2021 Diversity, Equity, and Inclusion Needs Assessment Report

Report prepared by: Michelle DeCoux Hampton, RN, PhD

College of Health and Human Sciences (CHHS)

In the Fall 2021 semester, faculty, staff, and students provided their input about diversity, equity, and inclusion needs for the College and Health and Human Sciences. This report is intended to serve as a guide for strategic planning and continuous quality improvement within CHHS departments and our broader college-wide goals that align with the overall plan established by the Office of Diversity, Equity, and Inclusion and the Campus Committee on Diversity, Equity, and Inclusion.

PROCEDURES

Survey

Between September 7 and October 28, 2021, 191 CHHS community members completed a 13-item Qualtrics survey inquiring about their perceptions of what is being done well with regard to diversity, equity, inclusion, needs for development and support, and suggested priorities. (See

survey.) It included open-ended, rank-choice, and multiple choice items with variations of one item for faculty, staff, and student priority identification. Ms. Joanne Delamar distributed the survey link to all CHHS students and Dr. Hampton distributed the link to faculty and staff via CHHS email distribution lists.

Focus Groups, Department Meetings, and Interviews

Two program chairs allotted time within scheduled department meetings for the discussion (Public Health and Recreation and Audiology). Additionally, 4 focus groups and 3 - 1:1 interviews were scheduled in September and October with focus groups planned for alternating Tuesday and Friday sessions with time options of 12pm or 4pm. Zoom links were provided for the focus groups in the email with the survey link and participants registered for two of the four options. Focus group discussions, department meetings, and interviews were each 60 minutes in duration and centered on responses to 4 main questions:

- What's your overall impression of the department's response to DEI and belonging needs? Share your experiences that shaped that view.
- What is the department doing well that can be built upon?
- What can be improved?
- What are your top priorities?

PARTICIPANTS

Departmental Participation

Overall, 191 CHHS community members participated in the Qualtrics survey. Departmental participation ranged from 6 to 50.

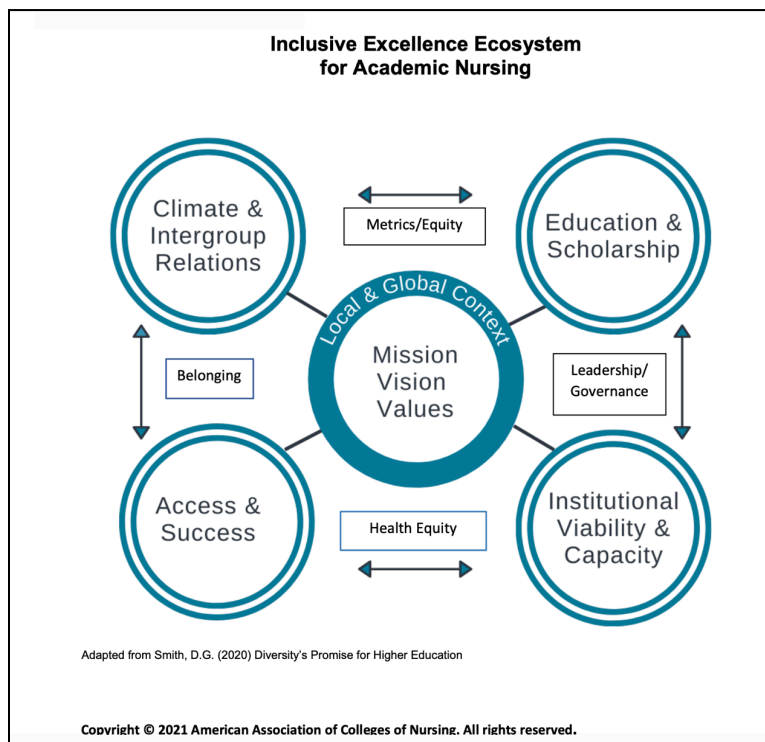| Department	n
Public Health and Recreation	50
Nursing	48
Kinesiology	33
Social Work	30
Nutrition, Food Science, and Packaging	13
Occupational Therapy	11
Audiology	6

An additional 23 (overlap with survey respondents unknown) participated in focus groups, departmental, or 1:1 meetings. Participants in these meetings included staff and faculty only.

