ADVANCING RACIAL EQUITY (ARE) EXECUTIVE SUMMARY
COLLEGE OF APPLIED HEALTH SCIENCES
Update for October 16, 2023

Escalating wars and conflicts in today's world make the following research findings even more relevant for students, faculty, and staff at UIC-AHS. Please see the appended reports from the five AHS departments plus the program in Rehabilitation Sciences for additional details.

According to the U.S. Department of Justice, 11,126 people fell victim to racially motivated killings, assault and battery, vandalism, and other hate crimes in 2020[1]. Approximately 61.8% of these people were targeted because of their race, ethnicity, or ancestry. Another 20% were targeted due to their sexual orientation and an additional 2.7% were targeted due to their gender identity. Approximately 13.3% were targeted due to their religion, 1.4% due to their disability, and 0.7% due to gender.

Apart from these isolated acts of violence and other escalating media reports of racially motivated killings, there exists an insidious chronicity of subtle and overt discrimination against Black, Indigenous, and People of Color (BIPOC), people with disabilities, sexual minorities, women, religious minorities, and other people of differences (e.g., body types, natural hair, etc.). Underrepresented people live with conscious and unconscious forms of bias, microaggressions, and various forms of discrimination on a daily basis, leading to chronic stress, social, educational, health, and economic inequities, inaccessibility, and a lost sense of belonging.

Relevant to the mission and vision of the College of Applied Health Sciences is the direct, tangible result of racism and all of the other *isms* on health. A recent report found that a majority of Black Americans describe racial discrimination as a chronic stressor and approach their daily life interactions with a sense of racial vigilance[2]. A seminal study by Geronimus and colleagues[3] found that racial inequities in health exist across many biological systems, and that living in a race-conscious world contributes to more rapid aging in Black Americans as compared with White Americans. These differences were not explained by racial differences in poverty rates but, instead, thought to emanate from the constant vigilance and high-effort coping that Black Americans are forced to engage in on a regular basis[3]. Income inequality also has been found to have disparate effects on the health and death rates of Black Americans as compared to White Americans[4]. In one study, racial segregation in urban neighborhoods explained the higher death rates among Blacks (27-37 more deaths per 100,000) and did not explain the lower death rates among Whites (400-480 fewer deaths per 100,000)[4].

These and numerous other, similar findings pointing to the effects of chronic racism (and other isms) on both physical and mental health form the scientific and social foundation for the following summary, which serves as call to action and accountability for the College of Applied Health Sciences (AHS). The following Advancing Racial Equity (ARE) update of priorities, goals, strategies, and accountability measures has been derived not only from the AHS Accountability Committee but also from the ARE reports emerging from the five AHS departments and the undergraduate program in Rehabilitation Sciences.

The key steps toward accomplishing AHS College and Departmental goals are as follows:

Priority 1: Centering Student Equity and Inclusion

Priority 1 focuses on centering student equity and inclusion. All five of the AHS departments have committed to increasing enrollment, retention, and graduation rates of underrepresented students.

<u>Kinesiology and Nutrition</u>

<u>In 2022-23, the KN Department developed/maintained:</u>
- Every Body Better social media Campaign with representation of URM students including students of color, students identifying as LGBTQ, students with disabilities.
- Nutrition Scholarships (Bowen and PanWalker) focused on students with financial need.
- Recruitment committee focusing on outreach to high schools and community colleges that are recognized by AARAI as enrolling higher numbers of Black students. Goal of 2 in person visits/semester + 2 virtual events/semester.
- Nutrition and Kinesiology exit surveys will include question about students feeling of inclusion while in program.
- BIPOC Dietetic Student Association group. Faculty advisor will serve as liaison for feedback/improvements identified for creating and maintaining inclusive spaces.
- Accelerated MS/CP program addresses financial barrier to graduate degree and internship through 12-month program (versus 24+ month program at other institutions). First cohort began in spring 2022.
- New requirement for AY23-24 for nutrition and kinesiology instructors to participate in at least one continuing education focused on inclusive education, reducing bias and microaggressions in the classroom.
- Identifying instructor for KN 294: Diversity for Health and Fitness. Was taught from 2019-2021 when instructor left UIC.
- Course description: This course will examine elements that impact the health and well-being of diverse communities, such as culture, power, and oppression with a focus on personal attitudes and awareness. Prerequisite (s): Sophomore standing or higher;

<u>Barriers identified by Advisory Team. Will bring to department/college/university to discuss how to overcome:</u>
- Working full time or several jobs due to high financial responsibilities. The on-campus jobs do not pay as well as off campus jobs and do not pay minimum wage.
- Funding for books, online codes – many students do not have the money. Financial aid stipends do not come in time. How can we help them finance these resources at the beginning of the semester?
- Why is there such a delay for admitted UIC students to receive their financial aid award letter? Need to mirror Urbana's process.
- How can we be welcoming to students who have stressful life events? What support can we provide? Share the resources. (College response: AHS has developed the AHS Empowerment Liaisons as one example of student outreach for wellness.)

Physical Therapy

- We reviewed our past admissions data to investigate the factors contributing to the inadequate representation of historically underrepresented minorities in our applicant pool. Through a comprehensive self-study, we aimed to gain insights into our admission process's shortcomings and identified areas for improvement. This effort allowed us to refine our admission procedures and develop effective support strategies for admitted students, particularly those from underrepresented minority backgrounds.
- In 2022, we revamped the DPT admissions process for greater inclusivity. Calculus and GRE scores were removed from the prerequisites, broadening the applicant pool. The scoring system was updated to consider unique life experiences, such as socioeconomic challenges, first-generation status, career changes, veteran status, caregiving, and under-represented minorities. In 2023, under-represented minority status was replaced with disability. Further enhancements in 2023 included awarding points for personal achievements, community service, and advocacy work. Sexual minority status was also included. Applicants with unique life experiences (ULE) comprised 38% of applicants in 2021 and 2022. Offers to ULE applicants increased from 31% in 2021 to 36% in 2022, and the acceptance rate rose from 37% to 46.7%.
- We created a financial scholarship to enhance our recruitment efforts by identifying students in need and ensuring that our DEI goals are met through these awards. This approach ensures that deserving individuals from diverse backgrounds have equal access to educational opportunities. One award was given to a deserving student in the CO2026.

Occupational Therapy

- We successfully launched the E-OTD and began a process of incorporating DEI throughout the curriculum using Fink's categories of significant learning as described in other parts of this report.
- Although the number of applicants to the E-OTD is much smaller compared to the MS, we were successful in attracting and recruiting a diverse cohort (see other parts of this report). We also had a robust faculty discussion during our May'23 retreat on expanding our recruitment efforts to attract a diverse pool of applicants. We are closely monitoring the repercussions of the Supreme Court Decision on race-based admissions and its implications for our holistic admissions process.
- We facilitated a few brainstorming sessions during faculty retreats in 2021 and 2022 on integrating DEI throughout the curriculum and will continue to review and evaluate. DEI learning objectives for the E-OTD program were established through this process. All lead instructors are expected to share what DEI learning objectives are addressed in their respective courses during course updates at the beginning of each semester. This information is also being systematically documented in a 'Table of DEI Objectives'.

- Approximately, 55% of our admitted E-OTD students (2022 and 2023) identify as diverse (API, Latinx, Black). Goal met.
- We have been promoting our holistic admission model (Goal met, see short-term goals)
- Faculty identified learning activities and content that worked well in the MS, made potential adjustments to the E-OTD curriculum, and identified areas that need to be enhanced. Two IDEA Committee members, created a few resources on inclusive teaching and decolonizing pedagogy and guidelines on inclusive teaching for guest speakers, discussed them during a faculty meeting in April 2023. A group of MS Students (Class of 2023) created guidelines for instructors on the use of gender inclusive language. All of these resources are now available to faculty. Short term goal met.
- Admissions committee presented the holistic model to AHS colleagues and presented the model at an AOTA conference in 2022. Short term goal met.
- Emphasis on keynote speakers on issues of DEI were sponsored by the department. On April 2022, Arameh Anvarizadeh delivered an SOP and on April of 2023 Khalilah Johnson was invited to speak. Close to 100 faculty, students and practitioners attended both events. Both speakers identify was Black and centered their discussions on DEI in OT education and scholarship. These events were co-sponsored by SOP Day Committee with the assistance of COTAD, and IDEA Committee. We will continue to organize events with a DEI focus. An SOP talk on the experience of Black families of children with disabilities during transition to school, is scheduled for Nov. 06. This event is co-sponsored by COTAD and IDEA Committee.
- The department is a co-sponsor of a series of racial advocacy talks and trainings being organized by COTAD Engage national organization. The first event took place on Sep. 27. Short-term goals met.
- COTAD runs 3 active committees and has sponsored at least 2 events per year.
- Deep commitment to diversification of the student body, including but not limited to the admissions committee.
- DEI learning objectives for the E-OTD program based on Fink's categories of significant learning were established through a collective faculty brainstorming process during faculty retreats in 2021 and 2022. These objectives, related teaching strategies and assessment methods are being documented for courses taught in each semester.
- Strong faculty and departmental commitment to COTAD and other student organizations.
- Completing the 'Table of DEI Objectives' at the end of each semester gives faculty the opportunity to reflect on integration of DEI objectives across the E-OTD curriculum. A meeting is planned for this fall semester for faculty to share and discuss student feedback received via course evaluations. This will become a priority.
- 55% of the students accepted into the E-OTD program in 2022 and 2023 identify as API, Latinx or Black, reflecting the success of our holistic admissions process.
- The COTAD faculty advisor has been meeting with COTAD co-chairs regularly.

- The April 2023 Zoom event co-sponsored by SOP DAY Committee with the assistance of COTAD, and IDEA Committee had more than 100 attendees. COTAD also organized a town hall meeting on May 10, 2022. This meeting had over 40 attendees.
- Our student organizations—COTAD and IlliSOTA have sponsored a number of events and are actively engaged and continue to engage a diverse sub-set of students from across the entry level programs. Statement of commitment to DEI is included in the annual performance review paperwork and process for all faculty and staff.
- Plans for inclusion of DEI is included in the template for course updates and completed annual for each course and discussed as a full-faculty at the start of each semester. Senior academic advisor – Maria Larson – audits course updates to ensure DEI is included and follows up with instructors as needed.
- Creation of DEI racial and social justice dashboard on departmental website - work to be completed as part of incremental redesign of departmental website – target date for completion 5/2024.
- DFAC to develop an updated statement of commitment to social justice for posting on website and in the department. Target date for completion 5/2024
- COTAD organized a town hall meeting in May, 2022 and one is being scheduled for Oct. 2023. As part of an in-class focus group-based learning activity, 1st year students in OT 617, a required research methods course, voiced concerns about range of topics related to sense of community, diversity, and climate these will serve as a foundation for discussion on current state of the student experience.   Students have expressed a desire for greater voice in program and department activities. Creation of Student Advisory Council and launching of OT Student Climate Survey will address students' request.
- DEI related questions were added to the exit survey of graduating students and one item about DEI is now included on the campus student evaluation distributed to students at the end of the semester for each class.
- The holistic admission model developed by the department over 15 years ago, embraces an expanded focus of diversity inclusive of other marginalized identities including disability, sexual orientation, religion, veterans, etc. However, not always applicants disclose their identity.

Disability and Human Development

- Conducted a town hall with students (see attachment for the summary)
- Provided financial research scholarships to two international students of color
- Established a DEI committee and renamed it the DEIA committee to include Accessibility in the name
- Included two graduate students of color in the DEIA committee

Biomedical and Health Information Sciences

- BVIS: 1. By encouraging our students to include more diversity in their visualizations, we will be graduating more medical illustrators who understand its importance and the value in adding more representation of underrepresented or marginalized groups. This

can have a broader impact on the field of medical illustration as a whole and can help in increasing more diversity in the work created.

- By supporting and recruiting more diverse students into our program, we will be able to add more diversity to the larger field of medical illustration.
- We will use student response for not enrolling in the HIM program after acceptance, to modify the HIM admission process as necessary.
- PhD: The focus of these initiatives is underrepresented students and not one group in particular. Our goals go beyond those related to race and seek to address the myriad issues that diverse populations face in relation to the health informatics and information management.

Bachelor's Program in Rehabilitation Sciences

Admissions: To attract students from diverse backgrounds from within and outside UIC, the RS program
- Participates in expansion of AHS recruitment efforts, including Major/Minor Fair.
- Holds intercollege transfer session.

Diversity:
- 50 -70% of RS student body is from underrepresented groups in higher education and in healthcare professions.
- 58% of degrees awarded in 2022-2023 were earned by students from underrepresented groups.

Program outcomes:
a. We implemented and expanded undergraduate exit survey to better understand
   i. Employment choices upon graduation
   ii. Potential professional paths
   iii. Admissions to professional and graduate programs
   iv. Impactful learning experiences while in the RS program
b. Information obtained from these expanded surveys in used to inform curriculum development on an ongoing basis. Some examples include:
   i. Career readiness focus;
   ii. Invited guest speakers that encourage and respond to students interests in various health related careers;
   iii. Enrichment opportunities open to full RS student body.

Priority 2: Advancing Faculty and Staff Inclusive Excellence

Priority 2 focuses on advancing faculty and staff inclusive excellence.

Kinesiology and Nutrition

In AY22-23, the KN Department developed or maintained the following:

- Utilized UFRP for new hire.
- Bias training required for all search committee members.
- Discussing transparent reporting mechanisms at departmental level that allow anonymity and/or space with trusted peer. Ideas currently are encouraging faculty and staff to discuss any issues with a member of DFAC or program directors.

For AY23-24:
- Applying for Bridge to Faculty position AY23-24.
- College level Accountability Committee developing transparent reporting mechanism for departmental and college level use.

Physical Therapy

- We conducted anonymous surveys, reaching out to all members of the department, to gather their perspectives on what the concept of a safe space means to them and how we can work towards achieving it within our department. This feedback-driven approach enabled us to better understand the diverse needs and expectations of our members, guiding us in creating a more inclusive and supportive departmental environment.
- We have taken steps to enhance representation in our department by recruiting faculty and staff members with diverse backgrounds.
- We have appointed an administrative role dedicated to addressing DEI matters within our department. This position will focus on spearheading initiatives and strategies aimed at fostering diversity, equity, and inclusion across all aspects of our operations.
- We have an upcoming DEI workshop tailored for our faculty and staff members. This workshop will offer specific tools, knowledge, and discussions to help foster a more inclusive and equitable environment within our department, addressing key topics related to diversity, bias, and cultural competence.
- We are excited to announce an upcoming book club within our department, centered around a book that delves into the topic of hidden biases. This initiative aims to engage faculty, staff, and students in meaningful discussions about bias awareness and mitigation. By fostering open conversations and shared insights, we anticipate that this book club will not only enhance our understanding of implicit bias but also promote a more inclusive and respectful departmental culture, ultimately benefiting our entire academic community.

Occupational Therapy

- In August 2023, our B2F postdoctoral scholar Sabrin Rizk transitioned to a tenure track Assistant Professor role. A departmental mentor has been identified to guide Dr. Rizk in navigating the demands of academia.
- One additional staff was hired in fall 2023 who identifies as Black, one staff member who

identifies as Black left the university to pursue opportunities elsewhere.

- We have completed 4 faculty searches for 6 clinical and tenure system faculty in the past 2 years and have 3 staff searches in various stages of completion.
- All searches benefited from extensive outreach that specifically sought to target diverse applicant pools. Recruitment materials were carefully crafted to emphasize our commitment to DEI and encourage applicants from historically excluded groups.
- Since 2022 we have hired 2 more faculty and 1 staff of color – One Latina and 1 Asian faculty and 1 Black staff member.
- As part of a tenure system search, 3 highly qualified finalists, all of whom identify as BIPOC, were brought to campus for full visits (the search was suspended for budgetary reasons at the request of the Dean) plans to be reinitiated in fall 2024 pending stabilization of the departmental budget.
- As part of a search for Capstone Coordinator and clinical faculty, 3 highly qualified applicants (2 identified as BIPOC, 1 as 1st generation), were invited to campus for full interviews. After a rigorous interview process, that adhered to campus search guidelines, the position was offered to and accepted by the non-BIPOC applicant.
- As part of an international search for a Department Head, 3 highly qualified applicants (including 2 who identify as BIPOC) were invited to campus for 2-day interviews.
- Dr. Rizk successfully transitioned to a tenure track Assistant Professor role and has been paired with a departmental mentor.
- The Dept hired a new Clinical Assistant Professor who self identifies as Latina.
- The Department hired a new first generation Clinical Associate Professor and Capstone Coordinator.
- All searches have been successful in attracting highly qualified applications who identify as BIPOC or members of other groups historically excluded from higher education.
- Given that the Department Head position was filled by a highly qualified non-BIPOC candidate, the department will need to develop leadership pathways for diverse faculty to ensure that our departmental commitment to DEI permeates all levels of faculty governance.
- Dr. Rizk has been paired with a departmental mentor, Dr. Mirza who will help her prepare for tenure, by building her research portfolio through research funding, publications and presentations. In addition, Dr. Rizk has identified a strong team of external and content mentors. A plan to support and retain Dr. Rizk is in the planning stage.
- A detailed and intentional plan to recruit diverse faculty and staff applicants was developed and consistently deployed across all faculty and staff searches.
- The clinical faculty search was successful and resulted in one Latina hire.
- Dr. Rizk has successfully transitioned to faculty and negotiated a start-up package that includes research supports, reduced teaching load to ensure that she has time to launch her scholarship.
- All new faculty are paired with a senior faculty mentor to support their career development and success integrating into their faculty role.
- Students met with clinical faculty candidates, tenure system faculty candidates, Capstone Coordinator candidates and attended presentations for the Capstone, Tenure System, and

Department Head Searches. A 1st year E-OTD student also served on the OT Department Head Search Committee.

- Clinical faculty search was successful and resulted in three new hires of who one is from an underrepresented group.
- Capstone Coordinator/clinical faculty search was successful and resulted in the hire of a candidate from an underrepresented group.

Disability and Human Development

- Hired a cluster hire tenure track assistant professors, David Camacho, who is Latinx.
- Hired a Bridge to Faculty person Azadeh Sufaeian.

Biomedical and Health Information Sciences
- We have 3 women, a veteran, and a disabled person for a department that contains 5 staff, which I think is quite inclusive. Continuing to hire great staff and retain them will achieve this goal.
- We will explore the factors that have prevented faculty of color from being hired in Biomedical Visualization and discover ways to prevent this from continuing to occur moving forward.

Bachelor's Program in Rehabilitation Sciences

We are happy to report that 50% of the RS faculty team are from underrepresented minority groups. Therefore, our unit's current efforts are on creating an inclusive environment as well as retention. Activities to support this goal are:

- Once per semester, faculty retreat dedicated to open discussion of issues related to interests, concerns, potential changes, etc.
- RS has a reading group focusing on issues of DEI and inclusivity in the academic setting.
- Ongoing development of continuing education opportunities for RS faculty as a team and individual members based on interest.

Priority 3: Collaborating with Community

Priority 3 focuses on collaboration with the community.

Kinesiology and Nutrition

In AY22-23, the KN Department developed or maintained the following community collaborations:

- Nutrition faculty participation in 55th and Pulaski Health Collaborative and Mile Square (HRSA grant for maternal/child/WIC population)
- BUILT research group with Dr. Eddie Bustamante
- Diabetes Prevention Program with Dr. Shayna Oshita and Michelle Adams
- BAILAMOS research group with Dr. David Marquez

New community collaborations for AY24-25:

- New Clinical Community Nutrition track position will be focused on developing collaborations with community nutrition organizations for student participation and research.

Physical Therapy

- In collaboration with the SUSTAIN Coalition, we have increased our network of community stakeholders (Healthy Hoods Chi, UIC Auburn-Gresham Neighborhood Center, the Chicago Light House for the Blind, Partnerships for Anti-Racist Campus Transformation). We are actively engaging in community led processes with the goal of identifying important issues that support inclusion and advance equity. Additionally, we are working with Student Affairs and other AHS units to create a Student Ambassador Team to participate in local outreach opportunities for elementary and high school students.
- We also continue to offer PT 496 The Health and Wellness Academy (HWA), a service-learning course, that connects with our surrounding community here in Chicago. Our mission is to empower youth through experiential learning opportunities that promote ownership over their lifestyle choices and help build positive relationships with food and movement. UIC students serve as mentors, helping facilitate lessons where students (grades 1-8) from Altus Academy get to engage in meaningful physical activity and cook and talk about healthy and delicious food.

