Diversity, Equity, & Inclusion
Strategic Plan FY20
Diversity, Equity and Inclusion Strategic Plan
of The College of Pharmacy

The College of Pharmacy presents the Year 4 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
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. Thus as the College continues its progress, it is focusing on the sustainability of the work. Are COP constituents prepared to support the College in not only maintaining our progress, but also in advancing the College to achieve more regarding DEI than just what is in the plan? The College is truly committed to ensuring an inclusive environment and achieving equity.

Our Year 4 plan has been informed by those points shared for year 3. But it has also been shaped by the creation of new relationships with minority serving institutions, MSIs. These efforts have resulted in new approaches to accomplishing some of our action items, the creation of new programming and recruiting efforts, and new faculty to faculty relationships.

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, anticancer 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
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 with DEI interest/expertise whose research is aligned with that 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.

**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 FY19 its members were:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cesar Alaniz</td>
<td>Regina McClinton</td>
<td>Rachel Rowlands</td>
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<tr>
<td>John Clark</td>
<td>Cherie Dotson</td>
<td>Lindsey Scheetz</td>
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<tr>
<td>Steven Erickson</td>
<td>Caitlin Ferguson</td>
<td>Young Jae Kim</td>
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<tr>
<td>Nancy Mason (Assoc. Dean)</td>
<td>Pennie Rutan</td>
<td>Michelle Nguyen</td>
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<td>Nair Rodriguez-Hornedo</td>
<td>Junei Yang</td>
<td>Julia Hage</td>
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<td>Paul Walker</td>
<td>Larissa Yeomans</td>
<td>Audrey Halim</td>
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<td>Andy White</td>
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<td>Pooja Kumar</td>
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<td>Hannah Hammoud</td>
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<td>Elani Sanders</td>
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Planning Process Summary:
The Year 4 Plan was informed by the 2018 Climate Study results, and progress on the plan’s strategic objectives. 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 is 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 4 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><strong>Promoting an Equitable &amp; Inclusive Community</strong></th>
<th><strong>Service</strong></th>
<th><strong>PharmD Students</strong></th>
<th><strong>PhD Students</strong></th>
<th><strong>Post/Docs</strong></th>
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<tbody>
<tr>
<td><strong>Recruitment, Retention, Development</strong></td>
<td><strong>Faculty</strong></td>
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<td><strong>Education &amp; Scholarship</strong></td>
<td><strong>Staff</strong></td>
<td><strong>Faculty</strong></td>
<td></td>
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<tr>
<td>Provide faculty training / Enhance the PharmD curriculum to include DEI topics.</td>
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<td>1) Diversity Training</td>
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<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>
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<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>
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<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>
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Key Findings, Themes and Recommendations

As the College begins Year 4 of its plan, the themes that emerged from the data analysis to include:

A. Lack of diversity among constituent groups (faculty and students)
B. 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 [MSIs], etc.).
2. Network with future URM and female faculty members from post-doctoral positions who have the potential for success as a faculty member.
3. Network with URM and female faculty members from national meetings.
4. Develop a detailed protocol for faculty recruitment based on lessons from other UM
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 U RM and female faculty members who achieve tenure and/or promotion.

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

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

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

**Staff**

**Five-Year Strategic Objective 1:**
Continue to explore ways to expand the diversity of applicant and interview pools by broadening recruitment efforts.

**Measures of Success (for Objective 1):**
Increased number of diverse individuals in the applicant and interviewing pools.

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

6. Involve graduate students in pre-college outreach activities designed to promote pathways to science and graduate studies.
   - Participate in volunteer tutoring or other events.
   - Connect with existing recognized student organizations to identify available service opportunities (FEMMES, Society of Women Engineers)

7. Provide funding to admit a total of 8 students (4/year), who have a demonstrated commitment to diversity, into the PhD programs in Medicinal Chemistry and Pharmaceutical Sciences.

