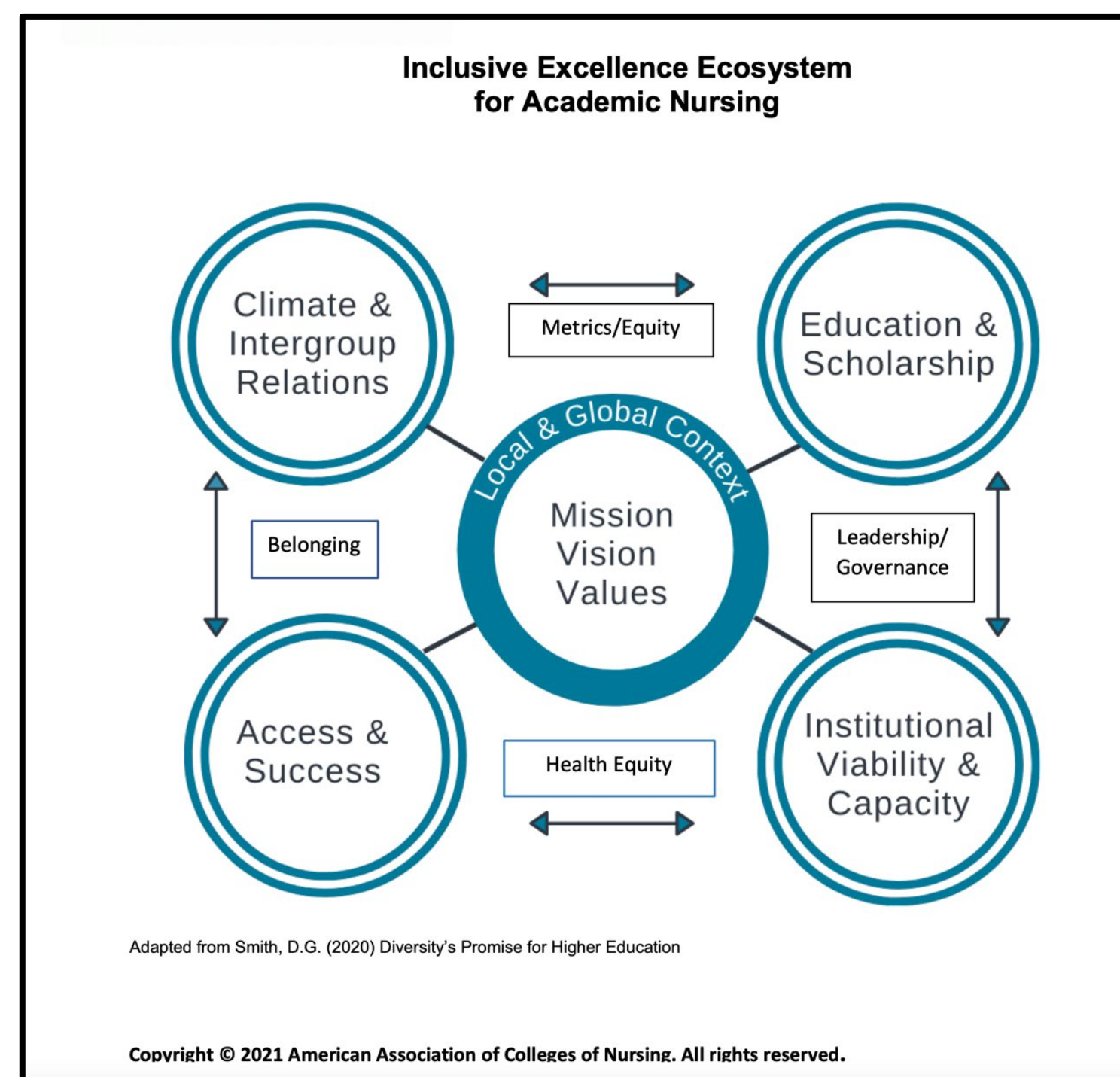


Role Development: Special Director of Diversity, Equity, & Inclusion College of Health and Human Sciences

Michelle DeCoux Hampton, RN, PhD, MS

Background

- Special Director of Diversity, Equity, & Inclusion position created July 2022
- Needs assessment survey and focus groups for students, staff, and faculty Sept-Oct 2021
- Results organized according to Inclusive Excellence Ecosystem for Academic Nursing



