Diversity, Equity, & Inclusion Strategic Plan FY21
Diversity, Equity and Inclusion Strategic Plan
of The College of Pharmacy

The College of Pharmacy presents the Year 5 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 focused on reviewing the strategic plan and giving a timeline to action items. This allowed us to see our progress and to prioritize our work. In addition, it allowed us to work around another major effort of the College- preparing for accreditation in Oct. 2019. Work on these two projects was rather synergistic and we are pleased at the amount of progress made on both.

Our plan was informed by the following:

- A review of the progress made in years 1 and 2 by the DEI committee, and a prioritizing of remaining action items.
- Discussions among College leadership (dean, assoc. deans, dept. chairs, chief DEI officer, development director, administration director) on plan progress and next steps. This allowed us to identify gaps where addressing them required the involvement of College leadership.
- A deep analysis of the 2018 climate study by College leadership. While there had been much improvement in the College’s climate, there were areas of bias and disrespect that did not see improvement. This analysis resulted in the gathering of additional information to truly understand issues and needs. In Year 4 the College will have the above information and determine how to respond.
- The formation of subcommittees of the DEI committee to address specific topics: faculty recruitment and retention, supporting students who are differently abled, climate issues for both PharmD and PhD students.
- Work of the chief DEI officer in meeting with individuals and groups to further the work and address needs.
Year 4
For Year 4 the College focused on relationship building, in various forms. This included:
- Building relationships with our Minority Serving Institution (MSI) partners. This work was funded through our Rackham MSI Collaboration grant.
- Building relationships between advisors and students. This work was supported by workshops on mentoring.
- Building relationships with ourselves. This work was supported by a college-wide effort on wellness. This included a summer read, “Grit” by Angela Duckworth, which was then discussed by students and faculty via our Pharmacy Phamilies format.

We also focused on accreditation, which was successful for us. The work included the collaborative work of many in the College, from administrators to faculty to staff and students, to create our single review document, for which we received high praise. Finally, the accreditation team requested to interview the College’s Chief DEI Officer, as this is an unusual position in pharmacy education. This again marks the College of Pharmacy at the University of Michigan as a leader in pharmacy education.

Additional efforts were planned but were canceled due to COVID. This included additional workshops for faculty on admissions and working with students.

Finally, many of the action items in the plan were incorporated into standard operating procedures, a strong signal that the work is valued by the College and will be sustained after this strategic plan ends.

Year 5
We have been pleased with our progress through the strategic plan, and the non-plan efforts that have arisen from ideas and efforts related to the plan. The focus for Year 5 is to complete all action items in the plan, or at least make substantial progress on them. More information on this is in the Year 4 progress report.

Another important focus, even before the Covid pandemic, is climate in the College. Given the reactions of individuals after the 2016 election, the College planned to be intentional going into the 2020 election. With the Covid pandemic, we have been concerned about remaining connected. Work in this area will continue throughout the year.

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 3 was our second year of the Sabbatical Connections program, which brought Dr. Glenroy (Dean) Martin from Fisk University, who will work with Dr. David Sherman. The research of both focuses on identifying new antibiotics, anti-cancer drugs and other medicines from microorganisms. But in addition Dr. Martin has met with deans, department chairs, and various staff members across campus to build a relationship between Fisk and Michigan, allowing all Fisk students to gain access to opportunities at Michigan. Dr. Martin has presented his research as part of the Medicinal Chemistry department’s seminar series, participated in Medicinal Chemistry department meetings and as part of the College of Pharmacy’s Research Day career panel. While the original Sabbatical Connections program funding has ended, the College is
seeking new funding to support a revised version of the program that will bring a faculty member and 2-3 students from one of our partner MSIs for summer research.

The College of Pharmacy was awarded a DEI Innovations grant, which supported the building of a relationship with Morgan State University. This included a visit to Morgan State by the chief DEI officer, the chair of Clinical Pharmacy, and the College’s student affairs program manager for graduate student recruitment. That visit and the grant funding then went on to support the College in hosting students and a faculty/staff member from Morgan, Spelman (Dr. Leyte Winfield returned for this visit), and Fisk (Dr. Martin was already at Michigan).

Based on the strength of the growing relationships with Spelman, Fisk and Morgan State, and the request to establish a relationship with Xavier University of New Orleans, the College of Pharmacy applied for a Rackham MSI Collaboration and Implementation Grant. This funding will allow us to not only bring students to campus, it will also allow us to begin working with faculty and advisors to truly establish pipelines with our MSI partners. In addition, integral to these efforts will be reciprocal programming, in which faculty from our partners come to the College, and COP faculty visit our partner institutions, each sharing about their research and exploring collaborations. Our initial visits in FY20 will include our Associate Dean for Research and Graduate Studies as part of the COP team.

In Year 2 we began a pre-PharmD program, similar to the Profile for Success™ program in Dentistry. The Pharmacy Scholars Program is a 6-week residential program that focuses on admissions test preparation, shadowing, and interactions with faculty, administrators, mentors and current PharmD students. Our first year had six students in the program. Of the six, five applied to pharmacy school and were accepted. Of those five, four applied to Michigan. All four were offered admissions, and three matriculated. The sixth student is taking a gap year. This year we were able to bring eight students to campus.

