Diversity, Equity, & Inclusion Strategic Plan FY19
Diversity, Equity and Inclusion Strategic Plan
of The College of Pharmacy

The College of Pharmacy presents the Year 3 update of its Five Year DEI Strategic Plan.

I. Diversity Equity and Inclusion Strategic Plan: Overview

Although one of the smallest colleges at the University of Michigan, the College of Pharmacy has a longstanding record in diversity, equity and inclusion. In 1871 it graduated Amelia and Mary Upjohn, the twin daughters of William E. Upjohn, founder of the Upjohn Company, and Univ. of Michigan graduate. In addition, the College graduated people of color before many had full rights as citizens in the United States.

“The College of Pharmacy continues to hold diversity, equity and inclusion as core values of who we are and what we do. We know that diversity speaks to more than just race and gender, and we strive to ensure that members of the College know that we value diversity in all its forms, including diversity of thought, experience, religion, sexual orientation, or any of the myriad other ways in which we differ. Although we are small in number, our track record shows that we function as a critical mass to achieve lofty goals. We must apply this same approach as we work together to achieve inclusion in the College”.  Dean James T. Dalton

To this end the College of Pharmacy created a five year plan to be intentional and strategic in moving the College forward in diversity, equity and inclusion. This plan is the year 3 update and progress report on the five year plan.

Goals: Diversity, Equity and Inclusion

Diversity: We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective.

Equity: We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

Inclusion: We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

Vision and Mission

Vision Statement: To be a global leader in pharmacy and pharmaceutical education, research and practice with the ultimate goal of providing excellent, innovative patient care and drug development.
**Mission Statement:** The mission of the University of Michigan - College of Pharmacy (UM COP) is to educate and inspire a diverse group of future pharmacists and pharmaceutical scientists to be leaders, advance patient care, and improve health for all. We seek to create, disseminate, and apply new knowledge that endows our graduates with the skills, abilities, behaviors, and attitudes necessary to apply the foundational sciences to the provision of inter-professional patient-centered care, management of medication use systems, advocacy of population health and wellness, and collaborative discovery and implementation of solutions to today’s and tomorrow’s healthcare problems.

The rationale for the objectives presented in this document are:

- To create an environment that is nurturing, welcoming and supportive where everyone is respected, diversity is celebrated and individuals are allowed to voice their ideas without judgement.

- To equip students with the knowledge, compassion and desire to become true leaders who advance scientific knowledge and deliver health care to a diverse population with respect and empathy.

- To recognize and accept our role and power as educators to train our future health care providers, policy makers and research scientists to embrace the principles of diversity, equity and inclusion.

**History**

**Year 1**

The UM COP Diversity, Equity and Inclusion Committee was convened by Dean James Dalton in August of 2015, and was led by Dr. Ronald Woodard (faculty) and Dr. Cherie Dotson (staff). The committee, composed of faculty, staff and students, met twice per month, and began by focusing on the results of the College’s 2014 Climate Study conducted by the ADVANCE Program. The committee held Diversity, Equity and Inclusion Forums for each COP constituent group (faculty, staff, PharmD students and PhD students), and a college wide town hall meeting. As a result of information gathered via these meetings, the climate survey, student services reports, Rackham reports for the College’s Ph.D granting departments (Medicinal Chemistry and Pharmaceutical Sciences), this committee created the College’s Five Year DEI Strategic Plan.

Several aspects of the plan were accomplished during Year 1:
1. A chief officer for DEI was hired, a new position in the College. The chief officer is Dr. Regina McClinton, and she is now the College of Pharmacy DEI Lead.
2. The Visiting Sabbatical program was initiated and a successful candidate was hired.
3. An all-faculty/staff training on Unconscious Bias was held. The program was funded by a grant written by two faculty members who took the initiative to do so without prompting from the DEI committee. This event is highlighted because it has been noted that more and more College constituents are taking initiative to be part of the work within the College, indicating buy-in from College constituents.
Year 2

The Year Two plan was informed by several components:

- A review by the chief DEI officer of the ADVANCE climate study results, and discussions with DEI committee leads, committee members and associate deans.
- A review of what has and has not been accomplished in year 1, concurrent with interviews between the chief DEI officer and action owners, in particular regarding those objectives that were not started or were in the beginning stages of their activity.
- A meeting with the DEI committee to review previous accomplishments, and discuss future organization of the committee.
- The chief DEI officer met informally with members of the College. These were pivotal in supporting the new chief DEI officer in learning issues in the College that need attention, but were not included or stressed in the DEI strategic plan.
- Chief DEI officer meetings with all three department chairs to discuss their DEI needs, approaches, and possible strategies.
- A discussion with COP student services leadership and review of admissions, recruitment and retention data.
- Items the new chief DEI officer has suggested after reviewing the plan and learning more about the College. The items will be done in addition to the DEI strategic plan, no strategic plan objectives will be deleted.

Year 3

For Year 3 the College has focused on reviewing the strategic plan and giving a timeline to action items. Thus this version reflects noting items that were completed and assigning “due dates” to those still in progress.

II. Implementation Highlights and Planning Process Used

Implementation Highlights:

Recruitment and Retention: The College of Pharmacy made substantial progress in building connections with Historically Black Colleges and Universities and Minority Serving Institutions. Year 2 of the plan represented our first full year of the Visiting Sabbatical Program, which brings a faculty member from a minority serving institution to the College of Pharmacy for a research sabbatical. The long term goal of the program is to establish connections with the program scholar to facilitate recruitment of students from the scholar’s institution. Our inaugural year scholar was Dr. Leyte Winfield of Spelman College. Dr. Winfield worked in the lab of Dr. Amanda Garner, and was able to compile data for a scientific publication. Dr. Winfield also participated in additional activities on campus, including organizing the campus-wide screening of the documentary “We Are Still Rising”, and presenting on Spelman and HBCU student achievement data to faculty and college leadership. In year 2 we also recruited for the second and last year of the program. For FY19 our scholar is Dr. Glenroy (Dean) Martin from Fisk University, who will work with Dr. David Sherman.

The College of Pharmacy was awarded a DEI Innovations grant, whose funds will be used to support recruitment and retention efforts as well. A portion of the funding will support establishing a relationship with Morgan State University, whose NIH funded ASCEND program prepares students to transition from undergraduate- to graduate-level training in health research. We are looking to serve as one of the sites where ASCEND students will do summer research, and use this as a recruiting opportunity. We will also engage students in their allied health program in hopes of recruiting them into
the College’s PharmD program. Finally, funding will support bringing students from Morgan State and Fisk University (who have worked with Dr. Martin mentioned above) to campus for the College’s Research Day program to present their research and interact with faculty and students.

In Year 2 Dean Dalton agreed to fund a 2 year pilot of the Profile for Success™ program, that has run in Dentistry for over 20 years. The Profile for Success™ in Pharmacy program brought 6 students to campus for a 6 week residential program that focuses on admissions test preparation, shadowing, and interactions with faculty, administrators, mentors and current PharmD students. All of the 6 students in the program have applied to pharmacy school, with four of them having applied to Michigan.

A subcommittee on faculty recruitment and retention, comprised of faculty on the DEI Committee, worked to address action items in this area. Our work found that LAUNCH committees are being used by the Clinical Pharmacy and Medicinal Chemistry departments. In addition several group members are conducting research to understand when and how do pharmacy students, fellows and practitioners become interested in becoming faculty, in hopes such information will support future pipeline building and faculty recruiting efforts.

Education and Scholarship:

The College’s Faculty Evaluation Data report (FED) was successfully modified, and faculty were required to list their DEI activities. All faculty had some level of activity, including the College’s Unconscious Bias training from FY17.

In Year 2 The College brought Dr. Josepha Campinha-Bacote, a renowned expert in transcultural care, to give a college-wide talk. This presentation, “A Culturally Conscious Approach to Pharmacy Practice” also served as DEI training for 4th year PharmD students who would soon begin their Advance Pharmacy Practice Experience rotations. Dr. Campinha-Bacote also worked with faculty in the Therapeutics Curriculum group to discuss how to revise the curriculum so that its content has more diverse and inclusive patient examples, which is also a strategic objective in the Service category.

Equitable and Inclusive Community:

The College of Pharmacy has a reporting system: Commendation Notes, which is accessible to College constituents through the College’s secure intranet. To support a positive climate in the College the Commendation Note systems allows one to share about an individual’s efforts that go above and beyond. The “Note” is shared with the individual being recognized AND that individual’s supervisor.

The College also has a Rackham Conflict Resolution representative, who provides a safe and private environment to discuss concerns, and advises faculty, postdoctoral fellows, staff, and students on matters related to disputes, crisis situations, emergencies, and academic integrity violations. He also connects students to appropriate resources.

While these mechanisms have been in place for several years, the College still has work to do in developing policies and procedures when conflicts happen across constituent groups (such as between a faculty member and a staff member) and to alleviate potential conflicts before they escalate. This work is the focus of IV.C. Strategic Objective 5.

Planning Team:
The College’s Chief DEI Officer, Dr. Regina McClinton and several key stakeholders: Nancy Mason, Mark Nelson, Cherie Dotson, Paul Walker, Pennie Rutan and Caitlin Ferguson, served as the Planning team for Year 3 plan.