Occupational Therapy

- Preliminary plans for creation of Advisor Board were developed and shared with the Department Faculty Advisory Committee in Spring 2023 and will be presented to full Department in November 2023 at a Department meeting devoted to community engagement. Strategic planning group #2 are actively working on community collaborations.
- Faculty routinely partner with community-based organizations to create learning opportunities for students as part of the E-OTD core curriculum, for example El Valor, the Brain Injury Clubhouse, Access Living.
- UIC's plans for the E-OTD Capstone Experience and project involves each faculty member developing relationships with community-based and clinical entities to create learning opportunities for students. We are embedding these experiences in our Scholarship of Practice philosophy that fosters mutually beneficial synergies between community-based entities, student needs, and faculty expertise.
- Under leadership of Mary Khetani a preliminary plan for the community Advisory Board was developed and shared with the DFAC in spring 2023.
- Community Advisory Board plans will be shared at a Department Meeting focused on community engagement in Nov. 2023
- Twenty community partners features on UIC OT website. http://Ahs/uic.edu/occupational-therapy/community-partnerships

- Annual partnership award presented at the Pinning Ceremony (graduation) – University of Chicago Medicine was presented the award at the Pinning for the MS Class of 2023 Ceremony.
- All faculty are working on developing new contracts for recently established community partnerships serving underserved populations or strengthen existing relationships with established partners. These new community sites will host students as part of their Scholarship of Practice Collaborative capstone practicum and capstone project.
- At the current time, approximately 11 new contracts are in various stages of development.

Disability and Human Development

- Plans to provide training and clinical services at 55 th and Pulaski
- Meet regularly with Institute Community Advisory Committee
- Continue to support Disabled People of Color Coalition Chicagoland and Grupo Salto

Biomedical and Health Information Sciences

- By participating in more outreach and community events, we will be able to expose more groups of people, including those from underrepresented or marginalized identities to the field of medical illustration. This can increase the diversity in our student body.
- These plans are primarily directed at minority students to increase the number of minority applicants and enrollees in the HIM program. Exposure to the field of HIM early in the academic career of minority students may assist with keeping these students on track for a 4-year graduation plan.

Bachelor's Program in Rehabilitation Sciences

RS prioritizes and maintains strong relationships with community-based organizations in the Chicagoland area.
- Collaborators from a diverse range of health and human services organizations participate as invited presenters in RS classes. These collaborations provide students with opportunities for volunteering, internships, and employment.
    - RS program developed a database to ensure that speakers across the curriculum represent diverse areas of practice and reflect the geographic and demographic diversity of Chicago.
- RS is exploring collaborations to expand formal experiential learning opportunities with organizations, including with the Illinois Division of Early Childhood, Urban Autism Solutions, and others.

Priority 4: Promoting and Atmosphere of Care and Concern

The fourth priority focuses on promoting and atmosphere of care and concern within the departments and across the college.

Kinesiology and Nutrition

In AY22-23, the KN Department developed or maintained the following:
- Required Continuing Education training for instructors on inclusive education, reducing bias and microaggressions in the classroom.
- Program directors communicate to students our intention of creating an inclusive and welcoming community. Encourage students to share with them if they experience exclusion or harm.

In AY 23-24:
- Accountability Committee developing transparent reporting mechanism.
- Discussing transparent reporting mechanisms at departmental level that allow anonymity and/or space with trusted peer. Ideas currently are encouraging faculty and staff to discuss any issues with a member of DFAC or program directors.

Physical Therapy

- One of our objectives was to enhance collaboration and communication among faculty, staff, and students. We have tried to achieve this by implementing regularly scheduled town hall meetings, where students and faculty can convene to discuss important topics and foster stronger connections within our department.
- Additionally, student representatives play a crucial role as members of the DEI advisory committee, providing an additional avenue for students to voice their concerns and share feedback from their peers.
- To honor anonymity and establish a secure environment for all department members to express concerns and/or feedback, we have introduced both physical and virtual feedback boxes. These platforms allow members of the department, especially students, to confidentially voice their concerns. The Chair and members of the Advisory Committee have access to address and respond to these matters as needed.
- We organized bi-annual time management workshop, facilitated by a consultant outside of our department, to assist students in effectively managing their schedules, ultimately reducing stress levels, promoting students' mental well- being.
- We prioritize students' well-being by regularly reminding them of the availability of campus resources. This ensures that they are aware of and can access the support they may need during their academic journey.

Occupational Therapy

- The College of Applied Health Sciences conducted a Climate Survey to identify strengths and weakness college-wide related to DEI, safety and belonging.
- During the faculty retreat in December 2022, time was set aside to discuss the results of the AHS climate survey. Disaggregated results for the OT Department were shared and faculty members participated in small group conversations to discuss next steps.

- As a follow-up to the AHS Climate Survey and to work towards creating a climate of inclusion, the AHS Accountability was formed in spring 2023. Heidi Fischer and Sabrin Rizk are the OT representatives.
- In Oct. 2, 2023 OT faculty are holding a brainstorming session on shared values to be shared with students and our wider community of colleagues. Evidence suggest that identified and enacted shared values create a strong sense of community and belonging among students, faculty and staff. Feedback from students will be sought on the identified shared values. Findings will serve as the foundation for a revised statement on social and racial justice and policy for responding social events.
- Plan to launch Student Climate Survey in late Fall 2023/early Spring 2024.
- Plan to launch Student Advisory Council to give more voice to student experience incl. COTAD leaders but expand to include diverse perspectives.
- COTAD committee organized a dessert sharing day highlighting foods from different cultures to create a sense of belonging.
- A cultural potluck is planned for late fall (COTAD and IDEA Committee as co-sponsors)
- Increase faculty-student engagement opportunities to build sense of community.
- As part of the E-OTD curriculum, we created a model of Scholarship of Practice Collaboratives (SOPC) that bring together small groups of faculty based on shared interested. SOPC meet at least 1x/semester.
- Heidi Fischer and Sabrin Rizk serve as OT reps to the AHS Accountability Committee
- Sabrin Rizk to serve as ARE representative and ad hoc member to IDEA committee to bridge work of college and departmental committees.
- Multiple faculty serve on campus-wide DEI committees, including: Chancellor's Committee for the Status of Women – Mary Khetani; Chancellor's Committee for the Status of Asian Americans – Mansha Mirza, Jenica Lee; Chancellor's Committee on Latinos – Dalmina Arias; Community, Engagement and Social Justice Committee – Joy Hammel.
- Toni Van Denend completed the Mental Health First Aid Trainer program (Summer 2023) and will begin offering trainings for students and faculty in December 2023.
- AHS created an Accountability Committee to follow-up on finding from the Climate Survey, 2 OT representatives serve on the committee.
- At Department Retreat in Dec. 2022 examined the disaggregated findings from OT to begin articulating priorities for the department. Recognition that this is an extensive and on-going process.
- Student concerns regarding microaggressions are taken seriously and can be reported in person or by email to any faculty member. Concerns are discussed with departmental leadership, including but not limited to faculty to whom issue was disclosed, program director, and department head. As appropriate and respecting the confidentiality of the involved parties, issues are discussed with full faculty and appropriate response determined and documented.
- Development of a formal tracking system, including any data that comes from the Bias Reporting Tool – to be initiated spring 2024
- Feedback mechanisms on initiatives to promote sense of belonging and community will be implemented for students, staff and faculty.

- COTAD and IlliSOTA continue to consult with IDEA committee and faculty advisors to these groups, who in turn serve as bridges to full faculty during department meetings.
- To diversify input will create a Student Advisory Council who will meet quarterly with Department Head.
- We will deploy a Student Climate Survey to solicit student perspective on climate and sense of community.
- UIC OT articulates a broad conceptualization of diversity to include disability, sexuality and gender orientation, 1st generation, religion, etc.
- Expression of our commitment to this broad view of diversity is reflected in our department displays and acknowledgement of important cultural events such as Pride Month, Disability Pride Month, African American History Month, Hispanic Heritage Month, etc. As well as land use statements. There is significant opportunity to expand this focus in more action-oriented ways.

Disability and Human Development

- Conducted a townhall with students
- Included the DEIA reports in all faculty meetings

Biomedical and Health Information Sciences

- We will make sure to be broad in our statements and outlook to include those of marginalized identities.
- This workshop could be offered to graduate students outside of BVIS if successful. This would provide additional support to more students, including underrepresented or marginalized identities.
- HIM: This plan will benefit the entire HIM student population. We will continuously promote diversity and inclusion within the program/department and encourage all entities to direct individuals to appropriate campus and community resources when needed.

Bachelor's Program in Rehabilitation Sciences

RS values and takes pride in promoting and centering an environment of care and supportive collaboration for faculty and students.
- Our weekly faculty meetings provide an open, non-judgmental space to discuss concerns and problem solve teaching, course, or student-related issues.
  - This weekly cadence normalizes seeking advice and support among faculty.
- All instructors place high priority on student support and holistic success.
  - Check ins with students above and beyond reporting requirements by college.
  - Seek out and acknowledge underrepresented students who are excelling to facilitate opportunities within and outside academia.
  - Integration of student success services (Writing Center, ASAP, Career Service) into curriculum to lower barriers of use.
- RS faculty are engaged in a Curricular Alignment Project that includes auditing of instructional materials and media using a JAIDE lens.

Priority 5: Achieving Transparency and Accountability

The fifth and final ARE priority involves achieving transparency and accountability.

Kinesiology and Nutrition

- In AY 23-24, KN will be adding our mission statements, ARE report and reflection on inclusive teaching to AHS site: https://ahs.uic.edu/about-ahs/ahs-anti-racism-and-social-justice-initiatives/

Physical Therapy

- We've improved transparency with our students by hosting regular town hall meetings, providing an open platform for communication and dialogue between faculty and students.
- We've enhanced transparency and accountability by providing regular updates from the Assistant Head of DEI during faculty meetings. These updates cover all initiatives and outcomes related to our diversity, equity, and inclusion efforts.
- We maintain representation in the Inclusive Excellence Task Force and Accountability Committee at the college level to ensure reporting on our departmental efforts.

Occupational Therapy

- This ARE document is available on Box to all faculty and staff for review and feedback.
- Dedicated department meeting time provided to de-brief on progress and revisit goals.
- DEI content is shared in course update meeting at the start of each semester.
- A new department head was appointed 9/16/2023 who has made a commitment to continue the emphasis on transparency, governance, and DEI.
- Faculty, staff, and students are highly invested in advancing DEI and social justice.
- Website redesign in is progress, important incremental changes have been made, e.g. addition of name coach, addition of community partnerships page.
- Website redesign is a work in progress, include but not limited to addition of DEI dashboard, updated images to demonstrate true diversity of faculty, staff, students, and community partners.
- Statement of Commitment to DEI added to annual performance review and discussion with Dept. Head.
- Collaborate with college communications team to capitalize on ongoing initiatives and infrastructure.
- Scheduled department meeting time for SPG workgroups.
- Process and QR Code for Campus Bias Reporting Tool posted prominently in department on video screen in lobby.

- Scheduled Oct. 2 department meeting to articulate shared values to serve as foundational document for dissemination to students, faculty, and staff.
- DFAC to update commitment to social/racial justice statement on website.
- DFAC to develop policy for responding to social issues (follow-up on preliminary whole department discussion at spring 2023 retreat).
- Erika Chavez and Heidi Schlehlein from the Office of the Dean visited a faculty meeting in September 2023 and shared website engagement metrics, suggestions for updating the department website, and social media strategies.
- Link our social media plan (under development as part of SPG #4) to college efforts
- All faculty document DEI activities in their annual workload plan and discuss this with the Dept Head at the annual performance review.
- Website edits include featuring 20 community partners and SOPC model
- Add DEI statement to each SOPC description
- Elicitation of student feedback remains a work in progress.
- Our department core values include taking a broad view of DEI to include other marginalized and underrepresented identities, including but not limited to disability, sexuality and gender identity, religion, immigration, regional and political differences. As occupational therapy practitioners, our students will work with people divergent world views and lived experiences. Accepting difference while working for social justice is core professional value expressed in our code of ethics.

Disability and Human Development

- Set up a DEIA committee with a chair that includes elected representatives of faculty, staff and students across DHD (see the DEIA committee report)
- The committee held 7 meetings
- Held a student townhall and conducted a student survey
- Reviewed the results of the survey with the head and at faculty meeting
- Amended performance review forms to include building a culturally diverse environment

Biomedical and Health Information Sciences

- This will apply to everyone.
- By increasing the diversity of our guest speakers, the BVIS students will be more exposed to underrepresented or marginalized identities. These are important viewpoints that will impact decision making in their visualization work.
- HIM: This plan for increasing communication will demonstrate to the public, via department and college websites, that we are making progress regarding increasing underrepresented minorities in our number of students, in course content demonstrating cultural diversity and inclusion, and in student satisfaction rates.

Bachelor's Program in Rehabilitation Sciences

Despite being a small faculty team, RS prioritizes presence in JAIDE conversations at the college level through representation on the Inclusive Excellence Taskforce and newly formed

Accountability Committee. The following is a list of action steps we plan to implement in the current and upcoming academic years:

- Update website to highlight the diversity of faculty, students, and community partners in the RS program.
- Explore strategies for participatory study of student climate (creation of student advisory group, survey through existing student group).
- Review and ensure understanding of mechanisms for reporting experiences of harm within and outside the program.

Long-Term ARE Goals for the College

The long-term goals for the college are to continue to support the ARE priorities of the departments as previously described in this report and to hold the departments accountable via the College Accountability Committee. All departments and programs, with the exception of BHIS, have achieved documented progress toward the short-term and long-term goals they set forth in the original ARE report. The Dean's Office will continue to support BHIS in achieving the many goals and objectives they have set forth.

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3. Geronimus, A.T., Hicken, M., Keene, D., & Bound, J. (2006). "Weathering" and age patterns of allostatic load scores among Blacks and Whites in the United States. American Journal of Public Health, 96 (5), 826-833.
4. Allen, A., & LaVeist, T. (2011). Racial segregation, income inequality, and mortality in US metropolitan areas. Journal of Urban Health: Bulletin of the New York Academy of Medicine, 88 (2), 270-282.

Priority 1: Centering Student Equity & Inclusion

Opportunity: Increase matriculation of students from underrepresented minority (URM) communities.

Relevant Factors & Assumptions: Providing a positive and supportive climate for students from underrepresented minority communities will improve their student experience and successful completion of our programs, therefore positively impacting our ability to improve the health of the diverse communities that we serve.

Long Term Goals (Years 2-5): Increase graduation rates of students from URM communities by at least 25% by completion of the academic year (AY) 2026-27.

Short Term Goals (6-12 months): Analyze enrollment and graduation rates of URM students in K+N programs to establish baseline (AY21-22) enrollment and completion rates, plus the various barriers that serve as obstacles.

Strategies
Increase enrollment, inclusive curriculum design, and student support mechanisms supporting URM students.

Deliverables
1. Disseminate a compelling marketing and recruitment campaign that enables potential students from URM communities to envision themselves in kinesiology and nutrition-related careers.

2. Develop scholarships designed to support URM students.

3. Target student support measures around specific barriers found to serve as obstacles for URM students.

4. Develop academic and social programs that are attractive to and inclusive of URM students.
5. Celebrate successful program completion and the professional impact of alumni from URM communities.

Metrics
1. Engagement with social media student recruitment campaign.

2. Application, acceptance, and enrollment numbers of URM students.

3. Student survey data to include outcomes related to inclusive climate and culture of programs, barriers to program continuation and completion, and programmatic items that encourage engagement and success.

4. Annual report from academic advisors re specific challenges URM students face when pursuing degree programs in K+N.
5. Annual analysis of barriers within curriculum faced by URM students with related evaluation of student support programs.

2023comes: Centering Student Equity & Inclusion

In 2022-23, the KN Department developed/maintained:
- **Every Body Better social media Campaign with representation of URM students including students of color, students identifying as LGBTQ, students with disabilities.**
- **Nutrition Scholarships (Bowen and PanWalker) focused on students with financial need.**
- **Recruitment committee focusing on outreach to high schools and community colleges that are recognized by AARAI as enrolling higher numbers of Black students. Goal of 2 in person visits/semester + 2 virtual events/semester.**
- **Nutrition and Kinesiology exit surveys will include question about students feeling of inclusion while in program.**
- **BIPOC Dietetic Student Association group. Faculty advisor will serve as liaison for feedback/improvements identified for creating and maintaining inclusive spaces.**
- **Accelerated MS/CP program addresses financial barrier to graduate degree and internship through 12-month program (versus 24+ month program at other institutions). First cohort**

- **began in spring 2022.**
- **New requirement for AY23-24 for nutrition and kinesiology instructors to participate in at least one continuing education focused on inclusive education, reducing bias and microaggressions in the classroom.**
- **Identifying instructor for KN 294: Diversity for Health and Fitness. Was taught from 2019-2021 when instructor left UIC.**
- **Course description: This course will examine elements that impact the health and well-being of diverse communities, such as culture, power, and oppression with a focus on personal attitudes and awareness. Prerequisite (s): Sophomore standing or higher; Lecture**

Barriers identified by Advisory Team. Will bring to department/college/university to discuss how to overcome:
- **Working full time or several jobs due to high financial responsibilities. The on-campus jobs do not pay as well as off campus jobs and do not pay minimum wage.**
- **Funding for books, online codes – many students do not have the money. Financial aid stipends do not come in time. How can we help them finance these resources at the beginning of the semester?**
- **Why is there such a delay for admitted UIC students to receive their financial aid award letter? Need to mirror Urbana's process.**
- **How can we be welcoming to students who have stressful life events? What support can we provide? Share the resources.**

Accountability Process:
1. Annual review and analysis of ARE Strategic Plan Priority #1 progress by K+N Department Faculty Advisory Committee.
2. Annual dissemination of progress summary on ARE Strategic Plan Priority #1 to faculty and staff requesting feedback at a department meeting.

Student Perspective: Annual dissemination of progress summary on ARE Strategic Plan Priority #1 to students via various student clubs with a request for feedback from and discussion with club leadership.

Expanding Focus: Our intent, goals, and actions will extend beyond race to better understand issues inclusive of diversity, inclusion, accessibility, and equity (DIAE) issues.

Priority 2: **Advancing Faculty and Staff Inclusive Excellence**
Opportunity: Increase faculty and staff representation from underrepresented minority (URM) communities.
Relevant Factors & Assumptions: Strong representation of faculty and staff from URM communities will improve our programs by providing successful mentors to students from URM communities, increase the relevance and innovation of our research programs, and enhance our impact within the communities we serve.
Long Term Goals (Years 2-5): Increase staff by at least 15% and hire three new faculty members from URM communities by completion of academic year (AY) 2026-27.
Short Term Goals (6-12 months): Conduct benchmark analysis of URM faculty and staff at UIC campus level, and within various positions compared to community and disciplinary representation; survey current faculty and staff regarding issues of inclusive climate and culture and issues encouraging their engagement within K+N.
Strategies Establish a culture of inclusion that is non-negotiable by incorporating consideration and action supporting DEAI issues in all programs and activities.
Deliverables 1. Develop and adopt innovative best practices to improve the recruitment of employees from URM communities. 2. Extend affirmative action and implicit/cognitive bias training for all search committee members by the specific discussion of these concepts at all stages of the search process. 3. Survey faculty recruitment from URM communities by surveying a pool of individuals in faculty hiring pipelines identified by professional associations within kinesiology and nutrition disciplines. 4. Establish mechanisms for ongoing assessment and improvement of inclusive culture and climate within the department.
Metrics 1. Annual tracking of hiring and retention rates of faculty and staff from URM communities. 2. Annual analysis of culture and climate feedback from faculty and staff.
Outcomes: **Advancing Faculty and Staff Inclusive Excellence** **In AY22-23, the KN Department developed or maintained the following:** • **Utilized UFRP for new hire.** • **Bias training required for all search committee members.** • **Discussing transparent reporting mechanisms at departmental level that allow anonymity and/or space with trusted peer. Ideas currently are encouraging faculty and staff to discuss any issues with a member of DFAC or program directors.** **For AY23-24:** • **Applying for Bridge to Faculty position AY23-24.** • **College level Accountability Committee developing transparent reporting mechanism for departmental and college level use.**

Accountability Process:
1. Annual review and analysis of ARE Strategic Plan Priority #2 progress by K+N Department Faculty Advisory Committee.
2. Annual dissemination of progress summary on ARE Strategic Plan Priority #2 to faculty and staff feedback at a department meeting.
3. Creation of a departmental committee to collect data and make specific recommendations for issues relating to DEAI.

Student Perspective: Annual dissemination of progress summary on ARE Strategic Plan Priority #2 to students via various student clubs with a request for feedback from and discussion with club leadership.