Institutional Role

All CHHS faculty, staff and students were able to participate. Respondents were: 60.7% students (n=116, all via survey), 36.1% faculty (n=69), and 4.7% staff (n=9). One of the 4 focus groups was reserved for students only, but no students registered to participate or joined sessions.

FINDINGS

The findings and recommendations are organized according to the 4 domains of the Inclusive Excellence Ecosystem for Academic Nursing (AACN, 2020), adapted from the Framework for Diversity, model for diversity in higher education (Smith, 2020). The domains include: *institutional viability & capacity, access & success, climate & intergroup relations, and education & scholarship.* Institutional viability and capacity involves infrastructure, resources and support allocated for diversity, equity, and inclusion. Access and success represents equity of opportunity in admission and hiring for underrepresented students, faculty, and staff, as well as policies and efforts to retain and support their success. Climate and culture involves creating an environment that values diversity and promotes a sense of belonging. Education and scholarship pertain to faculty members' ability to apply principles of inclusive pedagogy in the learning environment in a way that skillfully addresses diversity in the profession and the clinical population served.

Inclusive Excellence Ecosystem for Academic Nursing

Climate & Intergroup Relations

Metrics/Equity

Education & Scholarship

Local & Global Context

Mission Vision Values

Belonging

Leadership/ Governance

Access & Success

Health Equity

Institutional Viability & Capacity

Adapted from Smith, D.G. (2020) Diversity's Promise for Higher Education

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Institutional Viability & Capacity

There were 3 themes that emerged that pertained to institutional viability and capacity. Many respondents attested that within their departments, there were individual faculty or department-wide efforts to address diversity, equity, and inclusion in curricula, syllabi, or teaching, but felt that more should be done, with a focus on tangible outcomes, resources and support of leadership, and engagement of White and non-White constituents in our activities. The lack of consistency and integration throughout the department undermines the effectiveness of individual efforts. Specific needs identified for policy development included examination of departmental policy for clinical setting dress codes, mechanisms to report bias and discrimination incidents, guidance and response systems to address them and to close the loop, and gender neutral bathroom availability in campus buildings.

Theme	Illustration / Quote
o We're making an effort, but…	"I think our department does an okay job of trying to talk about DEI, but not really having the language to fully have a meaningful conversation about it. Tools are needed to teach people how to talk about these issues." "We're better than other departments on campus but could still do better. Some of our courses and faculty do a great job teaching to this. As part of an institution, we fail our faculty that identify as BIPOC and have cross-sectional identities, especially our female BIPOC faculty."
o Ready for action	"I think certain faculty do a good job with this, but as a department I am not sure we do a good job with tangible outcomes related to DEI. We have a good mission and vision statement that focuses on DEI, but it is hard to find department actions that back it up. Again, not saying it doesn't happen, but it is not well advertised or apparent." "In terms of the faculty, we keep trying to talk it through to move from talk to action. VERY slow process. Members of the Faculty who are not White seem more invested than those who are White…"

"Unfortunately, it is structural changes that we need. We spend too much money on high level admin and not enough on the staff that can support faculty. Faculty of color are burnt out with the extra burden we have and it is exhausting."

- o Policies / Campus Environment

"I believe the department has not considered some items that would be beneficial to improving inclusion and diversity. One example of a simple improvement could be changing the clinical dress code to be less restrictive on students who wear head/hair coverings. Besides wearing a head covering for religious purposes, students with curlier hair textures could also benefit from being allowed to wear head coverings/scrub caps to clinical in order to protect their hair and prevent damage. Additionally, I find it unnecessary to require that students who wish to wear a head covering at clinicals write an official declaration with information regarding why they want to wear a head covering. It is commonplace for nurses within the hospital to regularly wear a head covering or surgical cap while at work (especially since the COVID pandemic has begun)."

" I would love a robust childcare program on campus...gender neutral bathrooms on the ground floor of every building."