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

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

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

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

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

**IV. B. Education and Scholarship**

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

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

*Measures of Success (for Objective 1):*
Positive evaluation of the yearly portfolio of faculty, which will include DEI activities, in addition to research, teaching and service components.
Action Items:
1. Identify and/or create core training opportunities in DEI which will be part of the yearly portfolio evaluation (e.g. CRLT Inclusive Teaching workshops, Intergroup Relations programs, etc.).

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

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

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

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

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

PharmD Students

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

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

Action Item:
1. See if review of demographics information of sites through census data will address this objective
Primary DE&I Goal: Diversity
Other applicable domain: Equity

PhD Students

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

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

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

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

Alumni / Preceptors

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

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

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

IV. C. Promoting an Equitable and Inclusive Community

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

College of Pharmacy (for all constituent groups)

Five-Year Strategic Objective 1:
Develop an Expect Respect Campaign.
Measures of Success (for Objective 1):
Greater satisfaction among all constituents with regard to the climate of the College of Pharmacy (as measured with a pre-post satisfaction survey).

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

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 harassment and 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).
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:
College of Pharmacy - Diversity, Equity and Inclusion Strategic Plan
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.
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

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**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**

Demographic Composition:
- Headcount
- Race/ethnicity
- Sex

Graduation Rates:
- 4-Year
- 6-Year

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

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

Graduate Students
Demographic Composition:
• Headcount
• Race/ethnicity
• Sex

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

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

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

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

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

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

College of Pharmacy - Diversity, Equity & Inclusion

VI. A. Recruitment, Retention and Development

**Faculty**

**Five-Year Strategic Objective 1:**

<table>
<thead>
<tr>
<th>STRATEGIC OBJECTIVE</th>
<th>MEASURES OF SUCCESS</th>
<th>DETAILED ACTIONS PLANNED</th>
<th>STATUS</th>
<th>ACTION OWNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of URM and female members faculty</td>
<td>Increased number of URM and female members faculty</td>
<td>Network directly with faculty members, including URM and female faculty members, from other institutions</td>
<td>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>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify and network with those in post-doctoral positions, including URM and female post-docs, who have the potential for success as a faculty member.</td>
<td>We have not had any faculty openings. As we approach hiring new faculty we will make progress on this item.</td>
<td>Department Chairs and Chief DEI Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Network with faculty members, including URM and female faculty members, from national meetings.</td>
<td>This has been prioritized for FY20: Chief DEI officer and Dept. Chairs will create strategy and protocol.</td>
<td>Department Chairs and Chief DEI Officer</td>
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<td>Develop a detailed protocol for faculty recruitment based on lessons from other UM units (e.g. School of Education).</td>
<td>The DEI subcommittee on Faculty Recruitment and Retention is working on this.</td>
<td>Chief DEI Officer and Administrative Director</td>
</tr>
<tr>
<td>Add the new Chief DEI officer to all faculty search committees.</td>
<td>Incorporated into our regular procedures.</td>
<td>Dean, Dept. Chairs, Chief DEI Officer</td>
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</table>
VI. A. Recruitment, Retention and Development

**Faculty Cont’d**

### Five-Year Strategic Objective 2:

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<tr>
<th>STRATEGIC OBJECTIVE</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>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:</strong></td>
<td><strong>LAUNCH committees are currently being done by all three depts. This is now incorporated into our regular procedures.</strong></td>
<td>Department Chairs and Chief DEI Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Networking and establishing collaborations within the discipline</td>
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<td>b. Writing grant proposals</td>
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<td>c. Publishing scholarly work</td>
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<td>d. Teaching</td>
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<td>e. Mentoring graduate students</td>
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<td>f. Personal and professional mentoring</td>
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<td>g. Managing professional relationships</td>
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<td></td>
<td>Research best practices and recognized models for success in supporting all assistant professors in achieving tenure.</td>
<td>Best practices as per ADVANCE have been reviewed and are being adopted.</td>
<td>Department Chairs and Chief DEI Officer</td>
</tr>
<tr>
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<td></td>
<td>Require all faculty to complete STRIDE training.</td>
<td>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.</td>
<td>Dean, Chief DEI Officer, and HR director</td>
</tr>
</tbody>
</table>

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

Five-Year Strategic Objective 1:

