

**B-9**

**School of Nursing  
Diversity Plan**

TO: Executive Vice Chancellor and Provost A. Eugene Washington

FROM: Dean Kathleen Dracup

DATE: November 21, 2006

RE: Diversity in the UCSF, School of Nursing

As requested on November 6, 2006, here is a brief summary of recent efforts to promote diversity among faculty, students, and staff in the UCSF, School of Nursing.

### **Overview of Goals**

In Spring 2001, at my first State of the School Address, one of my goals included common “core values”: mutual support, solidarity, respect, diversity, dialogue. This goal is a thread that has run through all of our strategic plans as well as in our tactics to enhance diversity. My priorities have consistently included “increasing diversity in faculty and students” as well as “cultural competency”. In addition, we have provided support for the Diversity in Action Committee and hired an Assistant Dean for Diversity Enhancement and Student Services.

### **Promoting Diversity Among Faculty, Students, and Staff**

The Diversity in Action Committee (DIVA) (originally the Faculty Mentor Group) was formed in May 1994. Former Dean Jane Norbeck initiated the group to address changes that might be needed in the School's climate to promote a feeling of inclusion and to develop an environment for optimal learning and productivity. Committee members all participated in a diversity training program given by the campus Office of Affirmative Action and Equal Opportunity (AAEO) in order to enhance their knowledge and skills in bridging between the majority culture and the needs and perception of students from other groups and cultures.

Much of the early activity focused on case discussions on how to handle incidents reflecting insensitivity or ethnic bias, and on exploring inadequacies in the curricula related to diversity and health care. As the years progressed, the group broadened their working definition of diversity to include differences in race, ethnicity, culture, mental and physical abilities, age, gender, sexual orientation, and other factors that might influence a sense of inclusion.

Currently, DIVA has three active subcommittees working on (1) student mentorship and support, (2) faculty development and support, and (3) faculty recruitment and retention. (1) The goals of the student mentorship subcommittee are to develop a list

of faculty/student support sources for Masters Entry Program in Nursing (MEPN) students; and plan professional, development, academic, and social forums for students. (2) The Faculty Development & Support group have evaluated the state of the curriculum for diversity, and will now develop a broad training plan to enhance the faculty's skill in creating and communicating a culture of diversity in the classroom. (3) The Faculty Recruitment and Retention group is working on strategies to improve SON faculty diversity given the opportunity to recruit new FTE because of our increased enrollment targets.

In September 2006, we held a faculty retreat, and the morning discussion focused on how well we as a School were meeting the goal of addressing diversity through our pedagogy. (These comments are excerpted from an article in submission to the *Journal of Nursing Education*, written by Dr. Holly Kennedy and others from our DIVA committee.) A subcommittee of the DIVAs had a three-branched study to present: a content analysis of all syllabi in the School's curriculum; a comparison of the content analysis to students' evaluation of diversity in their education; a survey of the 2006 graduates. The resulting analyses were presented to the faculty, and their ensuing discussion and future plans comprised the faculty responses which are presented in the submitted manuscript.

The work of the DIVA committee is also informed by twice-yearly meetings with underrepresented student groups. These meetings, set in social surroundings, provide an opportunity to check the institutional climate and gather information about what issues or areas the students would like to see addressed. DIVA committee work which reflects the influence of these meetings includes the following examples: inserts for the faculty handbook which give guidelines on managing classroom dialogue regarding diversity; specific training sessions for working with students of differing background; inclusion of questions regarding attention to diversity in the course/faculty evaluation (which provided the basis for the aforementioned content analysis); and communication across standing committees to enhance our admissions processes for diversity.

The work of two committees, the DIVA and the Recruitment and Retention Committee, was coordinated by Assistant Dean Judy Martin-Holland to gather information on the ethnic composition of our Masters Entry Program in Nursing (MEPN) applicant pool. A series of meetings of the joint committees led to discussion about means to broaden the screening mechanisms to bring more of the diverse applicants into the screening process, and to simultaneously increase the numbers of diverse populations into the application process, since only 20% of the 2005-06 MEPN class was from underrepresented groups.

Some of the recommendations were related to changing the screening tool so that less emphasis was placed on academic criteria, and greater weighting was placed on experiential factors such as engagement with underserved populations. The screening committee reviewed and discussed the rationale for these changes, and repeatedly considered the characteristics of our pool as we went through the screening process. We hoped for, and achieved, an outcome which reflected the diversity of the population of the State of California.

The first year that the new processes for recruitment and review were set in place the entering class was comprised of almost 40% ethnic and racial minority students. We are hopeful that these changes can continue to bring larger numbers of underrepresented minorities into nursing.

Total student enrollment figures from 2003 through 2006 are exhibited in Table 1. Though the total number of students has increased over the years, the percentages have remained fairly stable.

Table 1. Student Enrollment 2003-2006

	2003	2004	2005	2006
Total	572 (100%)	604 (100%)	579 (100%)	627 (100%)
Full-time	561	589	573	617
Part-time	11	15	6	10
International	29 (5.1%)	31(5.1%)	27 (4.7%)	20 (3.2%)
Males	67 (11.7%)	67 (11.1%)	65 (11.2%)	70 (11.2%)
American Indian	7 (1.2%)	7 (1.2%)	6 (1.0%)	5 (0.8%)
Asian	64 (11.2%)	65 (10.8%)	55 (9.5%)	60 (9.6%)
Filipino	38 (6.6%)	38 (6.3%)	28 (4.8%)	30 (4.8%)
African-American	20 (3.5%)	21 (3.5%)	18 (3.1%)	27 (4.3%)
Latin American	40 (7.0%)	44 (7.3%)	30 (5.2%)	45 (7.2%)

Attention has also been given to academic appointments. We have invited Harvey Brody, Faculty Search Committee Ambassador from the Chancellor's Office, to meet with our various search committees. In 2002 we searched for faculty on the basis of areas of expertise, with a cross-departmental focus; in 2003 we returned to the traditional method of recruiting by department. In 2005 one-third of academic appointments went to underrepresented groups.

The School of Nursing managers (department/unit MSOs and directors) have used a variety of methods to recognize and encourage diversity among staff. Some use monthly meetings highlighting languages, others use social activities centered on various foods, and as a School, we have used dance to create a social event in which differing cultural traditions can be explored. As a group, the managers have supported communication training to examine diverse styles of dialogue, and they have also planned a supervisors training program (beginning November 7) for academic and research faculty who supervise staff (then to be expanded to staff supervisors as well). Part of this program was developed after a retreat with Michael Adams, Director of the Office of Affirmative Action and Equal Opportunity, where we were able to identify aspects of recruiting, hiring, and evaluating staff which would capitalize on cultural diversity.

### **Summary**

In a recent *Newsweek* article (November 13, 2006 issue) Ellis Cose commented about Proposition 209 which barred consideration of race in recruitment and hiring: "In 1998, UC Berkeley admitted less than half the number of African Americans it had the previous year and nearly half the number of Latinos. At UCLA the numbers of incoming 'underrepresented' minorities also dropped precipitously." We are still struggling with this issue. But, by encouraging inclusiveness, all members of society will participate more responsibly in the care and work of our community.

We are pleased to participate in this campus-wide Executive Committee review of current activities to support underrepresented groups. At the School of Nursing we believe that it is reasonable to expect our faculty, students, and staff to reflect the composition of the City's population. We are keeping a thumb on the pulse of diversity to ensure that we are promoting good, robust academic opportunities and healthcare for all.