Example of Recommendations

- *Institutional viability and capacity*
- Establish department DEI committees
- *Access and success*
- Explore/adopt holistic admissions review
- *Climate and intergroup relations*
- Facilitate communication around race
- *Education and scholarship*
- DEI integration support

Inclusive Excellence Checklists

Teaching Practice

Committee to Enhance Equity and Diversity (CEED) College of Health and Human Sciences, San Jose State University	
Teaching Practice Checklist	
Introductions and Names	<ul style="list-style-type: none"> • Faculty members include an introduction during the first class meeting that may include a brief background/history, interesting facts, preferred communication protocol including pronouns. Additionally, space is created for students to do their own introduction. • Use student names frequently during class and use appropriate pronouns. Pronouns can be added to Canvas, and faculty can use NameCoach to learn how to pronounce names. • Use gender inclusive language when addressing groups of students (gender neutral language such as "class" vs. "guys")
Developing Classroom Community	<ul style="list-style-type: none"> • Develop a sense of belonging for students in the classroom, academic program, and the university. • Get to know students and allow students to get to know each other by using Icebreakers. • Statement of Expectations - set clear expectations, be flexible when needed, negotiate assignment due dates and review late/ missing assignments. • Develop "norms" in class to set expectations for all members of the class community. • Engage students consistently in every lesson using a variety of discussion tactics (i.e. "think-pair-share"; small group discussion, etc.). This is important to develop voice equity and ensure students are valued.
Supporting Students	<ul style="list-style-type: none"> • Use a growth mindset and growth mindset language when talking about and with students. • Consider promoting mindfulness exercises and including positive affirmations. • Get to know SJSU resources related to diversity and encourage student campus involvement. • Use a variety of engagement strategies to support students such as sending emails to check in after missing class, remind students periodically about office hours, and letting students know you are accessible.

Course Prep and Teaching Materials

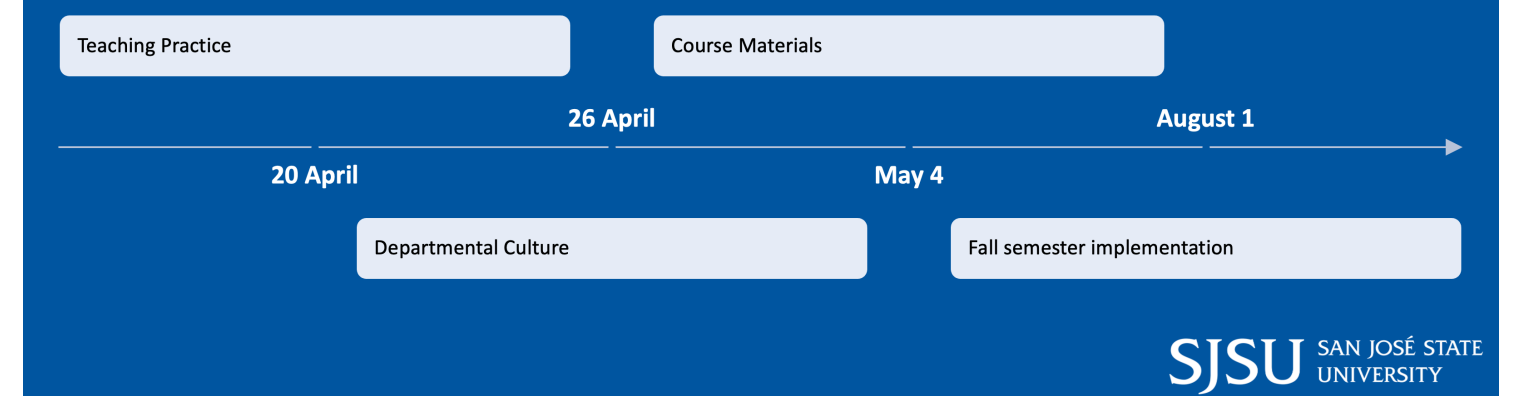
Committee to Enhance Equity and Diversity (CEED) College of Health and Human Sciences, San Jose State University	
Course Preparation Checklist	
Syllabi Preparation	<ul style="list-style-type: none"> • Course syllabi uses the most updated SJSU accessible template. • The language on my course materials (syllabus, course description, assignments, etc.) uses clear and concise language, written in a way a non-expert can understand, and uses inclusive language.
Contacting and Meeting With the Instructor	<ul style="list-style-type: none"> • Identify preferred methods of being contacted (i.e., Email is preferred over a phone call) and communicate how students can arrange a meeting. • Have set office hours on your syllabi, but also add "and by appointment" for students who may not be available during your appointment • Consider using Youranbookme to schedule meetings, this is a website SJSU instructors have access to as part of the Google suite of tools. You can link to your google calendar, set availability, length of meetings, etc.
Promoting Diversity	<ul style="list-style-type: none"> • Course syllabi includes a diversity statement. • Recognize and discuss historical and culturally relevant topics such as the Land Acknowledgment in meaningful ways. • Course description, Program Learning Outcomes (PLO's) and Course Learning Outcomes (CLO's) represent race, ethnicity, and diversity. Note: If changes are needed to course descriptions and CLO's a minor course change must be submitted, information can be found on the SJSU program revision website. • Ensure digital materials are accessible by adding closed captions in zoom meetings and videos used on Canvas
Reducing Cost	<ul style="list-style-type: none"> • Courses use low or no cost materials -Check out the SJSU Dr. Martin Luther King Jr. Library Free and Low-Cost Classroom Materials website. • Courses have few or no additional course costs and time commitments (i.e. there are no "hidden" costs, travel requirements, etc. that are burdensome to low-income students). For example, extra credit opportunities in courses do not create additional financial or other burdens upon students (e.g., missing work, travel, etc.) (why offer extra credit)