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<tr>
<th>STRATEGIC OBJECTIVE</th>
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</tr>
</thead>
<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.</td>
<td>This is now incorporated into our standard procedures.</td>
<td>Administrative Director and Chief DEI Officer</td>
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<tr>
<td></td>
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<td>Analyze the data from annual reviews of applicant pool demographics to determine needs for more targeted actions to diversify applicant pools.</td>
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<td>Administrative Director and Chief DEI Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Require all interviewing staff to participate in STRIDE training, if available.</td>
<td>This was converted to the new Action Item below.</td>
<td>Chief DEI Officer and Administrative Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conduct a regular analysis of staff demographic data.</td>
<td>This is now incorporated into our standard procedures.</td>
<td>Administrative Director and Chief DEI Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide STRIDE training for staff (new offering from HR).</td>
<td>Will be done at 2019 Staff Summer Retreat.</td>
<td>Administrative Director and Chief DEI Officer</td>
</tr>
</tbody>
</table>
## VI. A. Recruitment, Retention and Development

### Staff Cont'd

#### Five-Year Strategic Objective 2:

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<tr>
<th>STRATEGIC OBJECTIVE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Encourage staff members to participate in professional development activities.</td>
<td>Increased number of requests to participate in professional development activities.</td>
<td>Require supervisors to identify and encourage staff to participate in professional development activities.</td>
<td>We now have a professional development policy for staff, and in Year 4 staff will be required to include professional development in their IDP, and supervisors evaluated for supporting their staff on their FED.</td>
<td>Dean and Administrative Director</td>
</tr>
<tr>
<td></td>
<td></td>
<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>
</tr>
</tbody>
</table>
### VI. A. Recruitment, Retention and Development

#### Staff Cont'd

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

### PharmD Students

#### Five-Year Strategic Objective 1:

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<tr>
<th>STRATEGIC OBJECTIVE</th>
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<th>ACTION OWNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit and admit more URM students into the PharmD program.</td>
<td>Increased level of diversity in the PharmD program.</td>
<td><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>
</tr>
<tr>
<td></td>
<td></td>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Develop articulation admission agreements with URM serving institutions.</strong></td>
<td>We have one with Spelman College, are looking to establish agreements with our other MSI partners: Morgan State, Fisk and Xavier.</td>
<td>Admissions Director</td>
</tr>
<tr>
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<td></td>
<td><strong>Incorporate DE&amp;I topics into the application and interview process.</strong></td>
<td>An essay was added two years ago. We still need to determine how to best utilize the results.</td>
<td>Admissions Director and Chief DEI Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Incorporate DE&amp;I themes in recruitment/promotional materials.</strong></td>
<td>We continued to place a national ad for Insight Into Diversity, in collaboration with other health profession units. We also continued with an advertisement in the Diversity in STEAM magazine (Summer/Fall) editions. We have been advertising in this magazine for several years. This item will be complete when we revise the College's advertising materials, likely in year 5 of the plan.</td>
<td>Chief DEI Officer and Admissions Director</td>
</tr>
<tr>
<td><strong>Expose pre-college and undergraduate students to career paths in pharmacy</strong></td>
<td><strong>This is now part of regular procedures for Academic Affairs.</strong></td>
<td><strong>Admissions Director</strong></td>
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| • **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 | | |
| **Create alumni video interviews to be used in recruitment efforts.** | **Interviews have been done, and just need editing.** | **Chief DEI Officer** |
## VI. A. Recruitment, Retention and Development
### PharmD Students Cont'd
#### Five-Year Strategic Objective 2:

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

**PhD Students**

<table>
<thead>
<tr>
<th>STRATEGIC OBJECTIVE</th>
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</tr>
</thead>
</table>
| Recruit and admit more URM students into the graduate (PhD) programs. | Increased level of diversity in the PhD programs. | **Five-Year Strategic Objective 1:**

- Increase the number of recruitment events at URM serving institutions.
- **Maintain and establish connections with undergraduate advisors at URM serving institutions.**
- **Identify additional national conferences for URM student recruitment.**
- Identify resources within national scientific organizations (NOBCCHE, ACS, ASBMB, etc.) to advertise and promote the COP graduate programs to undergraduate students.

