The University of Kansas Medical Center
Recruitment and Retention Plan Proposal

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Presented by
The University of Kansas Medical Center
Office for Diversity, Equity & Inclusion
Diversity, Equity, and Inclusion Core Value Statement

The University of Kansas Medical Center is committed to creating and maintaining a diverse and inclusive learning and working environment that nurtures the growth and development of our students, faculty, staff and patients.

KUMC defines diversity as a state of being in which the variety of cultures, experiences, expertise and viewpoints are valued and incorporated into the fabric of our community. Diversity encompasses age, education level, ethnicity and race, gender expression and identity, nationality, national origin, physical and mental ability, political and religious perspectives, sex, sexual orientation, socioeconomic status, veteran status and other human differences.

By embracing diversity our University will attract and retain skilled and talented employees and students dedicated to excellence in education, research, patient care, community and global initiatives. A diverse and inclusive community that fosters mutual respect requires the engagement of the University at all levels.

Our strategic initiatives to integrate diversity, cultural competence and inclusion across the medical center campuses are facilitated by the VC's Diversity, Equity and Inclusion Cabinet. The Cabinet, its subcommittees and related workgroups, is comprised of dedicated and passionate faculty, staff, students, residents and community members. The Cabinet works closely with the School of Medicine Office of Diversity and Inclusion. Cabinet and sub-committee meetings are open to all faculty, staff and students.

This report is only available online. To view or download, visit The Office for Diversity, Equity and Inclusion web address is https://www.kumc.edu/diversity.html.

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Executive Summary

Diversity is displayed in various mutable and immutable characteristics, including race, ethnicity, gender identity, physical ability, sexual orientation, and other human differences (KUMC-diversity, 2021). The Kansas University Medical Center (KUMC) Diversity, Equity, and Inclusion (DEI) core value statement promotes a commitment to creating a diverse and inclusive environment that nurtures growth and development for all Faculty, Staff, Learners, and Trainees (FSLT) (KUMC-diversity, 2021). Much is to be learned from embracing diverse populations in a community that fosters mutual respect and is a critical component of an effective plan to recruit and retain skilled and talented employees and learners (KUMC-diversity, 2021).

National healthcare organizations recognize that increasing racial and ethnic diversity in healthcare is important to reduce health disparities, improve access to care, and promote cultural competency in care delivery (as cited in Rosenberg & O'Rourke, 2011). To achieve and sustain diversity in healthcare, concerted efforts are necessary to create a diverse and rich educational institution. Intentional diversity recruitment and retention efforts provide support to increase FSLTs representative of the general population.

Individual departments at KUMC have engaged in diversity recruitment and retention efforts specific to recognized needs. This work historically happens in departmental silos instead of through a comprehensive and institution-wide initiative. A collaborative approach will be beneficial to learn from each department's successes and failures, combine resources, and share a common mission and vision to become a more diverse and inclusive working and learning environment.

The DEI core value statement (KUMC, 2021) emphasizes KUMC's commitment to creating and sustaining a culture of diversity for FSLTs. A culture of diversity is multi-faceted and encompasses many experiences and viewpoints comprising the KUMC community (KUMC, 2021). The core value statement directs the important task to focus on all diversity.

The purpose of this document is to serve as a plan to recruit and retain diverse FSLTs at KUMC-Kansas City to better reflect the racial and ethnic diversity of our region and nation. This work is part of a strategic initiative adopted by the KUMC DEI Cabinet. Fostering a culture of inclusivity and diversity is imperative to accomplish this goal and is necessarily incorporated throughout every aspect of the plan. The DEI Cabinet has provided the definitions for diversity and equity as shown below, and these definitions are needed to undertake the work of diversity recruitment and retention.

Diversity – "The state of being in which all human differences are valued and incorporated into the fabric of our community (KUMC DEI Cabinet Meeting, 2020, Slide 13)."

Equity – "The fair treatment, access, opportunity and advancement for all people according to their circumstances (KUMC, 2021, Slide 13)."

Limiting the scope to racial and ethnic diversity at the KUMC-Kansas City campus was done to make the plan feasible to be completed in a single semester. The KUMC Salina and Wichita
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campuses are important to this work, and this report contains ideas that can serve as a template to be scalable to each individual campus, school, and department to meet specific diversity goals. As seen in Appendix A, a logic model was developed to illustrate the relationship between the various components of the plan and to demonstrate intended outcomes. Ideas presented in this document came from evidence-based literature, resources from other institutions, and input from stakeholders. The plan proposal was presented at three separate meetings to KUMC employees and learners from various schools and departments as well as both the KUMC Diversity and Inclusion Committee and the KUMC DEI Cabinet. Dr. Jerrihlyn McGee, KUMC Vice Chancellor for Diversity, Equity and Inclusion, and Danielle Binion, KUMC Director for Diversity, Equity and Inclusion provided direction and guidance as the plan was developed. The valuable feedback from stakeholders was considered and incorporated into the plan which is formatted as a guide to be easily used. Please refer to the table of contents on the following page for reference and consideration.
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Background and Significance

The racial and ethnic make-up of the United States is rapidly evolving with current demographics demonstrating that no one race makes up 50% of the total population (Medina, 2019). It is projected that by 2043, people of color will represent the majority of the U.S. population and the total racial and ethnic minority population will more than double by 2060 (Cary, Randolph, Broome, & Carter, 2020; Kilburn, Hill, Porter, & Pell, 2019). Kilburn, et al. (2019) emphasize that diversifying the U.S. healthcare workforce is an important strategy to achieving health equity and that work must begin in our educational institutions. Our country's changing demographics underscores the need for dedicated efforts to increase diversity within the healthcare educational environment including FSLTs.

Racial health disparities are prevalent in the United States and lead to increased mortality and worse health outcomes along with a common mistrust of the healthcare system. Guh, Harris, Martinez, Chen, and Gianutsos (2019) discuss that increased diversity reduces implicit bias and racially diverse teams are more productive and effective than less diverse ones. Cary et al. (2020) posit that URMs in predominantly White higher education institutions face barriers such as isolation, increased visibility, implicit bias, microaggressions, reduced support for research or teaching, and perceived challenges for promotion or tenure. Addressing these barriers is groundwork that is an integral component of a diversity recruitment and retention plan.

FSLTs of medical, nursing, and health professions are less diverse than the populations they serve both nationally and as well as at The Kansas University Medical Center (KUMC). For this document, KUMC (2020) defines the term underrepresented minority (URM) as Black, Hispanic, American Indian, Asian, Pacific Islander, and two or more races. In the most recent KUMC demographic survey, URMs made up 7.4% of faculty and 20% of learners compared to
39.9% nationally and 28% in metropolitan Kansas City (KUMC, 2020). This is demonstrated in Figure 1. Overall, KUMC has had moderate increases in diversity over the past five years but more work is needed to recruit and retain qualified URM FSLTs to provide the desired rich learning and working environment (KUMC, 2020). Improving the balance of diversity of FSLTs at KUMC will be a step in the right direction to lessen the effects of health disparities and eliminate health inequities.

![Overall Population Demographics](image)

*Figure 1.* National, KC Metro, and KUMC Population Demographics (KC, 2019; United States Census Bureau, 2019; KUMC, 2021)
Literature Review

Rationale for diversity recruitment and retention

Diversity refers to a broad range of individual, population, and social characteristics including but not limited to age, ethnicity, race, sex, sexual orientation, language, learning ability, physical ability, religious beliefs, and socioeconomic status (American Association of Colleges of Nursing [AACN], 2017; Association of American Medical Colleges [AAMC], 2019; Cambridge Dictionary, 2021; National League of Nursing [NLN], 2021). AACN (2017) further defines a culture of inclusion as a culture in which differences are embraced and FSLTs with diverse characteristics thrive. Across healthcare disciplines, lack of provider diversity is a major contributing factor to poorer patient outcomes and lack of health care access for many populations (Spencer, 2020; Wasu, Tepperberg, Weinberg, & Saper, 2019). Achieving health equity, eliminating health disparities, and improving health for all groups is one of the four major goals of the Healthy People 2020 initiative and national organizations have called for increasing diversity in the academic environment as an important strategy to meet this goal (AACN, 2017; AAMC, 2019; Rosenberg & O'Rourke, 2011). The Healthy People 2030 iteration similarly has achieving health equity, eliminating health disparities, and achieving health literacy as overarching goals to improve the health and wellbeing of all (U.S. Department of Health and Human Services, 2020). Increasing and supporting diverse FSLTs through effective recruitment and retention techniques is a significant part of this process.

Diversity recruitment and retention best practices

Planning and development for diversity recruitment and retention must be based on a foundation of best practices to maintain consistency and achieve success. Supporting an environment of racial and ethnic competency provides a framework to develop and nurture a
culture of diversity and inclusion. The incorporation of values that support this mission campus-wide is necessary for its ultimate growth and progress.