In addition, the College maintains its college-wide DEI committee. For FY18 its members were:
Planning Process Summary:

The Planning Team met to review progress on the plan and prioritized action items, which had not been previously done. This gave much clarity to the work and a focus for moving forward. Each action item was reviewed and specific approaches were decided, which are reflected in section VI-Action Planning Tables.

Data Collection Process

The data that have provided guidance in the development of the COP Diversity, Equity and Inclusion Strategic Plan were collected by:

1. Meetings with the stakeholders listed above.
2. Work with the DEI Faculty Recruitment and Retention subcommittee, the PhD student ad hoc committee, and DEI PharmD student subcommittee. The subcommittees were comprised of appropriate members of the DEI committee.

Year 3 Plan Notes:

We have been guided in our work with the perspective that a strategic plan represents the work a unit commits to accomplishing within a designated timeframe, noting which items have been completed or successfully addressed by being incorporated into our regular procedures. When an item is incorporated into our regular procedures it is now part of our regular practice, likely included in a college policy, and annually reviewed. In addition a specific person(s) is now held responsible for said item and it is part of that person’s regular responsibilities. Thus items that have been incorporated continue to be done and monitored. We appreciate that this may be unclear, and to thus we have taken the following tactic. Action items where the text is strikethrough are items that have been completed and no additional action is needed (such as the hiring of the chief diversity officer). Action items that have italicized and strikethrough text are those that have been incorporated into our regular procedures (such as requiring all faculty to complete STRIDE training). In addition, items that are in bold represent new action items that the College will complete within the original five years of the plan.
III. Data and Analysis: Key Findings

Summary of Data:
The data collected in Year 1, from climate surveys, as well as COP DEI Forums, were used to identify key issues of concern. These continue to be key issues in the College, and thus are continued for Year 3. The ideas generated from DEI Forums for faculty, staff and PharmD students are provided in Table 1.

Table 1. Ideas generated from Diversity, Equity and Inclusion Forums (Faculty/Staff/PharmD students) (Ideas were extended to PhD students and post-doctoral fellows)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Staff</th>
<th>PharmD Students</th>
<th>PhD Students</th>
<th>Post/Docs</th>
</tr>
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<tbody>
<tr>
<td><strong>Education &amp; Scholarship</strong></td>
<td>Provide faculty training / Enhance the PharmD curriculum to include DEI topics.</td>
<td></td>
<td>Provide graduate student instructor (GSI) training regarding DEI topics in the curriculum.</td>
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<td>1) Diversity Training</td>
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<td>2) Host events to promote inclusion</td>
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<td>3) Provide reporting system for instances of bias, etc.</td>
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<td>4) Increase cultural awareness (events, promotions, news)</td>
<td>4) Increase cultural awareness (events, promotions, news)</td>
<td>4) Increase cultural awareness (events, promotions, news)</td>
<td>4) Increase cultural awareness (events, promotions, news)</td>
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<td>5) Consideration of special needs (disabilities, religious, family needs, etc.)</td>
<td>5) Consideration of special needs (disabilities, religious, family needs, etc.)</td>
<td>5) Consideration of special needs (disabilities, religious, family needs, etc.)</td>
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<td>5) Consideration of special needs (disabilities, religious, family needs, etc.)</td>
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<td>6) Foster an environment of respect for everyone</td>
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| **Promoting an Equitable & Inclusive Community** | Provide equitable and inclusive service to students. | Provide equitable and inclusive service to students, staff and faculty. | Provide equitable and inclusive service to patients. | Provide equitable and inclusive service to students in lab setting. |
| **Service** | | | | |

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**Key Findings, Themes and Recommendations**

As the College begins Year 3 of its plan, the themes that emerged from the data analysis continue to include:

A. Lack of diversity among constituent groups (faculty and students)  
B. Issues of alleged bias, exclusion, disrespect and condescending attitudes  
C. The need for diversity (broadly defined) / sensitivity training  
D. The need to incorporate diversity, equity issues into the PharmD curriculum & training opportunities  
E. Lack of sensitivity to the special needs, in the broadest sense, of faculty, staff and students.

The College has made progress in some of these areas, and recognizes that others need greater attention, and this is reflected in the year 3 update.

**IV. Strategic Objectives, Measures of Success and Action Plans**

The UM COP Diversity, Equity and Inclusion Strategic Plan has been written to address faculty, staff, professional students, graduate students, undergraduate students and post-doctoral fellows/visiting scientists. This plan is considered to be a living document and will be refined and revised with feedback and input from our constituent groups. UM COP alumni will be engaged in the ongoing planning process and will be included in forthcoming revisions of this plan.

The strategic objectives presented in this plan support the university-wide goals of diversity, equity and inclusion and are divided into four domains, as determined by the University. These domains are: Recruitment, Retention & Development; Education & Scholarship; Promoting an Equitable & Inclusive Community; and Service.

*All strategic objectives and related actions will be pursued in accordance with the law and University policy.*

**IV. A. Recruitment, Retention and Development**

Definition: This domain addresses issues of equity in access, development and advancement of students, staff and faculty members in the UM COP.

**Faculty**

*Five-Year Strategic Objective 1:*  
Increase the number of URM and female faculty members.

**Measures of Success (for Objective 1):**  
Increased # of URM and female faculty members.

**Action Items:**  
1. Network directly with URM and female faculty members from other institutions (e.g. minority serving institutions [MSI’s], etc.).  
2. Network with future URM and female faculty members from post-doctoral positions who have the potential for success as a faculty member.
3. Network with URM and female faculty members from national meetings.

4. **Ensure that all members of faculty search committees have received STRIDE training through UM Advance.** (This is repeated is SO2 below, and will be omitted here).

5. **Build connections with faculty, of any race/ethnicity, from minority serving institutions by offering funded sabbatical research positions in the College of Pharmacy. This experience would give COP faculty an opportunity to build a connection with the visiting faculty member and their institution. This could assist in the recruitment and admission of students from the home institutions of these faculty members.** (This was moved to RRD section for PhD students)

6. Develop a detailed protocol for faculty recruitment based on lessons from other UM units (e.g. School of Education).

7. **Add the new Chief DEI Officer to all faculty search committees.**

*Primary DE&I Goal: Diversity
Other applicable domain: Equity*

**Five-Year Strategic Objective 2:**
Increase the retention rate of URM and female faculty members at the Assistant Professor stage.

*Measures of Success (for Objective 2):*
# of URM and female faculty members who achieve tenure and/or promotion.

*Action Items:*
1. Utilize launch committees available through UM’s ADVANCE program to develop a mentoring plan / retention toolkit to ensure the success of all faculty members, including those who are female or from underrepresented minority groups, by providing guidance and support with:
   a. Networking and establishing collaborations within the discipline
   b. Writing grant proposals
   c. Publishing scholarly work
   d. Teaching
   e. Mentoring graduate students
   f. Personal and professional mentoring
   g. Managing professional relationships

2. **Research best practices and recognized models for success in supporting all assistant professors in achieving tenure.**
3. **Require all faculty to complete STRIDE training.**

*Primary DE&I Goal: Diversity
Other applicable domain: Equity*

**Staff**

**Five-Year Strategic Objective 1:**
Continue to explore ways to expand the diversity of applicant and interview pools by broadening recruitment efforts.
**Measures of Success (for Objective 1):**
Increased number of diverse individuals in the applicant and interviewing pools.

**Action Items:**
1. Continue to seek opportunities to advertise new staff positions in publications/locations that will attract a diverse candidate pool, e.g. Michigan Works, Common Cause, VA Affairs, etc.
2. Analyze the data from annual reviews of applicant pool demographics to determine needs for more targeted actions to diversify applicant pools.
3. Determine if STRIDE training is available for staff. If not, suggest that such training be provided.
4. Conduct a regular analysis of staff demographic data.

Primary DE&I Goal: Diversity
Other applicable domain: Equity and Inclusion

**Five-Year Strategic Objective 2:**
Encourage staff members to participate in professional development activities.

**Measures of Success (for Objective 2):**
Increased number of requests from staff to participate in professional development activities.

**Action Items:**
1. Require supervisors to identify and encourage staff to participate in professional development activities.
2. Expand training and professional development opportunities on DEI for the staff & supervisors.

Primary DE&I Goal: Equity
Other applicable domain: Inclusion

**Five-Year Strategic Objective 3:**
Ensure that the work environment is conducive to staff retention.

**Measures of Success (for Objective 3):**
Increased job satisfaction among staff.

**Action Items:**
1. Convene committee to suggest ways to improve support for work/life balance.
2. Regularly collect staff feedback concerning their work environment and job satisfaction.
3. Conduct exit interviews.

Primary DE&I Goal: Inclusion
Other applicable domain: Diversity
PharmD Students

Five-Year Strategic Objective 1:
Recruit and admit more URM students into the PharmD program.

Measures of Success (for Objective 1):
Increased level of diversity in the PharmD program.

Action Items:
1. Make connections with pre-pharmacy advisors at URM serving institutions.
2. Increase the number of recruitment events at URM serving institutions.
3. Develop articulation admission agreements with URM serving institutions.
4. Identify relevant national recruitment conferences.
5. Incorporate DEI topics into the application and interview process.
7. Expose pre-college and undergraduate students to career paths in pharmacy
   - Wolverine Pathways (Pharmacy staff member is the lead coordinator for the health sciences)
   - LSA Project Growing STEM (Pharmacy has agreed to participate in planning activities)
   - Other local community initiatives and outreach programs
8. Create alumni video interviews to be used in recruitment efforts.