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 all three departments. Also, a new initiative has been established by the Dean and chief DEI officer to invite faculty, whose work and research are aligned with the DEI goals and research programs in Clinical Pharmacy, Medicinal Chemistry and Pharmaceutical Sciences, for departmental seminars. This initiative was very well received by the departments!

**Education and Scholarship:**

The College continues to hold trainings in DEI related topics for all constituents. Given the University’s efforts to have all University constituents receive sexual harassment training, we adopted this as our topic for Years 3 and 4. In addition the College has recognized a need to support wellness for all COP constituents, and will be holding events to support this.

In Year 3 The College brought Dr. Willie Davis from the School of Pharmacy at Loma Linda University. His talk was part of COP’s DEI week activities, and was titled “The Power of One: Using Relationships to Improve the Quality and Diversity of the Professorate”. In addition to his talk, Dr. Davis met with Dean Dalton, associate deans, and with the DEI subcommittee on faculty recruitment and retention. He shared ideas for faculty recruitment that have been adopted by the committee.

In Year 4 The College brought in guest speakers from the University to train us on working with students in distress. These trainings were provided by The CRLT Players, and Wolverine Wellness. We had plans for additional trainings in the Winter semester, but those were canceled due to the COVID pandemic.

**Equitable and Inclusive Community:**

The College of Pharmacy has two reporting systems: Commendation Notes and Concern Notes, which are 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 Concern Note system allows students and employees in the College to report instances or patterns of behavior by an employee or student that they consider to be unprofessional, inappropriate, unethical, or substandard in any way, including unlawful bias, discrimination, or harassment. Concerns are addressed according to the appropriate College and University policies and procedures. Efforts are made to keep one’s identity confidential by those who have access to this concern note, unless you grant permission or there is a requirement by policy or law to provide it.

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. Much progress has been made on this, but it is not yet finished. In addition we recognize the need to socialize these protocols in the College, and will be doing so FY20.
**Planning Team:**
The College maintains its college-wide DEI committee. For FY20 its members were:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Clark</td>
<td>Regina McClinton</td>
<td>Thao Tran</td>
</tr>
<tr>
<td>Steven Erickson</td>
<td>Cherie Dotson</td>
<td>Jenn Diaz</td>
</tr>
<tr>
<td>Nancy Mason (Assoc. Dean)</td>
<td>Caitlin Ferguson</td>
<td>Mery Vet George De la Rosa</td>
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<td>Nair Rodriguez-Hornedo</td>
<td>Pennie Rutan</td>
<td>Michelle Nguyen</td>
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<td>Paul Walker</td>
<td>Junei Yang</td>
<td>Julia Hage</td>
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<tr>
<td>Andy White</td>
<td>Larissa Yeomans</td>
<td>Audrey Halim</td>
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<td>Danielle Konan</td>
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<td></td>
<td></td>
<td>Briana Kowal</td>
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<tr>
<td></td>
<td></td>
<td>Elani Sanders</td>
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</tbody>
</table>

**Planning Process Summary:**
The Year 5 Plan was informed by our progress on the DEI Strategic Plan. The College is focusing on finishing the plan as the strategic objectives and action items are still relevant. It was also informed by the work of subcommittees of the DEI committee, and the work of the College’s Administrative Oversight Committee, which includes the dean and all associate deans, department chairs, directors for development and administration, and the Chief DEI Officer. The DEI strategic plan continues to be an integral part of the College’s strategic plan, and, in preparation for accreditation, was reviewed and updated by appropriate stakeholders. This informed us of existing action items and new areas in need of attention.

**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.
3. The work of the Administrative Oversight Committee

**Year 5 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 therefore 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, Strategic Objectives that have been completed are underlined. Finally, 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 4. 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>
</thead>
<tbody>
<tr>
<td><strong>Recruitment, Retention, Development</strong></td>
<td>Expand the diversity of applicant pools for faculty positions. Provide support for development &amp; retention.</td>
<td>Expand the diversity of applicant pools for staff positions. Provide support for development &amp; retention.</td>
<td>Recruit more underrepresented minority students. Provide support for development &amp; retention.</td>
<td>Expand the diversity of applicant pools for staff positions. Provide support for development &amp; retention. Can lead to diverse population of future faculty.</td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td>1) Diversity Training</td>
<td>1) Diversity Training</td>
<td>1) Diversity Training</td>
<td>1) Diversity Training</td>
<td>1) Diversity Training</td>
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<tr>
<td>2) Host events to promote inclusion</td>
<td>2) Host events to promote inclusion</td>
<td>2) Host events to promote inclusion</td>
<td>2) Host events to promote inclusion</td>
<td>2) Host events to promote inclusion</td>
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<tr>
<td>3) Provide reporting system for instances of bias, etc.</td>
<td>3) Provide reporting system for instances of bias, etc.</td>
<td>3) Provide reporting system for instances of bias, etc.</td>
<td>3) Provide reporting system for instances of bias, etc.</td>
<td>3) Provide reporting system for instances of bias, etc.</td>
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<tr>
<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>
<td>4) Increase cultural awareness (events, promotions, news)</td>
</tr>
<tr>
<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>
<td>5) Consideration of special needs (disabilities, religious, family needs, etc.)</td>
<td>5) Consideration of special needs (disabilities, religious, family needs, etc.)</td>
</tr>
<tr>
<td>6) Foster an environment of respect for everyone</td>
<td>6) Foster an environment of respect for everyone</td>
<td>6) Foster an environment of respect for everyone</td>
<td>6) Foster an environment of respect for everyone</td>
<td>6) Foster an environment of respect for everyone</td>
</tr>
<tr>
<td><strong>Promoting an Equitable &amp; Inclusive Community</strong></td>
<td>Provide equitable and inclusive service to students.</td>
<td>Provide equitable and inclusive service to students, staff and faculty.</td>
<td>Provide equitable and inclusive service to patients.</td>
<td>Provide equitable and inclusive service to students in lab setting.</td>
</tr>
<tr>
<td><strong>Service</strong></td>
<td></td>
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Key Findings, Themes and Recommendations