- 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.
- This is now incorporated into our standard procedures.
- This is now incorporated into our standard procedures.
- Last year we intended to look for opportunities to promote our programs/opportunities to participants in the American Chemical Society Project SEED program and the ACS Scholars program but did not make progress with these plans. As such, these goals will be carried forth this coming year. We will also carry forth the plan of advertising our summer research programs through the ASBMB Minority Affairs Committee website.

- Student Affairs Program Manager for Graduate Student Recruitment and Outreach
- Student Affairs Program Manager for Graduate Student Recruitment and Outreach
- Student Affairs Program Manager for Graduate Student Recruitment and Outreach
- Student Affairs Program Manager for Graduate Student Recruitment and Outreach
Develop professional relationships with faculty members at URM serving institutions. (Invited faculty presentations at UM/ reciprocal UM faculty presentations at URM serving institution, provide research opportunities for faculty members and their students).

This action does not have a defined endpoint, and we envision it will be ongoing work for the College. We began with the Sabbatical Connections program that allowed us to build connections to with Spelman and Fisk. We are capitalizing on these with continued outreach. We also built connections with Morgan State and are capitalizing on this as well. Our newest connection is with Xavier Univ. in New Orleans, and we anticipate adding Stillman College in the near future. We brought students from the first three institutions to campus for the College's Research Forum, paid in part by a DEI Innovation grant, and in part by the College of Pharmacy. We received a new grant, the MSI Collaboration and Implementation Grant from Rackham that will allow us to bring students and faculty from the first four institutions to campus in the upcoming two years. We will apply for an MSI Outreach and Planning grant to begin a relationship with Stillman College. Our plan is to invite a faculty member from one of our partner schools to present her/his research at COP, and to have COP faculty present their research at partner institutions.

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<tr>
<th>Involve graduate students in pre-college outreach activities designed to promote pathways to science and graduate studies.</th>
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<tbody>
<tr>
<td>• Participate in volunteer tutoring or other events.</td>
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<td>• Connect with existing organizations to identify available service opportunities (FEMMES, Society of Women Engineers)</td>
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</tbody>
</table>

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.

Second is Pharmacy Science Engagement Toolkits and High School Visits: We were awarded a Faculty Structured Outreach Support
| 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. | 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. | This Action Item is not doable. | Chief DEI Officer |
## VI. A. Recruitment, Retention and Development

### PhD Students Cont'd

#### Five-Year Strategic Objective 2:

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<tr>
<th>STRATEGIC OBJECTIVE</th>
<th>MEASURES OF SUCCESS</th>
<th>DETAILED ACTIONS PLANNED</th>
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<th>ACTION OWNER</th>
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<tbody>
<tr>
<td>Improve retention of all students, including female &amp; URM students.</td>
<td>Decreased # of students who leave the graduate programs.</td>
<td>Consult with the graduate program chairs to determine factors that may have led to the departure of students from our graduate programs. Determine if DEI issues may have played a role in their departure.</td>
<td>This is being done by the Associate Dean for Research and Graduate Studies.</td>
<td>Associate Dean for Research and Graduate Studies</td>
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<td></td>
<td></td>
<td>Look for solutions to retention issues based on data.</td>
<td>This is being done by the Associate Dean for Research and Graduate Studies.</td>
<td>Associate Dean for Research and Graduate Studies</td>
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<td></td>
<td>Catalog the current resources available to support student success/identify unmet needs.</td>
<td>Two of the three depts. have completed their graduate student handbooks. The third is in progress.</td>
<td>Assoc. Dean for Research and Graduate Studies</td>
</tr>
<tr>
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<td></td>
<td>Review successful models of support for graduate students, including female &amp; URM students.</td>
<td>This is being addressed by the Assoc. Deans for Research and Student Affairs.</td>
<td>Assoc. Deans for Research and Student Affairs</td>
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## VI. B. Education and Scholarship