Best practices and goals from literature, other educational institutions, and hospitals results in the following list to meet the needs of KUMC.

- Advance the campus-wide commitment toward cultural competency for all FSLTs through mandatory and optional learning opportunities, service opportunities, and community engagement (Columbia University, 2021). Creating a welcoming and inclusive environment is at the core of all diversity work and necessary for a positive recruitment and retention outcome. Placing diversity commitment and goals at the forefront of all aspects of recruitment and retention is an integral part of this process.
- Foster pipeline and pathway opportunities for potential and current FLSTs. Consider creating partnerships with Historically Black Universities and Colleges (HBCUs), other traditionally diverse colleges, and high schools.
- Develop a combined diversity task force specifically for recruitment and retention.
- Require implicit-bias training for anyone involved in admissions (Brown et al., 2021; Collymore, 2020).
- Engage FSLTs in diversity work through affinity groups or employee resource groups and committees (Butcher, 2017; Diversity Best Practices, 2016). Supporting the current affinity groups (Faculty of Color, LGBTQIA+, and International). Additional affinity groups to consider to be created are African American Advancement, Latino Advancement, and Interfaith.
- Develop focus groups of URM FSLTs to discuss and advocate for areas of improvement in a safe space.
• Promote diverse values and viewpoints in all aspects of recruitment including advertising, job postings, and interviews and educate all involved with interviewing and hiring in culturally competent techniques including implicit bias training and holistic review (Grabowski, 2018; University Health Services, 2013). This decreases the risk of bias in the selection process and allows for fair and intentional diversity recruitment.

• Integrate recruitment software into the hiring process such as TalVista, to aid in blinding applications, lessening implicit bias, and achieving diversity goals.

• Create opportunities for potential URM FSLTs to engage with KUMC in supportive, safe environments.

• Create formalized mentor programs to provide support and development to current and prospective FSLTs (University Health Services, 2013).

• Quarterly meetings of key DEI and institutional stakeholders to review goals, progress, and ideas to advance diversity recruitment and retention efforts and keep the mission and vision in the forefront.

• Ongoing assessments of the plan through surveys and data collection to monitor effectiveness and pivot when appropriate.

• Tracking of pipeline and pathway program participants from Kindergarten through faculty level.

• Ongoing evaluation strategies to determine effectiveness of the plan.

• Adopt a budget to adequately support DEI recruitment and retention goals (Diversity Best Practices, 2020).
Conceptual Framework

The structure and content of the KUMC diversity recruitment and retention plan is grounded in three frameworks; 1) KUMC Diversity, Equity, and Inclusion (DEI) Framework, 2) Framework for Considering Equity, Diversity, and Inclusion in Academic Departments, and 3) The Institutional Model for Increasing Faculty Diversity.

![Figure 2. KUMC Diversity, Equity, and Inclusion Framework (KUMC DEI Cabinet Meeting, 2020)](image)

KUMC's DEI framework (Figure 2), as presented at the KUMC DEI cabinet meeting (April 8, 2020), integrates DEI into the overall mission, vision, values, and goals. It is a holistic approach guided by the vision statement to "cultivate diverse, equitable, and inclusive environments in which to learn, work and serve" (KUMC DEI Cabinet Meeting, 2020, Slide 13). A key component of this framework is engagement of internal and external stakeholders in the development of a thriving culture of inclusion (KUMC DEI Cabinet Meeting, 2020). The
intersection of DEI understanding and vision with the working groups and core values creates a connected and effective model.

*Figure 3. The Framework for Considering Equity, Diversity, and Inclusion in Academic Departments (Columbia University, 2021)*

Columbia University developed a framework for considering equity, diversity, and inclusion in academic departments which was adapted from an institutional framework for diversity (Smith, 2009 as cited in Columbia University, 2021). The combination of the four primary sections, as seen in Figure 3, is a tool to guide active conversations about DEI and understanding of the department's current capacity for diversity (Columbia University, 2021). The Columbia University framework (2021) provides direction for the institution and individual departments to develop a plan through self-assessment of strengths, challenges, and opportunities while agreeing on unified goals, strategies, and metrics.
The Association of Public and Land-grant Universities (APLU) developed the Institutional Model for Increasing Faculty Diversity as a conceptual framework to offer institutions and departments a process to assess the multiple factors impacting recruitment and retention of diverse science, technology, engineering, and mathematics faculty (Griffin, Mabe, & Bennett, 2020). As shown in Figure 4, Griffin et al. (2020) describes four core areas that must be addressed through the implementation of programs, policies, and strategies; 1) An overarching commitment to promote diversity and inclusion, 2) faculty recruitment efforts aimed at diversity, 3) transition from hiring to onboarding, and 4) retention efforts to promote faculty success and satisfaction.
Demographics

Figure 5. Faculty Demographics for School of Medicine, School of Nursing, and School of Health Professions (AAMC, 2019; NLN, 2019; KUMC, 2020).

It is widely recognized that diversity within faculty ranks of medical schools, nursing schools, and health profession schools have not evolved with the changing demographics of the U.S. population (Figure 1). As seen in Figure 5, faculty demographics demonstrate the need for focused attention of diverse faculty recruitment and retention efforts. Compared to the total minority in metropolitan Kansas City of 28%, KUMC faculty have a total of 7.4% minorities (KUMC, 2020). Although that may be an underrepresentation due to a large section of faculty who didn't identify a race, the true percentage is nonetheless anticipated to be well below the Kansas City metro benchmark (KUMC, 2020). Recruiting and retaining a balance of diverse academic educators and role models sends a clear message that KUMC values and advocates for DEI best practices.
Minority learners are under-represented in healthcare education nationally and at KUMC. KUMC minority learners are 20.5% of total learners as demonstrated in Figure 6, falling below both national and local general population benchmarks. It is important to recognize that URM learners at all levels have potential to be recruited to higher levels of education and faculty positions. Active recruitment should not end once URM students become KUMC learners. Maintaining an environment that is inclusive and supportive throughout the URM learning experience is an effective form of further recruitment.
Recruitment and Retention

School of Medicine

Faculty

Nationwide, medical school faculty is significantly less racially diverse with under 4% being Black or Hispanic (AAMC, 2019). Knowing that a highly diverse faculty will likely increase recruitment of URM students and trainees, it is important to both recruit and retain qualified and diverse medical school faculty to align with the local population. As demonstrated in Figure 1, the metropolitan Kansas City (including KC, Missouri and KC, Kansas) minority population far exceeds the national minority demographics for medical school faculty (Figure 5). Studies confirm that a more racially diverse faculty produces better graduation rates for students (Brown et al., 2021). Diversity in the senior leadership and faculty benefits recruitment efforts as an important factor, since this top-down diversity is an important factor in accepting a position for many minority applicants, and implicitly communicates a clear path to tenure and access to needed grants. Furthermore, as cited in the Association of American Medical Colleges (AAMC, 2019), White faculty have higher promotion rates than their non-White peers which significantly impacts retention. Lack of focus on retention of URM faculty is a top reason that many diversity plans in universities have failed in the past (Brown et al., 2021). The following proposal encourages the KUMC School of Medicine to have a goal to actively recruit and retain URM School of Medicine faculty to meet or exceed 20% by 2026.

Recruitment Plan

- Support a culture of DEI through organizational commitment to reach the stated goals of diversity recruitment and retention through required and ongoing education of current KUMC SOM faculty, and development of a culture which
demonstrates a willingness to change (Columbia University, 2021). Creating a
welcoming and inclusive environment is at the core of all diversity work and
necessary for a positive recruitment and retention outcome. Placing diversity
commitment and goals at the forefront of all aspects of recruitment and retention
is an integral part of this process.

- Develop pipelines and pathways with historically Black colleges and universities
  (HBCUs) and traditionally diverse graduate schools to expose graduate students
to KUMC.

- Actively recruit from within KUMC URM learner and trainee groups for faculty
  positions.

- Provide workshops and educational opportunities for KUMC graduate students
  and outside graduate programs with an emphasis on work done by current URM
  faculty.

- Promote DEI values at scholarly conference booths to advertise faculty
  opportunities and KUMCs culture of welcoming and acceptance of diversity.

- Evaluate current faculty job postings and rewrite to accurately reflect DEI values.

- Attach updated DEI policies to all faculty job postings (Rosenberg & O'Rourke,
  2011).

- Place postings on job boards which promote diverse hiring.

- Integrate recruitment software into the hiring process such as TalVista, to aid in
  blinding applications, lessening implicit bias, and achieving diversity goals.

- Create a recruitment panel and train interviewers on techniques to lessen the risk
  of unconscious bias (ie. Standardize questions and rating among all candidates,
match number of diverse candidates with percentage of diversity in population) (Brown et al., 2021, p. 29-31).

