Part A: Strategic Plan Overview

The Office of Equity and Inclusion (OHEI) at the University of Utah Health Sciences (UUHS) is charged with an overarching goal integral to the mission and vision of the Health Sciences Center:

*Development, implementation, analyses, and readjustments of policies, initiatives, and programs to support inclusive excellence in the UUSHC community and health equity in the communities we serve.*

These collaborative efforts emerge in an evolutionary manner to promote and support inclusive excellence in UUHSC communities: students, trainees, staff, and faculty to provide “perfect care” for the communities we serve.

Part B: Strategic Plan Participants

This Strategic Plan reflects the contributions of the UUHS Representative Core Group (Dean/Chair Designated Representative from each College/School/Program providing a Health Profession Degree at UUHS):

- College of Health: Pat Eisenman, Ph.D., Professor
- College of Nursing: Lillian Tom-Orme, PhD, MSPH, Research Assistant Professor
- College of Pharmacy: Mario Alburges, PhD, Research Associate Professor
- School of Dentistry: Lilliam Pinzon, DDS, MS, MPH, Assistant Professor
- School of Medicine: Melanie Hooten (Designated by Dr. Evelyn Gopez, Associate Dean, SOM)
- PA Program: Darin Ryujin, MS, PA-C
- Public Health Program: Sandra Marsh, Director AHEC/Public Health
- Health Sciences Library: Joan M. Gregory, Librarian

Part C: Strategic Plan Narrative

1. Best Practices;
   a. Establish Inclusion Committees within each representative College/School/Program
   b. Define a Mission statement to include inclusion (include UUMG)
   c. Define an Admissions Mission statement to include inclusion
   d. Vet Strategic plan by each representative College/School/Program
      a. Each representative College/School/Program to select 2 to 3 work goals annually

2. Communication:
   a. Common calendar
   b. Digital resources
      i. Web presence
      ii. Twitter
      iii. Facebook
      iv. Link websites
   c. Electronic resources
      i. Weekly e-newsletter
      ii. Annual Report
d. Verbal updates

3. UUHS Engagement:
   a. Visiting Professors
   b. Lessons Learned
   c. Safe Space/Brave Space
   d. Inclusive Excellence Books, include LEAP
   e. Inclusive Excellence Awards

4. Environmental Assessment
   a. Climate Survey

5. Community engagement:
   a. CAB
   b. Patient Voice Series
   c. Community Read
   d. Development
      i. Scholarships
      ii. Extramural support

6. Development and support of an effective inter professional health care workforce:
   a. Inter professional student pipeline recruitment and retention:
      i. Catalog of programs
      ii. Tracking of programs
      iii. Catalog of Shadowing Opportunities: CHC
      iv. IPE Programs: UU4U and So you want to be a Health Professional
      v. Working with CON to co-sponsor an IP pipeline education program for high school counselors across the state.
      vi. Working with UUHS educators to co-sponsor an IP pipeline education program for college counselors across the state.
   b. HPA/LEAP Data
      i. Health Sciences LEAP: a nationally recognized undergraduate pipeline program that provides a structured curriculum and supportive environment for underrepresented or economically/academically disadvantaged students interested in the health science to support their admission and matriculation in graduate STEM education including the health professions. Working with the evaluation office on main campus to examine outcomes data. Manuscript initiated.
   c. Explore academic partnerships for recruitment:
      i. Community Colleges
      ii. Tribal Colleges
      iii. AHECs
   d. Facilitate transitions of education: Bridge Programs
      i. HS to College
      ii. CC to college
      iii. Transfer students
      iv. College to HP
   e. UU UG Partners
i. Honors College
ii. TRIO
iii. Ethnic Centers

f. Native American Focus
   i. Establish subgroup
   ii. Establish liaison
   iii. Partner with Title VII
   iv. Native American faculty, staff, students
   v. Work plan to include Scholarship information as requested by Tribal Leaders
   vi. Partner tribal colleges

g. Health science student recruitment and retention:
   i. Work with the representatives of the health sciences colleges/schools to work with their admission offices to understand better the recruitment process
   ii. Competitive student activity support:
       1. Research Seed Grant program
       2. Travel Grant Program for residency training as applicable
       3. Travel support for “audition” rotation as applicable
       4. Support attendance at professional development conferences
       5. Host professional development conferences

h. Health science Trainee recruitment and retention
   i. Work with the representatives of the health sciences colleges/schools to work with their respective offices of trainee education to understand better the recruitment process
   ii. Work with GME/postdoc offices to explore the possibility of a virtual Trainee recruitment fair.
   iii. Facilitate trainee support:
       1. Research Seed Grant program
       2. Travel Grant Program for residency training as applicable
       3. Travel support for “audition” rotation as applicable
       4. Support attendance at professional development conferences
       5. Host professional development conferences

i. Health science Faculty recruitment and retention:
   i. Develop an on-line Faculty Recruitment and Retention Toolbox, collaboratively with Faculty Office, with a focus on inclusion
   ii. Work with representatives of the health sciences colleges/schools to:
       1. work with their respective faculty offices to understand better the recruitment and retention process
       2. serve as resources and contacts for diverse faculty candidates
       3. examine promotion processes and salary equity
       4. explore search processes and informally assess uptake and impact of unconscious bias training
          a. initiate work with Inclusion Center to develop unconscious bias training 2.0
b. work with main campus collaborative practices re: “diversity training”
5. outline and disseminate best practices via a web-based toolkit
6. work with each college/school to assess the success of implemented best practices
   a. Activation of informal networks has been described as a successful approach to URM faculty recruitment. Departments, colleges/schools will be encouraged to identify existing informal URM networks proactively and to nurture and expand these networks. One approach will be to work collaboratively with the departments to support ($1000.) visit of URM visiting professor.
   iii. Faculty development: support 2 $2500 travel stipends for junior faculty to attend the annual AAMC Minority Faculty Development Program; support 2 $2500 travel stipends for mid-career faculty to attend the AAMC Minority Faculty Development Program
   iv. WIMS: support Faculty Development and networking efforts
   v. Faculty Research Seed Grant and Travel Grant program.
   j. Health science staff recruitment pipeline and retention:
      i. Work with the Office of Equity on main campus to note health science equity data—salary and promotion—-at 0.5, 1.0, and 1.5 standard deviations (SD) from mean (currently reported at 2 SD from mean).
      ii. Initiate a Staff Seed Grant and Travel Grant program in FY 17.
      iii. Work with HR to examine salary data within narrower measures as above.
      iv. Work with HR to examine promotion data within narrower parameters as above.
      v. Work with main campus to support staff mentoring
      vi. Work with main campus HR to support staff development
7. Curriculum:
   a. Utah’s VS
   b. Safe Zone
   c. Cocurricular activities as above
   d. Support for GR Speakers
   e. Leadership Development Institute: collaborate on developmental curriculum in inclusive excellence for Institute participants