Primary DE&I Goal: Diversity
Other applicable domain: Inclusion

Five-Year Strategic Objective 2:
Provide all students (including URM students) with the necessary support for retention and academic success.

Measures of Success (for Objective 2):
Increased level of student satisfaction with academic support services

Action Items:
1. Catalog current COP resources that are available for supporting the academic success of students.
2. Determine the level of participation in the activities.
3. Conduct a survey of all current students about the awareness and effectiveness of college academic support services.
4. Use programmatic evaluations and student feedback to direct/inform the creation of a summer bridge program for students who may need additional preparation before beginning the program.

Primary DE&I Goal: Diversity
Other applicable domain: Equity
Graduate Students (Ph.D.)

Five-Year Strategic Objective 1:
Recruit and admit more URM students into the graduate programs in Medicinal Chemistry & Pharmaceutical Sciences.

Measures of Success (for Objective 1):
Increased level of diversity in the graduate (PhD) programs.

Action Items:
1. Increase the number of recruitment events at URM serving institutions.
2. Maintain and establish connections with undergraduate advisors at URM serving institutions.
3. Identify additional national conferences for URM student recruitment.
4. Identify resources within national scientific organizations (NOBCCHE, ACS, ASBMB, etc.) to advertise and promote the COP graduate programs to undergraduate students.
5. Develop professional relationships with faculty members at URM serving institutions.
   • Invited faculty presentations at UM/ reciprocal UM faculty presentations at URM serving institution
   • Provide research opportunities for faculty members and their students
6. Involve graduate students in pre-college outreach activities designed to promote pathways to science and graduate studies.
   • Participate in volunteer tutoring or other events.
   • Connect with existing recognized student organizations to identify available service opportunities (FEMMES, Society of Women Engineers)
7. Provide funding to admit a total of 8 students (4/year), who have a demonstrated commitment to diversity, into the PhD programs in Medicinal Chemistry and Pharmaceutical Sciences.

Primary DE&I Goal: Diversity
Other applicable domain: Equity

Five-Year Strategic Objective 2:
Improve retention of all students, including female & URM students.

Measures of Success (for Objective 2):
Decreased # of students who leave the professional and graduate programs.

Action Items:
1. Consult with the graduate program chairs to determine factors that may have led to the departure of students from our graduate programs. Determine if DEI issues may have played a role in their departure.
2. Look for solutions to retention issues based on data.
3. Catalog the current resources available to support student success / identify unmet needs.
4. Review successful models of support for graduate students, including female & URM students.

Primary DE&I Goal: Equity
Other applicable domain: Diversity
IV. B. Education and Scholarship

Description: This domain involves assuring that diversity, equity and inclusion issues are sufficiently included in our curricula and scholarship, as well as how they impact the delivery of our curricula, and how our scholarship is judged.

Faculty

Five-Year Strategic Objective 1:
Achieve full faculty participation in DEI workshops designed to increase their competency in key/critical areas.

Measures of Success (for Objective 1):
Positive evaluation of the yearly portfolio of faculty, which will include DEI activities, in addition to research, teaching and service components.

Action Items:
1. Identify and/or create core training opportunities in DEI which will be part of the yearly portfolio evaluation (e.g. CRLT Inclusive Teaching workshops, Intergroup Relations programs, etc.).
2. Modify COP annual Faculty Evaluation Data reports FED to include a section regarding faculty diversity efforts. This would include DEI along with research, teaching and service components.

Primary DE&I Goal: Equity
Other applicable domain: Promoting an equitable and inclusive community

Five-Year Strategic Objective 2:
Enhance the PharmD curriculum with regard to diversity, equity and inclusion.

Measures of Success (for Objective 2):
Revisions in curricular content taught coupled with positive results on student surveys.

Action Items:
1. Charge the Curriculum and Assessment committee with revising the PharmD curriculum to enhance student knowledge of the needs of diverse patient populations
   - Create and implement summer training to improve curriculum DEI content
   - Incorporate topics of DE&I into patient cases presented during class.
   - Increase the emphasis on health literacy in PharmD curriculum.
   - Increase opportunities for exposure to patients from diverse backgrounds (Standard Patient Interactions, Introductory Pharmacy Practice Experiences, Advanced Pharmacy Practice Experiences)
2. Provide professional development to support the Curriculum and Assessment committee in meeting the charges in AI 2.
3. Use a pre-survey to assess the current level of competence of students in interacting with patients from diverse backgrounds. Make plans to survey students after the changes have been implemented.

Primary DE&I Goal: Diversity
Other applicable domain: Promoting an equitable and inclusive community
PharmD Students

Five-Year Strategic Objective 1:
Increased opportunities to work with diverse populations (with regard to race/ethnicity, disease state, socio economic status, veteran status, etc.) in introductory pharmacy practice experience (IPPE) and advanced pharmacy practice experience (APPE) sites.

Measures of Success (for Objective 1):
Increased number of sites serving diverse populations and an increased number of student placements at these sites.

Action Item:
1. See if review of demographics information of sites through census data will address this objective

Primary DE&I Goal: Diversity
Other applicable domain: Equity

PhD Students

Five-Year Strategic Objective 1:
To ensure that Graduate Student Instructors are equipped to support DEI issues presented in the curriculum and in their interactions with students in the classroom.

Measures of Success (for Objective 1):
Greater level of preparedness to address DEI issues in the classroom as measured by pre-post surveys.

Action Items:
1. Provide students with relevant training with regard to inclusive teaching practices (e.g. CRLT Inclusive Teaching Workshops).
2. Ensure that students are aware of and prepared to support DEI-based curricular revisions.

Primary DE&I Goal: Equity
Other applicable domain: Inclusion

Alumni / Preceptors

Five-Year Strategic Objective 1:
Provide educational opportunities for alumni and preceptors to learn about diverse patient populations.

Measures of Success (for Objective 1):
Increased competence and confidence in providing service to diverse patient populations as measured by pre-post surveys.

Action Items:
1. Make plans to offer continuing education courses that are focused on providing quality service to members of diverse populations (e.g. LGBTQ community).
2. Provide opportunities for involvement in trainings (diversity, cultural competence / sensitivity, bias, etc.)

**IV. C. Promoting an Equitable and Inclusive Community**

Description: This domain focuses on the creation of a multicultural and inclusive community within the UM COP which is defined as one where everyone feels welcomed, respected and has a sense of belonging.

**College of Pharmacy (for all constituent groups)**

**Five-Year Strategic Objective 1:**
Develop an Expect Respect Campaign.

**Measures of Success (for Objective 1):**
Greater satisfaction among all constituents with regard to the climate of the College of Pharmacy (as measured with a pre-post satisfaction survey).

**Action Items:**
1. In consultation with the Dean and Associate Deans, prepare an action plan to make the improvement of our college climate a top priority. Discuss the data regarding issues of bias, negative comments and disrespectful actions that are occurring within and across our constituent groups (faculty, staff, students).
2. Involve representatives from all constituent groups in the planning process.
3. Connect with the Office of Student Life to get ideas regarding the existing Expect Respect campaign.

*Primary DE&I Goal: Inclusion*
*Other applicable domain: Equity*

**Five-Year Strategic Objective 2:**
Develop plans for mandatory diversity / cultural sensitivity / bias training for all faculty, staff and students in the College of Pharmacy.

**Measures of Success (for Objective 2):**
Greater level of competency/sensitivity (as measured with a pre-post survey) of all constituents (faculty, staff and students) with regard to issues of diversity as it relates to culture, religion, privilege, mental health, special needs, etc.

**Action Items:**
1. Involve stakeholders in the UM COP in the initial discussions of these plans.
2. Talk with other units on campus about best practices with regard to the development of such trainings.
3. Consider how this can be incorporated into the curriculum (PharmD students), first year programming (PhD students) and in mandatory training for faculty and staff.
4. Make plans to begin these trainings in year 1 or year 2.
Primary DE&I Goal: Inclusion
Other applicable domain: Equity

Five-Year Strategic Objective 3:
Create a system that will allow individuals to report instances of discrimination, bias, sexual harassment, disrespect, etc.

Measures of Success (for Objective 3):
Greater satisfaction among all constituents with regard to the climate of the UM COP (as measured with a pre-post satisfaction survey)

Action Items:
1. Conduct focus groups with members of each constituent group to gather further input regarding ways in which the UM COP and the UM campus, in general, can provide support to individuals who may feel threatened, disrespected or harassed.

Primary DE&I Goal: Equity
Other applicable domain: Inclusion

Five-Year Strategic Objective 4:
Host regular diversity / inclusion events (socials, seminars, chats, etc.) to promote awareness and respect of differences in culture, birthplace, backgrounds, etc. These events could be done both within and across constituent groups (i.e. faculty, staff and student groups). The events will be focused around issues and not identities.

Measures of Success (for Objective 4):
Greater level of respect among all faculty, staff and students with regard to the climate of the UM COP (as measured with a pre-post satisfaction survey).

Action Items:
1. Discuss plans with student organization leaders (BS, PharmD and PhD) as well as the Staff / Faculty Connections team.
2. Develop a list of events to host for faculty, staff and students with an associated schedule.
3. Held DEI Week - Celebrating and Respecting Our Differences the week of Sept. 18th. Events will teach about different cultures in the College, and inclusive issues pertaining to the College and the field of Pharmacy.