- Interview team should consist of diverse members on the panel equal or greater than the desired percentage of representation at KUMC.
- Offer equitable salaries and benefits commensurate with experience and qualifications.
- Consider "cluster" hiring to aggressively hire diverse faculty cohorts to foster collaboration (Brown et al., 2021, p. 67-71).

Retention Plan

- Support diverse faculty in providing a path to tenure, acquiring research funding, and assisting in obtaining endowed chair positions.
- Provide fair and equitable salaries and promotions (raises and tenure).
- Avoid overloading new faculty with an abundance of teaching duties to avoid early burnout.
- Create mentoring partnerships between new faculty and existing faculty (University Health Services, 2013).
- Provide opportunities for growth and development.
- Invite and encourage faculty to participate in affinity groups or employee work groups and organizations supporting diversity work at KUMC.
- Integrate cultural competency standards for faculty on an ongoing basis.
**Medical Students**

The enrollment percentage of racially diverse medical students, especially Black/African American and Hispanic, has remained stagnant in the U.S. since 2013 (Rice, 2021). While many medical school leaders have committed to addressing DEI standards as part of the overall mission of their institutions, data indicate that there have only been slight improvements in diversity in medical education over the past several years (Diversity in Medicine, 2021). Since 2009, the four HBCU medical schools in the U.S. graduated a greater number of Black physicians than the top ten predominantly White medical schools combined (Rice, 2021). In 2009, the Liaison Committee on Medical Education (LCME) introduced standards mandating U.S. medical schools should broaden diversity efforts. Since then, data demonstrate a positive association between the implementation of these standards and medical school diversity (Boatright et al., 2018). Another study argues that some diversity increases are present in medical schools, but do not account for the evolving demographic shifts (Lett, Murdock, Orji, Aysola, & Sebro, 2019). Lett et al. (2019) demonstrate that Hispanic applicants and matriculants are underrepresented by 70% compared to the age adjusted U.S. population, Black males by 60%, and Black females by approximately 35%. Black males are underrepresented in KUMC School of Medicine MD program, suggesting an area of focus.

Creating a culture of DEI institution wide, along with directed efforts at recruitment and retention of URM medical students is necessary to increase the number of qualified URM diverse students who enroll and complete medical school. Development of an admissions task force looking at best practices regarding diversity in the selection process has resulted in an uptick in diversity recruitment throughout the School of Medicine as indicated by the next potential class of students. The following proposal addresses needed interventions to continue to
recruit and retain a diverse medical student body at KUMC. The recommended goal for the KUMC SOM is to increase the percentage of URM medical student representation of 20% per class by 2026, with a focus on substantially increasing Black male representation.

Recruitment Plan

- Support a culture of DEI through organizational commitment to reach the stated goals of diversity recruitment and retention through required and ongoing education of current KUMC SOM faculty, and development of a culture which demonstrates a willingness to change (Columbia University, 2021). Creating a welcoming and inclusive environment is at the core of all diversity work and necessary for a positive recruitment and retention outcome. Placing diversity commitment and goals at the forefront of all aspects of recruitment and retention is an integral part of this process.

- Create new and develop current pipeline and pathway programs for diverse high school students who have an interest in medicine (Brown et al., 2021). Examples would include summer programs and shadowing experiences along with mentoring including the current Health Careers Pathways Program (School of Medicine Pipeline Program) for K-12 students in Kansas City, Kansas public schools (KUMC, 2021).

- Create and/or develop pipeline and pathway programs with HBCUs and traditionally diverse colleges for pre-medicine undergraduates and other students interested in pursuing medicine. Mentoring and experiential opportunities are examples of this type of relationship.
• Attend high school career fairs at high schools with high levels of diversity to promote pathways to KUMC for interested students.

• Provide biannual KUMC medical school open houses for prospective diverse applicants. Presentations by current diverse students and faculty along with information and advice about the application process should be offered.

• Host booths at open house and other fairs promoting DEI values to advertise medical school opportunities along with KUMC's culture of welcoming and acceptance of diversity.

• Connect interested prospective students with a point person to provide guidance throughout the application/admissions process.

• Assess current scholarships earmarked for diverse URM students and source funding for increased financial aid opportunities, grants, and scholarships for qualified enrollees.

• Create a recruitment panel and train interviewers on techniques to lessen the risk of unconscious bias (ie. Standardize questions and rating among all candidates, match number of diverse candidates with percentage of diversity in population) (Brown et al., 2021, p. 29-31).

• Use holistic review techniques when reviewing applications to consider a broad range of factors instead of just grades and test scores (Grabowski, 2018). This decreases the risk of bias in the selection process and allows for fair and intentional diversity recruitment.

• Interview team should consist of diverse members on the panel equal or greater than the desired representation at KUMC.
Update and maintain the KUMC medical school website to promote diversity work at KUMC with links to diversity resources for potential applicants.

**Retention Plan**

- Create a mentoring program for diverse medical students using upperclassmen students and faculty as mentors (Columbia University, 2021).
- Create or participate in a program such as the Students in Training, in Academia, Health, and Research) STAHR program to increase graduation rates and success of URM medical students (UMKC, 2021).
- Mentors will meet with students on a regular basis and track progress to intervene if necessary (University Health Services, 2013).
- Mentors will invite and encourage students to become active with diversity work groups and organizations within KUMC.
- Financial aid representatives will be assigned to have pre-semester check in with students to assess changes in ability to pay fees and provide support by connecting with available resources, scholarships, grants, or emergency funds available.
- Proactively meet with students that are falling behind on payments to assess the reason and provide available resources.
- Create retention scholarships to provide funds to students who may have new circumstances that prohibit them from paying and returning.
- Integrate diversity education standards for all students and aggressively incorporate diversity education into the medical school curriculum.
Graduate Students and Combined (MD/PhD)

The ratio of URM SOM Graduate students and combined MD/PhD scholars are currently gaining on stated diversity goals. These graduate students are 22.6% minorities and the combined MD/PhD programs are 21.4% minorities (KUMC, 2020). The most recent data demonstrate a significant result from recruitment efforts within the Health Policy and Management PhD program, with 75% being students of color (Personal communication, Jerrihlyn McGee, March 19, 2021). The creation of an admissions task force leading to best DEI practices regarding the selection process has provided a successful uptick in diversity recruitment throughout the School of Medicine.

Recruitment Plan

- Support a culture of DEI through organizational commitment to reach the stated goals of diversity recruitment and retention through required and ongoing education of current KUMC SOM learners, and development of a culture which demonstrates a willingness to change (Columbia University, 2021). Creating a welcoming and inclusive environment is at the core of all diversity work and necessary for a positive recruitment and retention outcome. Placing diversity commitment and goals at the forefront of all aspects of recruitment and retention is an integral part of this process.

- Create and/or develop pipeline and pathway programs with traditionally diverse colleges for nursing and health science undergraduates interested in pursuing graduate degrees (Brown et al., 2021).

- Actively recruit from within diverse URM KUMC learner populations.
• Provide biannual KUMC graduate school open houses for prospective diverse applicants. Presentations by current diverse students and faculty along with information and advice about the application process should be offered.

• Create booths at open houses and other fairs promoting DEI values to advertise graduate and MD/PhD opportunities and KUMCs culture of welcoming and acceptance of diversity.

• Develop marketing tools that highlight KUMCs focus on diversity.

• Connect interested prospective students with a point person to provide guidance throughout the application/admissions process.

• Assess current scholarships earmarked for diverse students and source funding for increased financial aid opportunities, grants, and scholarships for qualified enrollees.

• Use holistic review techniques when reviewing applications to consider a broad range of factors instead of just grades and test scores (Grabowski, 2018). This decreases the risk of bias in the selection process and allows for fair and intentional diversity recruitment.

• Selection team needs to represent diversity equal to or greater than desired percentage of URM representation.

• Update and maintain KUMC graduate school websites to promote diversity work at KUMC with links to resources for potential applicants.

• Create, maintain, and improve on current pathway programs for URM students at KUMC and other minority-serving undergraduate institutions.
• Identify students early in undergraduate studies (majoring in pre-med, nursing, or health sciences) to invite to workshops and forums at KUMC which highlight graduate and DEI resources.

• Provide a mentoring program for interested, prospective undergraduate students at KUMC (University Health Services, 2013).

Retention Plan

• Integrate cultural competency standards for all graduate students on an ongoing basis

• Connect diverse graduate students with peer and faculty mentors.

• Mentors will connect with students on a quarterly basis at minimum (University Health Services, 2013).

• Students will be invited and encouraged to become active in DEI groups at KUMC.

• Financial aid representatives will have semester check-ins with students to provide support with any change in ability to pay fees and connect with available resources, scholarship, grants, or emergency funds available.

• Create or expand retention scholarships to provide funds to students who have extenuating circumstances that may prohibit them from returning (ie. Loss of job, loss of funding, etc.).

