Relations to develop a database of diverse graduates of our undergraduate, masters, doctoral, and postdoctoral programs. Special

programming will be planned in conjunction with alumni weekend to connect and/or reconnect with these alumni. Through this outreach, we anticipate developing a supportive alumni network of those who may apply for faculty positions themselves, as well as identifying other diverse individuals who may be able to be recruited into positions on the standing and teaching faculty positions.

3. Current student outreach: Department Chairs, master's and DNP program directors will be encouraged to reach out to our diverse master's students for appointment to the full- and part-time teaching faculty. With our undergraduate student population increasing in diversity, the diversity of teaching faculty has not showed a parallel increase, which the students have identified as an area of great concern.

Faculty Retention and Promotion

Overview: Recruiting the best and the brightest scholars to Penn Nursing has always been the highest priority guiding the search process. This step, however, is necessary but not sufficient for growth of an eminent and diverse faculty. It is crucial to dedicate resources to careful support and mentorship of all of our young scholars to guide them to achieving tenure and promotion through the ranks. The Penn Nursing faculty mentorship program, begun in 2005, focuses on guiding junior faculty, without consideration of diversity status, to promotion and tenure. The success of the mentorship program is monitored by the Dean and by Department Chairs.

Diversity Plan Goal 4: Increase opportunities for external mentorship, leadership, and development activities and assure equal access to those opportunities across diverse groups and faculty ranks.

Goal 4 Strategies

1. Continue to make supplementary resources available to promote success at achieving promotion and tenure, including startup packages, funds to support pilot work, travel to present scientific findings at national or international meetings, and other assistance with production of publications and grants. Such resources are made available at the discretion of the Dean, Associate Dean for Research and Department Chairs, who will assure that these resources are equitably distributed among the faculty, including underrepresented minority faculty.
2. Expand support of faculty professional development opportunities to include workshops on leadership, professional skills, teaching, writing, grantsmanship, and other professional activities, participation in which will be equitably distributed to faculty who document a rationale for such activities.
3. Engage junior and mid-level faculty in progressive leadership experience activities making such opportunities available in an equitable fashion to all faculty, including underrepresented minority faculty. Mentoring teams and department chairs will include consideration of such developmental activities as appropriate within an individual's balance of research, teaching, service, and practice (where applicable), and cognizant of

their potential for increasing diversity in the leadership structure of the school and in the profession.

4. Provide opportunities for new faculty mentors to participate in training and workshops to develop their mentorship skills.
5. Increase the opportunities to document mentoring and faculty development activities of all faculty members and to reward such activities at the level of the school and the departments.

Creating a Robust Climate of Inclusion

Overview: A climate of inclusion is important to recruit and retain diverse faculty. We strengthened the Office of Diversity and Inclusivity with the formation of a Diversity and Inclusivity Advisory Committee (DIAC) in 2016. DIAC is advisory to the Dean and serves as a catalyst for supporting a positive School of Nursing environment by providing recommendations and implementation, where appropriate, of strategies to create an inclusive environment. DIAC is comprised of faculty, staff, students, and senior School administrators.

Diversity Plan Goal 5: To assess and enhance the climate for diversity in the University of Pennsylvania School of Nursing

Goal 5 Strategies:

1. Continue to implement two DIAC-sponsored conflict resolution workshops annually.
2. The Assistant Dean for Diversity and Inclusivity will conduct a school-wide implicit bias training to target full and part time faculty and staff.
3. The Assistant Dean for Diversity and Inclusivity will regularly host “Diversity Dean Open Office Hours” available to undergraduate, graduate, doctoral, and postdoctoral students and fellows to discuss their perceptions of school climate and the progress of diversity and inclusivity-themed initiatives.
4. Department Chairs and managers will include evidence of diversity-related activity on annual faculty and staff appraisals, and reward individuals for meritorious activities that promote faculty, student, and professional diversity.
5. Continue to coordinate efforts to promote wellness for the School of Nursing students, staff, and faculty. These efforts will be jointly led by the Office of Academic Programs, Human Resources Office, and Office of Diversity and Inclusivity and in collaboration with DIAC and the Wellness Ambassadors.
6. The Assistant Dean for Diversity and Inclusivity will provide an update to the School of Nursing Faculty Senate at least once in each academic year on progress in achieving the School’s diversity and equity goals.

The University of Pennsylvania School of Nursing enthusiastically joins with the other schools of the University in affirming and expanding our efforts to promote diversity and inclusion on campus. We expect that implementation of the strategies outlined here will move us forward in strengthening academic nursing through increasing diversity. With our renewed efforts, Penn Nursing will contribute to increasing the number of diverse persons entering the nursing profession at all levels. We will continue to grow the diversity of our standing faculty to strengthen our research mission, to improve the educational experience for all students, and to sustain our thriving local and global outreach. Most importantly, we will continue to envision, and to work towards embodying, an environment that celebrates differences and embraces the benefit that all types of diversity bring to the robust academic institution.