- o Reporting and response system for bias and discrimination incidents / guidance for management of incidents in class with students and/or faculty

"Make clearer the pathways to address issues. The mechanisms for how to go about this are unclear, intrusive, and cumbersome. Need options for how to call out inappropriate behavior and resolve it ideally when it happens or shortly thereafter. Even if it's to anonymously report issues to have a valid measure on the number of incidents."

Access & Success

Themes pertaining to equity of opportunity in admissions and hiring for underrepresented students, faculty, and staff and policies to support their retention and success are listed below. Perceptions of representation and "diversity" varied from beliefs that departments were highly diverse when considering the ratio of non-White to White faculty, staff, or students; however, when considering underrepresented or marginalized groups such as Black, Latinx, or LGBTQ+, representation was perceived as lacking. To support the goal of increasing representation, retention, and achievement among underrepresented or marginalized faculty, staff, and students, respondents were interested in the development of recruitment efforts, advising and academic support services, admissions policy changes, and equitable distribution of power in College and University leadership.

Theme	Illustration / Quote
Recruitment (faculty, staff, and student diversity)	"I was on campus one day and standing outside the Health Building and there was an African American woman talking to some friends and she said I'm not going to come here to go to school because there aren't any other African American students."
	"Despite there being many faculty of color, most are of Asian descent. There is still underrepresentation of Black and Latinx faculty in the tenure-line group, and the only Black and Latina tenured faculty are retiring, leaving a gap."
	"Recruit more underrepresented faculty to tenure/tenure track positions. Faculty should be recruited to represent the changing demographics of society. Provide regular opportunities for faculty to participate in workshops to develop a better understanding of ongoing diversity issues."
o Advising Needs	"I would like the department to do more to help students meet their career goals and plan instead of...tell[ing] students to "google" it. There needs to be more advisors of color

for students of color so we can feel heard by a person from a cultural background we understand."

o Academic and Other Supports for Students

Types of academic and support services desired:

- o More counselors
- o In-person advising appointments
- o Academic and personal counseling / therapy "to feel included from exclusive events…"
- o Mental health services
- o Learn about career options, i.e. PA, NP, etc.)
- o Better promotion of learning and enrichment opportunities

o Admissions

"I would like to see us discuss admissions policies as a department, and create supports for students."

"There are almost no Black students and this is traditionally a diversity gap."

o Equitable Opportunity, Shared Power and Influence

"…that means certain people have to give up power and I don't know that they're particularly ready to do that and I'm not just talking about this…but if you look overall at the university level, certain people have to give up power and if they're not prepared - because the decisions and the conversations need to be happening at the right level. And, yeah, we can do everything in our classroom to engender talk about this, talk about that, you know - in the classroom - have more diverse literature and papers, that's all happening, but if the power structure never changes, then we're forever confined to having conversations about diversity and having it be like, you know, the people in power, giving crumbs to the others who have no power and maintaining the status quo…"

"I would like to see my department solicit more opinions (or any…) from those who have

significantly differing stances on social topics. (I write this not expecting to see this change, for the content of the opinions exhibited by my school serve the essential purpose of putting forth political change, and I wouldn't expect anyone to give up the /power/ they have without getting anything in return.)"

Climate & Intergroup Relations

Themes related to creating a culture and environment that values diversity and promotes a sense of belonging included: openness to dialogue, inclusive climate, affinity group interest, and community engagement. Similar to perceptions of representation, perceptions of climate varied among respondents. It is important to validate that both conditions can exist in our within and between our departments, and to address the conditions that contribute to a lack of inclusion for those CHHS community members who experience bias, discrimination, or exclusion. Negative and positive responses were recorded for all groups: faculty, staff, and students. Respondents identified the need to create safe spaces for discourse in meetings and class environments with regard to respectful and inclusive communication by faculty, staff, and students, and to take advantage of opportunities to engage with the highly diverse San Jose community. There is also a high level of interest in the creation and support of affinity groups. This will require further investigation and effort to determine specific groups that would be of interest and to coordinate their organization and resources.