• Meet with students pro-actively who are falling behind on payments to assess the reason and connect with appropriate resources.
• Educate faculty to be cognizant of URM students who are falling behind in some aspect. The student will be given the opportunity to meet with faculty/mentor to assist with tutoring, financial difficulties, or personal difficulties.

**Resident Physicians**

Increasing the racial diversity of the physician workforce in the U.S. is a step towards lessening racial health inequities (Guh, Harris, Martinez, Chen, & Gianutsos, 2019). The process of recruiting and retaining a diverse field of residents, fellows and trainees starts with committing to KUMC institutional cultural competency, promoting practices which mitigate bias, and promoting the diversity mission of KUMC (Wasu, Tepperberg, Weinberg, & Saper, 2019). Diversity strategies for residency programs have been developed over the years, including the standards created by the Council of Emergency Medicine Residency Directors (CORD) in 2008 (Boatright et al., 2018). Disappointingly though, five years after those standards were published, less than half of emergency medicine residency programs have implemented as few as two of the recruitment strategies (Boatright et al., 2018). Minority physicians are grossly underrepresented in medicine compared to the racial profile in the general population (Figure 1) and research demonstrates a positive association between URM physicians and improved health outcomes for minority populations (DIM, 2021; Wasu et al., 2019). A combined literature search and interviews with the graduate medical education department at Children's Mercy Hospital (CMH) provided information for the following proposal for KUMC (Joanna Bradley, CMH Director of GME; Tiffany Chow, CMH Office of Equity and Diversity, personal communication, Feb 22, 2021; Lewis, Tolbert, & Jones, 2020). As with the medical school faculty and students, the goal of future residency classes is to have URM representation increase annually to achieve 25% by 2026.
Recruitment Plan

- Support a culture of DEI through organizational commitment to reach the stated goals of diversity recruitment and retention through required and ongoing education of current KUMC SOM faculty, and development of a culture which demonstrates a willingness to change (Columbia University, 2021). Creating a welcoming and inclusive environment is at the core of all diversity work and necessary for a positive recruitment and retention outcome. Placing diversity commitment and goals at the forefront of all aspects of recruitment and retention is an integral part of this process.

- Coordinate with KUMC medical school to participate in career fairs at traditionally diverse high schools.

- Coordinate with KUMC medical school to participate in open house days.

- Offer an elective opportunity for 3rd/4th year underrepresented in medicine (UIM) medical students to experience the training experience at KUMC, similar to the Mercy + ME program offered between University of Missouri-Kansas City (UMKC) and CMH (CMH, 2021). Selected UIM students will rotate through a subspecialty as well as scheduled meetings with current UIM residents and residency program directors.

- Create, maintain, and improve pathways for high school, college students and medical students at HBCUs, traditionally diverse colleges, and high schools.

- Resident selection committee will have minority faculty representation commensurate with stated diversity goals.
• Integrate recruitment software into the selection process such as TalVista, to aid in blinding applications, lessening implicit bias, and achieving diversity goals.

• Students will be pre-screened by the committee and prioritized for interviews.

• Provide an optional opportunity for interviewees to schedule a casual visit with a UIM faculty member on their interview day to freely discuss being a minority physician at KUMC (Lewis, Tolbert, & Jones, 2020).

• Designate certain days as DEI resident interview days and create receptions as an option on some of those days (Lewis, Tolbert, & Jones, 2020).

• Require current residents and faculty to complete annual DEI training.

• Require interview team to complete an implicit bias course prior to interviewing.

• Sponsor frequent "mix and mingle" events for URM resident candidates during residency selection season at a local venue (Lewis et al., 2020). This will be a safe space for candidates to ask questions freely.

• Holistic review of applicants will be done prior to interviews to consider a broad range of factors instead of just grades and test scores (Grabowski, 2018). This decreases the risk of bias in the selection process and allows for fair and intentional diversity recruitment.

• Offer competitive and equitable salaries and benefits.

Retention Plan

• Residents will participate in a multi-day orientation with specific focus on DEI engagement (Lewis et al., 2020). During that orientation, they will have a resource fair including booths from human resources, DEI work groups, and the office of equity and diversity. DEI education will also be presented.
Throughout residency, community and team building opportunities will be offered such as educational retreats, trivia nights, and resident appreciation week.

Create or participate in a program such as the Students in Training, in Academia, Health, and Research) STAHR program to increase graduation rates and success of URM medical students and residents (UMKC, 2021).

Formalized mentor programs will be developed and maintained (University Health Services, 2013).

Annual program evaluation surveys will be conducted and evaluated.

Annual meetings with individual residents as well as an open-door policy to discuss concerns or suggestions.

Executive "lunch and learns" will be offered biannually offering an opportunity for open discussions.

School of Nursing

Faculty

A more diverse faculty has a positive association with recruitment and retention of a diverse student body, it is thus an important component of organizational excellence (Beard, Julion, & Waite, 2020). Conceptually, increasing diversity in nursing faculty is widely supported, but according to the American Association of Colleges of Nursing (AACN) position statement (2017), between 2006-2016, academic nursing faculty was behind shifting demographic statistics. Minority full-time or tenured nursing faculty nationwide is below the U.S. population by 13%. (Hamilton & Haozous, 2016). As seen in Figure 5, diversity of KUMC SON faculty reflects a similar gap in meeting national and local population demographic benchmarks (KUMC, 2020). At KUMC, the opportunity to close the diversity gap in the SON
faculty through recruitment and retention strategies will provide diverse role models and mentors to students, support URM professional development, and ultimately further advance the health equity agenda. An article in *The Chronicle of Higher Education* discusses that a more racially diverse faculty produces better graduation rates for students (Brown et al., 2021, p. 47-53). The following proposal is tailored to the various faculty recruitment and retention efforts within the SON. Guided by population demographics of metropolitan Kansas City, the goal of diverse faculty recruitment and retention of faculty of SON will be to increase the percentage of diverse faculty to 20% by 2026.

*Recruitment Plan*

- Support a culture of DEI through organizational commitment to reach the stated goals of diversity recruitment and retention through required and ongoing education of current KUMC SON faculty, and development of a culture which demonstrates a willingness to change (Columbia University, 2021). Creating a welcoming and inclusive environment is at the core of all diversity work and necessary for a positive recruitment and retention outcome. Placing diversity commitment and goals at the forefront of all aspects of recruitment and retention is an integral part of this process.

- Develop pipelines and pathways with HBCUs and traditionally diverse graduate schools to expose graduate students to KUMC.

- Actively recruit from within KUMC for diverse faculty positions.

- Provide workshops and educational opportunities for KUMC graduate students and outside graduate programs with an emphasis on work done by current URM SON faculty.
• Promote DEI values at scholarly conference booths to advertise School of Nursing faculty opportunities and KUMC's culture of welcoming and acceptance of diversity.

• Evaluate current faculty job postings and rewrite to reflect DEI values.

• Attach updated DEI policies to faculty job postings (Rosenberg & O'Rourke, 2011).

• Place postings on job boards which promote diverse hiring.

• Integrate recruitment software into the hiring process such as TalVista, to aid in blinding applications, lessening implicit bias, and achieving diversity goals.

• Create a recruitment panel and train interviewers on techniques to lessen the risk of unconscious bias (ie. Standardize questions and rating among all candidates, match number of diverse candidates with percentage of diversity in population) (Brown et al., 2021, p. 29-31).

• Interview team will consist of diverse members on the panel equal or greater than the percentage of desired representation at KUMC.

• Offer equitable salaries commensurate with experience and qualifications.

• Consider "cluster" hiring to aggressively hire diverse faculty cohorts to foster collaboration (Brown et al., 2021, p. 67-71).

Retention Plan

• Support diverse faculty in providing a path to tenure, acquiring research funding, and assisting in obtaining endowed chair positions.

• Provide fair and equitable salaries and promotions (raises and tenure).
• Avoid overloading new faculty with an abundance of teaching duties to avoid early burnout.

• Create mentoring partnerships between new faculty and existing faculty (University Health Services, 2013).

• Provide opportunities for growth and development.

• Invite and encourage faculty to participate in employee work groups and organizations supporting diversity work at KUMC.

• Integrate cultural competency standards for all faculty on an ongoing basis.

**Graduate Students**

Nursing graduate programs, like other graduate programs, have an underrepresented percentage of URM students. According to the AACN's 2018-2019 nursing enrollment and graduation report (2019), URM students make up 34.7% of master's students, 33% of research-focused doctoral programs, and 34.6% of Doctor of Nursing Practice students. Based on a national sample of RNs nationwide in 2008, minority RNs are more likely to pursue higher nursing degrees, but the overall percentage is not equivalent to the evolving demographics in the U.S. (AACN, 2019). According to data from the KUMC enrollment headcount report (2020), minority graduate students in the SON represent 20.1% (Figure 6). This demonstrates an opportunity to improve. As KUMC commits to increasing diversity in its graduate programs, the following proposal is offered with a goal to increase admission and matriculation of diverse graduate students to a minimum of 25% by 2026.