Primary DE&I Goal: Inclusion
Other applicable domain: Equity

Five-Year Strategic Objective 5:
Ensure that a conflict resolution plan is in place that will address the issues of all constituents (i.e. faculty, staff and students) in the COP. (According to the College’s Strategic Plan, this must be in place by end of 2019)
**Measures of Success (for Objective 5):**
Satisfaction from constituents in knowing that a method of handling conflicts is in place if needed.

**Action Items:**
1. Evaluate all current systems and processes for conflict resolution for constituents in the COP.
2. Identify strengths, weaknesses and gaps.
3. Review ideas of best practices from other UM units.
4. Develop and implement improved and new conflict resolution plans, as needed, for all constituents in the COP.

**Primary DE&I Goal:** Equity

**Other applicable domain:** Inclusion

---

**Faculty & Staff**

**Five-Year Strategic Objective 1:**
To become equipped and ready to address the special needs of COP constituents (i.e. faculty, staff and students). Such needs include physical / mental challenges, medical conditions, parental responsibilities, financial hardship, etc.

**Measures of Success (for Objective 1):**
Greater satisfaction among all constituents with regard to the resources of the UM COP (as measured with a pre-post satisfaction survey).

**Action Items:**
1. Conduct a survey to identify gaps in our ability to meet the special needs of UM COP constituents (e.g. accessibility of classrooms, labs, etc.). Develop plans to address any gaps.
2. Identify workshops to educate COP faculty, staff, students and post-doctoral fellows about the special needs that may affect individuals in the COP.
3. Where practical, advertise (website, orientation, syllabus, etc.) resources that are available for individuals with special needs.

**Primary DE&I Goal:** Equity

**Other applicable domain:** Inclusion

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**Five-Year Strategic Objective 2:**
To ensure that faculty and staff are treated equitably with regard to salary, opportunities, promotions, tenure, etc.

**Measures of Success (for Objective 2):**
Greater satisfaction among faculty and staff with regard to issues of equity in the College of Pharmacy (as measured with a pre-post satisfaction survey)

**Action Items:**
1. Assess current level of equity with regard to salary, opportunities, promotions, tenure, etc.
2. Make recommendations to appropriate personnel to discuss and resolve instances of
Primary DE&I Goal: Equity
Other applicable domain: Inclusion

IV. D. Service

Definition: This domain focuses on whether our service is equitable and inclusive and if it is aligned to meet the needs of a diverse community.

Faculty

Five-Year Strategic Objective 1:
To ensure that all faculty members are prepared to assist students who are in need.

Measures of Success (for Objective 1):
Higher ratings on student satisfaction surveys with regard to college support and attentiveness.

Action Items:
1. Develop policies, strategies, training and resources to equip faculty members to effectively respond to student situations (e.g. accommodations, disabilities, mental health crises, etc.).
2. Ensure that there are efficient college wide systems in place to ensure that students are properly accommodated.

Primary DE&I Goal: Equity
Other applicable domain: Inclusion

Five-Year Strategic Objective 2:
Develop an atmosphere of faculty engagement with students outside of the normal academic setting (e.g. annual picnics, student events, community fairs, Pharmacy “Phamily” events, etc.)

Measures of Success (for Objective 2):
Higher ratings on student satisfaction surveys with regard to faculty support and involvement.

Action Item:
1. Provide incentives and recognition to faculty members who attend special functions in support of students.

Primary DE&I Goal: Inclusion
Other applicable domain:

Staff

Five-Year Strategic Objective 1:
To ensure that all staff who work with students (full time) are prepared to assist students who are in need.

Measures of Success (for Objective 1):

Higher ratings on student satisfaction surveys with regard to college support and attentiveness.

**Action Item:**
1. Develop policies, strategies, training and resources to equip staff to effectively respond to student situations (e.g. accommodations, disabilities, mental health crises, etc.)

*Primary DE&I Goal: Inclusion*
*Other applicable domain:*

**PharmD Students**

**Five-Year Strategic Objective 1:**
Provide equitable and inclusive service to patients.

**Measures of Success (for Objective 1):**
Increased awareness among student pharmacists, as indicated in pre/post surveys, of the needs of patients from diverse populations and backgrounds. (These efforts will be combined with curricular efforts for PharmD students discussed above)

**Action Items:**
1. Outline expectations pertaining to diversity, equity, and inclusion that all students are expected to adhere to when caring for patients (of all backgrounds) at IPPEs, APPEs, health fairs, and internships/jobs.
2. Familiarize students with issues of inherent bias that may impact their ability to provide equitable service to patients from diverse backgrounds.
3. Incorporate more diverse patient cases into the curriculum in order for student pharmacists to work with other health disciplines to determine how to best serve diverse patient populations.
4. Help recognized student organizations expand the reach of their health fairs and other patient care projects by assessing the needs of Wayne County and surrounding areas and hosting screening and educational events in areas with diverse populations.
5. Develop a process to assess the health care needs of diverse patient populations.

*Primary DE&I Goal: Equity*
*Other applicable domain:*

**Patients**

**Five-Year Strategic Objective 1:**
Consider ways to incorporate the voices of patients or patient advocates, particularly those who represent underrepresented populations, into the pharmacy curriculum.

**Measures of Success (for Objective 1):**
Increased awareness of the needs of patients from diverse populations.

**Action Items:**
1. Meet with the curriculum committee members and faculty to discuss how patients can be involved in teaching course content.
2. Develop a plan for identifying patients or patient advocates who would be available to serve in this role.

Primary DE&I Goal: Equity
Other applicable domain:

Five-Year Strategic Objective 2:
Develop relationships with community members of underserved populations through outreach / service projects.

Measures of Success (for Objective 2):
Increased level of awareness of the profession of pharmacy by those in the community. Increased level of trust of pharmacists. This could be assessed through pre-post surveys.

Action Items:
1. Determine the number and location of regular community service / outreach projects that are typically sponsored by recognized student organizations in the COP. Consider hosting regular health fairs sponsored by the COP.
2. Develop materials that can be shared with community members about the profession of pharmacy and the role of pharmacists.
3. Develop a questionnaire to assess their current level of connection with health professionals.
4. Consider partnering with other UM health science schools and colleges.

Primary DE&I Goal: Inclusion
Other applicable domain: Equity

V. Goal-related Metrics – College measures tracked over time

College of Pharmacy Metrics

The following metrics will be used to determine the level of progress in achieving our strategic goals/objectives:

Diversity
Makeup of workforce (staff & faculty)
Makeup of supervisor cohort

Makeup of entering program cohorts (BS, PharmD and PhD programs)

Equity
Demographics of pool of employees promoted in past year
Demographics within salary bands of employees

Inclusion
This will be done via climate studies by ADVANCE, to be conducted every 4 years.

Sustainability of efforts:
DEI work in the College of Pharmacy has benefitted from having a single person focused on the College’s DEI needs. The chief DEI officer continues the work started by the Diversity, Equity
and Inclusion committee in developing the Diversity, Equity and Inclusion Plan. The Diversity, Equity and Inclusion Committee continues to be in place to support the chief Diversity, Equity and Inclusion Officer and the College in the implementation of the plan and in tracking the success of the initiatives.

The work is also made sustainable through funding. The College of Pharmacy dean has demonstrated his commitment to DEI in part through strong and continued funding of efforts. This includes piloting the Profile for Success in Pharmacy program for 2 years out of the College’s budget (a request for future funding has been approved by the Provost office). In addition the chief DEI officer seeks funding outside of the College of Pharmacy. Currently the College was awarded a DEI Innovation grant to pursue a collaborative relationship with Morgan State, an HBCU in Baltimore, MD. Additional funding for other programming will be pursued in FY19.

Sustainability is also supported by having measures of accountability connected to action items that are incorporated into the College’s standard procedures. This includes reporting on DEI efforts in faculty and staff FEDs.

**Tracking plans:**

We will continue to track the progress of these plans through annual reports which will be used to develop recommendations for activities in the following year. The annual reports will be generated using the metrics listed above along with data regarding: recruitment (faculty, staff, students), admissions / hires (faculty, staff/students), COP standing committee DEI reports, faculty annual FED reports (with regard to engagement in relevant activities), DEI climate surveys (pre-post evaluation), faculty/staff/student satisfaction surveys, survey responses to diversity/sensitivity trainings, number of incidents of bias/exclusion/disrespect and other relevant data.

**Ongoing Planning & Engagement Activities:**

The College has incorporated several events into its standard procedures that are either directly DEI related, or can serve as opportunities for additional DEI engagement. These include:
- Annual DEI training for all College constituents
- PharmD and PhD student meetings
- Regular Faculty and Staff meetings (which can be mandatory when needed)
- Annual College wide retreat
- Lunch and Learn and Panel sessions by MPSO and other student orgs
- DEI week

Additional opportunities include guest lectures, chief DEI officer attendance at department and committee meetings.