As the College begins Year 5 of its plan, the themes that emerged from the data analysis to include:

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

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. Identify and 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. Develop a detailed protocol for faculty recruitment based on lessons from other UM units (e.g. School of Education).
5. 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.

**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
4. Conduct a regular analysis of staff demographic data.
5. Provide STRIDE training for staff (new offering from HR)

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. Regularly collect staff feedback concerning their work environment and job satisfaction.
2. 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. Incorporate DEI topics into the application and interview process.
5. Incorporate DEI themes in recruitment/promotional materials.

6. 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

7. 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: Invite faculty presentations at UM/ reciprocal UM faculty presentations at URM serving institution.
6. Develop professional relationships with faculty members at URM serving institutions: Provide research opportunities for faculty members and their students.
7. Involve graduate students in pre-college outreach activities designed to promote pathways to science and graduate studies: Participate in volunteer tutoring or other events.
8. Involve graduate students in pre-college outreach activities designed to promote pathways to science and graduate studies: Connect with existing recognized student organizations to identify available service opportunities (FEMMES, Society of Women Engineers).
9. 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.).

**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.
2. 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&I into patient cases presented during class.
3. 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.
4. 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).
5. Provide professional development to support the Curriculum and Assessment committee in meeting the charge to enhance student knowledge of the needs of diverse patient populations.
6. 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.

*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:**
This Strategic Objective is now completed. Mandatory training is done annually.

*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:**
This Strategic Objective is now completed. This Objective is accomplished via our Concern Note System

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.

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

Five-Year Strategic Objective 6:
Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.

Measures of Success (for Objective 6):
Completion of mandatory trainings by all COP constituents.
Awareness of College policies by all COP constituents.

**Action Items:**
1. Require all COP faculty and staff to complete University mandatory training for their classification.
2. Require all COP students to complete University mandatory training for their classification.
3. Review COP policies to ensure they are up to date and compliant.
4. Share policies with COP constituents via multiple formats (email, website, student townhalls, faculty and staff meetings).
5. Support central efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct prevention ("umbrella policy").
6. Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.

*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*

**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:**
This Strategic Objective is now completed. Our regular protocol for equity review is done annually.

*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.).

*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. Develop a questionnaire to assess their current level of connection with health professionals.
2. Consider partnering with other UM health science schools and colleges.
3. Provide equitable and inclusive service to patients.

*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.

**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**

*College of Pharmacy - Diversity, Equity and Inclusion Strategic Plan*
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
### College of Pharmacy - Diversity, Equity & Inclusion

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

## Faculty

### Five-Year Strategic Objective 1:

<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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<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>Part of our progress on this is through our work with our MSI partner institutions. We are reaching out to faculty at these institutions. Also Dean Dalton and Chief DEI Officer McClinton have been working to identify additional faculty at other institutions whose research is aligned with research areas of faculty in the College. In FY20 Dept. Chairs will be reviewed for progress on this item.</td>
<td>Department Chairs and Chief DEI Officer</td>
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<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>The Med Chem Dept. supported a post-doc in her fellowship application that would include teaching experience. The Clinical Pharmacy Dept. interviewed a post-doctoral researcher (African-American and female) who has collaborations with several faculty for a research asst. professor position. She declined the position.</td>
<td>Department Chairs and Chief DEI Officer</td>
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<td>Action Item</td>
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<td>Responsible Party</td>
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<tr>
<td>Network with faculty members, including URM and female faculty members, from national meetings.</td>
<td>Faculty are working to accomplish this action item. This past year interactions with a post-doc and faculty in Clinical Pharmacy resulted in the consideration of the post-doc for a faculty position in the College.</td>
<td>Department Chairs and Chief DEI Officer</td>
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<tr>
<td>Develop a detailed protocol for faculty recruitment based on lessons from other UM units (e.g. School of Education).</td>
<td>All faculty completed STRIDE training. In faculty searches for Pharm. Sci., a committee member and the Chief Diversity Officer personally recruited candidates who are women and underrepresented minorities. Additional direction will be given from the DEI sub-committee on faculty recruitment and retention.</td>
<td>Chief DEI Officer and Administrative Director</td>
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<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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VI. A. Recruitment, Retention and Development