Expanding Focus: Our intent, goals, and actions will extend beyond race to better understand issues inclusive of diversity, inclusion, accessibility, and equity issues.

Priority 3: Collaborating with Community
Opportunity: Increase relevance and impact of K+N programs to members of our community from underrepresented minority (URM) groups that are impacted by social determinants of health.
Relevant Factors & Assumptions: Providing relevant programs impacting the health and wellbeing of members of our community is a value of integrity fundamental to K+N.
Long Term Goals (Years 2-5): Incorporate five new community programs impacting the health and wellbeing of our underserved community by at least 25% by completion of academic year (AY) 2026-27.
Short Term Goals (6-12 months): Conduct needs assessment for kinesiology and nutrition services by surveying community programs to impact URM community members' health and well-being across the lifespan (i.e. preschool programs, Chicago Public School, various UIHealth Clinics).
Strategies Increase faculty and student-driven practices and programs to provide health and wellness benefits to at-risk individuals in our diverse community.
Deliverables 1. Develop community service programs to provide kinesiology and nutrition services to positively impact the health and wellbeing of individuals of all ages needing these interventions.   •
Metrics 1. Focused faculty practice programs serving various needs of our underserved community members. 2. Student participation in K+N sponsored community programs. 3. Community member engagement in K+N sponsored community programs.
Outcomes: Collaborating with Community **In AY22-23, the KN Department developed or maintained the following community collaborations:** • **Nutrition faculty participation in 55th and Pulaski Health Collaborative and Mile Square (HRSA grant for maternal/child/WIC population)** • **BUILT research group with Dr. Eddie Bustamante** • **Diabetes Prevention Program with Dr. Shayna Oshita and Michelle Adams** • **BAILAMOS research group with Dr. David Marquez** **New community collaborations for AY24-25:** • **New Clinical Community Nutrition track position will be focused on developing collaborations with community nutrition organizations for student participation and research.**
Accountability Process: 1. Annual review and analysis of ARE Strategic Plan Priority #3 progress by K+N Department Faculty Advisory Committee. 2. Annual dissemination of progress summary on ARE Strategic Plan Priority #3 to faculty and staff with request for feedback at a department meeting.
Student Perspective: Annual dissemination of progress summary on ARE Strategic Plan Priority #3 to students via various student clubs with a request for feedback from and discussion with club leadership.
Expanding Focus: Our intent, goals, and actions will extend beyond race to better understand issues inclusive of diversity, inclusion, accessibility, and equity (DIAE) issues.

Priority 4: Promoting an Atmosphere of Care & Concern

Opportunity: Increase authentic appreciation for and belonging of all students, staff, and faculty from URM communities within the mission, programs, and daily activities of K+N.

Relevant Factors & Assumptions: Strong appreciation for and belonging of all students, staff, and faculty from URM communities will improve the success of all students within our programs, increase the relevance and innovation of our research and enhance our impact within the communities we serve.

Long Term Goals (Years 2-5): Implement policies and procedures dedicated to continuously improving the inclusive climate and culture within K+N.

Short Term Goals (6-12 months): Conduct a survey of faculty, staff, and students regarding issues of inclusive climate and culture and strategies encouraging their engagement within K+N.

Strategies
Establish a culture of belonging by incorporating consideration and action supporting DEAI issues in all programs and activities.

Deliverables
1. Develop and adopt innovative best practices to support the success of employees from URM communities.
2. Provide training to faculty, staff, and students regarding affirmative action, implicit/cognitive bias, and microaggression training.
3. Development of policies and procedures supporting an inclusive culture and climate in K+N.
4. Establish mechanisms for ongoing assessment and improvement of inclusive culture and climate within the department.
   -

Metrics
1. Accessible and non-retaliatory reporting mechanism for students, faculty and staff to report concerns relating to culture and climate.
2. Annual analysis of culture and climate feedback from students, faculty and staff.

Outcomes: Promoting an Atmosphere of Care & Concern

In AY22-23, the KN Department developed or maintained the following:
   - **Required Continuing Education training for instructors on inclusive education, reducing bias and microaggressions in the classroom.**
   - **Program directors communicate to students our intention of creating an inclusive and welcoming community. Encourage students to share with them if they experience exclusion or harm.**

In AY 23-24:
   - **Accountability Committee developing transparent reporting mechanism.**
   - **Discussing transparent reporting mechanisms at departmental level that allow anonymity and/or space with trusted peer. Ideas currently are encouraging faculty and staff to discuss any issues with a member of DFAC or program directors.**

Accountability Process:
1. Annual review and analysis of ARE Strategic Plan Priority #4 progress by K+N Department Faculty Advisory Committee.
2. Annual dissemination of progress summary on ARE Strategic Plan Priority #4 to faculty and staff with request for feedback at a department meeting.
3. Creation of a departmental committee to collect data and make specific recommendations for issues relating to DEAI.

Student Perspective: Annual dissemination of progress summary on ARE Strategic Plan Priority #4 to students via various student clubs with a request for feedback from and discussion with club leadership.

Expanding Focus: Our intent, goals, and actions will extend beyond race to better understand issues inclusive of diversity, inclusion, accessibility, and equity issues.

Priority 5: Achieving Transparency and Accountability
Opportunity: Assert racial equity as a non-negotiable value essential to all departmental programs, activities, and conduct.
Relevant Factors & Assumptions: Transparent communication among students, faculty, and staff promotes a positive working environment and supports the development of resilient relationships necessary to achieve goals.
Long Term Goals (Years 2-5): Create a portion of the K+N website dedicated to advancing racial equity where K+N students, staff, and faculty can access the ARE strategic plan and review progress towards our goals.
Short Term Goals (6-12 months): Charge a task force with creating a design for a dissemination portal within the K+N website.
Strategies Demonstrate value by clearly communicating our plan for achieving racial equity.
Deliverables 1. Taskforce recommendations regarding the design and specific components of the communication website by the conclusion of AY22-23. 2. Completion of communication website with stakeholder access available by the end of AY23-24. 3. Annual update of reports and progress toward ARE goals beginning in AY23-24.   •
Metrics 1. Annual access data of information on communication website by faculty, students, and staff. 2. Annual analysis of report portal use and outcome.
Outcomes: • **In AY 23-24, will be adding our mission statements, ARE report and reflection on inclusive teaching to AHS site: https://ahs.uic.edu/about-ahs/ahs-anti-racism-and-social-justice-initiatives/**
Accountability Process: 1. Annual review and analysis of ARE Strategic Plan Priority #5 progress by K+N Department Faculty Advisory Committee. 2. Annual dissemination of progress summary on ARE Strategic Plan Priority #5 to faculty and staff requesting feedback at a department meeting.
Student Perspective: Annual dissemination of progress summary on ARE Strategic Plan Priority #5 to students via various student clubs with a request for feedback from and discussion with club leadership.
Expanding Focus: Our intent, goals, and actions will extend beyond race to better understand issues inclusive of diversity, inclusion, accessibility, and equity issues.

Physical Therapy

ARE Report October 2023

The Department of Physical Therapy is committed to creating a safe and diverse space for students, staff and faculty in the program. As a department, we are dedicated to enhancing our capacity for listening, learning, and ensuring fairness among our members. Together, we are working towards the creation of a supportive and equitable learning environment for all. Here is the progress we have made on our ARE goals since September 2021.

Priority 1: Centering Student Equity & Inclusion

- We reviewed our past admissions data to investigate the factors contributing to the inadequate representation of historically underrepresented minorities in our applicant pool. Through a comprehensive self-study, we aimed to gain insights into our admission process's shortcomings and identified areas for improvement. This effort allowed us to refine our admission procedures and develop effective support strategies for admitted students, particularly those from underrepresented minority backgrounds.
- In 2022, we revamped the DPT admissions process for greater inclusivity. Calculus and GRE scores were removed from the prerequisites, broadening the applicant pool. The scoring system was updated to consider unique life experiences, such as socioeconomic challenges, first-generation status, career changes, veteran status, caregiving, and under-represented minorities. In 2023, under-represented minority status was replaced with disability. Further enhancements in 2023 included awarding points for personal achievements, community service, and advocacy work. Sexual minority status was also included. Applicants with unique life experiences (ULE) comprised 38% of applicants in 2021 and 2022. Offers to ULE applicants increased from 31% in 2021 to 36% in 2022, and the acceptance rate rose from 37% to 46.7%.
- We created a financial scholarship to enhance our recruitment efforts by identifying students in need and ensuring that our DEI goals are met through these awards. This approach ensures that deserving individuals from diverse backgrounds have equal access to educational opportunities. One award was given to a deserving student in the CO2026.

Priority 2: Advancing Faculty & Staff Inclusive Excellence

- We conducted anonymous surveys, reaching out to all members of the department, to gather their perspectives on what the concept of a safe space means to them and how we can work towards achieving it within our department. This feedback-driven approach enabled us to better understand the diverse

needs and expectations of our members, guiding us in creating a more inclusive and supportive departmental environment.

- We have taken steps to enhance representation in our department by recruiting faculty and staff members with diverse backgrounds.
- We have appointed an administrative role dedicated to addressing DEI matters within our department. This position will focus on spearheading initiatives and strategies aimed at fostering diversity, equity, and inclusion across all aspects of our operations.
- We have an upcoming DEI workshop tailored for our faculty and staff members. This workshop will offer specific tools, knowledge, and discussions to help foster a more inclusive and equitable environment within our department, addressing key topics related to diversity, bias, and cultural competence.
- We are excited to announce an upcoming book club within our department, centered around a book that delves into the topic of hidden biases. This initiative aims to engage faculty, staff, and students in meaningful discussions about bias awareness and mitigation. By fostering open conversations and shared insights, we anticipate that this book club will not only enhance our understanding of implicit bias but also promote a more inclusive and respectful departmental culture, ultimately benefiting our entire academic community.

Priority 3: Collaborating with Community

- In collaboration with the SUSTAIN Coalition, we have increased our network of community stakeholders (Healthy Hoods Chi, UIC Auburn-Gresham Neighborhood Center, the Chicago Light House for the Blind, Partnerships for Anti-Racist Campus Transformation). We are actively engaging in community led processes with the goal of identifying important issues that support inclusion and advance equity. Additionally, we are working with Student Affairs and other AHS units to create a Student Ambassador Team to participate in local outreach opportunities for elementary and high school students.
- We also continue to offer PT 496 The Health and Wellness Academy (HWA), a service-learning course, that connects with our surrounding community here in Chicago. Our mission is to empower youth through experiential learning opportunities that promote ownership over their lifestyle choices and help build positive relationships with food and movement. UIC students serve as mentors, helping facilitate lessons where students (grades 1-8) from Altus Academy get to engage in meaningful physical activity and cook and talk about healthy and delicious food.

Priority 4: Promoting an Atmosphere of Care & Concern

- One of our objectives was to enhance collaboration and communication among faculty, staff, and students. We have tried to achieve this by implementing regularly scheduled town hall meetings, where students and faculty can convene to discuss important topics and foster stronger connections within our department.
- Additionally, student representatives play a crucial role as members of the DEI advisory committee, providing an additional avenue for students to voice their concerns and share feedback from their peers.
- To honor anonymity and establish a secure environment for all department members to express concerns and/or feedback, we have introduced both physical and virtual feedback boxes. These platforms allow members of the department, especially students, to confidentially voice their concerns. The Chair and members of the Advisory Committee have access to address and respond to these matters as needed.
- We organized bi-annual time management workshop, facilitated by a consultant outside of our department, to assist students in effectively managing their schedules, ultimately reducing stress levels, promoting students' mental well-being.
- We prioritize students' well-being by regularly reminding them of the availability of campus resources. This ensures that they are aware of and can access the support they may need during their academic journey.

Priority 5: Achieving Transparency & Accountability

- We've improved transparency with our students by hosting regular town hall meetings, providing an open platform for communication and dialogue between faculty and students.
- We've enhanced transparency and accountability by providing regular updates from the Assistant Head of DEI during faculty meetings. These updates cover all initiatives and outcomes related to our diversity, equity, and inclusion efforts.
- We maintain representation in the Inclusive Excellence Task Force and Accountability Committee at the college level to ensure reporting on our departmental efforts.

Department of Occupational Therapy

Advancing Racial Equity (ARE)

ARE Priorities:
1. Centering Student Equity & Inclusion
2. Advancing Faculty and Staff Inclusive Excellence
3. Collaborating with Community
4. Promoting an Atmosphere of Care & Concern
5. Achieving Transparency & Accountability

ARE Plan:
a) Priority
b) Relevant factors and assumptions
c) Long-term goals (2-5 Years)
d) Short-term goals (6-12 months)
e) Strategies
f) Deliverables
g) Metrics
h) Accountability Process
i) Student perspective
j) Expanding Focus

Department of Occupational Therapy – January 20, 2022 – ARE TEMPLATE

STRATEGIC PLAN TEMPLATE (All the priorities listed below are reflected in our department's strategic goals)

Staff and faculty input informed the report based on discussion at Department Meeting on 10/4/2023.

Priority 1: Centering Student Equity & Inclusion

What is the opportunity or challenge, the need, or the new direction you would like to pursue as it relates to this priority?

(e.g., Increasing student perception of belonging and comfort in the department; increasing matriculation of students of color.)

Response:

A) Strengthen our holistic admissions as we launch the E-OTD to ensure a diverse cohort. Increase recruitment of Black students in the E-OTD and POTD.

B) Enhance the integration of DEI and racial justice throughout the E-OTD and POTD curriculum. (Examples of "diverse" in the context of OT may include, but is not limited to, ethnicity, race, disability, religious affiliation, etc.)

C) Build strong connections with the Coalition of Occupational Therapy Advocates for Diversity (COTAD), student led chapter of national organization and the Illinois Student Occupational Therapy Association (IlliSOTA) student organization.

Relevant Factors & Assumptions

What relevant factors impact or are related to this priority?

(e.g., If we create a positive and supportive climate for students of color in the department, it will enrich and benefit multiple outcomes related to recruitment, retention, and quality of work coming from the department.)

Response: `
A) We are launching a new entry-level Occupational Therapy Doctoral (E-OTD) program which presents an opportunity to incorporate DEI, racial and social justice throughout the curriculum.
B) We need to revisit our existing holistic admissions model to ensure a diverse cohort (e.g. race/ethnicity, disability, sexual orientation, religion, if disclosed). The launching of the E-OTD (3-year degree) may reduce the number of applicants from diverse backgrounds.
C) Our students recently established a local chapter of the Coalition of Occupational Therapy Advocates for Diversity (COTAD – 2020). This is a student-led chapter of a national organization. COTAD is a forum for enhancing students' sense of belonging. In addition, our students are actively involved in the Illinois Student Occupational Therapy Association (IlliSOTA). We have the opportunity to strengthen student participation in COTAD by working with COTAD and IlliSOTA.

Update Oct. 2023

A) We successfully launched the E-OTD and began a process of incorporating DEI throughout the curriculum using Fink's categories of significant learning as described in other parts of this report.

B) Although the number of applicants to the E-OTD is much smaller compared to the MS, we were successful in attracting and recruiting a diverse cohort (see other parts of this report). We also had a robust faculty discussion during our May'23 retreat on expanding our recruitment efforts to attract a diverse pool of applicants. We are closely monitoring the repercussions of the Supreme Court Decision on race-based admissions and its implications for our holistic admissions process.

C) Our student organizations—COTAD and IlliSOTA have sponsored a number of events and are actively engaged and continue to engage a diverse sub-set of students from across the entry level programs.

Long Term Goals (years 2-5)	**Short Term Goals (6-12 months)**
What do you want to achieve or change in regard to the above priority in the **next 2-5 years**?	What benchmarks must be met to ensure that the long-term goal will be achieved?
(e.g., We will increase graduation rates of students of color by at least 25%.)	(e.g., We will create and disseminate a survey to students in the department assessing their perceptions of department climate and support. Review the results of the survey and solicit additional feedback from students on results.)
Response a) Faculty will create an inclusive curriculum. Faculty will be encouraged to incorporate and sustain at least 3 innovative teaching and learning experiences across the entry-level and post professional curriculum that reflect DEI, racial &	**Response** a) The IDEA (Inclusion, Diversity & Equity

social justice teaching excellence. This reflects the departmental strategic goal # 3 which focuses on incorporating innovative teaching and learning experiences in the E-OTD and POTD Curriculum. b) We will admit a diverse cohort of students with at least 25% from ethnic and racial groups that are underrepresented in the field of OT, particularly increase efforts to recruit more Black students. c) Promote our holistic admissions as a model for other AHS departments, UIC campus, and OT departments.
d) Support and promote COTAD, which will sponsor or co-sponsor at least 2 events per year. Goals b, c, and d reflect the departmental strategic goal # 5 which focuses on promoting and celebrating the implementation of DEI action steps throughout all aspects of academic life.

Update Oct. 2023.
A) We facilitated a few brainstorming sessions during faculty retreats in 2021 and 2022 on integrating DEI throughout the curriculum and will continue to review and evaluate. DEI learning objectives for the E-OTD program were established through this process. All lead instructors are expected to share what DEI learning objectives are addressed in their respective courses during course updates at the beginning of each semester. This information is also being systematically documented in a 'Table of DEI Objectives'.
Long term goal is in progress.
 B) Approximately, 55% of our admitted E-OTD students (2022 and 2023) identify as diverse (API, Latinx, Black). Goal met.
C) We have been promoting our holistic admission model (Goal met, see short-term goals)
D) COTAD runs 3 active committees and has sponsored at least 2 events per year.

Academic) Committee will engage faculty in an interactive DEI, racial & social justice discussion to identify areas for improvement and learning activities that are working well, to be integrated throughout the E-OTD curriculum. This will be accomplished using Fink's categories of significant learning (2-hr. retreat conducted in May 2021, ongoing discussions will follow). Minimum of 1 meeting per year to discuss DEI throughout the curriculum.
b) Faculty (not necessarily just faculty serving on the admissions committee) will share and present holistic admissions model to AHS, OT profession and/or potential applicants (at least once every 2-years). Admissions committee presented the OT holistic model at the AOTA conference in 2021 and faculty member Jenica Lee presented model at the college meeting 12/15/21.
c) Increase student and faculty participation in COTAD activities/events. Aim for at least 60 people attending department sponsored Scholarship of Practice (SOP) lecture series featuring diverse speakers, (120 people attended the SOP on Critical Race Theory by PhD student and MSOT alumna Jasmine Brown in the fall of 2022).