**University of Michigan ODEI Metrics**

The following metrics will be tracked for the College of Pharmacy by the Office of Diversity and Equity. Data will come from ODEI’s university wide climate surveys. The categories of metrics are organized by constituency and are as follows:

**Undergraduate Students**

Demographic Composition:
• Headcount
• Race/ethnicity
• Sex

Graduation Rates:
• 4-Year
• 6-Year

Enrollment:
• Entry status (new, continuing)
• Student class level (freshman, sophomore, junior, senior)

Climate Survey Indicators:
• Satisfaction with overall UM climate/environment
• Semantic aspects of the general climate of UM campus overall
• Semantic aspects of the DEI climate at UM campus overall
• Feeling valued at UM campus overall
• Feeling of belongingness at UM campus overall
• Assessment of UM institutional commitment to diversity, equity, and inclusion
• Perceptions of equal opportunity for success at UM campus overall
• Feeling able to perform up to full potential at UM campus overall
• Feelings of academic growth at UM campus overall
• Feelings of discrimination at UM campus overall

**Graduate Students**

Demographic Composition:
• Headcount
• Race/ethnicity
• Sex

Enrollment:
• Student class level (Graduate-Masters/Doctoral/Professional)

Climate Survey Indicators:
• Satisfaction with climate/environment in department of School/College
• Assessment of semantic aspects of the general climate in department of School/College
• Assessment of semantic aspects of the DEI climate in department of School/College
• Feeling valued in department of School/College
• Feeling of belongingness in department of School/College
• Assessment of department in School/College commitment to diversity, equity, and inclusion
• Perceptions of equal opportunity for success in department of School/College
• Feeling able to perform up to full potential in department of School/College
• Feelings of academic growth in department of School/College
• Feelings of discrimination in department of School/College

**Staff**

Demographic Composition:
• Headcount
• Race/ethnicity
• Sex
• Age (Generation cohort)

Climate Survey Indicators:
• Satisfaction with unit climate/environment in work unit
• Assessment of semantic aspects of the general climate in work unit
• Assessment of semantic aspects of the DEI climate in work unit
• Feeling valued in work unit
• Feeling of belongingness in work unit
• Assessment of work unit commitment to diversity, equity, and inclusion
• Perceptions of equal opportunity for success in work unit
• Feeling able to perform up to full potential in work unit
• Feelings of professional growth in work unit
• Feelings of discrimination in work unit

Faculty
Demographic Composition:
• Headcount
• Race/ethnicity
• Sex
• Tenure status

Climate Survey Indicators:
• Satisfaction with climate/environment in department of School/College
• Assessment of semantic aspects of the general climate in department of School/College
• Assessment of semantic aspects of the DEI climate in department of School/College
• Feeling valued in department of School/College
• Feeling of belongingness in department of School/College
• Assessment of department in School/College commitment to diversity, equity, and inclusion
• Perceptions of equal opportunity for success in department of School/College
• Feeling able to perform up to full potential in department of School/College
• Feelings of academic growth in department of School/College
• Feelings of discrimination in department of School/College
VI. Action Planning Tables with Details and Accountabilities:

**College of Pharmacy - Diversity, Equity & Inclusion**

**VI.A. Recruitment, Retention and Development**

## Faculty

### Five-Year Strategic Objective 1:

<table>
<thead>
<tr>
<th>STRATEGIC OBJECTIVE</th>
<th>MEASURES OF SUCCESS</th>
<th>DETAILED ACTIONS PLANNED</th>
<th>STATUS</th>
<th>ACTION OWNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of URM and female members faculty</td>
<td>Increased number of URM and female members faculty</td>
<td>Network directly with faculty members, including URM and female faculty members, from other institutions.</td>
<td>This has been prioritized for FY19. The Chief DEI Officer will work with Dept. Chairs and faculty to lay groundwork in FY20 Dept. Chairs will be reviewed for progress on this item</td>
<td>Department Chairs and Chief DEI Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify and network with those in post-doctoral positions, including URM and female post-docs, who have the potential for success as a faculty member.</td>
<td>This has been prioritized for FY19: Chief DEI officer will lead efforts to identify potential future faculty. Dept. Chairs and faculty will be assigned to do networking</td>
<td>Department Chairs and Chief DEI Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Network with faculty members, including URM and female faculty members, from national meetings.</td>
<td>This has been prioritized for FY20: Chief DEI officer and Dept. Chairs will create strategy and protocol</td>
<td>Department Chairs and Chief DEI Officer</td>
</tr>
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<td></td>
<td></td>
<td><strong>Require that all faculty complete STRIDE training through UM Advance.</strong></td>
<td>Repeated in SO 2. Will be omitted from here.</td>
<td>Dean and Chief DEI Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Build connections with faculty, of any race/ethnicity, from minority serving institutions to assist in the recruitment and admission of students from the home institutions of these faculty members.</strong></td>
<td>This objective has been moved to the RRD section for PhD students, although it may be an effective strategy for PharmD students as well.</td>
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</tbody>
</table>

*College of Pharmacy - Diversity, Equity and Inclusion Strategic Plan*
<table>
<thead>
<tr>
<th>Task</th>
<th>Status</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a detailed protocol for faculty recruitment based on lessons from other UM units (e.g. School of Education).</td>
<td>This has been prioritized for FY19: Protocols from ADVANCE and the Medical School will be reviewed by the Chief DEI officer and Administrative Director</td>
<td>Chief DEI Officer and Administrative Director</td>
</tr>
<tr>
<td>Add the new Chief DEI officer to all faculty search committees</td>
<td>Incorporated into our regular procedures</td>
<td>Dean, Dept. Chairs, Chief DEI Officer</td>
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</tbody>
</table>
### VI. A. Recruitment, Retention and Development

#### Faculty Cont'd

<table>
<thead>
<tr>
<th>STRATEGIC OBJECTIVE</th>
<th>MEASURES OF SUCCESS</th>
<th>DETAILED ACTIONS PLANNED</th>
<th>STAUS</th>
<th>ACTION OWNER</th>
</tr>
</thead>
</table>
| Increase the retention rate of URM and female faculty members at the Asst. Prof. stage | Increase in number of URM and female faculty members who achieve tenure | Utilize launch committees available through UM’s ADVANCE program to develop a mentoring plan / retention toolkit to ensure the success of all faculty members, including those who are female or from underrepresented minority groups, by providing guidance and support with:  
   a. Networking and establishing collaborations within the discipline  
   b. Writing grant proposals  
   c. Publishing scholarly work  
   d. Teaching  
   e. Mentoring graduate students  
   f. Personal and professional mentoring  
   g. Managing professional relationships  
| LAUNCH committees are currently being done by all three depts.  

For FY19: All depts. will be required to utilize launch committees with new hires for at least 1 year (committee will decide if additional years should be done). | Department Chairs and Chief DEI Officer |
| Research best practices and recognized models for success in supporting all assistant professors in achieving tenure. | Best practices as per ADVANCE have been reviewed and are being adopted | Department Chairs and Chief DEI Officer |
| Require all faculty to complete STRIDE training. | This has been prioritized for FY19: The Dean will require all faculty to complete STRIDE training through ADVANCE. | Dean and Chief DEI Officer |
### VI. A. Recruitment, Retention and Development

#### Staff

**Five-Year Strategic Objective 1:**

<table>
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<tr>
<th>STRATEGIC OBJECTIVE</th>
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<th>ACTION OWNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to explore ways to expand the diversity of applicant and interview pools</td>
<td>Increased number of diverse individuals in the applicant and interviewing pools</td>
<td>Continue to seek opportunities to advertise new staff positions in publications/locations that will attract a diverse candidate pool, e.g., Michigan Works, Common Cause, VA Affairs, etc.</td>
<td>This is now incorporated into our standard procedures</td>
<td>Administrative Director and Chief DEI Officer</td>
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<td>Analyze the data from annual reviews of applicant pool demographics to determine needs for more targeted actions to diversify applicant pools.</td>
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<td></td>
<td>Require all interviewing staff to participate in STRIDE training, if available.</td>
<td>For FY19: A version of the training will be created by the Chief DEI Officer and offered in FY19</td>
<td>Chief DEI Officer and Administrative Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conduct a regular analysis of staff demographic data.</td>
<td>This is now incorporated into our standard procedures</td>
<td>Administrative Director and Chief DEI Officer</td>
</tr>
</tbody>
</table>
VI. A. Recruitment, Retention and Development

Staff Cont'd

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<tr>
<th>STRATEGIC OBJECTIVE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Encourage staff members to participate in professional development activities</td>
<td>Increased number of requests to participate in professional development activities</td>
<td>Require supervisors to identify and encourage staff to participate in professional development activities</td>
<td>We now have a professional development policy for staff, and in Year 4 staff will be required to include professional development in their IDP, and supervisors evaluated for supporting their staff on their FED</td>
<td>Dean and Administrative Director</td>
</tr>
<tr>
<td>Expand training and professional development opportunities on DEI for the staff &amp; supervisors</td>
<td></td>
<td>Expand training and professional development opportunities on DEI for the staff &amp; supervisors</td>
<td>For FY19: The Connections Committee will be the college’s primary vehicle for this item. Efforts will be evaluated by an annual survey asking if one has participated in prof. dev. opportunities and how supported they were in doing so.</td>
<td>Chief DEI Officer</td>
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</table>
VI. A. Recruitment, Retention and Development

Staff Cont'd

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<tr>
<th>STRATEGIC OBJECTIVE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ensure that the work environment is conducive to staff retention</td>
<td>Increased job satisfaction among staff</td>
<td>Convene committee to suggest ways to improve support for work/life balance.</td>
<td>This is now the responsibility of The Connections Committee</td>
<td>Connections Committee chair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regularly collect staff feedback concerning their work environment and job satisfaction.</td>
<td>We are doing Climate Surveys through advance every 3-4 years</td>
<td>Chief DEI Officer and Assoc. Dean for Curriculum and Faculty</td>
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<tr>
<td></td>
<td></td>
<td>Conduct exit interviews.</td>
<td>This is now incorporated into our standard procedures</td>
<td>Administrativ e Director</td>
</tr>
</tbody>
</table>
## VI. A. Recruitment, Retention and Development