Theme	Illustration / Quote
o Openness to DEI conversations	"I have been pretty disappointed. There are very few faculty who are actually open to discussing issues with the students. They say, 'We care about you; make sure to take care of yourself; we hear your concerns,' but it's not true. We give our feedback and nobody listens; we try to discuss our concerns and instead are met with very resistant/hostile attitudes…"

"Everyone is really engaging and it is a safe and open-minded learning environment."

"As a woman of color, I don't often feel safe having these conversations with my department. I would love for there to be some type of training |

○ Inclusive climate	or workshop that teaches people how to have these types of conversations and how to build trust to feel safe enough to have them."
	"It [DEI] is a regular faculty meeting agenda item. Students and staff are included in the School's efforts and dialogue."
	"Queer students have contacted me about inappropriate discussions of faculty personal religion during class or related to some classes. This has been ongoing and while spirituality is important, evangelicism is not in the classroom, especially for Queer students who may have been negatively affected by homophobic religious institutions."
	"I think our faculty needs to get to know each other better. I think that would serve as a foundation for us to treat each other with a greater level of respect. I also think that we need to take the time to have conversations- and not ones that are recorded and in a formal setting like a faculty meeting."
	"[referring to staff] I wouldn't even call them second class citizens, they're a little lower than that and it's really frustrating."
	"Better inclusion of voice - ensuring equitable time/space for all faculty to be included in conversations. Faculty meetings are dominated by a vocal few. Include student voice - ensuring there are processes in place to capture student voice - not just the 4.0 students who are hand-picked for certain committees. Foster belonging - Up the engagement between faculty and students, and between students beyond the classroom."
	"More inclusion for students whose first language is not English."
	"...community building...also it breaks down the silos of 'oh we're having this problem here, nobody else has this problem,' you know that that mentality of I'm set upon by all sides, and no one understands...and it builds up. Relationships, for like, sharing effective ways of

doing things, so it's not just sharing problems, but also sharing solutions."

o Affinity group connection and support

- o 45.5% of respondents would like to join an affinity group if one were available
- o 15.2% were aware of groups, but reported the need for financial resources to support the group, recognition of the group's work, and support moving to action

o Community engagement

"I really truly believe that the area where we live in and the Bay Area as a whole could contribute to making our university's public health department one of the best here if not the state and eventually the country. Especially with how liberal of an area it is here and how fast things can progress and advance. With the pandemic and this place being a large hot spot for it and very densely populated, curriculum internships, and other academic factors can all be drawn into the program. Weaved into it and top that with branding, and marketing and SJSU will be more known for PH than it already is. I just think of how far the term "public health" has come in the last 2 years. From people not even knowing what it is to everyone knowing what it is."

"...more involvement on these issues in the campus and city community"

Education & Scholarship

Respondents identified multiple opportunities for learning and development with regard to diversity in the health professions and clinical populations served. Though a few respondents detailed efforts to integrate DEI in the curriculum and department operations, many more reported that they lacked knowledge of where or how DEI is addressed in the curriculum or they lack the time, knowledge or resources to go about accomplishing it without support. The Antiracist Action Summer Institute, offered in July 2021, was created to provide resources and education, but only 28 or 33 participants were SJSU faculty. Twenty respondents stated they would like to participate in a future offering of this course over 9 weeks (rather than 4) with weekly or bimonthly synchronous sessions. Sixteen would like to participate in small groups of peers or colleagues, and 15 provided conditions that would support their participation including financial compensation similar to faculty development opportunities offered by the Center for

Faculty Development, endorsement by leadership, and at a time that works with their schedules. Respondents also expressed a desire for regularly scheduled DEI learning opportunities, communication strategies, and microaggressions. Forty-nine respondents were definitely or possibly interested in a health equity certificate program.