### Faculty

#### Five-Year Strategic Objective 1:

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<th>STRATEGIC OBJECTIVE</th>
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<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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| 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. | Planning for this is being discussed among the TPS coordinators. | 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. | This is currently being done through two methods. First, individual faculty working with the chief DEI officer. Second, through two student research projects that will add cultural intelligence to two courses. | 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. | Work on this will be addressed after accreditation for the College, which will be in Oct. 2019. | 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). | Work on this will be addressed after accreditation for the College, which will be in Oct. 2019. | Chief DEI Officer, SPI coordinator |
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<th>Task</th>
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<th>Responsible Party</th>
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<tr>
<td>Provide professional development to support the Curriculum and Assessment committee in meeting the charges in AI 1.</td>
<td>This is being discussed among the TPS coordinators.</td>
<td>Chair of Curriculum Committee, 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 item has been placed on hold until the College completes AACP accreditation.</td>
<td>Chair of Curriculum Committee</td>
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</table>
### VI. B. Education and Scholarship

**PharmD Students**

#### Five-Year Strategic Objective 1:

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<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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## VI. Education and Scholarship

### PhD Students

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<th>STRATEGIC OBJECTIVE</th>
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<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 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>We conducted a survey to assess how well prepared students feel they are to be GSIs, and how much they utilize Rackham training. Based upon results are working to create new programming. Will work with Dr. Beleh on this, as he is the Inclusive Teaching Liaison and does extensive training with his GSIs.</td>
<td>Chief DEI Officer, Inclusive Teaching Liaison, Assoc. Dean for Faculty and Curriculum</td>
</tr>
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</table>

Ensure that students are aware of and prepared to support DEI-based curricular revisions. | The start of this action item is dependent upon the completion of the curricular revisions, which are on hold until accreditation is completed. | Chief DEI Officers for Pharmacy and Nursing, and curriculum chairs |
## VI. B. Education and Scholarship

### Alumni/Preceptors

#### Five-Year Strategic Objective 1:

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<th>STRATEGIC OBJECTIVE</th>
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<tr>
<td>Provide educational opportunities for alumni and preceptors to learn about diverse patient populations.</td>
<td>Increased competence and confidence in providing service to diverse patient populations as measured by pre-post surveys.</td>
<td>Make plans to offer continuing education courses that are focused on providing quality service to members of diverse populations (e.g. LGBTQ community).</td>
<td>Continuing Education is offered through our Annual Pharmacy Lecture Series. Also, there may be companies that already provide this and we can connect preceptors to them.</td>
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<td>Provide opportunities for involvement in trainings (diversity, cultural competence/sensitivity, bias, etc.).</td>
<td>We provide preceptors free access to resources in the “Preceptor” bucket from CE Impact, a CE-provider that develops programming specifically for pharmacists. Additional efforts are being done through the annual preceptor symposium. This year’s Preceptor Symposium included Unconscious Bias Training for Preceptors.</td>
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Experiential Education Director
VI.C. Promoting an Equitable and Inclusive Community

**All Groups**

### Five-Year Strategic Objective 1:

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<tr>
<td><strong>Develop an Expect Respect Campaign (make respect a priority item from leadership).</strong></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.</td>
<td>This objective has been completed.</td>
<td>Dean and Chief DEI Officer</td>
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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. | 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>
<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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Mandatory training is done annually.
VI.C. Promoting an Equitable and Inclusive Community

All Groups

Five-Year Strategic Objective 3:

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

## All Groups

### Five-Year Strategic Objective 4

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<tr>
<td>Host regular diversity / inclusion events (socials, seminars, chats, etc.) to promote awareness and respect of differences in culture, birthplace, backgrounds, etc. These events could be done both within and across constituent groups (i.e. faculty, staff and student groups). The events will be focused around issues and not identities.</td>
<td>Greater level of respect among all faculty, staff and students with regard to the climate of the College of Pharmacy (as measured with a pre-post satisfaction survey.)</td>
<td>Discuss plans with student organization leaders (BS, PharmD and PhD) as well as the Staff / Faculty Connections team.</td>
<td>This action item is done each year with the DEI committee, whose members include all constituencies named.</td>
<td>DEI Committee</td>
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<td>Develop a list of events to host for each group with an associated schedule.</td>
<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>
<td>DEI Committee</td>
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### VI.C. Promoting an Equitable and Inclusive Community