### PharmD Students

#### Five-Year Strategic Objective 1:

<table>
<thead>
<tr>
<th>STRATEGIC OBJECTIVE</th>
<th>MEASURES OF SUCCESS</th>
<th>DETAILED ACTIONS PLANNED</th>
<th>STATUS</th>
<th>ACTION OWNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit and admit more URM students into the PharmD program</td>
<td>Increased level of diversity in the PharmD program.</td>
<td>Make connections with pre-pharmacy advisors at URM serving institutions.</td>
<td>This is now incorporated into our standard procedures</td>
<td>Admissions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increase the number of recruitment events at URM serving institutions.</td>
<td>This is now incorporated into our standard procedures</td>
<td>Admissions Director</td>
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<td></td>
<td>Develop articulation admission agreements with URM serving institutions.</td>
<td>We have one with Spelman College, are looking to establish one with Morgan State and others; we still need to modify our existing agreement with Spelman to change terms to Junior year entry. Also we hoped to do one with Morehouse and Clark Atlanta Univ. and will consider Fisk and Tennessee State Univ.</td>
<td>Admissions Director</td>
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<td>Identify relevant national recruitment conferences.</td>
<td>This has been completed.</td>
<td>Admissions Director</td>
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<td>Incorporate DE&amp;I topics into the application and interview process.</td>
<td>An essay was added two years ago. We still need to determine how to best utilize the results</td>
<td>Admissions Director and Chief DEI Officer</td>
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<td></td>
<td></td>
<td>Incorporate DE&amp;I themes in recruitment/promotional materials.</td>
<td>We have begun this with changes to the website messaging and our new recruitment program, Profile for Success in Pharmacy</td>
<td>Chief DEI Officer and Admissions Director</td>
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<tr>
<td>Exposure of college and undergraduate students to career paths in pharmacy</td>
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<tr>
<td>- Wolverine Pathways (Pharmacy staff member is the lead coordinator for the health sciences)</td>
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<td>- LSA Project Growing STEM (Pharmacy has agreed to participate in planning activities)</td>
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<tr>
<td>Other local community initiatives and outreach programs</td>
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<tr>
<td>This is now being done by Academic Affairs</td>
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<td>Admissions Director</td>
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<tr>
<td>Create alumni video interviews to be used in recruitment efforts</td>
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<td>For FY19: Interviews have been done, and just need editing.</td>
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<tr>
<td>Chief DEI Officer</td>
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</table>
## VI. A. Recruitment, Retention and Development

### PharmD Students Cont'd

#### Five-Year Strategic Objective 2:

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<tr>
<th>STRATEGIC OBJECTIVE</th>
<th>MEASURES OF SUCCESS</th>
<th>DETAILED ACTIONS PLANNED</th>
<th>STATUS</th>
<th>ACTION OWNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide all students (including URM students) with the necessary support for retention and academic success</td>
<td>Increased level of student satisfaction with academic support services</td>
<td><strong>Catalog current COP resources that are available for supporting the academic success of students.</strong></td>
<td>This is now incorporated into our standard procedures</td>
<td>Associate Dean for Student Affairs</td>
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<td></td>
<td></td>
<td><strong>Determine the level of participation in the activities.</strong></td>
<td>This is now incorporated into our standard procedures</td>
<td>Associate Dean for Student Affairs</td>
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<td></td>
<td></td>
<td><strong>Conduct a survey of all current students about the awareness and effectiveness of college academic support services.</strong></td>
<td>This is now incorporated into our standard procedures</td>
<td>Associate Dean for Student Affairs</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Use programmatic evaluations and student feedback to direct/inform the creation of a summer bridge program for students who may need additional preparation before beginning the program.</strong></td>
<td>This has been prioritized for FY21</td>
<td>Associate Dean for Student Affairs</td>
</tr>
</tbody>
</table>
### VI. A. Recruitment, Retention and Development

**PhD Students**

<table>
<thead>
<tr>
<th>STRATEGIC OBJECTIVE</th>
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<th>STATUS</th>
<th>ACTION OWNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit and admit more URM students into the graduate (PhD) programs</td>
<td>Increased level of diversity in the PhD programs</td>
<td>Increase the number of recruitment events at URM serving institutions.</td>
<td>This action item has been prioritized for FY19. In addition to having maximized recruitment meetings, we are exploring specific relationships with schools. Currently this is Morgan State and its NIH-RISE program.</td>
<td>Student Affairs Program Manager for Graduate Student Recruitment and Outreach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maintain and establish connections with undergraduate advisors at URM serving institutions.</td>
<td>This is now incorporated into our standard procedures</td>
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<td></td>
<td>Identify additional national conferences for URM student recruitment.</td>
<td>This is now incorporated into our standard procedures</td>
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<tr>
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<td></td>
<td>Identify resources within national scientific organizations (NOBCCHE, ACS, ASBMB, etc.) to advertise and promote the COP graduate programs to undergraduate students.</td>
<td>This action item has been prioritized for FY19.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Develop professional relationships with faculty members at URM serving institutions. (Invited faculty presentations at UM/ reciprocal UM faculty presentations at URM serving institution, provide</td>
<td>This year we have been working with Dr. Leyte Winfield of Spelman College, which will continue. This included a presentation to College leadership on HBCUs, which was a joint venture with Rackham. Next year we</td>
<td>Chief DEI Officer, Student Affairs Program Manager for Graduate Student Recruitment and Outreach</td>
</tr>
<tr>
<td>Research Opportunities for Faculty Members (and their students)</td>
<td>Research opportunities for faculty members will also work with Dr. Dean Martin of Fisk Univ., and we are beginning a relationship with Morgan State Univ. Discussions have begun with Dept of Medicinal Chemistry on ways to establish and maintain a relationship with the Spelman College Dept. of Chemistry through Dr. Leyte Winfield, our initial Sabbatical Connections faculty member.</td>
<td>Outreach, Med Chem Dept. Chair</td>
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<tr>
<td><strong>Involve graduate students in pre-college outreach activities designed to promote pathways to science and graduate studies.</strong>  - Participate in volunteer tutoring or other events. - Connect with existing organizations to identify available service opportunities (FEMMES, Society of Women Engineers)</td>
<td>This has been prioritized for FY19</td>
<td>Student Affairs and Community Engagement</td>
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<tr>
<td><strong>Provide funding to admit a total of 8 students (4/year), who have a demonstrated commitment to diversity, into the PhD programs in Medicinal Chemistry and Pharmaceutical Sciences.</strong></td>
<td>This Action Item has been prioritized for FY21 and will be revised.</td>
<td>Chief DEI Officer</td>
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</tbody>
</table>
### VI. A. Recruitment, Retention and Development

#### PhD Students Cont'd

**Five-Year Strategic Objective 2:**

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<tr>
<th>STRATEGIC OBJECTIVE</th>
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<th>DETAILED ACTIONS PLANNED</th>
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<tbody>
<tr>
<td>Improve retention of all students, including female &amp; URM students.</td>
<td>Decreased # of students who leave the graduate programs</td>
<td>Consult with the graduate program chairs to determine factors that may have led to the departure of students from our graduate programs. Determine if DEI issues may have played a role in their departure.</td>
<td>This item has been prioritized for FY19. The Chief DEI Officer and the grad student affairs program manager will work with grad chairs to analyze this.</td>
<td>Chief DEI Officer and student affairs staff</td>
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<td>Look for solutions to retention issues based on data.</td>
<td>This item has been prioritized for FY19. The Chief DEI Officer and the grad student affairs program manager will work to analyze this.</td>
<td>Chief DEI Officer and Student Affairs staff</td>
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<td>Catalog the current resources available to support student success/identify unmet needs.</td>
<td>This item has been prioritized for FY20. We expect that the work will result in the creation of graduate student handbooks in each dept. and better information on the website.</td>
<td>Assoc. Dean for Student Affairs staff</td>
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<td></td>
<td>Review successful models of support for graduate students, including female &amp; URM students.</td>
<td>This item has been prioritized for FY19 and will be addressed by the Assoc. Deans for Research and Student Affairs.</td>
<td>Assoc. Deans for Research and Student Affairs</td>
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## VI. B. Education and Scholarship

### Faculty

#### Five-Year Strategic Objective 1:

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<tbody>
<tr>
<td>Achieve full faculty participation in DEI workshops designed to increase their competency in key/critical areas</td>
<td>Positive evaluation of the yearly portfolio of faculty, which will include DEI activities, in addition to research, teaching and service components.</td>
<td>Identify and/or create core training opportunities in DEI which will be part of the yearly portfolio evaluation. (e.g. CRLT Inclusive Teaching workshops, Intergroup Relations programs, etc.)</td>
<td>This is now incorporated into our standard procedures</td>
<td>Chief DEI Officer</td>
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<td></td>
<td>Modify COP FED yearly report to include a section of faculty diversity efforts which would include DEI along with research, teaching and service components.</td>
<td>This is now incorporated into our standard procedures</td>
<td>Chief DEI Officer and Assoc. Dean for Faculty and Curriculum</td>
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</table>
## VI.B. Education and Scholarship