**Recruitment Plan**

• Support a culture of DEI through organizational commitment to reach the stated goals of diversity recruitment and retention through required and ongoing
education of current KUMC SON learners, and development of a culture which demonstrates a willingness to change (Columbia University, 2021). Creating a welcoming and inclusive environment is at the core of all diversity work and necessary for a positive recruitment and retention outcome. Placing diversity commitment and goals at the forefront of all aspects of recruitment and retention is an integral part of this process.

- Create and/or develop pipeline or pathway programs with traditionally diverse colleges for nursing and health science undergraduates interested in pursuing graduate degrees (Brown et al., 2021). KUMC SON currently has started the KU Nursing Pathway program (School of Nursing Pathway Program) directed at high school students, specifically in underserved and rural communities, to introduce career possibilities in the nursing field and support them through the educational experience.

- Provide Biannual KUMC graduate school open houses for prospective diverse applicants. Presentations by current diverse students and faculty along with information and advice about the application process will be provided.

- Host booths at open houses and other fairs promoting DEI values to advertise School of Nursing opportunities along with KUMC's culture of welcoming and acceptance of diversity.

- Develop marketing tools that highlight KUMCs focus on diversity.

- Connect interested prospective students with a point person to provide guidance throughout the application/admissions process.
• Assess current scholarships earmarked for diverse students and source funding for increased financial aid opportunities, grants, and scholarships for qualified enrollees.

• Use holistic review techniques when reviewing applications to consider a broad range of factors instead of just grades and test scores (Grabowski, 2018). This decreases the risk of bias in the selection process and allows for fair and intentional diversity recruitment.

• Selection team needs to represent diversity equal to or greater than desired percentage of URM representation.

• Update and maintain KUMC graduate school websites to promote diversity work at KUMC with links to resources for potential applicants.

• Create, maintain, and improve on pathway programs for URM students at KUMC and other minority-serving undergraduate institutions.

• Identify students early in undergraduate studies (majoring in pre-med, nursing, or health sciences) to invite to workshops and forums at KUMC which highlight graduate and DEI resources.

• Provide a mentoring program for interested, prospective undergraduate students at KUMC.

Retention Plan

• Integrate cultural competency standards for all graduate students.

• Connect diverse graduate students with peer and faculty mentors.

• Create a formalized mentoring program and mentors will connect with students on quarterly basis at minimum.
- Students will be invited and encouraged to become active in DEI groups at KUMC.
- Financial aid representatives will have semester check-ins with students to provide support with any change in ability to pay fees and connect with available resources, scholarship, grants, or emergency funds available.
- Create or expand retention scholarships to provide funds to students who have extenuating circumstances that may prohibit them from returning (ie. Loss of job, loss of funding, etc.).
- Meet with students pro-actively who are falling behind on payments to assess the reason and connect with appropriate resources.
- Educate faculty to be cognizant of URM students who are falling behind in some aspect. The student will be given the opportunity to meet with faculty/mentor to assist with tutoring, financial difficulties, or personal difficulties.

**Undergraduate Learners**

Diversifying the nation's nursing schools is a prime component to increasing quality health care access for all, reducing health disparities, and achieving health equity. Putting measures in to place to recruit and retain URM undergraduate students, is the first step in bridging the diversity gaps in healthcare professions. According to the KUMC enrollment headcount report (2020), SON minority undergraduate students made up 22.1% of students, again showing the need for improvement in recruitment/retention efforts (Figure 6). As of 2017, the national RN workforce was comprised of 6.2% African American, 5.3% Hispanic, and 1.7% two or more races well under national and local demographics (AACN, 2019; U.S. Census Bureau, 2019. Below is a proposal for recruitment and retention strategies with a goal to
increase undergraduate student diversity through recruitment and retention in the SON to a minimum of 25% by 2026.

**Recruitment Plan**

- Support a culture of DEI through organizational commitment to reach the stated goals of diversity recruitment and retention through required and ongoing education of current KUMC SON learners, and development of a culture which demonstrates a willingness to change (Columbia University, 2021). Creating a welcoming and inclusive environment is at the core of all diversity work and necessary for a positive recruitment and retention outcome. Placing diversity commitment and goals at the forefront of all aspects of recruitment and retention is an integral part of this process.

- Create and/or develop pipeline or pathway programs with diverse high schools and community colleges for students interested in pursuing nursing degrees (Brown et al., 2021). KUMC SON currently has started the KU Nursing Pathway program ([School of Nursing Pathway Program](#)) directed at high school students, specifically in underserved and rural communities, to introduce career possibilities in the nursing field and support them through the educational experience.

- Participate in diverse high school college fairs and career days.

- Partner with area high school administrators to identify prospective students for admission to various degree programs offered at KUMC.

- Organize quarterly of biannual open house sessions at KUMC for high school juniors and seniors interested in nursing or health science degrees.
• Provided transportation will be an option to attend open houses from local high schools.

• Open house would include a range of diverse faculty and current student speakers from the various departments as well as a tour.

• Booths will be at the open house with representatives from financial aid, student organizations including (but not limited to) DEI groups.

• Provide a workshop on the admissions process including applying for financial aid and scholarships.

• Connect prospective students with a KUMC student or faculty mentor who will be the point person to stay in contact as the student is making college decisions.

• Develop summer opportunities to allow students to experience KUMC such as scholar program interns or Summer Training in Academic Research (STAR) program through Duke University (CMH, 2021; UMKC, 2021).

• Use holistic review techniques when reviewing applications to consider a broad range of factors instead of just grades and test scores (Grabowski, 2018). This decreases the risk of bias in the selection process and allows for fair and intentional diversity recruitment.

Retention Plan

• Connect incoming freshman with both a student and faculty mentor.

• Mentors will meet with students on a quarterly basis at minimum (University Health Services, 2013).

• Mentors will encourage students to become active in student organizations or work groups which promote DEI.
• Financial aid representative will have semester check-ins with students to provide support with any change in ability to pay fees and connect with available resources, scholarship, grants, or emergency funds available.

• Create or expand retention scholarships to provide funds to students who have extenuating circumstances that may prohibit them from returning (i.e., Loss of job, loss of funding, etc.).

• Meet with students pro-actively who are falling behind on payments to assess the reason and connect with appropriate resources.

• Educate faculty to be cognizant of URM students who are falling behind in some aspect. The student will be given the opportunity to meet with faculty/mentor to assist with tutoring, financial difficulties, or personal difficulties.

• Incorporate diversity education into the standard curriculum.

• Create opportunities for community building in social settings.

School of Health Professions

Faculty

Following a similar trajectory of other STEM faculty positions, SHP faculty are similarly less diverse than the reference population. Have had limited success nationally to increase rates. A 20-year retrospective study demonstrates that diverse faculty at schools of public health have minimally increased but remain below population and learner demographic markers, similar to other schools (Goodman, Plepys, Bather, Kelliher, & Healton, 2020). Another study reports that there is in fact a downward trend in faculty diversity in physician assistance programs (Vallejo, Lie, Maldonado, & Lohenry, 2020) and a corroborating article finds faculty in public health
academia have a disproportionate under representation of minorities in university settings, comparable to other SHP faculty demographics (Beard et al., 2020).

The 2020 KUMC (2020) demographic report shows a minority faculty rate of 7.4% which is probably an under representation due to many faculty members not participating in the survey. Nevertheless, the SHP faculty rate is anticipated to be well below the national and local minority demographic benchmarks creating an opportunity to implement aggressive recruitment and retention strategies from the following plan. Lane et al. (2015) discuss a research training program focused on health disparities to increase the pool of URM scholars in health-related professions.

**Recruitment Plan**

- Support a culture of DEI through organizational commitment to reach the stated goals of diversity recruitment and retention through required and ongoing education of current KUMC SHP faculty, and development of a culture which demonstrates a willingness to change (Columbia University, 2021). Creating a welcoming and inclusive environment is at the core of all diversity work and necessary for a positive recruitment and retention outcome. Placing diversity commitment and goals at the forefront of all aspects of recruitment and retention is an integral part of this process.

- Develop pathways and pipelines with HBCUs and traditionally diverse graduate schools to expose graduate students to KUMC.

- Actively recruit from within KUMC for diverse faculty positions.
• Provide workshops and educational opportunities for KUMC graduate students and outside graduate programs with an emphasis on work done by current URM SON faculty.

• Create opportunities for research training programs to entice further learning (Lane et al., 2015).

• Promote DEI values at scholarly conference booths to advertise School of Health Professions faculty opportunities and KUMCs culture of welcoming and acceptance of diversity.

• Evaluate current faculty job postings and rewrite to reflect DEI values.

• Direct diversity advertising goes to each posted position.

• Attach updated DEI policies to faculty job postings (Rosenberg & O'Rourke, 2011).

• Place postings on job boards which promote diverse hiring.