#### All Groups

**Five-Year Strategic Objective 5:**

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<th>STRATEGIC OBJECTIVE</th>
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<tr>
<td>Ensure that a conflict resolution plan is in place that will address the issues of all constituents (i.e. faculty, staff and students) in the COP. (According to the College’s strategic plan, this must be in place by end of 2019)</td>
<td>Satisfaction from constituents in knowing that a method of handling conflicts is in place if needed.</td>
<td>Evaluate all current systems and processes for conflict resolution for constituents in the COP.</td>
<td>This action item is completed.</td>
<td>Assoc. Dean for Student Affairs, Admin. Dir., Chief DEI Officer</td>
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<td>Identify strengths, weaknesses and gaps.</td>
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<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></td>
<td>Develop and implement improved and new conflict resolution plans, as needed, for all constituents in the COP.</td>
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<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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<tbody>
<tr>
<td>Educate our community on sexual harassment and misconduct prevention in an effort to promote a safe and supportive environment for all members to work, learn, and thrive.</td>
<td>Completion of mandatory trainings by all COP constituents. Awareness of College policies by all COP constituents.</td>
<td>Require all COP faculty and staff to complete University mandatory trainings.</td>
<td>Faculty and Staff must complete the initial training offered by the University prior to Aug. 1st to be eligible to receive raises</td>
<td>Dean, Chief DEI Officer, Admin. Dir., Sr. HR Dir.</td>
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<td>Require all COP students to complete University mandatory trainings.</td>
<td>This action item has been done regarding the initial training the University provided in FY19.</td>
<td>Assoc. Dean for Student Affairs, Chief DEI Officer</td>
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<td>Review COP policies to ensure they are up to date and compliant.</td>
<td>This action item is in progress.</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>This action item has been prioritized for FY20. It will include presentations by CRLT and others.</td>
<td>Dean, Chief DEI Officer, Sr. HR Dir.</td>
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VI. C. Promoting an Equitable and Inclusive Community
Faculty & Staff

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<tr>
<td>To equip and prepare individuals to address the special needs of COP constituents (i.e. faculty, staff and students). Such needs include physical / mental challenges, medical conditions, parental responsibilities, financial hardship, etc.</td>
<td>Greater satisfaction among all constituents with regard to the resources of the College of Pharmacy (as measured with a pre-post satisfaction survey.)</td>
<td>Conduct a survey to identify gaps in our ability to meet the special needs of COP constituents (e.g. accessibility of classrooms, labs, etc.). Develop plans to address any gaps.</td>
<td>This item has been addressed in the planning for the new College of Pharmacy building.</td>
<td>Assoc. Deans, Admin. Dir., Chief DEI Officer</td>
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<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>
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<td>Where practical, advertise (website, orientation, syllabus, etc.) resources that are available for individuals with special needs.</td>
<td>This year we have been focused on mental health for all COP constituents. Our Student Wellbeing Committee is working on bringing more programming to the COP. Also, a DEI subcommittee is studying our PharmD technical standards and consulting with the medical school about admitting students who may have special needs beyond those we are used to. Our idea is that we would like to be known as a school that is inclusive of all abilities.</td>
<td>Assoc. Deans, Admin. Dir., Chief DEI Officer</td>
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<td>This item has been prioritized for FY21.</td>
<td>Assoc. Deans, Admin. Dir., Chief DEI Officer</td>
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VI. C. Promoting an Equitable and Inclusive Community
Faculty & Staff

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<tr>
<td>To ensure that faculty are treated equitably with regard to salary, opportunities, promotions, tenure, etc.</td>
<td>Greater satisfaction among faculty and staff with regard to issues of equity in the College of Pharmacy (as measured with a pre-post satisfaction survey).</td>
<td>This Strategic Objective is now completed.</td>
<td>Our regular protocol for equity review is done annually.</td>
<td>Administrative Director</td>
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VI. D. Service