Faculty Cont'd

<table>
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<tr>
<th>STRATEGIC OBJECTIVE</th>
<th>MEASURES OF SUCCESS</th>
<th>DETAILED ACTIONS PLANNED</th>
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<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.  
Research best practices and recognized models for success in supporting all assistant professors in achieving tenure.  
Require all faculty to complete STRIDE training. | LAUNCH committees are currently being done by all three depts. This is now incorporated into our regular procedures. | Department Chairs and Chief DEI Officer |
| | | | Best practices as per ADVANCE have been reviewed and are being adopted. | Department Chairs and Chief DEI Officer |
| | | | This is now incorporated into our regular procedures, and is housed in HR. In FY19 the Dean required all faculty to complete STRIDE training, and they will be held. | Dean, Chief DEI Officer, and HR director |
accountable via their FED and HR reporting. Also new faculty will do so as part of their onboarding process.
### VI. A. Recruitment, Retention and Development

#### Staff

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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>Continue to explore ways to expand the diversity of applicant and interview pools by broadening recruitment efforts.</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. Analyze the data from annual reviews of applicant pool demographics to determine needs for more targeted actions to diversify applicant pools. Require all interviewing staff to participate in STRIDE training, if available. Conduct a regular analysis of staff demographic data. Provide STRIDE training for staff (new offering from HR).</td>
<td>This is now incorporated into our standard procedures. This was converted to the new Action Item below. This is now incorporated into our standard procedures. A new version of STRIDE training for staff will soon be released by Organizational Learning and we will make a plan for all staff to take it, and require new hires to complete it as part of their onboarding. Last year the staff participated in a refresher training on unconscious bias.</td>
<td>Administrative Director and Chief DEI Officer, Administrative Director and Chief DEI Officer, Chief DEI Officer and Administrative Director, Administrative Director and Chief DEI Officer, Administrative Director and Chief DEI Officer</td>
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VI. A. Recruitment, Retention and Development

Staff Cont'd

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<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 5 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>
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<td>Expand training and professional development opportunities on DEI for the staff &amp; supervisors.</td>
<td>This action item is now completed.</td>
<td>Administrative Director</td>
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</table>
## VI. A. Recruitment, Retention and Development

### Staff Cont'd

#### Five-Year Strategic Objective 3:

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<th>STRATEGIC OBJECTIVE</th>
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<th>DETAILED ACTIONS PLANNED</th>
<th>STATUS</th>
<th>ACTION OWNER</th>
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<tbody>
<tr>
<td>Ensure that the work environment is conducive to staff retention.</td>
<td>Increased job satisfaction among staff.</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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<td>Conduct exit interviews.</td>
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<td>This is now incorporated into our standard procedures.</td>
<td>Administrative Director</td>
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**VI. A. Recruitment, Retention and Development**

**PharmD Students**

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<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><strong>Make connections with pre-pharmacy advisors at URM serving institutions.</strong></td>
<td>This is now incorporated into our standard procedures.</td>
<td>Admissions</td>
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<td><strong>Increase the number of recruitment events at URM serving institutions.</strong></td>
<td>This is now incorporated into our standard procedures.</td>
<td>Admissions Director</td>
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<td><strong>Develop articulation admission agreements with URM serving institutions.</strong></td>
<td>Articulation agreements are in progress with Spelman, Morgan State, and Fisk University.</td>
<td>Admissions Director</td>
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<td><strong>Incorporate DE&amp;I topics into the application and interview process.</strong></td>
<td>The application was modified several years ago to require all applicants to address the following prompt: &quot;At the University of Michigan, we value diversity in strengthening our community. Share your experiences or perspective on this topic&quot;. This year a new web-based interview tool will be implemented and targeted questions can be asked of candidates for committee review.</td>
<td>Admissions Director and Chief DEI Officer</td>
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<td><strong>Incorporate DE&amp;I themes in recruitment/promotional materials.</strong></td>
<td>Promotional materials for the Pharmacy Scholars Program are distributed at all recruiting events. Social Media has been leveraged to promote the program including highlighting the achievements of our URM students.</td>
<td>Chief DEI Officer and Admissions Director</td>
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<tr>
<td>Expose pre-college and undergraduate students to career paths in pharmacy</td>
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<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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<td>Other local community initiatives and outreach programs</td>
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<td>Create alumni video interviews to be used in recruitment efforts.</td>
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<td>This is now part of regular procedures for Academic Affairs.</td>
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| Creating videos to enhance the message of the strength of a Michigan Pharmacy Education is being planned. A new Assistant Director for Admissions and Recruiting staff member was hired to focus on our outreach efforts and incorporating videos into our marketing toolkit is a key focus. The College's Communications team has also hired an additional staff person to assist with promotion of the College using different channels and media. |
| Admissions Director |

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| Chief DEI Officer |
## VI. A. Recruitment, Retention and Development