### Faculty Cont'd

### Five-Year Strategic Objective 2:

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<tr>
<th>STRATEGIC OBJECTIVE</th>
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<tbody>
<tr>
<td>Enhance the PharmD curriculum with regard to diversity, equity and inclusion</td>
<td>Revisions in curricular content taught coupled with positive results on student surveys</td>
<td>Charge the Curriculum and Assessment committee with revising the PharmD curriculum to enhance student knowledge of the needs of diverse patient populations: <strong>Create and implement summer training to improve curriculum DEI content.</strong></td>
<td>This began FY18 and is a multi-year process</td>
<td>Chair of Therapeutics Curriculum Committee</td>
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<td>Charge the Curriculum and Assessment committee with revising the PharmD curriculum to enhance student knowledge of the needs of diverse patient populations: Incorporate topics of DE&amp;I into patient cases presented during class.</td>
<td>This has been prioritized for FY19.</td>
<td>Chair of Therapeutics Curriculum Committee</td>
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<td></td>
<td>Charge the Curriculum and Assessment committee with revising the PharmD curriculum to enhance student knowledge of the needs of diverse patient populations: Increase the emphasis on health literacy in PharmD curriculum.</td>
<td>This has been prioritized for FY19</td>
<td>Chair of Therapeutics Curriculum Committee</td>
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<td>Charge the Curriculum and Assessment committee with revising the PharmD curriculum to enhance student knowledge of the needs of diverse patient populations: Increase opportunities for exposure to patients from diverse backgrounds (Standard Patient Interactions, Introductory Pharmacy Practice Experiences, Advanced Pharmacy Practice Experiences)</td>
<td>This has been prioritized for FY20</td>
<td>Experiential Educ. Dir., Chief DEI Officer, Curriculum Program Eval. Specialist</td>
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*College of Pharmacy - Diversity, Equity and Inclusion Strategic Plan*
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<tr>
<th>Provide professional development to support the Curriculum and Assessment committee in meeting the charges in AI 1. Use a pre-survey to assess the current level of competence of students in interacting with patients from diverse backgrounds. Make plans to survey students after the changes have been implemented.</th>
<th>Chair of Curriculum Committee, Chief DEI Officer</th>
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<tr>
<td>This item has been placed on hold until the College completes AACP accreditation.</td>
<td>Chair of Curriculum Committee</td>
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## VI. B. Education and Scholarship

### PharmD Students

#### Five-Year Strategic Objective 1:

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<tbody>
<tr>
<td>Increased opportunities to work with diverse populations in introductory pharmacy practice experience (IPPE) and advanced pharmacy practice experience (APPE) sites</td>
<td>Increased number of sites serving diverse populations and an increased number of student placements at these sites.</td>
<td>See if review of demographics information of sites through census data will address this objective.</td>
<td>Dr. Walker and Dr. McClinton determined a mechanism that will support this action item and plan to complete this work in early FY19</td>
<td>Experiential Education Director and Chief DEI Officer</td>
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</table>
### VI. B. Education and Scholarship
#### PhD Students

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<tbody>
<tr>
<td>To ensure that Graduate Student Instructors are equipped to support DEI issues presented in the curriculum and in their interactions with students in the classroom.</td>
<td>Greater level of preparedness to address DEI issues presented in the classroom as measured by pre-post surveys.</td>
<td>Provide students with relevant training with regard to inclusive teaching practices (e.g. CRLT Inclusive Teaching Workshop)</td>
<td>Dr. McClinton and Dr. Patel from Nursing are working with LIT to hold a series of workshops for teaching in the health professions. A training module, prioritized for FY20, will be generated from this work.</td>
<td>Chief DEI Officers for Pharmacy and Nursing</td>
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<td></td>
<td>Ensure that students are aware of and prepared to support DEI-based curricular revisions.</td>
<td>Dr. McClinton and Dr. Patel from Nursing are working with LIT to hold a series of workshops for teaching in the health professions. A training module, prioritized for FY20, will be generated from this work.</td>
<td>Chief DEI Officers for Pharmacy and Nursing, and curriculum chairs</td>
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## VI. B. Education and Scholarship

### Alumni/Preceptors

#### Five-Year Strategic Objective 1:

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<tr>
<td>Provide educational opportunities for alumni and preceptors to learn about diverse patient populations</td>
<td>Increased competence and confidence in providing service to diverse patient populations as measured by pre-post surveys</td>
<td>Make plans to offer continuing education courses that are focused on providing quality service to members of diverse populations (e.g. LGBTQ community).</td>
<td>Continuing Education is offered through our Annual Pharmacy Lecture Series. For FY19 the lecture will be on Pharmacotherapy Considerations in Transgender Patients. Continuing Education credits can be earned.</td>
<td>Experiential Education Director</td>
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<td>Provide opportunities for involvement in trainings (diversity, cultural competence/sensitivity, bias, etc.).</td>
<td>We provide preceptors free access to resources in the “Preceptor” bucket from CE Impact, a CE-provider that develops programming specifically for pharmacists</td>
<td>Experiential Education Director</td>
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### VI.C. Promoting an Equitable and Inclusive Community

#### All Groups

**Five-Year Strategic Objective 1:**

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<th>STRATEGIC OBJECTIVE</th>
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<tbody>
<tr>
<td>Develop an Expect Respect Campaign (make respect a priority item from leadership)</td>
<td>Greater satisfaction among all constituents with regard to the climate of the College of Pharmacy (as measured with a pre-post satisfaction survey)</td>
<td>In consultation with the Dean and Associate Deans, prepare an action plan to make the improvement of our college climate a top priority. Discuss the data regarding issues of bias, negative comments and disrespectful actions that are occurring within and across our constituent groups.</td>
<td>The idea of this campaign will be re-envisioned by the Chief DEI Officer and representatives from constituent groups. It is prioritized for FY21</td>
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<td>Involve representatives from all constituent groups in the planning process.</td>
<td>The idea of this campaign will be re-envisioned by the Chief DEI Officer and representatives from constituent groups. It is prioritized for FY21</td>
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<td>Connect with the Office of Student Life to get ideas regarding the existing Expect Respect campaign</td>
<td>Programming from Student Life will be reviewed prior to revision of the College's campaign. It is prioritized for FY21</td>
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<td></td>
<td>Conduct a climate study through UM’s ADVANCE program, winter 2018. Compare results to those in 2014 and address issues not improved at all, or enough</td>
<td>Survey has been done and results are being analyzed</td>
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College of Pharmacy - Diversity, Equity and Inclusion Strategic Plan
### VI.C. Promoting an Equitable and Inclusive Community

#### All Groups

**Five-Year Strategic Objective 2:**

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<tr>
<th>STRATEGIC OBJECTIVE</th>
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<tbody>
<tr>
<td>Develop plans for mandatory diversity / sensitivity / bias training for all faculty, staff and students in the College of Pharmacy</td>
<td>Greater level of competency/sensitivity (as measured with a pre-post survey) of all constituents (faculty, staff, students) with regard to issues of diversity as it relates to culture, religion, privilege, mental health and special needs</td>
<td>Involve stakeholders in the College of Pharmacy in the initial discussions of these plans.</td>
<td>This is now incorporated into our standard procedures</td>
<td>Chief DEI Officer</td>
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<td></td>
<td>Talk with other units on campus about best practices with regard to the development of such trainings.</td>
<td>Efforts were done after considering both best practices in other units and needs of the College</td>
<td>Chief DEI Officer</td>
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<td>Consider how this can be incorporated into the curriculum (PharmD students), first-year programming (PhD students) and into annual mandatory training for faculty and staff.</td>
<td>The FY19 training will be done for P1, P2 and P3 PharmD Students. This approach will be done each year</td>
<td>Chief DEI Officer</td>
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<td></td>
<td></td>
<td>Make plans to begin these trainings in years 1 or 2.</td>
<td>Faculty and staff will have a mandatory DEI training each year. For FY19 it will be sexual harassment training by Rebecca Veidlinger, a trainer in sexual harassment and gender bias</td>
<td>Chief DEI Officer</td>
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</table>
## VI.C. Promoting an Equitable and Inclusive Community

### All Groups

<table>
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<tr>
<th>Strategic Objective</th>
<th>Measures of Success</th>
<th>Detailed Actions Planned</th>
<th>Status</th>
<th>Action Owner</th>
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<tr>
<td>Create a system that will allow individuals to report instances of discrimination, bias, sexual harassment, disrespect, etc.</td>
<td>Greater satisfaction among all constituents with regard to the climate of the College of Pharmacy (as measured with a pre-post satisfaction survey)</td>
<td>Conduct focus groups with members of each constituent group to gather further input regarding ways in which the COP and the UM campus, in general, can provide support to individuals who may feel threatened, disrespected or harassed</td>
<td>It was decided that this action item was not needed. The College already has a system in place.</td>
<td>Chief DEI Officer and Administrative Director</td>
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## VI.C. Promoting an Equitable and Inclusive Community