Faculty

Five-Year Strategic Objective 1:

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<tr>
<td>To ensure that all faculty members are prepared to assist students who are in need.</td>
<td>Higher ratings on student satisfaction surveys and pre-post satisfaction surveys with regard to college support and attentiveness.</td>
<td>Develop policies, strategies, training and resources to equip faculty members to effectively respond to student situations (e.g. accommodations, disabilities, mental health crises, etc.).</td>
<td>This action item may not have an endpoint. One important factor is that the College is educating itself on the different student situations, and will then be able to support faculty to effectively respond. Currently we have periodic seminars at retreats and faculty/staff meetings address this issue. We are planning for Wolverine Wellness counselors to hold a training session this summer for faculty and staff on how to best assist/coach students toward wellbeing.</td>
<td>Assoc. Deans, Admin. Dir., Chief DEI Officer</td>
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### VI. D. Service

**Faculty Cont’d**

#### Five-Year Strategic Objective 2:

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<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>Faculty list their engagement with students on the FED form and it is noted during their annual reviews. Pharmacy Phamily advisors and student organization advisors are given a monetary bonus to reward them for participation.</td>
<td>Dean and Dept. chairs</td>
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VI. D. Service
Staff

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<th>STRATEGIC OBJECTIVE</th>
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<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>This action item may not have an endpoint. One important factor is that the College is educating itself on the different student situations, and will then be able to support staff (and faculty) to effectively respond. Currently we have periodic seminars at retreats and faculty/staff meetings address this issue. We are planning for Wolverine Wellness counselors to hold a training session this summer for faculty and staff on how to best assist/coach students toward wellbeing.</td>
<td>Assoc. Dean for Student Affairs and SSSE Committee</td>
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### VI. D. Service

**PharmD Students**

#### Five-Year Strategic Objective 1:

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<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>
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</table>

The Experiential Education committee did discuss whether specific expectations could be identified; however, because 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, education, and experiences.

**ACTION OWNER**

Experiential Education Director and Chief DEI Officer
| Familiarize students with issues of inherent bias that may impact their ability to provide equitable service to patients from diverse backgrounds. | All PharmD students receive annual DEI training. The training for PharmD orientation was sexual harassment. 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. | Experiential Ed. Director, Curriculum Program Specialist, & Chief DEI Officer |
| 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. | This has been prioritized for FY20. The chief DEI officer is working with Therapeutics faculty to address this. | Curriculum Committee chair |
| 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. | This is an ongoing action item. We have been working 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. 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. | Experiential Education and Community Engagement |
VI. D. Service

Patients

<table>
<thead>
<tr>
<th>STRATEGIC OBJECTIVE</th>
<th>MEASURES OF SUCCESS</th>
<th>DETAILED ACTIONS PLANNED</th>
<th>STATUS</th>
<th>ACTION OWNER</th>
</tr>
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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>
<td>Increased awareness of the needs of patients from diverse populations.</td>
<td>Meet with the curriculum committee members and faculty to discuss how patients can be involved in teaching course content.</td>
<td>An initial meeting ended with the question- Is this possible?</td>
<td>Curriculum Committee Chair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop a plan for identifying patients or patient advocates who would be available to serve in this role.</td>
<td>This item is not doable.</td>
<td>Curriculum Committee Chair</td>
</tr>
</tbody>
</table>
## VI. D. Service

### Patients Cont’d

### Five-Year Strategic Objective 2:

<table>
<thead>
<tr>
<th>Strategic Objective</th>
<th>Measures of Success</th>
<th>Detailed Actions Planned</th>
<th>Status</th>
<th>Action Owner</th>
</tr>
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<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. This is an ongoing action item. We currently partner with the School of Nursing as part of their interprofessional Flu Clinics that are offered in the Fall each year. Our student organizations have also worked with other student orgs at the School of Medicine as part of the Asian focused Health Fair. 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</td>
<td>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,</td>
</tr>
</tbody>
</table>
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)