**PharmD Students Cont'd**

### Five-Year Strategic Objective 2:

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<tr>
<th>STRATEGIC OBJECTIVE</th>
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<th>STATUS</th>
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</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>Catalog current COP resources that are available for supporting the academic success of students.</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>Determine the level of participation in the activities.</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>Conduct a survey of all current students about the awareness and effectiveness of college academic support services.</td>
<td>This is now incorporated into our standard procedures.</td>
<td>Associate Dean for Student Affairs</td>
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<tr>
<td></td>
<td></td>
<td>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.</td>
<td>The feasibility of this action item will need to be determined with new college leadership. This will be a priority for FY21/Year 5 of the plan</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>
<th>MEASURES OF SUCCESS</th>
<th>DETAILED ACTIONS PLANNED</th>
<th>ACTION OWNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiting and admit more URM students into the graduate (PhD) programs.</td>
<td>Increased level of diversity in the PhD programs.</td>
<td>We received a Rackham MSI Collaboration grant and will be recruiting at Morgan State, Xavier and Fisk, in addition to our current efforts. Also as we encounter additional schools we add them as we can.</td>
<td>Student Affairs Program Manager for Graduate Student Recruitment and Outreach</td>
</tr>
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<td>Maintain and establish connections with undergraduate advisors at URM serving institutions.</td>
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<td>Identify additional national conferences for URM student recruitment.</td>
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<td>Identify resources within national scientific organizations (NOBCCHE, ACS, ASBMB, etc.) to advertise and promote the COP graduate programs to undergraduate students.</td>
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<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.</td>
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</tr>
</tbody>
</table>

*Chief DEI Officer, Student Affairs Program Manager for Graduate Student Recruitment and Outreach*
<table>
<thead>
<tr>
<th>Develop professional relationships with faculty members at URM serving institutions: Provide research opportunities for faculty members and their students.</th>
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<tbody>
<tr>
<td>a lecture at Xavier Univ. during our campus visit.</td>
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<tr>
<td>Outreach, Dept. Chairs</td>
</tr>
<tr>
<td>Our previous program that just brought faculty, the Sabbatical Connections program, ended in 2019. We have plans for a new program that will accomplish this action item, but it has not yet started. This program will be reviewed with new College leadership.</td>
</tr>
<tr>
<td>Dean and Chief DEI Officer</td>
</tr>
<tr>
<td>Involve graduate students in pre-college outreach activities designed to promote pathways to science and graduate studies—Participate in volunteer tutoring or other events.</td>
</tr>
<tr>
<td>We do this through two mechanisms: College of Pharmacy Campus Connections: This is our second year partnering with the Comprehensive Studies Program’s Summer Bridge Program to offer a series of career exploration workshops for incoming LSA undergraduate students from underrepresented backgrounds. Our Campus Connection provides an introduction to the BSPS degree and is intended for students interested in STEM fields, professional health programs (e.g., DDS, MD, PharmD), or who want to learn more about the pharmaceutical industry. Students receive an overview on how new medications are developed and brought to the market, tour the hospital pharmacies, and network with current undergraduate, PharmD, and graduate students, as well as COP faculty. Pharmacy Science Engagement Toolkits and High School Visits: We were awarded a Faculty Structured Outreach Support (FSOS) Award of $5,000 by UM’s Center for Educational Outreach (CEO) in April 2019 to develop Pharmacy Science Engagement Toolkits and to pilot high school visits by our Pharmacy Student Ambassadors. We are collaborating with the Michigan HOSA (formerly known as Health Occupations Students of America) chapter to facilitate outreach to high school students interested in professional health programs. There are over 100 high schools across the state that participate in MIHOSA programming; however, Pharmacy Science was</td>
</tr>
<tr>
<td>Student Affairs and Community Engagement</td>
</tr>
</tbody>
</table>
recently added to their repertoire in 2018. We wish to educate high school staff advisors to feel informed, and provide Pharmacy Tool kits so students have an opportunity to practice hands-on skills. A unique feature of HOSA programming is students can participate in regional, state, or international competitions, including written tests of healthcare knowledge and hands-on demonstrations of healthcare related skills. In addition to participating in competitions, these events allow students to network, learn about college programs, and potentially earn college scholarships.

Involve graduate students in pre-college outreach activities designed to promote pathways to science and graduate studies: Connect with existing organizations to identify available service opportunities (FEMMES, Society of Women Engineers) We have identified contacts in several UM organizations (FEMMES, Society of Women Engineers and the National Society of Black Engineers) and will work this coming year on scheduling events that will allow our graduate students and faculty members to talk with the students about our graduate and professional programs. This past year the Medicinal Chemistry graduate student members of the ACS Division of Medicinal Chemistry University of Michigan Chapter provided students from a local high school with lab tours and an information session about careers in drug discovery. These students also partnered with several PharmD students to conduct science demonstrations at a local elementary school.