Update Oct. 2023.
The above specific short-term goals were met. A) We ran a few brainstorming sessions during faculty retreats in 2021 and 2022 on integrating DEL throughout the curriculum using Fink's categories of significant learning as a framework. Faculty identified learning activities and content that worked well in the MS, made potential adjustments to the E-OTD curriculum, and identified areas that need to be enhanced. Two IDEA Committee members, created a few resources on inclusive teaching and decolonizing pedagogy and guidelines on inclusive teaching for guest speakers, discussed them during a faculty meeting in April 2023. A group of MS Students (Class of 2023) created guidelines for instructors on the use of gender inclusive language. All of these resources are now available to faculty.
Short term goal met.
B) Admissions committee presented the holistic

	model to AHS colleagues and presented the model at an AOTA conference in 2022. **Short term goal met** C) Emphasis on keynote speakers on issues of DEI were sponsored by the department. On April 2022, Arameh Anvarizadeh delivered an SOP and on April of 2023 Khalilah Johnson was invited to speak. Close to 100 faculty, students and practitioners attended both events. Both speakers identify was Black and centered their discussions on DEI in OT education and scholarship. These events were co-sponsored by SOP Day Committee with the assistance of COTAD, and IDEA Committee. We will continue to organize events with a DEI focus. An SOP talk on the experience of Black families of children with disabilities during transition to school, is scheduled for Nov. 06. This event is co-sponsored by COTAD and IDEA Committee. The department is a co-sponsor of a series of racial advocacy talks and trainings being organized by COTAD Engage national organization. The first event took place on Sep. 27. **Short-term goals met**
Strategies What general strategies or approaches will you use to accomplish your goals? How will you leverage existing resources and/or increase internal capacity to do this? (e.g., We will use results of the student climate survey to initiate listening sessions—town hall-like meetings in which faculty will present the results of the survey, highlighting themes and critical findings; students will be invited to share additional feedback at these meetings (both verbally and anonymous written feedback). **Response**: a) Faculty will use the information gathered from the May 2021 retreat to enhance an inclusive curriculum and integrate DEI, racial & social justice in the E-OTD. b) The Admissions Committee will	**Deliverables** List one or more specific actions or resources you will use or develop to implement this priority. (e.g., Faculty across the department will be asked to contribute to efforts to identify existing or develop new survey instruments to assess student perceptions of climate and support. The Department Head will lead the analysis and write up of a report from survey findings, eliciting faculty assistance and feedback, and will incorporate feedback from listening sessions before finalizing the report, which will be shared with all faculty, staff, and students each year.) **Response**: a) All faculty will integrate DEI, racial & social justice within their teaching assignments. b) The E-OTD Admissions Committee will promote

revisit the holistic admissions model to secure a diverse E-OTD student cohort (at least 25%). Seek support from the college/campus to offer tuition waivers to Black students. c) We will align COTAD's goals and initiatives to other departmental efforts such as the IDEA Committee. Strengthen the connection between IlliSOTA officers and initiatives with COTAD co-chairs and COTAD sponsored events. **Update Oct. 2023** • Deep commitment to diversification of the student body, including but not limited to the admissions committee. • DEI learning objectives for the E-OTD program based on Fink's categories of significant learning were established through a collective faculty brainstorming process during faculty retreats in 2021 and 2022. These objectives, related teaching strategies and assessment methods are being documented for courses taught in each semester. • Strong faculty and departmental commitment to COTAD and other student organizations.	a holistic model recruiting a diverse cohort of at least 25% of each class (race, ethnicity, and diverse life experiences). c) The department will support COTAD activities by co-sponsoring events, paying annual chapter fees, attending meetings and encouraging students and faculty to participate. All departmental goals will include at least one DEI racial and social justice action step. **Update Oct. 2023**. • 55% of the E-OTD students enrolled in the program identify as API, Latinx, or Black. • Members of the admissions committee have been carefully monitoring the Supreme Court decision on race-based admissions and participating in campus and college trainings to ensure that practices adhere to both our commitment to diversity and the legal requirements. • Multiple faculty and staff members have expressed intention to join the Dean's "AHS Strategic Enrollment Management Task Force", while the task force addresses student matriculation in general the college -wide commitment to diversity will help advance ARE goals. • DEI across the curriculum is a living document hosted on Box and accessible to all faculty and staff. Plan are development to make a version of the document accessible to students. • Plans to create Student Advisory Council (includes COTAD leaders, IlliSOTA leaders, and student elected representatives from each cohort) fall 2023 • Plans to conduct OT Student Climate survey to understand student experiences, needs, and priorities. •

Metrics

What information will you track and review to measure both short- and long-term progress toward your goals? What source(s) will be used?

(e.g., After year 1, we will solicit feedback from students about the process of obtaining information (e.g., survey and listening sessions; content of the survey) to refine the process and kind of information we will continue to obtain. In addition to this, we will monitor our retention using

information that is already available to us about student dropouts and create a plan for identifying and responding to students who we believe are at risk for dropping out of the department.)

Response: a) At the end of every semester, faculty will solicit feedback from students via course evaluations and engage faculty in at least one meeting per year to reflect/assess their efforts to integrate DEI, racial & social justice. b) At least 25% of our student cohort will be diverse. The Admissions Committee will track the number of applicants from underrepresented groups, the number admitted to the program, and the number of students enrolled. We will contiue to monitor the diversity of each cohort.
b) We will track # of events/presentations to promote a holistic admissions model. c) The faculty advisor to COTAD will meet regularly with the co-chairs to obtain their input and feedback (these meetings are already taking place). d) Record # of attendees and track evaluations of co-sponsored SOPs and other events.

Update Oct. 2023
a) Completing the 'Table of DEI Objectives' at the end of each semester gives faculty the opportunity to reflect on integration of DEI objectives across the E-OTD curriculum. A meeting is planned for this fall semester for faculty to share and discuss student feedback received via course evaluations.
 This will become a priority.
b) 55% of the students accepted into the E-OTD program in 2022 and 2023 identify as API, Latinx or Black, reflecting the success of our holistic admissions process.
c) The COTAD faculty advisor has been meeting with COTAD co-chairs regularly.
d) The April 2023 Zoom event co-sponsored by SOP DAY Committee with the assistance of COTAD, and IDEA Committee had more than 100 attendees. COTAD also organized a town hall meeting on May 10, 2022. This meeting had over 40 attendees.

Accountability Process

How will you hold yourself, and others, accountable?

(e.g., We will engage in transparent communication about each step of the process that will make information about the process (e.g., meeting minutes), findings of the survey (e.g., final report), our goals/milestones, and progress toward these goals/milestones available to students, staff and faculty in the department on our website. This website will be regularly updated and maintained by the Assistant to the Department Head, with assistance from the Department Head.)

Response:
a) Ongoing monitoring, transparent communication, minutes of faculty meetings and retreats, faculty reflection during annual performance review with the department head. Questions relevant to tracking actions towards DEI and racial and social justice will be added to the performance review template. We will create a DEI racial and social justice dashboard on our departmental website. b) Ongoing monitoring, annual reports to the Dean. c) Recording COTAD activities, number of attendees at COTAD-sponsored events, and students' feedback. The accountability process described here reflects our departmental strategic goal # 5 which focuses on promoting and celebrating the implementation of DEI and racial justice action steps in all aspects of academic life. –

Update Oct. 2023

- Statement of commitment to DEI is included in the annual performance review paperwork and process for all faculty and staff.
- Plans for inclusion of DEI is included in the template for course updates and completed annual for each course and discussed as a full-faculty at the start of each semester. Senior academic advisor – Maria Larson – audits course updates to ensure DEI is included and follows up with instructors as needed.
- Creation of DEI racial and social justice dashboard on departmental website - work to be completed as part of incremental redesign of departmental website – target date for completion 5/2024.
- DFAC to develop an updated statement of commitment to social justice for posting on website and in the department. Target date for completion 5/2024

Student Perspective

How have you incorporated students' perspectives into your planning? If you haven't, how will you do so in the future? How will you ensure you continue to do so throughout this process? How do you learn about students' needs?

(e.g., We will invite students to participate on the faculty committee that will oversee the creation, dissemination, and analysis of the survey. These students will be identified by connecting with existing student leadership groups already present in the department (e.g., Psi Chi) and through public postings in the department (e.g., email messages, flyers posted in the building, classroom announcements).)

Response:
Students organized a town hall meeting in the fall of 2020 to provide the department with input on their perspectives for fostering an academic environment that promotes DEI, racial and social justice. Several of their ideas are reflected in this plan. Student feedback will be obtained via course evaluations and evaluations of SOPs and other sponsored events. Students will be asked to evaluate faculty effectiveness in integrating DEI and racial & social justice and demonstrating respect for diversity. DEI questions will be added to the supplement course evaluations (while campus revises the current course evals). We will add DEI questions to the students exit survey (upon graduation). Ongoing meetings will also be held to seek feedback from COTAD. Plan one meeting together COTAD and IDEA Committee and one town hall meeting per year with students.

Update Oct. 2023
- COTAD organized a town hall meeting in May, 2022 and one is being scheduled for Oct. 2023. As part of an in-class focus group-based learning activity, 1st year students in OT 617, a required research methods course, voiced concerns about range of topics related to sense of community, diversity, and climate these will serve as a foundation for discussion on current state of the student experience.   Students have expressed a desire for greater voice in program and department activities. Creation of Student Advisory Council and launching of OT Student Climate Survey will address students' request.
- DEI related questions were added to the exit survey of graduating students and one item about DEI is now included on the campus student evaluation distributed to students at the end of the semester for each class.

Expanding Focus

How does this plan apply more broadly to underrepresented or marginalized identities (e.g. gender

identity, disability, sexual orientation, veteran status, etc.)?

(e.g., We will intentionally include items in the survey that go beyond race to better understand the experiences of individuals who are part of other underrepresented or marginalized groups and ensure that this is reflected as well in the department goals and communications.)

Response:
Our plan applies to several underrepresented marginalized identities such as race/ethnicity, disability, sexual orientation, religion, diverse experiences, etc and those with with economic and educational disadvantage. Multiple intersectionalities are relevant to our view of DEI, racial & social justice. –

Update Oct. 2023
The holistic admission model developed by the department over 15 years ago, embraces an expanded focus of diversity inclusive of other marginalized identities including disability, sexual orientation, religion, veterans, etc. However, not always applicants disclose their identity.

Priority 2: Advancing Faculty & Staff Inclusive Excellence

What is the opportunity or challenge, the need, or the new direction you would like to pursue as it relates to this priority?

(e.g., Increasing recruitment and retention of faculty and staff of color.)

Response:
a) Opportunity: Ensure retention and success of the B2F candidate and all faculty. The department was awarded a B2F award in the fall of 2021. Sabrin Rizk will be transitioning to a faculty position in the fall of 2023. b) Challenges: The pool of potential Black and Latinx faculty is very small in the OT profession, yet we need to diversify our faculty. We also have an opportunity to retain our current diverse staff. Three out of four staff are people of color.
Update Oct. 2023.
- In August 2023, our B2F postdoctoral scholar Sabrin Rizk transitioned to a tenure track Assistant Professor role. A departmental mentor has been identified to guide Dr. Rizk in navigating the demands of academia.
- One additional staff was hired in fall 2023 who identifies as Black, one staff member who identifies as Black left the university to pursue opportunities elsewhere.

Relevant Factors & Assumptions

What relevant factors impact or are related to this priority?

(e.g., Increasing the recruitment and retention of faculty and staff of color will help with student perceptions of climate and student success; students are more likely to feel welcomed and succeed when they see their identities reflected in the faculty and staff who teach and support them throughout their educational journey.)

Response: Increasing the recruitment and retention of faculty of color will help with student

mentoring, provide role models, enhance students' of color sense of belonging.

Update Oct. 2023

We have completed 4 faculty searches for 6 clinical and tenure system faculty in the past 2 years and have 3 staff searches in various stages of completion.

All searches benefited from extensive outreach that specifically sought to target diverse applicant pools. Recruitment materials were carefully crafted to emphasize our commitment to DEI and encourage applicants from historically excluded groups.

Long Term Goals (years 2-5)	**Short Term Goals (6-12 months)**
What do you want to achieve or change in regard to the above priority in the **next 2-5 years**?	What benchmarks must be met to ensure that the long-term goal will be achieved?
(e.g. We will hire at least 3 new tenure-track faculty of color, with at least one being senior-level. We will work with our college's advising office to offer support related to hiring and retaining advising staff of color).	(e.g., We will solicit anonymous feedback from faculty and staff, asking them to reflect on the recent departures of faculty and staff of color from the department to better understand perceptions of reasons/factors that contributed to the department failing to retain staff and faculty of color. This feedback will go to a committee of faculty who are interested in working on this issue; these faculty will present the findings in a department wide meeting and the committee will make specific recommendations for changes in light of findings.)
Response: By the fall of 2024 we will have two additional faculty of color in the department (e.g., AA/PI, NA/AI, Black, and/or Latinx).	
Develop a faculty retention plan (this goal is reflected in the departmental strategic goal # 1 which focuses on creating a supportive inclusive environment that fosters intellectual curiosity and formally values the strenghts of all its individual members.	**Response**: B2Fpostdoctoral fellow, Sabrin Rizk, will be provided with intense research-focused mentorship (Mary Khetani as primary research mentor and Ashley Stoffel as teaching mentor). Dept. head will provide ongoing support and schedule check-in meetings.
Update Oct. 2023.	Currently (02.2022) we have a search for 3 clinical faculty and were approved by the Dean to start a search for a tenure-system faculty.
• Since 2022 we have hired 2 more faculty and 1 staff of color – One Latina and 1 Asian faculty and 1 Black staff member.	Dept. head met with the search committee and encouraged committee members to consider diversity. Three clinical faculty members will be hired by Fall 2022. We anticipate one tenure-system faculty by fall 2022 as well.
• As part of a tenure system search, 3 highly qualified finalists, all of whom identify as BIPOC, were brought to campus for full visits (the search was suspended for budgetary reasons at the request of the Dean) plans to be reinitiated in fall 2024 pending stabilization of the departmental	Search Committee(s) will advertise the positions in diverse outlets to reach potential candidates of color and develop a recruitment plan.

budget. • As part of a search for Capstone Coordinator and clinical faculty, 3 highly qualified applicants (2 identified as BIPOC, 1 as 1st generation), were invited to campus for full interviews. After a rigorous interview process, that adhered to campus search guidelines, the position was offered to and accepted by the non-BIPOC applicant. • As part of an international search for a Department Head, 3 highly qualified applicants (including 2 who identify as BIPOC) were invited to campus for 2-day interviews.	**Update Oct. 2023** • Dr. Rizk successfully transitioned to a tenure track Assistant Professor role and has been paired with a departmental mentor. • The Dept hired a new Clinical Assistant Professor who self identifies as Latina. • The Department hired a new first generation Clinical Associate Professor and Capstone Coordinator. • All searches have been successful in attracting highly qualified applications who identify as BIPOC or members of other groups historically excluded from higher education. • Given that the Department Head position was filled by a highly qualified non-BIPOC candidate, the department will need to develop leadership pathways for diverse faculty to ensure that our departmental commitment to DEI permeates all levels of faculty governance.
Strategies What general strategies or approaches will you use to accomplish your goals? How will you leverage existing resources and/or increase internal capacity to do this? (e.g., The Department Head will seek out and participate in learning opportunities related to diversity and inclusion, particularly as it pertains to evidence-based strategies to recruit and retain faculty and staff of color; these opportunities will be extended to all faculty and staff in the department as well). **Response**: Our B2F proposal, which includes a mentoring plan, is available upon request. Search committee for 3 clinical positions and search committee for 1 new tenure-system faculty will have a recruitment plan (process for considering diversity in	**Deliverables** List one or more specific actions or resources you will use or develop to implement this priority. (e.g., Findings from the anonymous staff and faculty feedback about reasons/factors that contributed to the department failing to retain staff and faculty of color, as well as specific goals/recommendations for changes, will be compiled into a report by the end of year one and shared with all faculty and staff.) **Response**: B2F postdoctoral fellow, Sabrin Rizk, will share her accomplishments at the end of the first and 2nd year of th B2F fellowship via an updated resume and summary of accomplishments. By the end of the first year of the postdoc, Sabrin mentors will share and discuss her accomplishmnets with faculty. The search committees in charge of ongoing clinical faculty searches and tenure system search will have

advertising the position, reviewing applicants, conducting an inclusive search including the interview process and the consideration of potential candidates). A faculty retention plan will developed as well. A staff retention plan will be developed. **Update Oct. 2023.** • Dr. Rizk has been paired with a departmental mentor, Dr. Mirza who will help her prepare for tenure, by building her research portfolio through research funding, publications and presentations. In addition, Dr. Rizk has identified a strong team of external and content mentors. A plan to support and retain Dr. Rizk is in the planning stage. • A detailed and intentional plan to recruit diverse faculty and staff applicants was developed and consistently deployed across all faculty and staff searches.	developed an inclusive process for advertising, recruiting, appraising candidates, and selecting top applicants. Applicants will be reviewed in the Spring of 2022. The department head and search committee will develop a retention plan for all new hires. The plan will include onboarding, assigning mentors, and frequent check-in meetings, etc. **Update Oct. 2023.** • The clinical faculty search was successful and resulted in one Latina hire. • Dr. Rizk has successfully transitioned to faculty and negotiated a start-up package that includes research supports, reduced teaching load to ensure that she has time to launch her scholarship. • All new faculty are paired with a senior faculty mentor to support their career development and success integrating into their faculty role.

Metrics

What information will you track and review to measure both short- and long-term progress toward your goals? What source(s) will be used?

(e.g., We will track hiring and retention rates of faculty and staff of color each year. We will also solicit feedback about this process and progress toward our goal of increased recruitment and retention on an annual basis.)

Response: For the B2F hire, we will track accomplishments and solicit feedback from mentors and Sabrin, at the end of the 1st and 2nd year. The B2F fellow will transition to a faculty position in fall of 2023. Mentoring plan will continue as well as frequent meetings with dept. head.

For the Clinical faculty search and tenure system search we will track the number of total applicants, # of applicants from underrepresented ethnic/racial backgrounds and other underrepresented identities, if disclosed (e.g., disability). We will strive to ensure that at least one of the new faculty hires is from diverse background. A faculty retention plan will be implemented (mentoring, onboarding at the college and departmental level, frequent meetings with dept. head, clear goals, availability of supports, networking on campus.

Update Oct. 2023: See above

Accountability Process

How will you ensure progress is being made? How will you hold yourself, and others, accountable?

(e.g., We will engage in transparent communication—posting our summary of feedback, committee goals/recommendations for changes, and progress toward goals (number of new faculty staff of color hired each year and number who have left the department) in accessible places for faculty and staff (e.g., shared box folder).

Response: The department's B2F proposal specifying expectations was sent to Sabrin Rizk as well as mentors. The proposal lists aims, goals and deliverables.

The Clinical faculty search and tenure-system search committees will provide updates to all faculty during faculty meetings. A Box folder will be created to upload applicants' materials, available to all committee members, department head, and business manager. All faculty will have an opportunity to interview top candidates. Retention plan will be available as well (see above -mentoring, onboarding, clear goals, frequent meetings with dept. head, networking, etc.). This plan also reflects the departmental strategic goal # 5 described above.

Update Oct. 2023: See above

Student Perspective

How have you incorporated students' perspectives into your planning? How will you ensure you continue to do so throughout this process?

(e.g., We are already planning to assess student perceptions of department climate and support—we will include questions about the importance/value of increasing recruitment and retention of faculty and staff of color and solicit their suggestions related to this. We will also invite students to participate in search activities, such as attending job talks and meeting with candidates, and will solicit feedback from them about the candidates.)

Response: For the B2F position search, students had an opportunity to meet with Sabrin Rizk when she interviewed for the position. Students will have an opportunity to meet candidates being considered for faculty positions.

Update Oct. 2023.

Accomplished. Students met with clinical faculty candidates, tenure system faculty candidates, Capstone Coordinator candidates and attended presentations for the Capstone, Tenure System, and Department Head Searches. A 1st year E-OTD student also served on the OT Department Head Search Committee.

Expanding Focus

How does this plan apply more broadly to underrepresented or marginalized identities (e.g. gender identity, disability, sexual orientation, veteran status, etc.)?

(e.g., We will intentionally solicit feedback going beyond race to better understand reasons/factors that contributed to the department failing to retain staff and faculty from a variety of underrepresented or marginalized groups and ensure that this is reflected as well in the department goals, actions, and communications.)

Response:

The clinical faculty search committee will consider not only ethnic and racial identity of the applicants

but also other identities such as disability, gender, religion, etc. (as disclosed by potential candidates). **Update Oct. 2023**.

- Clinical faculty search was successful and resulted in three new hires of who one is from an underrepresented group.
- Capstone Coordinator/clinical faculty search was successful and resulted in the hire of a candidate from an underrepresented group.

Priority 3: Collaborating with Community

What is the opportunity or challenge, the need, or the new direction you would like to pursue as it relates to this priority?

(e.g., Increasing the department's bi-directional understanding of and relationship with local communities of color. Outreach and invitations to the community for department events.)

Response: Create and formalize a process for establishing and sustaining mutually beneficial strategic partnerships (This priority is reflected in the departmental strategic goal # 2 which focuses on creating and formalizing a process for establishing and sustaining mutually beneficial strategic partnerships). **Update Oct. 2023**
Preliminary plans for creation of Advisor Board were developed and shared with the Department Faculty Advisory Committee in Spring 2023 and will be presented to full Department in November 2023 at a Department meeting devoted to community engagement.

Relevant Factors & Assumptions

What relevant factors impact or are related to this priority?

(e.g., Incorporating community needs and priorities will increase the impact and relevance of research and teaching in the department to local communities of color.)

Response: Grounded in our Scholarship of Practice philosophy, community partners play a critical role in all of our endeavors including teaching, research, and service. The department has a long history of collaborating with community partners serving diverse clients and communities. About 48 community organizations in the Chicagoland area partner with OT faculty in research, teaching, fieldwork experiences, and service-learning opportunities.

Update Oct. 2023

- Strategic planning group #2 are actively working on community collaborations.
- Faculty routinely partner with community-based organizations to create learning opportunities for students as part of the E-OTD core curriculum, for example El Valor, the Brain Injury Clubhouse, Access Living.
- UIC's plans for the E-OTD Capstone Experience and project involves each faculty member developing relationships with community-based and clinical entities to create learning opportunities for students. We are embedding these experiences in our Scholarship of Practice philosophy that fosters mutually beneficial synergies between community-based entities, student needs, and faculty expertise.