• Integrate recruitment software to the hiring process such as TalVista, to aid in blinding applications, lessening implicit bias, and achieving diversity goals.

• Create a recruitment panel and train interviewers on techniques to lessen the risk of unconscious bias (ie. Standardize questions and rating among all candidates, match number of diverse candidates with percentage of diversity in population) (Brown et al., 2021, p. 29-31).

• Interview team will consist of diverse members on the panel equal or greater than the percentage of desired representation at KUMC.

• Offer equitable salaries commensurate with experience and qualifications.
Consider "cluster" hiring to aggressively hire diverse faculty cohorts to foster collaboration (Brown et al., 2021, p. 67-71).

Retention Plan

- Support diverse faculty in accessing research funding and assist in obtaining tenure and endowed chair positions.
- Encourage engagement in professional organizations.
- Provide fair and equitable salaries and promotions (raises and tenure).
- Avoid overloading new faculty with an abundance of teaching duties to avoid burnout.
- Create mentoring partnerships between new faculty and existing faculty (University Health Services, 2013).
- Provide opportunities for growth and development such as attending conferencing, speaking engagements, and presentations.
- Invite and encourage faculty to participate in employee work groups and organizations supporting diversity work at KUMC.
- Integrate cultural competency standards for all faculty.

Graduate Students

Healthcare graduate programs mirror other higher levels of academics with an underrepresented percentage of URM students. The most recent KUMC (2020) demographic survey shows that the SHP graduate school has had minimal diversity increases over the past five years and currently have 15.7% URM graduate learners (Figure 6). Most programs nationally and at KUMC have yet to achieve population-based benchmark rates as demonstrated by only 7.7% of physical therapists in the U.S. identifying as Black or Hispanic (Jannenga, 2021). Health
profession graduate programs have been studying barriers to admission of URM students to graduate programs and found that eliminating entrance exams was only a tool and those programs that designed and implemented specific recruitment strategies, reported greater success in increasing diversity (Cahn, 2014). As KUMC commits to increasing diversity in its graduate programs, the following proposal is offered with a goal to increase admission and matriculation of diverse graduate students to 25% by 2026.

Recruitment Plan

• Support a culture of DEI through organizational commitment to reach the stated goals of diversity recruitment and retention through required and ongoing education of current KUMC SOHP learners, and development of a culture which demonstrates a willingness to change (Columbia University, 2021). Creating a welcoming and inclusive environment is at the core of all diversity work and necessary for a positive recruitment and retention outcome. Placing diversity commitment and goals at the forefront of all aspects of recruitment and retention is an integral part of this process.

• Create and/or develop pathway programs with traditionally diverse colleges for nursing and health science undergraduates interested in pursuing graduate degrees (Brown et al., 2021).

• Provide Biannual KUMC graduate school open houses for prospective diverse applicants. Presentations by current diverse students and faculty along with information and advice about the application process will be provided.
• Host booths at open houses and other fairs promoting DEI values to advertise SHP opportunities along with KUMC's culture of welcoming and acceptance of diversity.

• Develop marketing tools that highlight KUMC's focus on diversity.

• Connect interested prospective students with a point person to provide guidance throughout the application/admissions process.

• Assess current scholarships earmarked for diverse students and source funding for increased financial aid opportunities, grants, and scholarships for qualified enrollees.

• Use holistic review techniques when reviewing applications to consider a broad range of factors instead of just grades and test scores (Grabowski, 2018). This decreases the risk of bias in the selection process and allows for fair and intentional diversity recruitment.

• Selection team needs to represent diversity equal to or greater than desired URM representation.

• Update and maintain KUMC graduate school websites to promote diversity work at KUMC with links to resources for potential applicants.

• Create, maintain, and improve on pathway programs for URM students at KUMC and other minority-serving undergraduate institutions.

• Identify students early in undergraduate studies (majors in pre-med, nursing, or health sciences) to invite to workshops and forums at KUMC which highlight graduate and DEI resources.
• Provide a mentoring program for interested, prospective undergraduate students at KUMC.

Retention Plan

• Integrate cultural competency standards for all graduate students.
• Connect diverse graduate students with peer and faculty mentors.
• Create a formalized mentoring program and mentors will connect with students on quarterly basis at minimum.
• Students will be invited and encouraged to become active in DEI groups at KUMC.
• Financial aid representatives will have semester check-ins with students to provide support with any change in ability to pay fees and connect with available resources, scholarship, grants, or emergency funds available.
• Create or expand retention scholarships to provide funds to students who have extenuating circumstances that may prohibit them from returning (ie. Loss of job, loss of funding, etc.).
• Meet with students pro-actively who are falling behind on payments to assess the reason and connect with appropriate resources.
• Educate faculty to be cognizant of URM students who are falling behind in some aspect. The student will be given the opportunity to meet with faculty/mentor to assist with tutoring, financial difficulties, or personal difficulties.

Undergraduate

Diversifying the nation's health profession schools is essential to increasing quality health care access for all, reduce health disparities, and achieve health equity. Putting measures in to
place to recruit and retain URM undergraduate students, is the important first step in bridging the diversity gaps in healthcare professions. According to the KUMC enrollment headcount report (2020), SHP minority undergraduate students are 31.6% of students which indicates both room for improvement in recruitment/retention efforts and an opportunity to develop pathways to higher levels of education (Figure 6). While 31.6% is above the benchmark, there are specific race and ethnic groups that fall significantly below the desired goal. Specific recruitment and retention efforts to those populations are necessary to accurately diversify. Health professions have specific diversity shortfalls and the need for focused recruitment and retention efforts will greatly improve the balance of URMs in these programs at KUMC. Below is a proposal for strategies which can be tailored for each department with a goal to increase and/or maintain undergraduate student diversity through recruitment and retention in the SOHP to a minimum of 25% by 2026.

**Recruitment Plan**

- Support a culture of DEI through organizational commitment to reach the stated goals of diversity recruitment and retention through required and ongoing education of current KUMC SOHP learners, and development of a culture which demonstrates a willingness to change (Columbia University, 2021). Creating a welcoming and inclusive environment is at the core of all diversity work and necessary for a positive recruitment and retention outcome. Placing diversity commitment and goals at the forefront of all aspects of recruitment and retention is an integral part of this process.

- Attend diverse high school college fairs and career days.
• Partner with area high school administrators to identify prospective students for admission to various degree programs offered at KUMC.

• Organize quarterly of biannual open house sessions at KUMC for high school juniors and seniors interested in nursing or health science degrees.

• Provided transportation will be an option to attend open houses from local high schools.

• Host booths at open houses and other fairs promoting DEI values to advertise School of Nursing opportunities along with KUMC's culture of welcoming and acceptance of diversity.

• Open house would include a range of diverse faculty and current student speakers from the various departments as well as a tour.

• Booths will be at the open house with representatives from financial aid, student organizations including (but not limited to) DEI groups.

• Provide a workshop on the admissions process including applying for financial aid and scholarships.

• Connect prospective students with a KUMC student or faculty mentor who will be the point person to stay in contact as the student is making college decisions.

• Develop summer opportunities to allow students to experience KUMC such as scholar program interns or Summer Training in Academic Research (STAR) program through Duke University.

• Use holistic review techniques when reviewing applications to consider a broad range of factors instead of just grades and test scores (Grabowski, 2018). This
decreases the risk of bias in the selection process and allows for fair and intentional diversity recruitment.

Retention Plan

- Connect incoming freshman with both a student and faculty mentor.

- Mentors will meet with students on a quarterly basis at minimum (University Health Services, 2013).

- Mentors will encourage students to become active in student organizations or work groups which promote DEI.

- Financial aid representative will have semester check-ins with students to provide support with any change in ability to pay fees and connect with available resources, scholarship, grants, or emergency funds available.

- Create or expand retention scholarships to provide funds to students who have extenuating circumstances that may prohibit them from returning (ie. Loss of job, loss of funding, etc.).

- Meet with students pro-actively who are falling behind on payments to assess the reason and connect with appropriate resources.

- Educate faculty to be cognizant of URM students who are falling behind in some aspect. The student will be given the opportunity to meet with faculty/mentor to assist with tutoring, financial difficulties, or personal difficulties.

- Incorporate diversity education into the standard curriculum.

- Create opportunities for community building in social settings.
Postdoctoral

Recruitment and retention of minority postdoctoral scholars is a key pathway to URM faculty recruitment. While 14.1% of PhDs earned in the U.S. are from URM groups, 50% of minority PhD candidates accept careers outside of academia, thus limiting the selection pool for qualified URM faculty (Bradley, Garven, Law, & West, 2018). This emphasizes the need to recruit qualified URM PhD candidates to apply for postdoctoral positions at KUMC. Following is a proposal of strategies for recruitment and retention of postdoctoral scholars to achieve a goal of increasing the URM KUMC postdoctoral scholars by 5% annually to meet or exceed 20% by 2026.