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. This Action Item is not doable. Associate Dean for Research and Graduate Education

Chief DEI Officer
VI. A. Recruitment, Retention and Development

PhD Students Cont'd

<table>
<thead>
<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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</thead>
<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>The Associate Dean for Research and Graduate Studies continues to work on this.</td>
<td>Associate Dean for Research and Graduate Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Look for solutions to retention issues based on data.</td>
<td>The Associate Dean for Research and Graduate Studies continues to work on this.</td>
<td>Associate Dean for Research and Graduate Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Catalog the current resources available to support student success/identify unmet needs.</td>
<td>Waiting for the handbook from Pharm. Sci. All other departments have completed this task.</td>
<td>Assoc. Dean for Research and Graduate Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review successful models of support for graduate students, including female &amp; URM students.</td>
<td>The Associate Dean for Research and Graduate Studies continues to work on this.</td>
<td>Assoc. Deans for Research and Student Affairs</td>
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</table>
### VI. B. Education and Scholarship

**Faculty**

#### Five-Year Strategic Objective 1:

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<tr>
<th>STRATEGIC OBJECTIVE</th>
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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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## VI.B. Education and Scholarship

### Faculty Cont'd

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<th>STRATEGIC OBJECTIVE</th>
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</table>
| Enhance the PharmD curriculum with regard to diversity, equity and inclusion. | Revisions in curricular content taught coupled with positive results on student surveys. | 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. | It was identified that having a central approach, larger than just the CAC, needs to be taken. An initial committee is being formed. | Chair of Therapeutics Curriculum Committee |
| | | 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&I into patient cases presented during class. | It was identified that having a central approach, larger than just the CAC, needs to be taken. An initial committee is being formed. | Chair of Therapeutics Curriculum Committee and Chief DEI Officer |
| | | 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. | It was identified that having a central approach, larger than just the CAC, needs to be taken. An initial committee is being formed. | Chair of Therapeutics Curriculum Committee |
| | | 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). | It was identified that having a central approach, larger than just the CAC, needs to be taken. An initial committee is being formed. | Chief DEI Officer, SPI coordinator |
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<tr>
<th>Action</th>
<th>Responsible Party</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Provide professional development to support the Curriculum and Assessment committee in meeting the charge to enhance student knowledge of the needs of diverse patient populations.</td>
<td>This action item will now be handled by the faculty development committee.</td>
<td>Faculty Development Committee and Chief DEI Officer</td>
</tr>
<tr>
<td>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.</td>
<td>This is done as part of our annual student surveys.</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>To understand the diversity of patients to whom our students provide care in the community setting, we have mapped our community pharmacy experiential sites by zip code to population demographics and childhood immunization rates of Washtenaw and Wayne counties. We plan to use this information for site recruitment to enhance student engagement with more diverse populations and for health fairs/immunization events to address high-need areas.</td>
<td>Experiential Education Director and Chief DEI Officer</td>
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</table>
### VI. B. Education and Scholarship

**PhD Students**

<table>
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<tr>
<th>STRATEGIC OBJECTIVE</th>
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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 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>Ellingrod: starting 2020, COP is taking over GSI training which will include inclusive classroom experiences.</td>
<td>Chief DEI Officer, Inclusive Teaching Liaison, Assoc. Dean for Faculty and Curriculum</td>
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<tr>
<td>Ensure that students are aware of and prepared to support DEI-based curricular revisions.</td>
<td></td>
<td></td>
<td>This will be done after curricular revisions are made.</td>
<td>Chief DEI Officers for Pharmacy and Nursing, and curriculum chairs</td>
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</tbody>
</table>
## VI. B. Education and Scholarship

### Alumni/Preceptors

#### Five-Year Strategic Objective 1:

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<th>STRATEGIC OBJECTIVE</th>
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<th>DETAILED ACTIONS PLANNED</th>
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<th>ACTION OWNER</th>
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<tbody>
<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>Walker: Continuing Education is offered through our Annual Pharmacy Lecture Series. Also, we are examining the ability to offer courses. There may be companies that already provide this and we can connect preceptors to them.</td>
<td>Experiential Education Director</td>
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<td></td>
<td></td>
<td>Provide opportunities for involvement in trainings (diversity, cultural competence/sensitivity, bias, etc.).</td>
<td>Walker: We provide preceptors free access to resources in the &quot;Preceptor&quot; bucket from CE Impact. Additional efforts are being done through the annual preceptor symposium.</td>
<td>Experiential Education Director</td>
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</table>
### VI.C. Promoting an Equitable and Inclusive Community

#### All Groups

**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>
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</thead>
<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. Involve representatives from all constituent groups in the planning process. 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>This objective has been completed.</td>
<td>Dean and Chief DEI Officer</td>
</tr>
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This has been done. We are currently further reviewing issues brought to light via confidential interviews with an external consultant. | Chief DEI Officer and Assoc. Dean for Faculty and Curriculum |
VI. C. Promoting an Equitable and Inclusive Community

All Groups

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<tr>
<th>STRATEGIC OBJECTIVE</th>
<th>MEASURES OF SUCCESS</th>
<th>DETAILED ACTIONS PLANNED</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>This Strategic Objective is now completed.</td>
<td>Mandatory training is done annually.</td>
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VI.C. Promoting an Equitable and Inclusive Community