Theme	**Illustration / Quote**
o DEI curriculum integration	"I'm not sure how DEI is addressed in the curriculum." "DEI integrated in all the curriculum - not just a class." "I'm trying to practice all of the suggestions, trying to bring them in, but what is really needed, though, I think is time to basically recreate our classes...We need to have the tools and the time to go back and evaluate basically everything, the way that we teach." "Faculty should design their own curriculum, choosing BIPOC and independent authors. Textbook editors often center material on dominant populations. Our students should read authentic texts, not textbook examples. They should see their backgrounds and experiences reflected in the curriculum. The faculty should learn more about language diversity and develop an expanded understanding of English literacy, especially when so many international and English as a 2nd+ language students attend our classes." "I think our department could use help building a framework for including DEI and Antiracism components into a curriculum that is already quite full of skill building for clinical care. In the course I teach to the first years covering their introduction to audiologic assessment, I've incorporated some tools I learned during the Antiracism summer institute. However, this material is sort of presented in parallel with the regular course material, as opposed to integrated into the trajectory of the class."

- Facilitating Antiracism Institute Participation

  - 22.2% of faculty / staff respondents would like to participate in small groups of peers
  - 20.8% would be interested in participating IF [paid for time, support from leadership, sufficient time to synthesize and process information, flexibility of meeting times, offered over a full semester or academic year, asynchronous with bimonthly Zoom, not during school year, self-paced, fits with schedule]
  - 19.4% prefer bimonthly live sessions with asynchronous module completion
  - Preferred June start

- Development and Training Needs

  "Pedagogy: Learn more about ways to facilitate discussions in class around DEI issues while within the context of the courses and/or occupational therapy practice. Learn concrete ways to help students feel included and accepted."

  "More attention to microaggressions - what they are and how to avoid. How to include DEI in curriculum building."

  "Provide regular opportunities for faculty to participate in workshops to develop a better understanding of ongoing diversity issues."

- Health Equity Certificate Program Interest

  - 38.8% (n=26) expressed interest in a health equity certificate program
  - 34.3% (n=23) might be interested
  - 1 participant expressed concern about the cost of certificate programs

Priorities Ranked and Suggestions for Antiracism Institute

Faculty, staff, and student priority rankings are listed in the table below. This item was individualized depending on the participant's response to item #2, "What is your status in the

CHHS?" (faculty, staff, or student). Integration of DEI in the curriculum and teaching were the top priorities for faculty and students. Support for underrepresented faculty, departmental / campus climate, faculty, staff, and student recruitment, and incident reporting and response system development were also among top priorities identified.

Priorities Ranked	Percentage of Respondents
Faculty	
o Integration of DEI in curriculum and teaching	26.6%
o Support for underrepresented faculty member development	19.3%
o Departmental / campus climate (experience of discrimination, sense of belonging)	17.4%
o Faculty recruitment	16.5%
o Faculty retention	11.9%
o Other [responses included: distribution of power / lack of representation in leadership at college and university levels, RTP policies, assignment / grading criteria to improve equity, support for students]	8.2%
Staff	
o Staff recruitment	33.3%
o Departmental / campus climate (experience of discrimination, sense of belonging)	33.3%
o Other [responses included: faculty recruitment and retention]	33.3%
Students	
o Integration of DEI in curriculum and teaching	19.1%

o   Systems for reporting concerns and to request advocacy   17.9%

o   Academic support services for students of color   11.9%

o   Student recruitment   11.9%

o   Open feedback mechanisms for students to administration   9.5%

o   Student retention / prevention of attrition   8.3%

o   Policing on campus   4.8%

o   Other [statements included: faculty diversity]   4.8%

RECOMMENDATIONS AND RATIONALE

Taking Action

The following recommendations were developed based upon respondent feedback and best practices as identified by the AACN (2021) and research on organization culture change (Oakes, 2021). They are suggestions for implementation with the understanding that each department has unique needs, priorities, or might be in various stages of implementation of DEI initiatives.