Long Term Goals (years 2-5)	Short Term Goals (6-12 months)
What do you want to achieve or change in regard to the above priority in the **next 2-5 years**?	What benchmarks must be met to ensure that the long-term goal will be achieved?
(e.g. We will invite CPS and City Colleges students and faculty to department programs, receive input from participants on programs of interest. Develop a plan for preparing and attracting students of color to your department from CPS and City Colleges.)	(e.g., Create a community advisory board, with a stipend for each member; invite community members and partners (e.g., predominantly Black K-12 CPS school classes) to visit our department and facilities, begin department visits to community organizations and spaces to form partnerships; begin planning to hold a speaker series and workshops in community spaces by the end of year 1.)
Response: Sustain the creation of an Advisory Board of diverse clinicians and community partners. (this long term goal is reflected in the departmental strategic goal # 2, action step-To create and host a departmental advisory board of diverse clinicians and community partners). **Update Oct. 2023** **Goal in progress.** Preliminary plans were developed under leadership of Mary Khetani.	**Response**: Create an advisory board in the next 12 months comprising diverse clinicians and community partners. The advisory board will meet annually thereafter, in order to recognize their contributions and include their expertise to strengthen educational, scholarly and service activities. **Update Oct. 2023** Under leadership of Mary Khetani a preliminary plan for the community Advisory Board was developed and shared with the DFAC in spring 2023. Community Advisory Board plans will be shared at a Department Meeting focused on community engagement in Nov. 2023
Strategies	**Deliverables**
What general strategies or approaches will you use to accomplish your goals? How will you leverage existing resources and/or increase internal capacity to do this?	List one or more specific actions or resources you will use or develop to implement this priority.
(e.g. Reach out to department alum in the community to support new collaborations.)	(e.g., Create accessible and inviting materials to be added to our website; create a community outreach toolkit for faculty to assist and guide in partnership building; finalizing an inclusive department vision and mission statement in collaboration with community partners that will guide all planned and future efforts; establish an ongoing undergraduate course that is community-focused and invite community members to participate as paid guest lecturers.)
Response: Strategies outlined by strategic goal # 2 workgroup based on the action plan include gathering information about similar	

community advisory boards on campus. Reaching out to community partners and clinicians. Designing, piloting and assessing impact of a new formalized process for establishing partnerships with at least 4 external sites (2 clinical and 2 community). Recognize the contributions of partners at the Pinning Ceremony, on our website and OT Progress Notes (see departmental strategic goal # 2). **Update Oct. 2023** • Advisory Board plan under development (linked to strategic planning goal #2) • Partner acknowledge section added to website and includes 20 community partners.	**Response**: Formalize a process for collaborating with community partners. Clearly identify benefits and create a brief report of the assessment of impact. (This deliverable is reflected in the departmental strategic goal # 2) **Update Oct. 2023** • Community Advisory Board Plan under development, plans to be shared at Department meeting in November 2023. • Twenty community partners features on UIC OT website. http://Ahs/uic.edu/occupational-therapy/community-partnerships • Annual partnership award presented at the Pinning Ceremony (graduation) – University of Chicago Medicine was presented the award at the Pinning for the MS Class of 2023 Ceremony.

Metrics

What information will you track and review to measure both short- and long-term progress toward your goals? What source(s) will be used? (e.g. Track feedback from community advisory board, survey participants after each outreach event.)

Response: Track ongoing feedback from community partners and the Advisory Board.

Update Oct. 2023
Goal in progress – planning stages

Accountability Process

How will you ensure progress is being made? How will you hold yourself, and others, accountable? (e.g. Develop a detailed list of internal and external set of benchmarks, assign a faculty/staff person to monitor progress.)

Response: Develop a detailed list of benchmarks and review progress based on reports/updated by Strategic Goal # 2 workgroup.

Update Oct. 2023
Goal in progress – planning stages

Student Perspective

How have you incorporated students' perspectives into your planning? How will you ensure you continue to do so throughout this process? (e.g. Include students as a part of the advisory board, include students in program planning, invite students to nominate potential K-12 partners.)

Response: Seek student feedback in the process of creating the Advisory Board.

Update Oct. 2023
Goal in progress – planning stages

Expanding Focus

How does this plan apply more broadly to underrepresented or marginalized identities (e.g. gender identity, disability, sexual orientation, veteran status, etc.)? (e.g. What communities are your efforts directed to? Where are there gaps/successes and opportunities for growth?)

Response: Our community partners serve diverse populations who share underrepresented and marginalized identities. Examples include but not limited to people with disabilities, formerly incarcerated adults, adults living with serious mental illness, adults who have survived a traumatic brain injury, adults with intellectual disabilities living in residential facilities, families in transition from homelessness, adolescents with developmental disabilities, elementary school children who are deaf, adults living with HIV/AIDS, families of children with intellectual and developmental disabilities, and immigrant and refugee populations. -

Update Oct. 2023
All faculty are working on developing new contracts for recently established community partnerships serving underserved populations or strengthen existing relationships with established partners. These new community sites will host students as part of their Scholarship of Practice Collaborative capstone practicum and capstone project.
At the current time, approximately 11 new contracts are in various stages of development.

Priority 4: Promoting an Atmosphere of Care & Concern

This priority is designed to encourage you to think centrally about relationships between and among students, faculty, and staff in your department and consider how you can work towards deepening those relationships and creating an overall atmosphere of care and concern within your department—in the classroom, within policies and procedures, and in partnership with other campus units.

What is the opportunity or challenge, the need, or the new direction you would like to pursue as it relates to this priority? (e.g. Thinking innovatively about what it means to care for students, faculty, staff in our department; We are going to educate ourselves on supporting the wellbeing of our students through, for example, exploring issues around college student mental health and bias intervention; How can we support our graduate students who are caregivers?)

Response: a) Support the wellbeing of faculty, students and staff by promoting a culture of care and concern. b) Foster a supportive environment in which all faculty members feel valued (this priority is reflected in the departmental strategic goal # 1, which focuses on creating a supportive inclusive environment).

Update Oct. 2023
- The College of Applied Health Sciences conducted a Climate Survey to identify strengths and weakness college-wide related to DEI, safety and belonging.
- During the faculty retreat in December 2022, time was set aside to discuss the results of the AHS climate survey. Disaggregated results for the OT Department were shared and faculty members participated in small group conversations to discuss next steps.
- As a follow-up to the AHS Climate Survey and to work towards creating a climate of inclusion, the AHS Accountability was formed in spring 2023. Heidi Fischer and Sabrin Rizk are the OT representatives.
- In Oct. 2, 2023 OT faculty are holding a brainstorming session on shared values to be shared with students and our wider community of colleagues. Evidence suggest that identified and enacted shared values create a strong sense of community and belonging among students, faculty and staff. Feedback from students will be sought on the identified shared values. Findings will serve as the foundation for a revised statement on social and racial justice and policy for responding social events.
- Plan to launch Student Climate Survey in late Fall 2023/early Spring 2024.
- Plan to launch Student Advisory Council to give more voice to student experience incl. COTAD leaders but expand to include diverse perspectives.

Relevant Factors & Assumptions

What relevant factors impact or are related to this priority? How do we define safety and how is it relevant to our unit? Where are our gaps in knowledge and how can we address those gaps?

(e.g., We assume everyone can identify instances of bias when they occur and that everyone knows where to go to report bias incidents and receive support; We assume that when students, staff, and faculty feel safe, they will be happier and have greater success in their roles.)

Response: Students, faculty and/or staff may be experiencing microaggressions on campus and stress due to disrespect for marginalized identities. Students with disabilities may experience discrimination and accessibility barriers both on and off campus. Also. The few Black students in our cohort may have a hard time experiencing a sense of belonging. Off-campus hate crimes and microaggressions might also filter into students', faculty, and staff experiences on campus.

Update Oct. 2023

As part of orientation, students are reminded of the resources available to them if they would like to file a complaint.

Information on the UIC Bias Reported Tool is posted prominently on the video monitors in the lobby, includes QR code to link to the Tool.

Long Term Goals (years 2-5)	Short Term Goals (6-12 months)
What do you want to achieve or change in regard to the above priority in the **next 2-5 years**?	What benchmarks must be met to ensure that the long-term goal will be achieved?
(e.g. Create policies and procedures dedicated to enabling faculty, staff and students to get the help	(e.g. Make sure all department members know who to go to when issues arise, and

they need from the department. This includes new ways to address interdepartmental conflict/harm, clear and consistent feedback mechanisms, and holistic support for entrenched issues.) **Response**: a) Create a process to enable students to share their concerns and check-in meetings with students to promote wellbeing. Support COTAD efforts. b) By 2025, UIC OT faculty will have a supportive environment that fosters intellectual curiosity and formally values the strengths of all its individual members (This goal is the departmental strategic goal # 1).	what resources exist at various campus levels to support people in navigating issues of bias, harassment, discrimination, etc. Host 2-3 retreats to create sets of shared values and principles around care and concern, including lists of action items. Host a bystander intervention training for all department members.) **Response**: a) Host at least one meeting or event per semester with students designed to promote wellbeing and sense of belonging. b) This short-term goal is reflected in departmental strategic goal # 5 action steps. **Update Oct. 2023** • COTAD committee organized a dessert sharing day highlighting foods from different cultures to create a sense of belonging. • A cultural potluck is planned for late fall (COTAD and IDEA Committee as co-sponsors) • Increase faculty-student engagement opportunities to build sense of community. • As part of the E-OTD curriculum, we created a model of Scholarship of Practice Collaboratives (SOPC) that bring together small groups of faculty based on shared interested. SOPC meet at least 1x/semester.
Strategies What general strategies or approaches will you use to accomplish your goals? How will you leverage existing resources and/or increase internal capacity to do this? (e.g., Create an advisory board. Create a survey to assess feelings of wellbeing and perceptions of accessibility to utilize/engage in campus resources. Develop a consistent	**Deliverables** List one or more specific actions or resources you will use or develop to implement this priority. (e.g. Add information about care and concern to the department website including links to campus partners. The department will earmark funds for 1) continued professional development and training and 2) to compensate

mechanism to solicit feedback related to feelings of inclusion in the department.)

Response: a) Schedule a meeting with faculty to talk about student wellbeing (scheduled for February 2022); work with COTAD to create mechanisms for obtaining student input on their wellbeing and sense of belonging; b) Conduct a faculty survey to gain faculty perspectives on the department's climate (this strategy is reflected in an action step under the departmental strategic goal #1-To create a supportive inclusive environment). The AHS Inclusive Excellence college taskforce is sending out a survey to all faculty about overall climate (feb 2022).

Update Oct. 2023

- AHS created an Accountability Committee to follow-up on finding from the Climate Survey, 2 OT representatives serve on the committee.
- At Department Retreat in Dec. 2022 examined the disaggregated findings from OT to begin articulating priorities for the department. Recognition that this is an extensive and on-going process.

students for their participation on committees to address their concerns.)

Response: Share mechanisms for obtaining student input on their wellbeing identified by COTAD with all students.
Discuss the results of the faculty survey with faculty and identify actions steps.

Update Oct. 2023

- Heidi Fischer and Sabrin Rizk serve as OT reps to the AHS Accountability Committee
- Sabrin Rizk to serve as ARE representative and ad hoc member to IDEA committee to bridge work of college and departmental committees.
- Multiple faculty serve on campus-wide DEI committees, including: Chancellor's Committee for the Status of Women – Mary Khetani; Chancellor's Committee for the Status of Asian Americans – Mansha Mirza, Jenica Lee; Chancellor's Committee on Latinos – Dalmina Arias; Community, Engagement and Social Justice Committee – Joy Hammel.
- Toni Van Denend completed the Mental Health First Aid Trainer program (Summer 2023) and will begin offering trainings for students and faculty in December 2023.

Metrics

What information will you track and review to measure both short- and long-term progress toward your goals? What source(s) will be used?

(e.g., As part of our ongoing assessment efforts related to department climate, we will include items directly connected to aspects of care and concern. Review and analyze data from departmental feedback mechanisms as well as already existing campus resources such as the Bias Reporting Tool. If we collect data, we will do so using multiple methods.)

Response: We will track concerns raised by students and faculty and action steps taken to address concerns. Results from the faculty survey will be also be used to evaluate the departmental climate.

Update Oct. 2023

Student concerns regarding microaggressions are taken seriously and can be reported in person or by email to any faculty member. Concerns are discussed with departmental leadership, including but not limited to faculty to whom issue was disclosed, program director, and department head. As appropriate and respecting the confidentiality of the involved parties, issues are discussed with full faculty and appropriate response determined and documented.

Development of a formal tracking system, including any data that comes from the Bias Reporting Tool – to be initiated spring 2024

Accountability Process

How will you ensure progress is being made? How will you hold yourself, and others, accountable?

(e.g., We will discuss how we have dealt with incidents in faculty meetings. Additionally, we will hold at least one town hall meeting per academic year to communicate our efforts and progress to students, faculty, and staff in the department. We use these spaces as opportunities to make changes and plan for future efforts.)

Response: We will dedicate at least one faculty meeting per year to discuss student wellbeing and the departmental Strategic Goal # 1 Workgroup will provide annual updates on action steps taken. See departmental strategic goal # 5 described above.
Update Oct. 2023
Goal in progress but expanded to include student, faculty, and staff well-being.
Feedback mechanisms on initiatives to promote sense of belonging and community will be implemented for students, staff and faculty.

Student Perspective

How have you incorporated students' perspectives into your planning? How will you ensure you continue to do so throughout this process? (e.g., Include students as part of our DEI advisory board.)

Response: Seek students' input through COTAD and IlliSOTA and check-in meetings with students. We will align this priority with priority # 1 in this proposal - see reference to sponsoring one student town hall meeting per year (co-organized with COTAD).

Update Oct. 2023
COTAD and IlliSOTA continue to consult with IDEA committee and faculty advisors to these groups, who in turn serve as bridges to full faculty during department meetings.
To diversify input will create a Student Advisory Council who will meet quarterly with Department Head.
We will deploy a Student Climate Survey to solicit student perspective on climate and sense of community.

Expanding Focus
How does this plan apply more broadly to underrepresented or marginalized identities (e.g. gender identity, undocumented students, disability, sexual orientation, veteran status, etc.)? (e.g., As we are

focused on a holistic view of care and concern, we will explicitly incorporate a broad view of underrepresented or marginalized identities as a focus in all of our activities, such as the DEI advisory board and all materials created (surveys, reports, town halls).)

Response: Our view of diversity is broad and includes not only race and ethnicity, but disability, sexuality and gender identity, first generation college students, and other identities.
Update Oct. 2023
UIC OT articulates a broad conceptualization of diversity to include disability, sexuality and gender orientation, 1st generation, religion, etc.
Expression of our commitment to this broad view of diversity is reflected in our department displays and acknowledgement of important cultural events such as Pride Month, Disability Pride Month, African American History Month, Hispanic Heritage Month, etc. As well as land use statements. There is significant opportunity to expand this focus in more action-oriented ways.

Priority 5: Achieving Transparency & Accountability

What is the opportunity or challenge, the need, or the new direction you would like to pursue as it relates to this priority?

(e.g., We want to increase transparent communication such that students, faculty, and staff feel that they are receiving communication about areas that need to be addressed, goals, and our progress toward goals. We have received complaints, particularly from students, that the department is perceived to be "secretive" or hesitant to share information in a transparent way.)

Response: Transparency is one of our values and we would like to continue to promote transparency. Accountability will be track through mid-year check-in and annual performance review meetings with the department head and ongoing reporting during faculty meetings.
Update Oct. 2023
- This ARE document is available on Box to all faculty and staff for review and feedback.
- Dedicated department meeting time provided to de-brief on progress and revisit goals.
- DEI content is shared in course update meeting at the start of each semester.

Relevant Factors & Assumptions

What relevant factors impact or are related to this priority?

(e.g., Transparent communication makes students, faculty, and staff feel involved and aware of department activities; this will increase perceptions of a positive working climate at all levels of the department.)

Response: Transparent communication makes students, faculty and staff feel a sense of belonging and aware of departmental and academic issues. This fosters a positive culture. The department strives to engage in transparent and open communication with faculty, staff and students.
Update Oct. 2023
- A new department head was appointed 9/16/2023 who has made a commitment to continue the

emphasis on transparency, governance, and DEI.
- Faculty, staff, and students are highly invested in advancing DEI and social justice.

Long Term Goals (years 2-5)	Short Term Goals (6-12 months)
What do you want to achieve or change in regard to the above priority in the **next 2-5 years**?	What benchmarks must be met to ensure that the long-term goal will be achieved?
(e.g., We want to create a portion of our website where students, faculty, and staff can sign in to view reports, goals, and progress toward goals.)	(e.g., We will work with IT in our department to get this website set up in the next six months and will put all reports/summaries from our data/information collection efforts (outlined in previous priorities), goals, and progress toward goals (see milestones listed in other priority areas) on this website by the end of 12 months).
Response: Update our website within the next year to better reflect all our activities. Share departmental updates on dept. activities, strategic goals and relevant reports with students at least twice per semester via email or check-in meetings. Share updates with faculty at every faculty meeting. Each strategic goal workgroup will report updates at least once per semester. The departmental strategic goal # 5 -Promote and celebrate the implementation of DEI action steps in all aspects of academic life, will serve as an accountability mechanism. **Update Oct. 2023** **Website re-design is in progress, important incremental changes have been make, e.g. addition of community partners.**	**Response**: Ongoing open and transparent communication about departmental issues. Work with the college IT and other experts to update website within the next 12 months (align this goal to feedback provided by Post-professional OTD Academic Affairs Committee and departmental Strategic Goal # 4). We will add specific questions and prompts to the annual performance review template to track progress. **Update Oct. 2023** - Website redesign in is progress, important incremental changes have been made, e.g. addition of name coach, addition of community partnerships page. - Website redesign is a work in progress, include but not limited to addition of DEI dashboard, updated images to demonstrate true diversity of faculty, staff, students, and community partners. - Statement of Commitment to DEI added to annual performance review and discussion with Dept. Head.

Strategies	Deliverables
What general strategies or approaches will you use to accomplish your goals? How will you leverage existing resources and/or increase internal capacity to do this?	List one or more specific actions or resources you will use or develop to implement this priority.
(e.g., We will pilot the website layout and information presentation with a committee of faculty, staff, and students to ensure that the website is accessible and ready to go "live" by the end of 12 months.)	(e.g., The website will be completed by the end of 12 months and available for all department students, faculty, and staff to view.)
Response: Meet with IT, secure support from the Dean to obtain resources to update website within the next 4 months. Workgroups will provide updates on actions steps toward strategic goals and plans at faculty meetings at least once per semester. **Update Oct. 2023** • Collaborate with college communications team to capitalize on ongoing initiatives and infrastructure. • Scheduled department meeting time for SPG workgroups.	**Response**: An updated dept. website will be completed by the end of 12 months (Dec. 2022). Provide regular updates during faculty meetings of progress towards goals. **Update Oct. 2023** • Process and QR Code for Campus Bias Reporting Tool posted prominently in department on video screen in lobby. • Scheduled Oct. 2 department meeting to articulate shared values to serve as foundational document for dissemination to students, faculty, and staff. • DFAC to update commitment to social/racial justice statement on website. • DFAC to develop policy for responding to social issues (follow-up on preliminary whole department discussion at spring 2023 retreat).

Metrics

What information will you track and review to measure both short- and long-term progress toward your goals? What source(s) will be used?

(e.g., We will be in regular communication with department IT, and will set a written timeline for website build out milestones in collaboration with IT, which we will share with students, faculty, and staff in the department.)

Response: We will meet with IT and with Dean's office representatives (Erika Chavez and Heidi Scheinlein, the college webmaster). and design a plan and timeline for updating the website. In the annual performance review template, faculty will write a brief summary of action steps taken to promote DEI and advance racial equity. –

Update Oct. 2023
- Erika Chavez and Heidi Schlehlein from the Office of the Dean visited a faculty meeting in

September 2023 and shared website engagement metrics, suggestions for updating the department website, and social media strategies.

- Link our social media plan (under development as part of SPG #4) to college efforts
- All faculty document DEI activities in their annual workload plan and discuss this with the Dept Head at the annual performance review.

Accountability Process

How will you ensure progress is being made? How will you hold yourself, and others, accountable?

(e.g., We will make this plan for creating the website public to the department students, faculty, and staff through regular email communications that describe the purpose and timeline of the website creation; we will send updates about the progress on the website at least once every other month.)

Response: The plan for updating the website will be created by faculty (strategic goal # 4 workgroup and POTD academic affiars committee). We will provide updates at faculty meetings and during mid-year check-in meetings with the dept. head and during the annual performance review meeting in May.
Update Oct. 2023
- Website edits include featuring 20 community partners and SOPC model
- Add DEI statement to each SOPC description

Student Perspective

How have you incorporated students' perspectives into your planning? How will you ensure you continue to do so throughout this process?