Recruitment Plan

- Support a culture of DEI through organizational commitment to reach the stated goals of diversity recruitment and retention through required and ongoing education of current KUMC Postdoctoral Scholars, and development of a culture which demonstrates a willingness to change (Columbia University, 2021). Creating a welcoming and inclusive environment is at the core of all diversity work and necessary for a positive recruitment and retention outcome. Placing diversity commitment and goals at the forefront of all aspects of recruitment and retention is an integral part of this process.
- Create pathways and pipelines between KUMC and diverse PhD programs as well as URM PhD candidates from other institutions.
- Increase opportunities for diversity and health disparity research.
- Develop formalized mentoring programs at KUMC with current faculty and current diverse postdoctoral scholars.
• Promote postdoctoral opportunities on the KUMC website along with links to DEI resources.

• Promote postdoctoral opportunities at research symposiums and conferences demonstrating DEI values.

• Offer salaries that are fair market value and equitable.

• Access research funding opportunities.

• Use holistic review techniques when reviewing applications to consider a broad range of factors instead of just grades and test scores (Grabowski, 2018). This decreases the risk of bias in the selection process and allows for fair and intentional diversity recruitment.

• Create a recruitment panel and train interviewers on techniques to lessen the risk of unconscious bias (ie. Standardize questions and rating among all candidates, match number of diverse candidates with percentage of diversity in population) (Brown et al., 2021, p. 29-31).

• Integrate recruitment software into the selection process such as TalVista, to aid in blinding applications, lessening implicit bias, and achieving diversity goals.

• Require interview team to complete an implicit bias course prior to interviewing.

• Interview team will consist of diverse members on the panel equal or greater than the desired representation at KUMC

• Students will be pre-screened by the committee and prioritized for interviews (Lewis et al., 2020).
• Provide an optional opportunity for interviews to schedule a casual visit with a UIM faculty member on their interview day to freely discuss being a minority postdoc at KUMC (Lewis et al., 2020).

• Designate certain days as DEI postdoc interview days and create receptions as an option on some of those days (Lewis et al., 2020).

• Require current postdocs and faculty to complete annual DEI training.

• Sponsor mix and mingle events for URM postdoctoral candidates on a regular basis at a local venue. This will be a safe space for candidates to ask questions freely (Lewis et al., 2020).

Retention Plan

• Establish a mentoring relationship with current faculty (University Health Services, 2013).

• Invite and encourage postdoctoral scholar to participate in diversity organizations and/or workgroups.

• Assist with obtaining research funding.

• Annual program evaluation surveys will be conducted and evaluated.

• Annual meetings with individual residents as well as an open-door policy to discuss concerns or suggestions.

• Executive lunch and learns will be offered biannually.

• Maintain adequate, fair market value compensation.
Staff

As important as it is to diversify our professional schools, students, and faculty, it is vital to give that same level of DEI attention to the KUMC staff, and nurture URM leadership from URM staff already in place. Staff are the backbone of any institution, and their sense of belonging and understanding of institutional culture is ultimately defining for that institution. Based on the 2017 KUMC Campus Climate Survey, a staggering 54% of staff respondents noted that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct compared to 13% of respondents with a faculty rank reporting the same (Rankin & Associates, Consulting, 2017). It is universally recognized that workplace discrimination will lessen productivity and decrease overall work satisfaction. Creating an organizational culture that represents the DEI values and commitment of the institution, is vital groundwork. As KUMC advances DEI efforts, recruitment and retention strategies for URM staff must be a top priority. Setting a goal to recruit and retain a diverse staff to meet or exceed 25% of all staff, as well as to and improve workplace discrimination perceptions on the next KUMC campus climate survey by 25% is outlined by the following plan.

Recruitment Plan

- Support a culture of DEI through organizational commitment to reach the stated goals of diversity recruitment and retention through required and ongoing education of current KUMC SOHP learners, and development of a culture which demonstrates a willingness to change (Columbia University, 2021). Creating a welcoming and inclusive environment is at the core of all diversity work and necessary for a positive recruitment and retention outcome. Placing diversity
commitment and goals at the forefront of all aspects of recruitment and retention is an integral part of this process.

- Develop goals to hire staff to match or exceed national and local demographics.
- Evaluate current faculty job postings and rewrite to reflect DEI values.
- Access recruiting pipelines at diverse high schools and colleges.
- Attach updated DEI policies to faculty job postings.
- Place postings on job boards which promote diverse hiring.
- Advertise at diverse job fairs.
- Integrate recruitment software such as TalVista to aid in blinding applications, lessening implicit bias, and achieving diversity goals.
- Create a recruitment panel and train interviewers on techniques to lessen the risk of unconscious bias (ie. Standardize questions and rating among all candidates, match number of diverse candidates with percentage of diversity in population).
- Interview team will consist of diverse members on the panel equal or greater than the desired representation at KUMC.
- Offer equitable salaries/wages commensurate with experience and qualifications at fair market value.

Retention Plan

- Integrate cultural competency standards for all staff.
- Create a staff mentoring program with upper level staff.
- Invite and encourage participation in diversity work and groups at KUMC.
- Support and encourage professional growth and development opportunities.
- Assess pay increase structure and develop promotion opportunities.
• Maintain equitable fair market value compensation including raises and opportunities for promotions.

• Promote an open-door policy to discuss workplace concerns in a safe space.

• Provide an annual satisfaction survey to provide data to further improve the campus climate.
Cost Structure and Revenue Streams

Creating an aggressive DEI budget with specific designations for recruitment and retention of FSLTs is a necessary aspect of accomplishing diversity strategic goals. According to Diversity Best Practices benchmarking study (DBP, 2016), most companies allocate 2-3% of their overall budget to DEI endeavors. DEI budgets vary from company to company based on organizational commitment and available funding. As cited in DBP diversity & inclusion budgets (2019), the Russell Reynolds (2019) report indicates that diversity and inclusion remains a low business priority in many companies, but only one-fourth of Chief Diversity Officers report that business strategy is a lead driver of DEI strategic efforts. I propose a total annual DEI budget for the KUMC-Kansas City campus (non-hospital) of $85/person + $7,500 per employee resource group (ERG). There are approximately 5600 FSLTs so the following calculation was used to determine the budget. (5600 FSLTs x 85) + ($7,500 x 5) = $513,500. The recruitment/retention line item has the largest budget due to initial start-up costs which will be necessary for advertising, marketing, and developing necessary tools. DEI recruitment and retention will require a large portion of its budget to go toward events, food, marketing, programming, and advertising (Table 1).

<table>
<thead>
<tr>
<th>DEI Budget Line Items</th>
<th>% of total DEI Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and development</td>
<td>28% = $149,780</td>
</tr>
<tr>
<td>Employee resource groups</td>
<td>7% = $37,500</td>
</tr>
<tr>
<td>Diversity organizations/conferences</td>
<td>30% = $154,050</td>
</tr>
<tr>
<td>Recruitment and retention</td>
<td>35% = $179,725</td>
</tr>
</tbody>
</table>
The burden of being of higher education is large, and available revenue to support students must be researched and attained to enhance the proposed efforts. As a reference, current fees to attend KUMC are shown in Appendix B. KUMC offers many scholarship opportunities for students but are limited on ones being specifically designated to support efforts to recruit and retain diverse learners. An area of improvement would be to challenge each department to increase tuition scholarships and experiential scholarship opportunities for diverse students by 50% with additional emergency funds designated for retention of diverse students in crisis. Providing a significant level of financial support to the KUMC diverse student population demonstrates organizational commitment to retention efforts.

**Evaluation and Future Work**

Monitoring, tracking, and evaluation is a frequently overlooked step in effective recruitment and retention strategies. Understanding national and regional statistics, along with collection and assessment of institutional data through campus climate surveys and other assessments is a key component (Brown et al., 2021). This step will assist in determining readiness to diversify and taking action to create an accepting and supportive culture. Following the implementation of DEI racial and ethnic recruitment and retention strategies, metrics will be collected and analyzed to assess the effectiveness of the strategies, improve ineffective or inadequate techniques, and incorporate additional strategies to increase diversity among FSLTs at KUMC. Leading and lagging indicators are useful measures when determining improvement or success (Griffen et al., 2020). Leading indicators alter frequently, and changes have a more immediate effect while lagging indicators are large scale measures assessing the big picture (Griffen et al., 2020). Regular program self-assessments and formal evaluations provide
qualitative and quantitative data to inform decisions (Columbia University, 2021; Griffen et al., 2020). This data will lead teams to pivot when necessary to correct and improve the process.