**All Groups**

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<th>STRATEGIC OBJECTIVE</th>
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<th>DETAILED ACTIONS PLANNED</th>
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<th>ACTION OWNER</th>
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<tr>
<td>Create a system</td>
<td>Greater satisfaction among all constituents with regard to the climate of the</td>
<td>This Strategic Objective is now completed.</td>
<td>This Objective is accomplished</td>
<td>Chief DEI Officer and Administrative Director</td>
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<td>that will allow</td>
<td>College of Pharmacy as measured with a pre-post satisfaction survey.</td>
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<td>via our Concern Note System.</td>
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<td>individuals to report</td>
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<td>instances of</td>
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<tr>
<td>discrimination, bias,</td>
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<td>sexual harassment,</td>
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<td>disrespect, etc.</td>
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College of Pharmacy - Diversity, Equity and Inclusion Strategic Plan
VI. C. Promoting an Equitable and Inclusive Community

All Groups

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<tbody>
<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. Merit Committee</td>
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<td>Develop a list of events to host for each group with an associated schedule.</td>
<td>This action item is no longer applicable. We do host events for faculty, staff and students, but the format is less formal than what was envisioned, yet still very effective. For example we are planning a staff retreat to discuss unconscious bias and College climate. All staff will be notified and invited to attend. But this event arose out of discussions that occurred two months ago, so having a list of events isn't always feasible.</td>
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**All Groups**

### Five-Year Strategic Objective 5:

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<tr>
<th>STRATEGIC OBJECTIVE</th>
<th>MEASURES OF SUCCESS</th>
<th>DETAILED ACTIONS PLANNED</th>
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<th>ACTION OWNER</th>
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<tbody>
<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>This action item is completed.</td>
<td>Assoc. Dean for Student Affairs, Admin. Dir., Chief DEI Officer</td>
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<tr>
<td></td>
<td></td>
<td>Identify strengths, weaknesses and gaps.</td>
<td>This has been done.</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 completed.</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>We have a process in place, The Concern Note, but are also working to create a complaint/conflict resolution process for faculty, staff, and students that is more broad.</td>
<td>Assoc. Dean for Student Affairs, Admin. Dir., Chief DEI Officer</td>
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## VI.C. Promoting an Equitable and Inclusive Community

### All Groups

#### Five-Year Strategic Objective 6:

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<tr>
<td></td>
<td>Educate our community on sexual and gender-based misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.</td>
<td>Require all COP faculty and staff to complete University mandatory trainings.</td>
<td>This has been done.</td>
<td>Dean, Chief DEI Officer, Admin. Dir., Sr. HR Dir.</td>
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<tr>
<td></td>
<td></td>
<td>Require all COP students to complete University mandatory trainings.</td>
<td>This has been done.</td>
<td>Assoc. Dean for Student Affairs, Chief DEI Officer</td>
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<td></td>
<td>Review COP policies to ensure they are up to date and compliant.</td>
<td>While such a review has been done, we are continuing this process in light of attending the sexual harassment training workshop in Feb.</td>
<td>Assoc. Dean for Student Affairs, Admin. Dir., Chief DEI Officer</td>
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<td>Share policies with COP constituents via multiple formats (email, website, student townhalls, faculty and staff meetings).</td>
<td>Once the above action item and plan are done, we will socialize this in the College.</td>
<td>Dean, Chief DEI Officer, Sr. HR Dir.</td>
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<td>5. Support central efforts to educate faculty, staff, and students on the forthcoming University of Michigan Policy on Sexual and Gender-Based Misconduct prevention (&quot;umbrella policy&quot;).</td>
<td>Awaiting the new policy.</td>
<td>Dean, Chief DEI Officer, Sr. HR Dir.</td>
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<td>6. Develop and socialize unit-specific value statements that align and reinforce the forthcoming university level values that promote culture</td>
<td>Awaiting the new policy.</td>
<td>Dean, Chief DEI Officer, Sr. HR Dir.</td>
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</tbody>
</table>
and climate change consistent with both the Diversity, Equity & Inclusion, and Sexual and Gender-Based Misconduct Prevention work that is already underway.
VI. C. Promoting an Equitable and Inclusive Community

Faculty & Staff

<table>
<thead>
<tr>
<th>STRATEGIC OBJECTIVE</th>
<th>MEASURES OF SUCCESS</th>
<th>DETAILED ACTIONS PLANNED</th>
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<tbody>
<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>
</tr>
<tr>
<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>Mason: Mental health workshops have been held at faculty and staff meetings over the last few years. Also, the College has a committee on students with disabilities, which we also recognize will benefit staff and faculty with disabilities. We will work to identify and share University resources as well.</td>
<td>Where practical, advertise (website, orientation, syllabus, etc.) resources that are available for individuals with special needs.</td>
<td>The COP website is in the process of being revised.</td>
<td>Assoc. Deans, Admin. Dir., Chief DEI Officer</td>
</tr>
<tr>
<td>Where practical, advertise (website, orientation, syllabus, etc.) resources that are available for individuals with special needs.</td>
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Faculty & Staff

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<tbody>
<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>This Strategic Objective is now completed.</td>
<td>Our regular protocol for equity review is done annually.</td>
<td>Administrative Director</td>
</tr>
</tbody>
</table>
VI. D. Service
Faculty

<table>
<thead>
<tr>
<th>Five-Year Strategic Objective 1:</th>
<th>Measures of Success</th>
<th>Detailed Actions Planned</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<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>We have consistently held seminars and retreats for faculty and staff. Currently we are working to provide training on student trauma, so that faculty can recognize signs and support students by directing them to the appropriate resources.</td>
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</table>