(e.g., Students will be asked to provide ongoing feedback to the website in progress to ensure usability and accessibility of information.)

Response: We will seek students' feedback as previously stated.
Update Oct. 2023
Elicitation of student feedback remains a work in progress.

Expanding Focus

How does this plan apply more broadly to underrepresented or marginalized identities (e.g. gender identity, disability, sexual orientation, veteran status, etc.)?

(e.g. The website will also present information, gathered through other priority activities, that applies more broadly to underrepresented or marginalized identities (e.g. gender identity, disability, sexual orientation, veteran status, etc.).)

Response: The process of seeking feedback will include diverse voices and different identities. Also, the webite will reflect all of our initiatives to promote DEI, racial and social justice and will apply to people with diverse identities as well.

Update Oct. 2023

Our department core values include taking a broad view of DEI to include other marginalized and underrepresented identities, including but not limited to disability, sexuality and gender identity, religion, immigration, regional and political differences. As occupational therapy practitioners, our students will work with people divergent world views and lived experiences. Accepting difference while working for social justice is core professional value expressed in our code of ethics.

Disability and Human Development Department ARE Update

October 1, 2023

Tamar Heller

1. Centering Student Equity and Inclusion
   a. Conducted a town hall with students (see attachment for the summary)
   b. Provided financial research scholarships to two international students of color
   c. Established a DEI committee and renamed it the DEIA committee to include Accessibility in the name
   d. Included two graduate students of color in the DEIA committee
2. Advancing Faculty and Staff Inclusive Excellence
   a. Hired a cluster hire tenure track assistant professors, David Camacho, who is Latinx.
   b. Hired a Bridge to Faculty person Azadeh Sufaeian.
3. Collaborating with Community
   a. Plans to provide training and clinical services at 55 th and Pulaski
   b. Meet regularly with Institute Community Advisory Committee
   c. Continue to support Disabled People of Color Coalition Chicagoland and Grupo Salto
4. Promoting and Atmosphere of Care and Concern
   a. Conducted a townhall with students
   b. Included the DEIA reports in all faculty meetings
5. Achieving Transparency and Accountability
   a. Set up a DEIA committee with a chair that includes elected representatives of faculty, staff and students across DHD (see the DEIA committee report)
   b. The committee held 7 meetings
   c. Held a student townhall and conducted a student survey
   d. Reviewed the results of the survey with the head and at faculty meeting
   e. Amended performance review forms to include building a culturally diverse environment

ADVANCING RACIAL EQUITY (ARE)
STRATEGIC PLANNING TEMPLATE

Introduction & Purpose
The summer of 2020 brought with it a national reckoning with racial injustice. The violent murders of George Floyd, Breonna Taylor, and numerous other Black people at the hands of police were devastating and illuminated, yet again, the reality that racism is not a thing of the past, but a very real part of the everyday lived experience for people of color in our country. These realities play out in our local contexts as well, including at UIC. While UIC's commitment to equity and inclusion has been a strategic priority for over ten years, we are aware that there is much more to be done in order to create a truly equitable, inclusive, and just campus. Our UIC community of students, faculty, and staff relied on petitions, meetings, and town halls to express the urgent need to work against systemic racism in our own campus spaces, review and change existing policies and practices, and invest the resources required to make us more inclusive and equitable.

In response to these realities, Chancellor Michael Amiridis affirmed UIC's commitment to addressing systemic racism, improving our campus climate, and advancing racial equity on campus. To pursue this goal, he created a Racial Equity Taskforce, led by Vice Chancellor Rex Tolliver and Associate Chancellor and Vice Provost for Diversity Amalia Pallares, to review the state of our campus and prioritize key action items. This task force consisted of three working groups and one board: Student Life and Support; Community Engagement; Staff Recruitment and Retention; and the Public Safety Board. Additionally, a group of external experts—Nancy Cantor, Claude Steele, and Earl Lewis—were invited to review and make recommendations related to the recruitment and retention of Black faculty and students.

Out of this work emerged UIC's Advancing Racial Equity initiative, which is founded upon the following five goals:
1. Center Student Equity & Inclusion
2. Advancing Faculty & Staff Inclusive Excellence
3. Collaborating with Community
4. Reimagining Public Safety
5. Ensuring Accountability

More information about each of these goals, along with progress tracking, can be found on the Office of Diversity's Advancing Racial Equity website.

We acknowledge that in addition to these campus-wide efforts, UIC colleges and departments have been engaged in their own anti-racist initiatives and continue to work towards their context-specific goals for creating more equitable and inclusive spaces for students, faculty, and staff. In an effort to support these initiatives and to facilitate a mechanism for transparency and accountability, we have created an Advancing Racial Equity Strategic Planning template. Each department is required to complete this template and submit it for review by their college's Dean and campus administration.

Diversity, Equity, & Inclusion
While not exhaustive, the descriptions of diversity, equity, and inclusion provided below may be helpful in guiding your brainstorming and planning:

Diversity refers to the variety of identities represented by students, faculty, and staff within your department/college. These identities include, but are not limited to race, ethnicity, gender identity,

sexual orientation, socioeconomic status, disability status, national origin, language, religion, veteran status, and others.

Equity refers to a focus on fairness and justice. Actions that are oriented toward equity go beyond considerations of equal access to resources and opportunities to understanding that different levels of resources and opportunities may be necessary to achieve equity among students, faculty, and staff. This vision of equity includes identifying and eliminating barriers that have prevented the full inclusion of historically excluded and marginalized groups within your department/college.

Inclusion refers to actions that ensure broad participation among all students, faculty, and staff in all aspects of academic and community life in your department/college including creating environments in which all feel welcomed, respected, supported, and valued. Cultivating inclusion likely entails changes in policies, procedures, and everyday interactions to ensure the inclusion of marginalized and minoritized people who may otherwise be excluded.

Template Basics
Estimated time for completion = approximately 3 months

Part I: Purpose
Developing a clear vision related to advancing racial equity in your unit will enable you to do three things: (1) Articulate your department's aspirations; (2) Improve your department's ability to reach your goals; (3) Set benchmarks that will allow you to track progress towards your goals and make necessary changes along the way.

This template is designed to assist each department in developing their vision for racial equity within their unit and thinking critically about the goals and metrics associated with that vision. The template is an opportunity for you to build a strong case for what you can achieve, to identify specific actions you will take to meet your goals, and to highlight methods for measuring progress and providing oversight of future work. If your unit already has a diversity, equity, and inclusion strategic plan, this process will allow you to refine that plan to specifically address racial equity. This could include updating, revising, or making additions to already existing plans.

The focus on race and racial equity in this template is intentional. While we value the breadth of identities and lived experiences inherent in our definition of diversity, we also recognize that our challenges and opportunities related to racial equity are unique and deserving of specific attention. We acknowledge that such a focus necessarily intersects with deepening efforts to address inequities related to other identity categories (e.g. gender identity, sexual orientation, socioeconomic status, disability) and therefore some overlap is expected. You will have an opportunity to speak to this overlap in the strategic planning process. See more on this below in Process, Step 8.

Part II: Process
The ARE strategic planning template consists of five individual parts, one for each of the Advancing Racial Equity goals. Each of the ARE goals has been converted into a priority, which you will use to guide your strategic planning. To assist you in filling out the template, below is an explanation of the specific parts of the template as well as suggestions on how to approach each part.

Step 1: Priority
First, begin by expanding upon the general priority that is listed in each template. For example, in part one of the template, the priority is "Centering Student Equity & Inclusion." In this section, you will add information related to the specific opportunity, challenge, need, or the new direction you would like to pursue as it relates to centering student equity and inclusion. You might, for example, write that you would like to "increase underrepresented students' sense of belonging within the department." How you expand on this priority should reflect your department's unique context, needs, and challenges.

Step 2: Relevant Factors & Assumptions
Second, take a moment to list any relevant factors and assumptions you think exist in relation to the particular priority. For example, how might you leverage existing resources (financial and otherwise) to do the work you envision related to this priority? What resources do you need and how are you going to rearrange your other activities to secure such resources? Is there more information that you need in order to launch a given activity related to this priority? Are there important factors not within your department's control which will affect whether you can achieve goals related to this priority? What partnerships, new or existing, could be engaged to accomplish this work? Do you need specific support

from leadership to achieve your goals? Finally, what assumptions do you have about this priority (i.e. "If we do X, it will result in Y")?

You will want to address these relevant factors and assumptions when you develop the other parts of your template in order to make it more likely to achieve your goals.

Step 3: Long-Term Goals (2-5 years)
Next, look ahead 2 to 5 years and envision your department's long term hopes and ideals in relation to racial equity. Long-term goals should be pitched at a fairly general level. Starting with long-term goals will shape the structure of your short-term goals. Questions to consider that may be useful include:

- If we are successful in advancing racial equity in our department, what would that look like 5 years from now—in research, teaching, and public service, in expanding pathways to access and success, in fostering an engaging and healthy campus climate?

- What are the changes we hope to achieve for our students, faculty, staff, and department as whole?

Develop at least one long-term goal related to racial equity for each priority.

Step 4: Short-Term Goals (6-12 months)
Once your long-term goal is established, consider what short-term goals you will need to achieve in order to reach your long-term vision. Short-term goals can be more specific as they are targeted for achieving in the first 6-12 months of implementation of your plan.

When setting your goals, consider utilizing the SMART framework for goal-setting. In order for your goals to be clear and reachable, they should be:

- **Specific.** Your goal should be clear and specific. It should encompass (1) what you want to accomplish, (2) why it is important, (3) who is involved/for whom, (4) which resources or limits are involved.
- **Measurable**. Measurable goals are crucial to your ability to track your progress. Ask "How will I know when this is accomplished?" to be sure your goal can generate tangible evidence of success.
- **Achievable**. Your goals should be realistic and attainable. You want to be challenged but keep your goals within the realm of what's possible given potential constraints.
- **Relevant**. Your goals should be tied to the mission and vision of your department, college, and UIC overall.
- **Time-bound**. Keep your goals connected to a timeline to be sure you are able to track progress accordingly. Asking "When do I want this to be done?" will help you identify the steps you need to take in order to reach your deadline.

Develop at least 2-3 short-term goals related to racial equity for each priority. Every short-term goal should directly support a long-term goal; long-term goals may have multiple short-term goals attached to them.

Step 5: Strategies, Deliverables, & Metrics
After setting your long- and short-term goals, you will complete the strategies, deliverables, and metrics associated with each goal.

- **Strategies**. List the general strategies you will engage in order to achieve your goals. These strategies may be in line with "best practices" in your field but we also encourage you to consider new and innovative ways of reaching your goals.
  - o Strategies are higher-level categories (e.g., outreach and recruitment, mentoring, inclusive curriculum design) as compared to deliverables which are described below.
  - o Strategies should relate to both long- and short-term goals. They can involve your entire department or just specific aspects or people.
  - o Your strategies may represent a change in work responsibilities for all or part of your department. Accommodating any necessary changes should be built into your implementation plan.

- **Deliverables.** Deliverables are specific activities, events, practices, or resources your department will draw on to implement particular strategies, and to achieve short-term goals. Examples of deliverables include:
  - o A new hiring guide that incorporates best practices for equity and inclusion to be used by all search committees within the department.
  - o Attendance at campus workshops on inclusive teaching.
  - o A climate survey for all students in the department on assessing equity and inclusion.

- **Metrics**. Your metrics are the way you will measure progress towards your goals, including the specific data sources you will use. For each long- and short-term goal, list the metric that defines success and the associated data source(s). For example:
  - o Goal: cultivate greater sense of belonging among URM students in the department
  - o Metric: reduce disparities in sense of belonging between students across race in the department
  - o Data: departmental climate survey; question(s) on course evaluations

Step 6: Accountability
After completing your strategies, deliverables, and metrics, you want to consider how you will hold yourself and others in your department accountable for staying on track and achieving your goals. Some possible options for accountability include:
- Convene a departmental ARE strategic planning committee
  - o If you do this, be sure it consists of students, faculty, and staff and that people of color are not overburdened in leading this work.
- Meet regularly with your executive committee to assess progress on your strategic plan
- Frequently check in and provide updates in faculty meetings about progress on your strategic plan

Step 7: Student Perspective
Finally, consider how you will incorporate students' perspectives and concerns into your planning process for this priority. Have you incorporated their voices into this plan already? If so, in what ways? If not, how do you plan to do so moving forward? You might, for example, consider reviewing the list of student demands for your department/college (if applicable) or holding check-in sessions with students frequently. This space is an opportunity for you to share on how you're already involving students or

how you plan to as well as how you envision incorporating student voice into your planning process in a sustainable way.

Step 8: Expanding Focus
As stated above, this template is designed for you to engage in strategic planning around racial equity, although we acknowledge that efforts to address racial equity will undoubtedly overlap with efforts to address inequities related to other identity categories. The final section of the template—expanding focus—provides space for you to speak to how you see your racial equity goals intersecting with goals related to gender identity, socioeconomic status, disability, and other identity categories. If you do not have such efforts planned already, use this space to comment on how you might consider doing so in the future (i.e. what ways you could see support for other groups of students emerging out of your racial equity work?).

Part III: Data & Support
You are not expected to complete any assessment before filling out this template. Please utilize the departmental data you have already available to you to support your planning in addition to the Office of Institutional Research's Data Dashboards and the Office of Diversity's Equity Dashboard.

Should you need to acquire additional data to support your work, please email the team at areplan@uic.edu.

Part IV: Submission
After completing your ARE strategic planning template, please save your template as a PDF using the following naming convention: **Department Name_ARE Template** (e.g. Psychology_ARE Template) and upload it to this UIC Box folder in your department's specific folder (nested within your college's folder). Template submissions are due by **Monday, November 15, 2021.**

Following submissions, Deans will review their departments' templates and write a summary report, which will be shared with the Provost, Chancellor Amiridis, and Associate Chancellor and Vice Provost of Diversity, Amalia Pallares.

Frequently Asked Questions

Why am I being asked to do this?
UIC is committed to addressing systemic racism, improving our campus climate, and advancing racial equity on campus. Engaging every department on our campus is a significant part of these efforts. Additionally, we recognize that each department and college has unique needs when it comes to racial equity and therefore must develop their own, context-specific strategic plans to achieve their particular racial equity goals.

What is the timeline for completion?
The strategic planning process should take approximately 3 months (not including summer months), with submissions due on **Monday, November 15, 2021.**

What if I can't complete the template on time?
If you are going to be late in submitting your template, check in with your Dean to arrange a revised due date. Deans will need their departments' reports in order to prepare their summary report. Late submissions at the department level will impact your Dean's ability to prepare their report in time, which is due Tuesday, February 1, 2022.

What is expected of me as a Department Head? As a Dean?
Each department head will lead their unit's effort in completing their strategic plan. Deans will review all of the plans submitted from each of their college's departments and write a summary report, which will be sent to the Provost, Chancellor Amiridis, and Associate Chancellor and Vice Provost of Diversity, Amalia Pallares for review.

Should I work on this alone or with a team?
Department heads should lead this effort, but can certainly enlist the support of faculty and staff within their units. The best plans will be those that consider the perspectives of many members within a department, including students, faculty, and staff. It is imperative to share the work of thinking about and completing this template equitably, and not overburden those within the department who consistently engage in this type of work, particularly students, faculty, and staff of color.

What is a "good" plan?
While each strategic plan will be unique to a given department, the best plans will be those that are thoughtful, holistic, and innovative yet achievable. Additionally, plans that incorporate the perspectives of many members within a department—students, faculty, and staff—will be the most likely to succeed.

What if my Department already has a diversity strategic plan?
Many colleges and departments at UIC have been working diligently on developing strategic plans related to diversity, equity, and inclusion. If your department has such a plan, you should use that as a starting point in completing this template. As this template asks you to specifically focus on racial equity, there are likely parts that will overlap with already-existing plans and others that will need more specific attention.

Can Departments within the same College have the same plans?
If your College has a diversity, equity, and inclusion strategic plan, you can use that as a guide in completing your department-specific plan, as it is ideal for such efforts to align. In these instances, it is possible that departments within the same college will have aspects of their templates that will be

similar. That said, the purpose of this template is to support you in creating a customized plan unique to the specific needs and context of your department; thus, departments within a college should not submit identical plans. We do encourage collaboration between departments in brainstorming ideas for these plans.

What if I don't know what to write?
There are many examples provided throughout all five parts of the template to assist you in your planning. Importantly, they are *examples* and, as such, should be used to guide your thought-processes but not serve as final answers (although some overlap may be expected). There is no checklist for what you must include in your plan as racial equity work cannot be prescriptive. If you are stuck, consider getting the perspective of others in your department to assist in brainstorming. You can also find a number of resources—reports, case studies, research articles—on the Office of Diversity's website that you may find helpful in completing your plans.

Who should I contact if I have questions or want to know more?
The Office of Diversity will be holding information sessions for those who want to learn more. Session dates and times will be listed on the Office of Diversity's website. For specific questions about the template, requests for support, or other inquiries, email areplan@uic.edu.

STRATEGIC PLAN TEMPLATE

Priority 1: Centering Student Equity & Inclusion

What is the opportunity or challenge, the need, or the new direction you would like to pursue as it relates to this priority?

(e.g., Increasing student perception of belonging and comfort in the department; increasing matriculation of students of color.)

==Response==: For HI, improve the retention of new students and increase the number of students that successfully graduate within 3 years.

For BVIS: 1. Encouraging Biomedical Visualization (BVIS) students to include diverse imagery and the representation of all races, ethnicities, gender identities and body types in their visualizations.

2. Start awarding the new BVIS Diversity and Inclusion Scholarship Fund to incoming students.

HIM:Promote HIM program to UIC students, Revise admission process to permit Freshman admission; conduct monthly HIM Information sessions

Addressing the national Grand Challenge of informatics of increasing the number of PhD-trained data scientists from underrepresented communities.

Relevant Factors & Assumptions

What relevant factors impact or are related to this priority?

(e.g., If we create a positive and supportive climate for students of color in the department, it will enrich and benefit multiple outcomes related to recruitment, retention, and quality of work coming from the department.)

==Response==: The HI program has a high number of students on limited standing and probation.
For BVIS: 1. If we encourage students to include more diverse imagery in their visualizations, it will have a larger impact on the field of medical illustration. It will also help our minorities students feel supported and valued in our program.

2. If we can use the scholarship to recruit more students of color and then support them while they are in the program, they will feel supported and will be more successful in their coursework.
HIM: If we revise the admission process, we can remove barriers which will increase student equity and diversity.
PhD: A diverse student body will not only lead to an increase in data scientists, but also the pool of available faculty for hire. Moreover, suporting the work of students working in different communities

will serve to contribute data representing patients from a broad range of communities within each of these minority populations

Long Term Goals (years 2-5)

What do you want to achieve or change in regard to the above priority in the **next 2-5 years**?

(e.g., We will increase graduation rates of students of color by at least 25%.)

==Response==: HI: Within five years, UIC will achieve a first-year retention rate of 75 percent, and a 3-year graduation rate of 65 percent.
BVIS: 1. We will increase representation of all races, ethnicities, gender identities, and body types in visualizations. Students will be expected to create at least two visualizations with diversity in their work each year.

2. With the help of an anonymous donor, we established a new BVIS Diversity and Inclusion Scholarship Fund early this summer. The scholarship supports BVIS graduate students who may be first-generation college students; have graduated from the Chicago Public School system; be members of a federally recognized Native American tribe; or are socioeconomically disadvantaged, so they may contribute to the diversity of our student body. We also recruit students who have demonstrated experience in or commitment to working with historically underserved or underprivileged populations. Some of the fund is for current use, and some will be endowed. We plan to use the current funds for admissions this year (2022). We hope to increase the endowment through donations and fundraising, in order to make a significant impact on the diversity and inclusion of our graduate program in the future.

HIM: We will increase the admission rates of minority students 10% by allowing freshman admission to the HIM program.

Short Term Goals (6-12 months)

What benchmarks must be met to ensure that the long-term goal will be achieved?

(e.g., We will create and disseminate a survey to students in the department assessing their perceptions of department climate and support. Review the results of the survey and solicit additional feedback from students on results.)

==Response==: HI: Each semester review courses that do not achieve the goal of at least 80 percent of students earning a grade of B or higher.
BVIS: 1. We will require students to report on how they developed visualizations with more diverse representation at the end of each year. This will be reported to their academic advisor.
2. We will continue to promote the BVIS Diversity and Inclusion scholarship fund in order to increase donations. In addition, we will use the scholarship as a recruiting tool when talking about the field and Biomedical Visualization program to high school and undergraduate students.
HIM: We will increase the admission rates of minority students 10% by allowing transfer students to be admitted to the HIM program prior to completing all prerequisite courses.
PhD: Review advising of underrepresented students.
Review admissions requirements and documentation; revise marketing plan.
Create space for student liasion to PhD Academic Affairs Committee.