Current pipelines and pathways should be strengthened and aligned to increase diversity in the SOM, SON, and SHP. Stakeholders in the SOM express the desire to expand pipeline programs to begin as early as primary school. It is likely beneficial to connect with potential learners earlier in life to guide and support them throughout their educational experience. Stakeholders in the SON recognize a gap in the current pathway program between high school and the two to four years prior to entering professional schools (SOM, SOH, SHP). Closing these gaps before and after high school is an identified area of focus leading to increased recruitment and retention. Longitudinal data collection to track pipelines from Kindergarten through the faculty level is vital for accountability, quality improvement, discerning best practices, and obtaining funding (Vallejo et al., 2020). Tracking the number of students who continue in the pipeline program, apply for college, and further advance in health professions takes years to compile thus the need for interim short-term surveys to be included throughout (Vallejo et al., 2020). Surveys for pathway participants and recruitment and retention teams pre-, during, and post-program will inform development and advancement (Patel, Rodriguez, & Gonzales, 2015).

Next steps will include improving plans for each campus and further developing strategies to fit the unique populations across all KUMC campuses. As KUMC racial and ethnic recruitment and retention strategies gain momentum, it will be important to broaden these guidelines to include the necessary diversity work including, but not limited to, gender identity, sexual orientation, and disability to create a beautifully diverse learning and working environment across all campuses of KUMC.
Conclusion

Diversity across all levels of health-related academics in the long term helps to eliminate health disparities, create a more representative workforce, strengthen the healthcare system, and inevitably improve patient outcomes. Increasing the percentage of diverse FSLTs to KUMC is just one part of the equation of diversity recruitment and retention. A supportive and inclusive environment is the essential groundwork to a successful plan, and it is imperative that it be integrated into every aspect of the process.

KUMC has made great strides in supporting the DEI mission, values, and goals developed. Advancing these efforts requires a collaborative and unified process to strengthen and align programs and achieve a more diverse academic environment for all FSLTs. Existing programs can be further developed and modified for other departments while providing opportunities to knowledge share. In conclusion, creating a diverse tapestry of FSLTs at KUMC provides an environment where all can thrive with the benefits being impactful, far reaching, and transformative.
References


Kansas University Medical Center [KUMC]. (2021). https://www.kumc.edu


Kansas University Medical Center [KUMC] DEI Cabinet Meeting (2020). *KUMC diversity, equity, and inclusion framework* [PowerPoint slides].


University Health Services. (2013). A toolkit for recruiting and hiring a more diverse workforce. Retrieved from
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Appendix A

Diversity Recruitment and Retention Logic Model

<table>
<thead>
<tr>
<th>Problem/Objective</th>
<th>Input/Resources</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem: Racial and ethnic minorities are underrepresented in faculty, staff, learners, and trainees (FSLTs) at KUMC-KC Campus.</td>
<td>People input/resources • Senior leadership • Faculty • Staff • Learners • Trainees • School of Medicine • School of Nursing • School of Health Professions • DEI department • DEI committee</td>
<td>Assessment • Climate survey analysis • KUMC demo-graphic analysis vs national/local/regional data • Budget assessment DEI Committee • Recruit members • Strategic initiative goals</td>
<td>Assessment • Regularly scheduled (every 2-3 years) climate surveys • Policies developed and/or modified to match DEI goals and values • DEI budget approved DEI Committee • Monthly meetings held • Diverse representation from each department</td>
<td>Outcomes • Increase in FSLT satisfaction • Decrease in staff feelings of exclusionary, intimidating, offensive, and/or hostile conduct • Increase in diverse makeup of KUMC</td>
<td>Evaluation • Staff satisfaction surveys • Campus climate surveys • Annual demographics and retention reports • Annual budget report</td>
</tr>
<tr>
<td>Objective: To enhance diversity recruitment and retention methods,</td>
<td>Business input/resources • Marketing • Finances/funding</td>
<td>Education: • Develop mandatory DEI education for all FSLTs • Create optional DEI learning</td>
<td>Education: • Mandatory education developed and continually improved to meet needs of FSLTs</td>
<td>Outcomes • Increase in FSLT understanding of DEI issues • Increase in availability of</td>
<td>Evaluation • Culture Climate survey • Assessment of educational opportunities from prior year</td>
</tr>
</tbody>
</table>
opportunities, and outcomes for KUMC-KC campus underrepresented minority FSLTs.

**Human Resources**
- Blinding software (TalVista)

opportunities such as Grand Rounds, lunch & learn lectures, and active learning programming for FSLTs
- Unconscious bias training for anyone involved with the interviewing process
- Incorporate diversity education into all curriculum

**Monthly or greater opportunities for FSLTs**
- All on interview teams received unconscious bias training
- Each department will have diversity topics and experiences incorporated in curriculum
- Minimum of one mandatory course per program that is focused specifically on underserved populations, diversity issues, and disparities in healthcare

**Optional DEI educational opportunities for all FSLTs**
- Increase in diversity on interview teams
- Decreased unconscious bias in interviewing
- Increased DEI in learner curriculum

**Post interview questionnaires**
- Curriculum evaluation for each department

<table>
<thead>
<tr>
<th>Programming input/resources:</th>
<th>Recruitment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEI educational offerings</td>
<td>Establish pathway partnerships with diverse high schools and colleges</td>
</tr>
<tr>
<td>Established pathway programs</td>
<td>Provide opportunities for potential candidates to be exposed to</td>
</tr>
</tbody>
</table>

**Recruitment**
- #(?) of pathway programs established for high school and college diverse students
- # (?) of partnerships with diverse high schools and colleges

**Outcomes**
- Increase in established pathways with diverse high schools and colleges
- Increase in opportunities for potential students to be exposed to KUMC

**Evaluation**
- Annual assessment of established pathway programs
- Satisfaction survey of pathway participants
- Demographic evaluation of applicants
<table>
<thead>
<tr>
<th>KUMC diversity work</th>
<th>Retention</th>
<th>Outcomes</th>
<th>Retention:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner institutions • Place job postings on diverse hiring platforms • Holistic review for learner applicants • Increase marketing to diverse FSLTs • Offer equitable salaries • Evaluate and increase diversity specific scholarships • Create and train recruitment panels with diversity as a prime objective</td>
<td>Maintain cultural competency standards for all • Invite and encourage participation in ERGs and diversity organizations</td>
<td>Increase in diverse applicants • All learner applications will use holistic review • Increase in diversity scholarship/grant opportunities</td>
<td>Annual required cultural competency education for all FSLTs • Active invitations to engage in campus diversity work to new FSLTs</td>
</tr>
<tr>
<td>• Encourage engagement in professional organizations for FSLTs</td>
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<tr>
<td>• Equitable and fair market value salaries</td>
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<tr>
<td>• Provide a tenure track</td>
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<tr>
<td>• Formalized mentoring programs</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Participation in programs that increase exposure to diversity work</td>
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<tr>
<td>• Increase in retention scholarships</td>
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<tr>
<td>• 20% increase in diverse tenured faculty</td>
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<tr>
<td>• Minimum of one mentoring opportunity available for FSLTs</td>
<td></td>
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</tr>
<tr>
<td>• Increased funding available for 10 new retention scholarships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• New program opportunities to increase exposure to diversity work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Increase in FSLTs participating in mentoring programs</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Increased availability of retention scholarships</td>
<td></td>
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<tr>
<td>• Increase in participation in diversity work programs</td>
<td></td>
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<tr>
<td>• Financial evaluation of use and need of retention scholarships</td>
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</table>
### Appendix B

#### KUMC 2020-2021 Tuition and Fees

<table>
<thead>
<tr>
<th>KUMC -KC Tuition/Fees 2020-21</th>
<th>Tuition/Fee category</th>
<th>Kansas resident</th>
<th>Kansas non-resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical School rate</td>
<td>Tuition</td>
<td>$37,890.82</td>
<td>$67,086.06</td>
</tr>
<tr>
<td>Undergraduate rate</td>
<td>Per credit hour</td>
<td>$342.14</td>
<td>$891.14</td>
</tr>
<tr>
<td>Graduate rate</td>
<td>Per credit hour</td>
<td>$421.15</td>
<td>$989.60</td>
</tr>
<tr>
<td>Fall/Spring fees</td>
<td></td>
<td>$421.77</td>
<td>$421.77</td>
</tr>
<tr>
<td>Summer fees</td>
<td></td>
<td>$63.00</td>
<td>$63.00</td>
</tr>
<tr>
<td>Course fees in addition to tuition</td>
<td>Doctor or Clinical Nutrition, Nurse anesthesia, OT, PT, SON undergrad and grad, SHP undergrad</td>
<td>Fees range from $33.25-$243.00/per credit hour</td>
<td>Fees range from $33.25-$243.00/per credit hour</td>
</tr>
<tr>
<td>E-learning fee – undergraduate</td>
<td>Students assessed the resident tuition rate + e-learning fee for online courses</td>
<td>$422.14</td>
<td>$422.14</td>
</tr>
<tr>
<td>E-learning fee – graduate</td>
<td>Students assessed the resident tuition rate + e-learning fee for online courses</td>
<td>$521.15</td>
<td>$521.15</td>
</tr>
</tbody>
</table>