Recommendation	Rationale
Institutional Viability & Capacity	

o Establish department DEI committees
    o Appoint representatives to CEED
    o Regular agenda item at department meetings
    o Prioritize clinical dress code policy
	Department level DEI committees will provide the structure for ongoing institutional DEI work regardless of committee membership or personnel changes. At department meetings, DEI committee chairs/CEED representatives will be able to communicate relevant DEI information from the College and University committees and needs for support or development back to CEED and CCDEI. Committees can examine department or program policies and committee membership for representation and/or potentially biased regulations and work to address them. They can also act as a resource to faculty, staff, and

students. CEED will work collaboratively with CCDEI [(CCDEI 2021 Report)](#) and department DEI committees to promote synergy and avoid duplication of efforts. To manage workload, department level DEI committee members can have dual membership in CEED and time can be set aside in CEED meetings for departmental check-ins. Additionally, by creating officially recognized committees, service by faculty of color can be recognized and factored into one's teaching assignment.

o Evaluate and/or revise mission, vision and values statements for commitment to faculty, staff, and student diversity	Mission statements communicate the commitment of the department's leadership, faculty, and staff to DEI. It is the central component of the Inclusive Excellence Ecosystem.

o Establish action plans with clearly defined goals, outcomes measurement, and timelines for re/evaluation and revision
o Measure representation annually by affinity group
   o Applicant pools for students, faculty, staff, and administrative leadership
   o Admissions
   o Hiring
   o Retention rates
   o Membership of influential committees, i.e. RTP
	Establishing goals is a requirement to identify actions, measure baseline performance, and change over time. Equity scorecards are one way to evaluate outcomes.
	
	Data collection tables to track representation could be integrated into program evaluations in Nuventive for student related representation and shared in word or fillable pdf form or faculty and staff annual data collection within the department.

o Integrate DEI development in CHHS leadership activities	A monthly topic relevant to DEI in health professional and/or higher education will be presented by Special Director for discussion and considerations for application.
o Annual DEI needs assessment	In addition to the outcome measures indicated above, an annual needs assessment survey (and possibly paired with climate surveys) could provide data on the success (or lack thereof) of previously implemented DEI measures. To promote transparency, results of surveys will be disseminated to the department and CHHS

community, including findings and action plans and outcomes.

Access & Success

- o Recruitment
    - o Involve underrepresented faculty and staff on search committees
    - o Engage with Community Health Organization, student organization dedicated to health professional development and resource sharing, in events and support students interested in health professions

Underrepresented faculty can contribute to the development of position descriptions, evaluation of the candidate pools, interviews, reference checks, and rubric development for candidate selection.

- o Health professional advising program
    - o Seek grant funding to establish specialty HPA program within advising department in collaboration with Mr. Hugo Mora-Torres and Ms. Maya Moore
    - o Collaborate with Ms. Vanessa Reeves of Community Health Organization to develop online resource for students

The needs of students interested in health professional education exceeds the capacity of the current advising structure at SJSU. Grant funding can enable a new line of advising to be developed with dedicated advisors specifically for health professions who can track progress over time with consistency.

If funding is not obtained, the Special Director of DEI will continue to work with the Community Health Organization to build an enduring resource in Canvas with relevant information for pursuing each health profession, communication regarding events, and to maintain records for transition of leadership as students graduate and new students enter the university.

- o Admissions criteria
    - o Provide consultation on adoption of holistic admissions or adaptation

Programs must consider the consequences of grade and/or standardized test only admission criteria as these metrics advantage White applicants and disadvantage non-White applicants, due to economic advantage and grading bias. Program policies are important to consider as well as university admission criteria.

of program or university
criteria

- o Retention strategies
  - o Assign new employees "CSU interpreters"
  - o RTP mentorship and strategizing at point of hire
  - o Include staff in departmental, college, and university committees

Information communicated about RTP expectations and professional development opportunities and mentorship can be inconsistent for underrepresented faculty and staff. Assigning a designated mentor at the point of hire to explain these expectations and establish a plan for productivity, pursuing relevant opportunities, and the process and timing for retention, tenure, promotion or advancement might avoid pitfalls that occur when mentorship is offered weeks before the dossier is due or avoid missed opportunities for staff. All employees can also benefit from mentors or "interpreters" to assist with learning the complex processes within the CSU system and avoid the isolation and trial and error many faculty and staff feel after orientation. Dr. Robin Whitney in The Valley Foundation School of Nursing has agreed to accept non-nursing underrepresented faculty into her research support group that meets monthly to develop and execute their RSCA agenda. Dr. Hampton is also co-leading a similar group for Black faculty throughout the university.