PhD: We will increase the application rate of underrepresented minority students by at least 25%.	

Strategies	Deliverables
What general strategies or approaches will you use to accomplish your goals? How will you leverage existing resources and/or increase internal capacity to do this?	List one or more specific actions or resources you will use or develop to implement this priority.
(e.g., We will use results of the student climate survey to initiate listening sessions—town hall-like meetings in which faculty will present the results of the survey, highlighting themes and critical findings; students will be invited to share additional feedback at these meetings (both verbally and anonymous written feedback).)	(e.g., Faculty across the department will be asked to contribute to efforts to identify existing or develop new survey instruments to assess student perceptions of climate and support. The Department Head will lead the analysis and write up of a report from survey findings, eliciting faculty assistance and feedback, and will incorporate feedback from listening sessions before finalizing the report, which will be shared with all faculty, staff, and students each year.)
Response: HI: RETENTION - Although UIC currently has mechanisms for enrolling students who do not fit a "mainstream" academic profile, more work is needed to retain students to graduation. High attrition rates are costly in resources (ours and students) and to our reputation. To have a more diverse student body, we must be able to retain and graduate the students we already have. • Provide additional resources to support student retention and to advise at-risk students. • Develop processes that focus student advisor activities on at-risk students. Use analytics to identify, monitor and manage at-risk students in each class (use retention dashboard in Black Board). • Develop student retention processes that decrease the number of students on probation, limited Standing and who are dismissed from the program. *Instructors should be made aware of which students in their courses are limited standing/on probation, so they may check in with them regularly throughout the term. BVIS: 1. We will include more lectures on depicting different skin tones and including diversity in	**Response**: BVIS: 1. Medical illustrators from minority groups and with different visualization strategies will be recruited to record themselves drawing a medical illustration that addresses a provided prompt. The goal is to develop a library of videos, showing different techniques of solving the same problem, that will expose the students to more diverse thinking and artists. 2. Biomedical Visualization faculty on the admissions committee will be asked to complete an evaluation form to determine the best candidate for the scholarship. The rubric will be based on criteria of the scholarship fund (mentioned earlier), as well as the applicant's personal statement. The personal statement will be evaluated based on the following statements/rubric: (1) Personal statement is concise with goals for graduate study, (2) Writing is clear and well-organized, (3) Proper grammar and punctuation are used. (4) Narrative is creative, original or unique, (5) Content is compelling.

visualizations. Faculty will be encouraged to add discussions around adding more diversity in imagery in each course taught within the BVIS curriculum. 2. We will use the money in the fund to recruit and support an incoming student. HIM:We will hold quarterly HIM information sessions for freshman/sophomore students which will allow us to identify and eliminate perceived barriers to the HIM program. We will encourage interest in the HIM major through a new HIM 101 course. We will use all available resources and relationships to promote the PhD program on Campus and at other institutons in the Chicagoland area--presentations to different disciplinary and student groups, such as students in the Black Studies Concentration and Gender Studies. Training on advising for faculty is also needed.	HIM: We will submit the revised HIM program to allow for freshman admission for implementation by Fall 2022 which will remove the competitive process of prerequisite completion prior to admission. We will revise the HIM admission/transfer review to remove barriers such as writing requirement. PhD: Advising and marketing plan development.

Metrics

What information will you track and review to measure both short- and long-term progress toward your goals? What source(s) will be used?

(e.g., After year 1, we will solicit feedback from students about the process of obtaining information (e.g., survey and listening sessions; content of the survey) to refine the process and kind of information we will continue to obtain. In addition to this, we will monitor our retention using information that is already available to us about student dropouts and create a plan for identifying and responding to students who we believe are at risk for dropping out of the department.)

Response: HI: number of students on probation or limited standing that move to full standing
BVIS: 1. After year 1, we will solicit feedback from students about the process of documenting their visualizations in which they included more diverse imagery. This feedback will be used to refine the process and increase the number of visualizations if possible.

2. After year 1, we will solicit feedback from the recipient of the fund, ask how the funds were used, and what we can do to improve its potential impact.

HIM: We will use semester based admission reports to determine rates of transfer and freshman admission beginning in Fall 2022. Communication with students that do not enroll will be used to determine additional changes.

PhD: After year one we will solicit feedback from students on adequacy of advising (e.g., annual DGS advising survey) and the number of scholarly marketing presentations at UIC and the region.

Accountability Process

How will you hold yourself, and others, accountable?

(e.g., We will engage in transparent communication about each step of the process that will make information about the process (e.g., meeting minutes), findings of the survey (e.g., final report), our goals/milestones, and progress toward these goals/milestones available to students, staff and faculty in the department on our website. This website will be regularly updated and maintained by the Assistant to the Department Head, with assistance from the Department Head.)

==Response==: HI: Instructors and advisors will communicate regularly regarding the progress of limited standing/on-probation students, and will document communications.
BVIS: 1. We will encourage transparent communication about each step and support students in developing more diversity in their work. We will build opportunities within the curriculum to discuss the importance of including diverse imagery in visualization work and the impact in will have on the field and beyond. In addition, we will publish an article about the collected recordings and its impact on the curriculum.

2. We will encourage transparent communication regarding selection of the recipient. Faculty will also be encouraged to provide feedback on the rubric used to determine the recipient.
HIM: We will report results of semester transfer and admission statistics to the HIM Advisory Board as well as the BHIS Department Head.

Results of advision survey will be shared at PhD Academic Affairs meetings and which the department chair is present and students are represented.

Student Perspective

How have you incorporated students' perspectives into your planning? If you haven't, how will you do so in the future? How will you ensure you continue to do so throughout this process? How do you learn about students' needs?

(e.g., We will invite students to participate on the faculty committee that will oversee the creation, dissemination, and analysis of the survey. These students will be identified by connecting with existing student leadership groups already present in the department (e.g., Psi Chi) and through public postings in the department (e.g., email messages, flyers posted in the building, classroom announcements).)

==Response==: HI: Invite graduating students to participate in an exit interview or survey asking their perspectives on their learning experience.
BVIS: 1. We have used past feedback collected from alumni surveys that support the decision to include more opportunities for diverse imagery in visualizations. We will also meet with our student group, the Student Association of Medical Artists (SAMA) to enable an open dialogue between the BVIS faculty and students throughout this entire process.

2. We will meet with our student group, the Student Association of Medical Artists (SAMA) to enable an open dialogue between the BVIS faculty and students throughout this entire process. This will provide feedback on the application process and what needs to be adjusted or improved.
We will use student comments from the HIM Information Sessions to modify the messaging in the

HIM Information Sessions as necessary. We have added one senior and one junior student to our Advisory Board to incorporate suggestions for increasing underrepresented student retention as well as student applications.
Invite graduate students to select a representatve to serve as guest liasion to the PhD Academic Affairs Committee.

Expanding Focus

How does this plan apply more broadly to underrepresented or marginalized identities (e.g. gender identity, disability, sexual orientation, veteran status, etc.)?

(e.g., We will intentionally include items in the survey that go beyond race to better understand the experiences of individuals who are part of other underrepresented or marginalized groups and ensure that this is reflected as well in the department goals and communications.)

Response: **BVIS: 1. By encouraging our students to include more diversity in their visualizations, we will be graduating more medical illustrators who understand its importance and the value in adding more representation of underrepresented or marginalized groups. This can have a broader impact on the field of medical illustration as a whole and can help in increasing more diversity in the work created.**

2. By supporting and recruiting more diverse students into our program, we will be able to add more diversity to the larger field of medical illustration.

We will use student response for not enrolling in the HIM program after acceptance, to modify the HIM admission process as necessary.
PhD: The focus of these initiatives is underrepresented students and not one grou in particular. Our goals go beyond those related to race and seek to address the myriad issues that diverse populations face in relation to the health informatics and information management.

Priority 2: Advancing Faculty & Staff Inclusive Excellence

What is the opportunity or challenge, the need, or the new direction you would like to pursue as it relates to this priority?

(e.g., Increasing recruitment and retention of faculty and staff of color.)

Response: Increase recruitment of faculty and staff with varied backgrounds. Such as gender, age, religion, education, ethnicity etc.

We have had a good record in this department for recruiting and retaining staff of color. If we have further job openings for staff, we should be sure to highlight to interviewees that we have low turnover of staff in the department and we have a diverse staff.

Increase recruitment and retention of tenure-line faculty of color.

Relevant Factors & Assumptions

What relevant factors impact or are related to this priority?

(e.g., Increasing the recruitment and retention of faculty and staff of color will help with student perceptions of climate and student success; students are more likely to feel welcomed and succeed when they see their identities reflected in the faculty and staff who teach and support them throughout their educational journey.)

Response: Increasing recruitment of faculty and staff with varied backgrounds. Such as gender, age, religion, education, ethnicity etc. will help build a strong variety of viewpoints for the department. Which can lead to stronger collaborations and newfound ideas.

Increasing the recruitment of faculty of color will help with student success as students are more likely to feel welcomed and succeed with they see their identities reflected in the faculty that teach them.

Coordinate with HR to advertise and recruit a diverse pool of candidates for open faculty positions in the HIM BS and MS programs.

Our department is flexible and in the past 5 years, staff have had a great working relationship which has translated into retention of our staff.

Increasing recrument of faculty of color is in line with and will facilitate Priority 1.

Long Term Goals (years 2-5)	Short Term Goals (6-12 months)
What do you want to achieve or change in regard to the above priority in the **next 2-5 years**?	What benchmarks must be met to ensure that the long-term goal will be achieved?
(e.g. We will hire at least 3 new tenure-track faculty of color, with at least one being senior-level. We will work with our college's advising office to offer support related to hiring and retaining advising staff of color.)	(e.g., We will solicit anonymous feedback from faculty and staff, asking them to reflect on the recent departures of faculty and staff of color from the department to better understand perceptions of reasons/factors that contributed to the department failing to retain staff and faculty of color. This feedback will go to a committee of faculty who are interested in working on this issue; these faculty will present the findings in a department wide meeting and the committee will make specific recommendations for changes in light of findings.)
Response: We will continue to excel in low staff turnover and will focus on recruiting more people of color when staff positions open up. In the BVIS program, we will hire a full-time faculty of color. We will be searching for a new fulltime animation	

instructor. If we are unable to find a suitable candidate, we will explore adding an adjunct of color to our faculty to help with student research. For any/all open faculty positions we will explore ways to promote any open faculty positions to a diverse pool of candidates. We will hire at lease one post-doctorial scholar and retain them through faculty hire as part of the B2F program.	: Keep staff turnover low. Continue to decrease the budget deficit so that we can have funds to hire more staff. We will collect anonymous feedback from faculty and staff to better understand perceptions of reasons or factors that have contributed to the lack of faculty of color in Biomedical Visualization. This feedback will be presented to the program director and search committee for the new animation position. Advertise open positions to sources that reach a diverse audience. Finalize Bridge2Faculty job posting, solicit applications, and interview candidates.
Strategies What general strategies or approaches will you use to accomplish your goals? How will you leverage existing resources and/or increase internal capacity to do this? (e.g., The Department Head will seek out and participate in learning opportunities related to diversity and inclusion, particularly as it pertains to evidence-based strategies to recruit and retain faculty and staff of color; these opportunities will be extended to all faculty and staff in the department as well.) **Response**: We can decrease the budget deficit so that we can have funds to hire more staff. We will ask all faculty to help identify candidates who will bring the needed expertise to our program. Work with HR to identify job searching sources that reach a diverse audience. Use all available resources provided by the Office of the Associate Chancellor and Vice Provost for Diversity ad the B2F	**Deliverables** List one or more specific actions or resources you will use or develop to implement this priority. (e.g., Findings from the anonymous staff and faculty feedback about reasons/factors that contributed to the department failing to retain staff and faculty of color, as well as specific goals/recommendations for changes, will be compiled into a report by the end of year one and shared with all faculty and staff.) **Response**: We can have an anonymous faculty and staff survey about general happiness/satisfaction about working in the department to identify what the department could be working on and get a feel for the overall happiness and satisfaction of faculty and staff. Contact HR for sites that will reach a diverse audience. Ensure that open faculty positions are advertised through all relevant means. Complete job posting, form search committee, post job listing on sites and boards that are likely to attract applicable candidates.

team. Include all PhD faculty in the hiring process	

Metrics

What information will you track and review to measure both short- and long-term progress toward your goals? What source(s) will be used?

(e.g., We will track hiring and retention rates of faculty and staff of color each year. We will also solicit feedback about this process and progress toward our goal of increased recruitment and retention on an annual basis.)

==Response==: Hiring and retention rates of staff.
We will look at how many applications received during the search for the new BVIS animation position are from faculty of color.
We will track number of minority candidates who are interviewed for open positions. We will track the number of candidates of color that are hired into faculty positions.
We will track hiring and retention of a faculty-track scholar through the B2F program.

Accountability Process

How will you ensure progress is being made? How will you hold yourself, and others, accountable?

(e.g., We will engage in transparent communication—posting our summary of feedback, committee goals/recommendations for changes, and progress toward goals (number of new faculty staff of color hired each year and number who have left the department) in accessible places for faculty and staff (e.g., shared box folder).)

==Response==: We will share updates with staff about any hiring opportunities within the department and be transparent about who we hire and why.
We will engage in transparent communication, posting our summary of feedback, encouraging faculty to recruit faculty of color to apply to the new position, and progress toward goals in an accessible place for the faculty and staff.

Search committees will report number of underrepresented minority candidates.
The B2F program is offered throught the Office of the Associate Chancellor and Vice Provost for Diversity. Reporting to this office is part of the program and will provde for accountability in the process and it's outcomes.

Student Perspective

How have you incorporated students' perspectives into your planning? How will you ensure you continue to do so throughout this process?

(e.g., We are already planning to assess student perceptions of department climate and support—we will include questions about the importance/value of increasing recruitment and retention of faculty and staff of color and solicit their suggestions related to this. We will also invite students to

participate in search activities, such as attending job talks and meeting with candidates, and will solicit feedback from them about the candidates.)

Response: If any staff positions open up that are student-centered, we can solicit feedback from students for resumes and CVs.
We will invite students to participate in the faculty search process, such as meeting with the candidates and will solicit feedback from them about the candidates.
If possible, encourage students to participate in search committees, or to develop criteria for selection.

Expanding Focus

How does this plan apply more broadly to underrepresented or marginalized identities (e.g. gender identity, disability, sexual orientation, veteran status, etc.)?

(e.g., We will intentionally solicit feedback going beyond race to better understand reasons/factors that contributed to the department failing to retain staff and faculty from a variety of underrepresented or marginalized groups and ensure that this is reflected as well in the department goals, actions, and communications.)

Response: We have 3 women, a veteran, and a disabled person for a department that contains 5 staff, which I think is quite inclusive. Continuing to hire great staff and retain them will achieve this goal.
We will explore the factors that have prevented faculty of color from being hired in Biomedical Visualization and discover ways to prevent this from continuing to occur moving forward.

Ensure that underrepresented minorities are encouraged to apply for promotion and tenure by matching with a mentor.
Bridge to the Faculty (B2F) is a recruitment program designed to attract underrepresented postdoctoral scholars with the goal of a direct transition to a tenure-track junior faculty position after two years. This recruitment initiative aims to attract and retain promising scholars to UIC as well as diversify our faculty, with particular emphasis on departments with low or no presence of faculty who are underrepresented in their field.

Priority 3: Collaborating with Community

What is the opportunity or challenge, the need, or the new direction you would like to pursue as it relates to this priority?

(e.g., Increasing the department's bi-directional understanding of and relationship with local communities of color. Outreach and invitations to the community for department events.)

Response: HI: Getting students out into the community for "real-life" related experiences (e.g. practicum).
BVIS: Continuing community outreach to prospective students in order to raise awareness of our field and increase representation of our student body. Some examples include the Museum of Science and

Industry's STEM career day, Malcolm X College health careers day, and UIC/CPS Health Professions Collaborative (where high school students visit our Department.)

HIM: Develop marketing tools to target the City Colleges of Chicago and Chicago Public High Schools who have a dominant minority population; highlight the HIM program in the Applied Health Sciences area. Work with local hospital HIM departments to increase visibility of the program for continuing education for HIM professionals and bachelor degree completion. Promote attendance at annual continuing education program to hospitals in less advantaged neighborhoods

Relevant Factors & Assumptions

What relevant factors impact or are related to this priority?

(e.g., Incorporating community needs and priorities will increase the impact and relevance of research and teaching in the department to local communities of color.)

Response: Participating in community events will increase the awareness of our field and therefore increase diversity in our student body.

Highlighting the HIM program in will give students who have an interest in health care options they were unaware existed. Also staff in HIM departments who do not have degrees in HIM could complete their degrees, part-time if necessary.

Long Term Goals (years 2-5)	Short Term Goals (6-12 months)
What do you want to achieve or change in regard to the above priority in the **next 2-5 years**?	What benchmarks must be met to ensure that the long-term goal will be achieved?
(e.g. We will invite CPS and City Colleges students and faculty to department programs, receive input from participants on programs of interest. Develop a plan for preparing and attracting students of color to your department from CPS and City Colleges.)	(e.g., Create a community advisory board, with a stipend for each member; invite community members and partners (e.g., predominantly Black K-12 CPS school classes) to visit our department and facilities, begin department visits to community organizations and spaces to form partnerships; begin planning to hold a speaker series and workshops in community spaces by the end of year 1.)
Response: BVIS: We will continue to seek out the opportunity to participate in the following: the Museum of Science and Industry's STEM career day, Malcolm X College health careers day, and UIC/CPS Health Professions Collaborative. In addition, we will seek out other community outreach opportunities.	**Response**: Create a committee to focus on community outreach in BVIS. This committee will be tasked with seeking out additional opportunities and coordinating the continued presentations at the existing community programs we have participated with in the past.
Increase the number of minority students accepted into the HIM program to 25% of the incoming class annually. Increase the number of contacts made through junior colleges and	Identify CPS high schools with predominantly minority populations. Develop relationships with counselors of those schools to share HIM information directly. Host quarterly

Chicago high schools with large minority populations.	information series (virtual until pandemic numbers are more stable).
Strategies	**Deliverables**
What general strategies or approaches will you use to accomplish your goals? How will you leverage existing resources and/or increase internal capacity to do this?	List one or more specific actions or resources you will use or develop to implement this priority.
(e.g. Reach out to department alum in the community to support new collaborations.)	(e.g., Create accessible and inviting materials to be added to our website; create a community outreach toolkit for faculty to assist and guide in partnership building; finalizing an inclusive department vision and mission statement in collaboration with community partners that will guide all planned and future efforts; establish an ongoing undergraduate course that is community-focused and invite community members to participate as paid guest lecturers.)
==Response==: HI: • Develop recruitment campaigns targeting populations of under-represented minorities (URM), such as rural students, Native American students, LGBTQIA+ students, and students with disabilities. • According to U.S. News & World Report, UIC is one of the most diverse and affordable universities in the nation. Build on this positive reputation for UIC as a school of choice among prospective students from underrepresented communities. BVIS: Reach out to alumni and prospective students to help identify areas of opportunities for community outreach and collaboration. Feedback will be collected through an anonymous survey. Work with the Urban Health Program to increase the sharing of content related to HIM. Include UIC statistics on minority enrollment and resource program availability.	==Response==: Create the BVIS community outreach committee to identify new opportunities and stay current with existing partnerships. Develop the survey to be sent out to alumni and prospective students to identify new areas of outreach. Create accessible and inviting materials to be added to our website; create print material to be shared at high schools identified. Where possible, recruit HIM minority professionals to assist with career days in high schools.

Metrics

What information will you track and review to measure both short- and long-term progress toward your goals? What source(s) will be used? (e.g. Track feedback from community advisory board, survey participants after each outreach event.)

==Response==: BVIS: Track participation at various community programs. In addition, survey data will be collected, analyzed, and prioritized based on committee input.

HIM: Short term, track the number of persons enrolled and in attendance each quarter for informational sessions. Long term, track the rate of applications and admission for minority students. Document baseline for previous 5 years.

Accountability Process

How will you ensure progress is being made? How will you hold yourself, and others, accountable? (e.g. Develop a detailed list of internal and external set of benchmarks, assign a faculty/staff person to monitor progress.)