### All Groups

#### Five-Year Strategic Objective 4

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<th>STRATEGIC OBJECTIVE</th>
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<tr>
<td>Host regular diversity / inclusion events (socials, seminars, chats, etc.) to promote awareness and respect of differences in culture, birthplace, backgrounds, etc. These events could be done both within and across constituent groups (i.e. faculty, staff and student groups). The events will be focused around issues and not identities.</td>
<td>Greater level of respect among all faculty, staff and students with regard to the climate of the College of Pharmacy (as measured with a pre-post satisfaction survey)</td>
<td>Discuss plans with student-organization leaders (BS-PharmD and PhD) as well as the Staff / Faculty Connections team.</td>
<td>This action item is done each year with the DEI committee, whose members include all constituencies named</td>
<td>DEI Committee</td>
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<td>Develop a list of events to host for each group with an associated schedule</td>
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<td>Held DEI Week - Celebrating and Respecting Our Differences the week of Sept. 18, 2017</td>
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<td>DEI Committee</td>
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<td>This should have been listed in last year's report as an example of the action item above. It is now an annual event for the College.</td>
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*College of Pharmacy - Diversity, Equity and Inclusion Strategic Plan*
VI.C. Promoting an Equitable and Inclusive Community

All Groups

Five-Year Strategic Objective 5:

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<tr>
<td>Ensure that a conflict resolution plan is in place that will address the issues of all constituents (i.e. faculty, staff and students) in the COP. (According to the College’s strategic plan, this must be in place by end of 2019)</td>
<td>Satisfaction from constituents in knowing that a method of handling conflicts is in place if needed.</td>
<td>Evaluate all current systems and processes for conflict resolution for constituents in the COP.</td>
<td>Currently in progress</td>
<td>Assoc. Dean for Student Affairs, Admin. Dir., Chief DEI Officer</td>
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<td>Identify strengths, weaknesses and gaps.</td>
<td>Currently in progress</td>
<td>Assoc. Dean for Student Affairs, Admin. Dir., Chief DEI Officer</td>
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<td>Gather ideas of best practices from other UM units.</td>
<td>This has been prioritized for FY19</td>
<td>Assoc. Dean for Student Affairs, Admin. Dir., Chief DEI Officer</td>
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<td>Develop and implement improved and new conflict resolution plans, as needed, for all constituents in the COP.</td>
<td>This has been prioritized for FY19</td>
<td>Assoc. Dean for Student Affairs, Admin. Dir., Chief DEI Officer</td>
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</table>
### VI. C. Promoting an Equitable and Inclusive Community

#### Faculty & Staff

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<tr>
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<tr>
<td>To equip and prepare individuals to address the special needs of COP constituents (i.e. faculty, staff and students). Such needs include physical/mental challenges, medical conditions, parental responsibilities, financial hardship, etc.</td>
<td>Greater satisfaction among all constituents with regard to the resources of the College of Pharmacy (as measured with a pre-post satisfaction survey)</td>
<td>Conduct a survey to identify gaps in our ability to meet the special needs of COP constituents (e.g., accessibility of classrooms, labs, etc.). Develop plans to address any gaps.</td>
<td>This item has been addressed in the planning for the new College of Pharmacy building</td>
<td>Assoc. Deans, Admin. Dir., Chief DEI Officer</td>
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<td>Identify workshops to educate COP faculty, staff, students and post-doctoral fellows about the special needs that may affect individuals in the COP.</td>
<td>This item has been prioritized for FY21</td>
<td>Assoc. Deans, Admin. Dir., Chief DEI Officer</td>
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<td>Where practical, advertise (website, orientation, syllabus, etc.) resources that are available for individuals with special needs</td>
<td>This item has been prioritized for FY21</td>
<td>Assoc. Deans, Admin. Dir., Chief DEI Officer</td>
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VI. C. Promoting an Equitable and Inclusive Community
Faculty & Staff

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<tr>
<td>To ensure that faculty are treated equitably with regard to salary, opportunities, promotions, tenure, etc.</td>
<td>Greater satisfaction among faculty and staff with regard to issues of equity in the College of Pharmacy (as measured with a pre-post satisfaction survey)</td>
<td>Assess current level of equity with regard to salary, opportunities, promotions, tenure, etc.</td>
<td>This is now incorporated into our standard procedures</td>
<td>Administrative Director</td>
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<td>Make recommendations to appropriate personnel to discuss and resolve instances of inequity.</td>
<td>This is now incorporated into our standard procedures</td>
<td>Administrative Director</td>
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**VI. D. Service**

**Faculty**

**Five-Year Strategic Objective 1:**

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<tr>
<td>To ensure that all faculty members are prepared to assist students who are in need</td>
<td>Higher ratings on student satisfaction surveys and pre-post satisfaction surveys with regard to college support and attentiveness</td>
<td>Develop policies, strategies, training and resources to equip faculty members to effectively respond to student situations (e.g. accommodations, disabilities, mental health crises, etc.)</td>
<td>This item has been prioritized for FY21</td>
<td>Assoc. Deans, Admin. Dir., Chief DEI Officer</td>
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<td>Ensure that there are efficient college-wide systems in place to ensure that students are properly accommodated</td>
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<td>This item has been prioritized for FY21</td>
<td>Assoc. Deans, Admin. Dir., Chief DEI Officer</td>
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VI. D. Service  
Faculty Cont’d

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<tr>
<td>Develop an atmosphere of faculty engagement with students outside of the normal</td>
<td>Higher ratings on student satisfaction surveys and pre-post satisfaction surveys</td>
<td>Provide incentives and recognition to faculty members who attend special functions in</td>
<td>This item has been prioritized for FY19</td>
<td>Dean and Dept. chairs</td>
</tr>
<tr>
<td>academic setting (e.g. annual picnics, student events, community fairs, Pharmacy</td>
<td>with regard to faculty support and involvement</td>
<td>support of students</td>
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<td>“Phamily” events, etc.).</td>
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### VI. D. Service Staff

#### Five-Year Strategic Objective 1:

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<tbody>
<tr>
<td>To ensure that all staff who work with students (temp and full time) are prepared to assist students who are in need</td>
<td>Higher ratings on student satisfaction surveys and pre-post satisfaction surveys with regard to college support and attentiveness</td>
<td>Develop policies, strategies, training and resources to equip staff to effectively respond to student situations (e.g. accommodations, disabilities, mental health crises, etc.)</td>
<td>This item has been prioritized for FY19</td>
<td>Assoc. Dean for Student Affairs and SSSE Committee</td>
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<td>STRATEGIC OBJECTIVE</td>
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<td>Provide equitable and inclusive service to patients</td>
<td>Increased awareness among student pharmacists, as indicated in pre/post surveys, of the needs of patients from diverse populations and backgrounds</td>
<td>Outline expectations pertaining to diversity, equity, and inclusion that all students are expected to adhere to when caring for patients (of all backgrounds) at IPPES, APPEs, health fairs, and internships/jobs.</td>
<td>This is done during P4 Orientation and by the Ginsberg Center for P1 students</td>
<td>Experiential Education Director and Chief DEI Officer</td>
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<td>Familiarize students with issues of inherent bias that may impact their ability to provide equitable service to patients from diverse backgrounds.</td>
<td>This has been prioritized for FY19</td>
<td>Experiential Ed. Director, Curriculum Program Specialist, &amp; Chief DEI Officer</td>
</tr>
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<td>Incorporate more diverse patient cases into the Interprofessional Education course in order for student pharmacists to work with other health disciplines to determine how to best serve diverse patient populations.</td>
<td>This has been prioritized for FY20.</td>
<td>Curriculum Committee chair</td>
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<td>Help student organizations expand the reach of their health fairs and other patient care projects by assessing the needs of Wayne County and surrounding areas and seeking diverse populations for which to host screening and educational events.</td>
<td>This is an ongoing action item.</td>
<td>Experiential Education and Community Engagement</td>
</tr>
</tbody>
</table>
## VI. D. Service

### Patients

<table>
<thead>
<tr>
<th>STRATEGIC OBJECTIVE</th>
<th>MEASURES OF SUCCESS</th>
<th>DETAILED ACTIONS PLANNED</th>
<th>STATUS</th>
<th>ACTION OWNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider ways to incorporate the voices of patients or patient advocates, who represent diverse populations, into the pharmacy curriculum.</td>
<td>Increased awareness of the needs of patients from diverse populations.</td>
<td>Meet with the curriculum committee members and faculty to discuss how patients can be involved in teaching course content.</td>
<td>This item has been prioritized for FY21</td>
<td>Curriculum Committee Chair</td>
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<td>Develop a plan for identifying patients or patient advocates who would be available to serve in this role.</td>
<td>This item will be evaluated in FY20, to determine if doable.</td>
<td>Curriculum Committee Chair</td>
</tr>
</tbody>
</table>
### VI. D. Service

**Patients Cont’d**

#### Five-Year Strategic Objective 2:

<table>
<thead>
<tr>
<th>STRATEGIC OBJECTIVE</th>
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<th>DETAILED ACTIONS PLANNED</th>
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| Develop relationships with community members of underserved populations through outreach/service projects | Increased level of awareness of the profession of pharmacy by those in the community. Increased level of trust of pharmacists. This could be assessed through pre-post surveys. | *Determine the number and location of regular community service/outreach projects that are typically sponsored by student organizations in the COP.*  
Consider hosting regular health fairs sponsored by the COP.  
Develop materials that can be shared with community members about the profession of pharmacy and the role of pharmacists.  
Consider partnering with other UM health science schools and colleges | This is now incorporated into our standard procedures.  
This is now incorporated into our standard procedures.  
This action item is in progress and will be evaluated for additional efforts in FY20 | Experiential Education |
|                                                                                     |                                                                                     |                                                                                          |                                                                                                |                      |
VII. References

1. University of Michigan College of Pharmacy Strategic Assessment 2012 (Frank Ascione and the UM COP Strategic Assessments Steering Committee)