- o Affinity groups
  - o Investigate existing affinity groups
  - o Make use of CEED webpage

The CEED committee has a webpage that can be used as a central location for DEI-related resources. Per the [CCDEI report](#): "ODEI implemented an Employee Affinity Group program to revitalize staff/faculty Organizations." This can be publicized for CHHS community members who are interested in starting or joining a group.

- o Build student support resources / promote

As above, the CEED webpage can be used as a central location for students to access information about university and community resources identified in the survey results.

Climate & Intergroup Relations

- o Climate assessment and reassessment
  - o [Workplace culture](#)
  - o [Sense of belonging](#)

Baseline and longitudinal measurement of the College climate can help to evaluate the effectiveness of DEI initiatives
[2020 SJSU Campus Belonging Survey](#)
[SJSU Campus Belonging Survey Results](#)

- o Creating safe spaces, connection, building community
    - o Investigate [Safe Zone Project](#) for application in CHHS
    - o [Courageous Conversations](#) can also be considered to enhance communications college-wide

The Safe Zone Project is a free resource for ally and facilitator training, created for LGBTQ allyship. It could be possible to adapt it for allyship with other groups, as well Courageous Conversations provides a guide (via a book), but there is also certified trainer program for a fee.

- o Engaging in difficult conversations
    - o Education re: effective and respectful communication, i.e. inclusive language and management of racist or biased incidents that involve faculty, staff, or students
    - o Support of Ms. Sabrina Porter-Parees development of mindfulness initiative for the CHHS community

Dissemination of existing resources available in the Antiracism Institute and consultation with ODEI regarding existing resources and development and repetition of trainings regarding microaggressions including skills practice, i.e. norm setting to establish foundation of respectful communication in class. See also Courageous Conversations above.

- o Create or enhance system and policy for reporting bias or discrimination incidents and required follow-up
    - o Debrief for incidents

Disseminate information about [campus bias incident reporting system](#), i.e. procedure, expected follow-up.

- o Provide opportunities for faculty, staff, and student engagement

In at least one regularly scheduled meeting, include faculty, staff and students to provide opportunities for socialization and engagement to collaborate on common goals.

Education & Scholarship

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- o Inclusive pedagogy
  - o Develop inclusive teaching, curriculum and curriculum mapping/scaffolding, and program evaluation checklists
  - o Use for self-evaluation in course development or program evaluations
  - o Add inclusive teaching checklists as part of peer evaluation
  - o Add DEI-related items to SOTES

Checklist development, led by Dr. David Daum is in progress as a component of CEED committee activities. Goal to develop checklists by end of Fall 2021, rollout with a series of faculty development workshops in Spring 2022, with full implementation by Fall 2022. Currently SOTES contain only one item, "Was respectful of student diversity in this class." Additional Likert scale item(s), possibly open ended as well, could give faculty meaningful feedback upon which to build DEI proficiency.

- o Antiracist Action Institute
  - o Provide compensation for faculty and staff participation (inquire with CFD about resources)
  - o Convene in small groups by department
  - o Offer at times that suit group's schedule
  - o Continue annual summer course for open registration

The Antiracist Action Institute will be repeated annually on a voluntary basis, and will also be available for small groups by request with a start date and duration established in collaboration with the group participants. Unlike the first iteration that had only 2 synchronous sessions, the next will include bimonthly synchronous engagement for discussion, question and answer, and problem solving.

Conclusion

The results of this report represent a portion of the faculty, staff, and students in SJSU's CHHS. While it cannot reflect the views of constituents who did not respond, the 190+ survey, focus group, and interview respondents shared valuable perspectives from their experiences within the College. The Inclusive Excellence Ecosystem (AACN, 2020) can provide a framework for developing a college-wide strategic plan for health professions education that includes specific actions intended to promote equity by: 1) valuing all individuals and populations equally, 2) recognizing and rectifying historical injustices, and 3) providing resources according to need

(Jones, 2018). The CEED committee can be a centralized body that participates in ongoing needs assessment, goal-setting, outcomes measurement, and evaluation, integral components to enacting meaningful change.

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