==Response==: BVIS: We will create a list of community programs based on survey data and committee feedback. The committee chair will report on the progress.

Develop a detailed list of SMART goals with HIM team to ensure work is evenly distributed and each team member has accountability. Goals may include internal and external involvement.

Student Perspective

How have you incorporated students' perspectives into your planning? How will you ensure you continue to do so throughout this process? (e.g. Include students as a part of the advisory board, include students in program planning, invite students to nominate potential K-12 partners.)

==Response==: Include a student representative to participate on the BVIS community outreach committee.
HIM: Include current students in program planning for quarterly information sessions.

Expanding Focus

How does this plan apply more broadly to underrepresented or marginalized identities (e.g. gender identity, disability, sexual orientation, veteran status, etc.)? (e.g. What communities are your efforts directed to? Where are there gaps/successes and opportunities for growth?)

==Response==: By participating in more outreach and community events, we will be able to expose more groups of people, including those from underrepresented or marginalized identities to the field of medical illustration. This can increase the diversity in our student body.
These plans are primarily directed at minority students to increase the number of minority applicants and enrollees in the HIM program. Exposure to the field of HIM early in the academic career of minority students may assist with keeping these students on track for a 4-year graduation plan.

Priority 4: Promoting an Atmosphere of Care & Concern

This priority is designed to encourage you to think centrally about relationships between and among students, faculty, and staff in your department and consider how you can work towards deepening those relationships and creating an overall atmosphere of care and concern within your department—in the classroom, within policies and procedures, and in partnership with other campus units.

What is the opportunity or challenge, the need, or the new direction you would like to pursue as it relates to this priority? (e.g. Thinking innovatively about what it means to care for students, faculty, staff in our department; We are going to educate ourselves on supporting the wellbeing of our students through, for example, exploring issues around college student mental health and bias intervention; How can we support our graduate students who are caregivers?)

Response: CLIMATE - Create a richly diverse, inclusive, and equitable learning environment.

* Encourage a "culture of compassion" in the department; consistently remind everyone that all (students, faculty, and staff) are juggling multiple roles and obligations on and off campus.

Educating faculty and staff about the mental illness effects of COVID-19 pandemic at the university level.

Staff have a great working relationship with one another. It would be nice to have that carry over with working relationships with faculty as well. Sometimes the perception of hierarchy of faculty and staff creates tension in the workplace.

Continue providing our BVIS graduate students with a wellness program (consists of 6 workshops: (Planning and Time Management Strategies, Combating Imposter Syndrome and Perfectionism, Stress Management Tips and Mindfulness Strategies, Maintaining a Healthy Work/Life Balance and Improving Interpersonal Communication, Reflecting on Implicit Biases and Building Cultural Competence, and Relaxing Through Yoga) and explore additional opportunities for workshops.

HIM: Hold regular student advising sessions and encourage students to seek campus and external services and resources.

Relevant Factors & Assumptions

What relevant factors impact or are related to this priority? How do we define safety and how is it relevant to our unit? Where are our gaps in knowledge and how can we address those gaps?

(e.g., We assume everyone can identify instances of bias when they occur and that everyone knows where to go to report bias incidents and receive support; We assume that when students, staff, and faculty feel safe, they will be happier and have greater success in their roles.)

Response: * Those who feel unsafe or biased against may not always speak out.

Support the well-being of our colleagues and students through training on mental illness intervention and how to support each other during this time. Hopefully limiting the number of negative impacts Covid has created in the higher educational system.

We have a great system within staff where we are encouraged to share any issues or problems that arise when we are working. We have historically had a great deal of support from our business

manager and feel safe reporting issues to her. We can work together with faculty to address not only racial bias but bias between perceived educational/achievement gap bias that might inform some faculty's treatment of staff.

We assume our students are able to manage their time, combat imposter syndrome and perfectionism, make time for physical activity, manage stress, maintain a healthy work/life balance, and reflect on their personal biases. However, they struggle with a lot of these areas and would benefit from support. In addition, by discussing these important areas and how it relates to mental health and wellness is critical in building a culture and community of support within the BVIS program.

HIM: Emphasize importance of tapping department, college, campus and community resources in fostering conducive academic environment and maintaining harmonious relationships between students, faculty and staff.

Long Term Goals (years 2-5) What do you want to achieve or change in regard to the above priority in the **next 2-5 years**? (e.g. Create policies and procedures dedicated to enabling faculty, staff and students to get the help they need from the department. This includes new ways to address interdepartmental conflict/harm, clear and consistent feedback mechanisms, and holistic support for entrenched issues.) ==Response==: A clear process for how issues will be handled by the head of the department. - Buy-in from the department head that safety and satisfaction is necessary for faculty and staff. BVIS: Offer all six planned workshops and investigate further areas for additional workshops. Collect End of Program surveys to evaluate effectiveness of the graduate wellness program. HIM: Collaborate with campus and community resources to ensure students, faculty and staff have clear understanding of the services that are available to them.	**Short Term Goals (6-12 months)** What benchmarks must be met to ensure that the long-term goal will be achieved? (e.g. Make sure all department members know who to go to when issues arise, and what resources exist at various campus levels to support people in navigating issues of bias, harassment, discrimination, etc. Host 2-3 retreats to create sets of shared values and principles around care and concern, including lists of action items. Host a bystander intervention training for all department members.) ==Response==: Create a clear process that is communicated to the department about what to do when issues arise. BVIS: Offer at least three of the workshops. Collect End of Workshop surveys at the end of each workshop to evaluate content, delivery and quality of the workshop. HIM: Review program and department handbooks and ensure that appropriate campus and community resources are available with updated contact information.

Strategies	Deliverables
What general strategies or approaches will you use to accomplish your goals? How will you leverage existing resources and/or increase internal capacity to do this?	List one or more specific actions or resources you will use or develop to implement this priority.
(e.g., Create an advisory board. Create a survey to assess feelings of wellbeing and perceptions of accessibility to utilize/engage in campus resources. Develop a consistent mechanism to solicit feedback related to feelings of inclusion in the department.)	(e.g. Add information about care and concern to the department website including links to campus partners. The department will earmark funds for 1) continued professional development and training and 2) to compensate students for their participation on committees to address their concerns.)
==Response==: • Implement specific activities during New Student Welcome to better prepare all students to engage as members of a diverse community and exhibit intercultural awareness and empathy for one another	==Response==: Create a statement of inclusion for the department.
• Ensure connection to resources provided by the college and university that are available to students. Develop a list of these academic resources and make it available in student orientation and in each class.	The graduate student wellness program for BVIS students will include six workshops: (1) Planning and Time Management Strategies, (2) Combating Imposter Syndrome and Perfectionism, (3) Stress Management Tips and Mindfulness Strategies, (4) Maintaining a Healthy Work/Life Balance and Improving Interpersonal Communication, (5) Reflecting on Implicit Biases and Building Cultural Competence, and (6) Relaxing Through Yoga) and explore additional opportunities for workshops. A facilitator guide has been developed for each workshop in addition to reflection worksheet and workshop surveys.
• Ensure a curriculum that fosters intercultural acceptance and prepares critical thinkers who innovate through embracing multiple perspectives.	
• Regularly assess and build opportunities to improve campus climate for students. Implement a regular climate survey to get student feedback at the department level focused on their learning experiences (currently much feedback is given at the course level)	HIM: Create a list of campus and community resources and add the hyperlinks of their websites in the program/department webpage, handbooks, etc.
• Ensure that data are reported and discussed publicly and that findings are incorporated into communications (ex: CAHIIM APAR asks about student satisfaction with the program, this might need to be expanded to specifically address climate)	

• Work to build a stronger connection with UIC upon graduation - Create a survey to assess feelings of wellbeing/being respected to everyone in the department. The workshops, reflection worksheets, and surveys were developed as part of a BVIS faculty's doctoral work. These resources will be used to offer to the wellness program to graduate students. HIM: Encourage faculty and staff to promote conversations related to student overall well-being and its impact to their academic life. Reach out to Dean of Students via reporting students of concern (those who are missing from class attendance, for example.)	

Metrics

What information will you track and review to measure both short- and long-term progress toward your goals? What source(s) will be used?

(e.g., As part of our ongoing assessment efforts related to department climate, we will include items directly connected to aspects of care and concern. Review and analyze data from departmental feedback mechanisms as well as already existing campus resources such as the Bias Reporting Tool. If we collect data, we will do so using multiple methods.)

==Response==: Review how many incidents are reported over time.
BVIS: Data collected from the end of workshop surveys and end of program surveys will measure the effectiveness of the wellness program.
HIM: During the ongoing student advising sessions for every academic term/semester, we will include in the discussion points items that are related to aspects of care and concern.

Accountability Process

How will you ensure progress is being made? How will you hold yourself, and others, accountable?

(e.g., We will discuss how we have dealt with incidents in faculty meetings. Additionally, we will hold at least one town hall meeting per academic year to communicate our efforts and progress to students, faculty, and staff in the department. We use these spaces as opportunities to make changes and plan for future efforts.)

==Response==: We can discuss the number of incidents in meetings.

BVIS: We will hold at least three workshops per academic year. We will communicate our efforts and progress with faculty in the program. We will use data collected from the surveys to make changes and improve the workshops moving forward.
HIM: Faculty and staff who are involved in student advising should create a summary report for all the sessions completed.

Student Perspective

How have you incorporated students' perspectives into your planning? How will you ensure you continue to do so throughout this process? (e.g., Include students as part of our DEI advisory board.)

Response: If staff feel disrespected or unsafe at work, the same thing might be happening to students in the classroom. By making everyone aware of bias and how their actions affect others, it may inform good teaching practices.
A needs assessment was done with BVIS students in 2020 to determine the need for a wellness program and the students desire to participate in one. In addition, students were asked to rate a list of topics of potential workshops. Their answers were used to validate the need for the development of a wellness program, the content for the workshops, and how frequently the workshops should be given. We will continue to incorporate additional student perspectives and feedback collected from the end of workshop and end of program surveys.
HIM: HIM Student representative is included in the HIM advisory committee.

Expanding Focus
How does this plan apply more broadly to underrepresented or marginalized identities (e.g. gender identity, undocumented students, disability, sexual orientation, veteran status, etc.)? (e.g., As we are focused on a holistic view of care and concern, we will explicitly incorporate a broad view of underrepresented or marginalized identities as a focus in all of our activities, such as the DEI advisory board and all materials created (surveys, reports, town halls).)

Response: We will make sure to be broad in our statements and outlook to include those of marginalized identities.
This workshop could be offered to graduate students outside of BVIS if successful. This would provide additional support to more students, including underrepresented or marginalized identities.
HIM: This plan will benefit the entire HIM student population. We will continuously promote diversity and inclusion within the program/department and encourage all entities to direct individuals to appropriate campus and community resources when needed.

Priority 5: Achieving Transparency & Accountability

What is the opportunity or challenge, the need, or the new direction you would like to pursue as it relates to this priority?

(e.g., We want to increase transparent communication such that students, faculty, and staff feel that they are receiving communication about areas that need to be addressed, goals, and our progress toward goals. We have received complaints, particularly from students, that the department is perceived to be "secretive" or hesitant to share information in a transparent way.)

Response: Increase transparency across the department with open communication; there is a need in this department to be transparent that issues are being addressed and taken into consideration.
We want to examine our accountability when it comes to who is invited as speakers during BVIS class lectures, discussions, or conferences.
HIM: We will communicate data to Department Head and Advisory Board on an annual basis that is collected on student gender, racial, and ethnic makeup of the program. This data is routinely collected for CAHIIM and other mandatory reporting

Relevant Factors & Assumptions

What relevant factors impact or are related to this priority?

(e.g., Transparent communication makes students, faculty, and staff feel involved and aware of department activities; this will increase perceptions of a positive working climate at all levels of the department.)

Response: Increase transparency across the department with open communication can increase employee satisfaction and allow for a stronger work environment. Which can help increase productivity.

Buy-in from the department head regarding diversity initiatives has historically not been there. We need someone who shows that it is important and actively works with the department to address issues.
Transparent communication and accountability for decisions made when selecting speakers is important to make sure more diversity is included in the guests that are invited.
HIM: Communicating the percentage of underrepresented students on a regular basis ensures that the other priorities stated above are being monitored and there is accountability.

Long Term Goals (years 2-5)	**Short Term Goals (6-12 months)**
What do you want to achieve or change in regard to the above priority in the **next 2-5 years**?	What benchmarks must be met to ensure that the long-term goal will be achieved?
(e.g., We want to create a portion of our website where students, faculty, and staff can sign in to view reports, goals, and progress toward goals.)	(e.g., We will work with IT in our department to get this website set up in the next six months, and will put all reports/summaries from our data/information collection efforts (outlined in previous priorities), goals, and progress toward goals (see milestones listed in other priority areas) on this website by the end of 12 months.)
Response: Having updates during meetings about progress towards our goals would be great. We want to keep a record of all invited guest speakers from courses, discussions, and conferences. We would like to increase the diversity of our speakers.	**Response**: Including updates on the agenda once the plan is made. We will survey our faculty and students for suggestions of diverse speakers for various

HIM: We will increase the outcomes data already published on the website to include metrics for diversity and equity.	events. We will create a spreadsheet of all invited guests to track progress toward our goal. HIM: We will work with departmental and college website managers to develop plan within 6 months. Reports of some data will be shared with Department Head and Advisory Board after they are completed this spring for CAHIIM.
Strategies What general strategies or approaches will you use to accomplish your goals? How will you leverage existing resources and/or increase internal capacity to do this? (e.g., We will pilot the website layout and information presentation with a committee of faculty, staff, and students to ensure that the website is accessible and ready to go "live" by the end of 12 months.) Response: We already have various updates during meetings, including this would be simple to do. We will survey our faculty and students for suggestions of diverse speakers for various events. We have a wide range of diverse alumni, and we will explore how we can engage them in more speaking opportunities in the BVIS program. In addition, all faculty will be encouraged to attend diversity and inclusion training at UIC. HIM: We will determine a specific format for reporting the data and publishing on the website within one year.	**Deliverables** List one or more specific actions or resources you will use or develop to implement this priority. (e.g., The website will be completed by the end of 12 months and available for all department students, faculty, and staff to view.) Response: The updates will be added to the agenda. A spreadsheet of invited guest lectures for courses, discussions, and conferences will be compiled to track progress. This data will also help identify gaps in diverse speakers. HIM: Data collection needs will be evaluated and shared with Extended Campus as well as BHIS Academic Advisor so a plan to collect the data can be developed within 6 months.
Metrics What information will you track and review to measure both short- and long-term progress toward your goals? What source(s) will be used?	

(e.g., We will be in regular communication with department IT, and will set a written timeline for website build out milestones in collaboration with IT, which we will share with students, faculty, and staff in the department.)

==Response==: We will track when we add updates.

A spreadsheet of invited guest lectures for courses, discussions, and conferences will be compiled to track progress. Time will be dedicated in BVIS faculty meetings throughout the semester to discuss invited speakers and how we have been selecting them.

HIM: We will follow up with Extended Campus staff, BHIS Academic advisor, and webmasters at six months to determine progress toward data collection plan and website development.

Accountability Process

How will you ensure progress is being made? How will you hold yourself, and others, accountable?

(e.g., We will make this plan for creating the website public to the department students, faculty, and staff through regular email communications that describe the purpose and timeline of the website creation; we will send updates about the progress on the website at least once every other month.)

==Response==: We will make sure everyone is aware of our goals.
We will have time dedicated in BVIS faculty meeting throughout each semester to report on progress. Data collected from surveys will be used to inform decisions and conversations about transparency and accountability will occur when a new speaker is proposed.
HIM: We will send updates on progress at six months with anticipated completion within 12 months. These updates will report completion of tasks needed to enable publishing data on website and sharing data with Department Head and Advisory board

Student Perspective

How have you incorporated students' perspectives into your planning? How will you ensure you continue to do so throughout this process?

(e.g., Students will be asked to provide ongoing feedback to the website in progress to ensure usability and accessibility of information.)

==Response==: Being transparent with one another will help us create a culture where clear, transparent communication takes place, which will affect our communications with our students.
Students will be asked to provide suggestions for guest speakers, with a focus on speakers from underrepresented or marginalized identities.
HIM: Student representatives on Advisory Board will be asked for their feedback on plan at the Spring 2022 meeting.

Expanding Focus

How does this plan apply more broadly to underrepresented or marginalized identities (e.g. gender identity, disability, sexual orientation, veteran status, etc.)?

(e.g. The website will also present information, gathered through other priority activities, that applies more broadly to underrepresented or marginalized identities (e.g. gender identity, disability, sexual orientation, veteran status, etc.).)

: This will apply to everyone.
By increasing the diversity of our guest speakers, the BVIS students will be more exposed to underrepresented or marginalized identities. These are important viewpoints that will impact decision making in their visualization work.
HIM: This plan for increasing communication will demonstrate to the public, via department and college websites, that we are making progress regarding increasing underrepresented minorities in our number of students, in course content demonstrating cultural diversity and inclusion, and in student satisfaction rates.

Rehabilitation Sciences
ARE plan update
September 20, 2023

The RS department created its ARE plan in September 2021. Since then, the program has seen significant changes that included changes in faculty and leadership. With 3 full time faculty and 3 faculty with 50% or less appointed time, and with a new and dynamic program director, the RS program is excited to review, update and continue working on its ARE plan.

Below please find our current progress towards goals and implementation of strategies as stated in the 2021 ARE plan .

Centering Student Equity and Inclusion
1. Admissions: To attract students from diverse backgrounds from within and outside UIC, the RS program
   a. Participates in expansion of AHS recruitment efforts, including Major/Minor Fair.
   b. Holds intercollege transfer session.
2. Diversity:
   a. 50 -70% of RS student body is from underrepresented groups in higher education and in healthcare professions.
   b. 58% of degrees awarded in 2022-2023 were earned by students from underrepresented groups.
3. Program outcomes:
   a. We implemented and expanded undergraduate exit survey to better understand
      i. Employment choices upon graduation
      ii. Potential professional paths
      iii. Admissions to professional and graduate programs
      iv. Impactful learning experiences while in the RS program
   b. Information obtained from these expanded surveys in used to inform curriculum development on an ongoing basis. Some examples include:
      i. Career readiness focus;
      ii. Invited guest speakers that encourage and respond to students interests in various health related careers;
      iii. Enrichment opportunities open to full RS student body.

Advancing Faculty & Staff Inclusive Excellence
We are happy to report that 50% of the RS faculty team are from underrepresented minority groups. Therefore, our unit's current efforts are on creating an inclusive environment as well as retention. Activities to support this goal are:
1. Once per semester, faculty retreat dedicated to open discussion of issues related to interests, concerns, potential changes, etc.
2. RS has a reading group focusing on issues of DEI and inclusivity in the academic setting.

3. Ongoing development of continuing education opportunities for RS faculty as a team and individual members based on interest.

Collaborating with Community

RS prioritizes and maintains strong relationships with community-based organizations in the Chicagoland area.

1. Collaborators from a diverse range of health and human services organizations participate as invited presenters in RS classes. These collaborations provide students with opportunities for volunteering, internships, and employment.
    a. RS program developed a database to ensure that speakers across the curriculum represent diverse areas of practice and reflect the geographic and demographic diversity of Chicago.
2. RS is exploring collaborations to expand formal experiential learning opportunities with organizations, including with the Illinois Division of Early Childhood, Urban Autism Solutions, and others.

Promoting an Atmosphere of Care & Concern

RS values and takes pride in promoting and centering an environment of care and supportive collaboration for faculty and students.

1. Our weekly faculty meetings provide an open, non-judgmental space to discuss concerns and problem solve teaching, course, or student-related issues.
    a. This weekly cadence normalizes seeking advice and support among faculty.
2. All instructors place high priority on student support and holistic success.
    a. Check ins with students above and beyond reporting requirements by college.
    b. Seek out and acknowledge underrepresented students who are excelling to facilitate opportunities within and outside academia.
    c. Integration of student success services (Writing Center, ASAP, Career Service) into curriculum to lower barriers of use.
3. RS faculty are engaged in a Curricular Alignment Project that includes auditing of instructional materials and media using a JAIDE lens.

Achieving Transparency & Accountability

Despite being a small faculty team, RS prioritizes presence in JAIDE conversations at the college level through representation on the Inclusive Excellence Taskforce and newly formed Accountability Committee. The following is a list of action steps we plan to implement in the current and upcoming academic years:

1. Update website to highlight the diversity of faculty, students, and community partners in the RS program.
2. Explore strategies for participatory study of student climate (creation of student advisory group, survey through existing student group).
3. Review and ensure understanding of mechanisms for reporting experiences of harm within and outside the program.