Departmental Culture

Committee to Enhance Equity and Diversity (CEED) College of Health and Human Sciences, San Jose State University	
Departmental Culture	
Governance	<ul style="list-style-type: none"> • Department has a committee designated for diversity, equity, inclusion, and belonging. • Department meetings include a regular agenda item to discuss needs of historically underrepresented students, staff, faculty, and other social justice issues identified as priorities by: <ul style="list-style-type: none"> ◦ CODEI ◦ CEED ◦ departmental DEI committees ◦ staff, student, and faculty stakeholders • Department includes students and staff on relevant committees
Goal-Driven Action	<p>Department develops annual anti-racist / anti bias action plans that include SMART (Specific, Measurable, Achievable, Relevant, and Time-based) goals established by the DEI committee (or, in the absence of a committee, according to the assessment cycle) and evaluation of DEI-associated program learning outcomes (PLOs) to improve:</p> <ul style="list-style-type: none"> • Representation of current administrators, staff, faculty, students, and committee membership • Rates of student retention • Graduation rates • Rates of staff retention • Rates of staff promotion • Rates of faculty retention, tenure, promotion • Department climate • Use of inclusive teaching practices • DEI integration into the curriculum
Outcomes Measurement and Evaluation	<p>Department measures outcomes annually that are associated with the goals established by the DEI committee (or, in the absence of a committee, according to the assessment cycle and evaluation of DEI-associated PLOs) (see above "Goal-Driven Action Plans) and:</p>

Trainings

Spring 2022 Training



Potential Outcomes

- **Syllabus changes**
- Course content outline / DEI-related topics
- Inclusive language
- Non-punitive grading policies
- Departmental or university diversity statement
- Meets accessibility requirements
- Authentic assessments
- Low or no cost course materials

Contact Information

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CAPSTONE PRESENTATION & GRADUATION

Inclusive Excellence Checklist Development and Dissemination

Michelle Hampton, RN, PhD

Biography

Michelle DeCoux Hampton, RN, PhD is an Associate Professor in The Valley Foundation School of Nursing and Special Director of Diversity, Equity, and Inclusion in the College of Health and Human Sciences. Her teaching, research, and service are designed with the intent to improve health equity for underserved populations by increasing access to health professional education for members of underrepresented communities, and by educating current students and practicing professionals regarding health equity. As an Advisory Council Member for the Salvation Army, Garden Street Center in Oakland, she spearheaded an initiative to create a certified nursing assistant program within the vocational education program as an entry point to the nursing profession for shelter residents and others in the local community. She also serves as a holistic admissions review consultant for the American Association of Colleges of Nursing providing training for faculty and administrators in US nursing programs to increase diversity within nursing programs through workshops focusing on holistic admissions review implementation and evaluation. She also serves as a Nurse Scientist for Stanford Health Care supporting front-line nurses in conducting patient care research for the purpose of improving care safety, effectiveness, and health equity. She was born, raised, and continues to live in Oakland and is married to her spouse of 15 years, Marcus, with a 25-year old son, Marcus Jr., and 23-year old daughter, Chloe.

Contact Information



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