Action Owner: Assoc. Deans, Admin. Dir., Chief DEI Officer
VI. D. Service
Faculty Cont’d

<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>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.).</td>
<td>Higher ratings on student satisfaction surveys and pre-post satisfaction surveys with regard to faculty support and involvement.</td>
<td>Provide incentives and recognition to faculty members who attend special functions in support of students.</td>
<td>We are still working on this process.</td>
<td>Dean and Dept. chairs</td>
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</table>
VI. D. Service
Staff

<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>To ensure that all staff who work with students 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>We have consistently held seminars and retreats for faculty and staff. Currently we are working to provide training on student trauma, so that faculty can recognize signs and support students by directing them to the appropriate resources.</td>
<td>Assoc. Dean for Student Affairs and SSSE Committee</td>
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</tbody>
</table>
VI. D. Service
PharmD Students

Five-Year Strategic Objective 1:

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<thead>
<tr>
<th>STRATEGIC OBJECTIVE</th>
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<th>STATUS</th>
<th>ACTION OWNER</th>
</tr>
</thead>
<tbody>
<tr>
<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>As we have no control over the patient populations and thus cannot guarantee what patients will be seen when or where, we have not come up with any expectations along specific patient diversity lines/characteristics. However, we require students to document demographic information about the patients for whom they provide care. At specific timepoints during IPPE and APPE rotations that involve direct patient care, students enter demographic data into our college experiential education management database (CORE/ELMS) so that we can track diversity of patient experiences. These data are reviewed annually by the Experiential Education Committee to ensure that students are exposed to populations that exhibit diversity in culture, medical conditions, age, gender, race/ethnicity, and, where possible, socioeconomic factors.</td>
<td>Experiential Education Director and Chief DEI Officer</td>
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<td>Action</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>
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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>
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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>
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<th>Details</th>
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<tr>
<td>All PharmD students receive annual DEI training. The training for PharmD orientation was wellness. The P4 Orientation training was done by the chief DEI Officer on the role of race in medicine. These trainings are now done annually and attendance is required.</td>
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<td>This is in progress via curriculum review and revision. A new course on health disparities will begin in the fall.</td>
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<tr>
<td>We continue to work with a housing facility in Ann Arbor, Cranbrook Tower for the past year which is 96% senior and 65% Mandarin speaking. There are over 29 countries represented in the facility. We are also targeting this LatinX population this year, but I believe that will be in Ypsilanti. As part of our Service Learning course twice a year we go and complete a service project in Flint and in Inkster. Also, SNPhA works with Wayne State for their COTTS event to help the homeless population.</td>
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<tr>
<th>Implementation</th>
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<tbody>
<tr>
<td>Experiential Ed. Director, Curriculum Program Specialist, &amp; Chief DEI Officer</td>
</tr>
<tr>
<td>Curriculum Committee chair</td>
</tr>
<tr>
<td>Experiential Education and Community Engagement</td>
</tr>
<tr>
<td>STRATEGIC OBJECTIVE</td>
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<td>----------------------------------------------------------------------------------</td>
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<tr>
<td>Consider ways to incorporate the voices of patients or patient advocates, who represent diverse populations, into the pharmacy curriculum.</td>
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**VI. D. Service**  
**Patients Cont’d**

**Five-Year Strategic Objective 2:**

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<th>STRATEGIC OBJECTIVE</th>
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<th>ACTION OWNER</th>
</tr>
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<tbody>
<tr>
<td>Develop relationships with community members of underserved populations through outreach / service projects.</td>
<td>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.</td>
<td>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. Consider partnering with other UM health science schools and colleges.</td>
<td>This is now incorporated into our standard procedures.</td>
<td>Experiential Education</td>
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<td></td>
<td></td>
<td>Provide equitable and inclusive service to patients.</td>
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<td>Experiential Education</td>
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While we have no ability to change the population of patients in any given setting, we require students to document demographic information about the patients for whom they provide care. At specific timepoints during IPPE and APPE rotations that involve direct patient care, students enter demographic data into our college experiential education management database (CORE|ELMS) so that we can track diversity of patient experiences. These data are reviewed annually by the Experiential Education Committee to ensure that students are exposed to populations that exhibit diversity in culture, medical conditions, age, gender, race/ethnicity, and, where possible, socioeconomic factors. Further, we have 1)
a Pharmacy Community Connect Day event to our fall Orientation; P1, P2 and P3 students serve the local community by delivering health information/education in local community pharmacies; 2) through collaboration with colleagues in the Clinical Pharmacy Department, added a health event to our Community APPE in which students will provide interprofessional health and wellness services for low income community-dwelling adults in Ann Arbor (i.e., Baker Commons Apartments); we are exploring other such opportunities (e.g., Cranbrook Tower) for integration into IPPEs and/or Service Learning experiences.
VII. Data and Analysis: Key Findings

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 several programs directly out of the College’s budget. In addition, the chief DEI officer seeks funding outside of the College of Pharmacy. Currently the College has been awarded a DEI Innovation and a Rackham MSI Collaboration and Implementation Grant. Additional funding will be pursued as opportunities arise.

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.

VIII. References

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