



MiraCosta College is committed to providing a strong, supportive, and authentic environment where difference is valued, respected, encouraged, and honored; where all faculty, staff, and students experience a sense of belonging and the freedom to express themselves; and where their experiences are recognized and valued.

MiraCosta College strives to be a model for equity and inclusion. The college is committed to providing opportunities for engagement both across the campus and within the communities the college serves. The college seeks to remove barriers to learning, participation, and success, with a focus on changing procedures and practices that disproportionately affect certain groups.

Anchored in a culture of evidence, MiraCosta College promotes increased awareness and appreciation of individual, collective, and intersecting identities within our diverse community.

	What does this mean to us?	What are we doing/will we do?	What are the outcomes?
Diversity	The campus community as a whole is reflective of our community  Difference is valued and encouraged	Treating everyone with respect  Encouraging diverse perspectives  Advocating for an environment where difference is celebrated and intolerance is not tolerated	Diverse voices are heard and valued  Creating opportunities for students, faculty, and staff to be aware of and share multiple perspectives  Raising the level of awareness and understanding of our diverse society and wider world
Equity	People start at different points and have different needs to be successful  Discrimination is acknowledged and discussed	Eliminating discrimination and/or disproportionate impact  Removing/addressing barriers  Providing relevant support to address the needs of the community  Providing the right tools for all our students to be successful  Creating an environment where the impact of discrimination internally and externally in any form is discussed and known	Students have an equal opportunity to succeed  Academic success is proportionate across groups  MiraCosta's student population is reflective of the communities that we serve
Inclusion	Sense of belonging; valued; connected membership  Acknowledgement that everyone is part of community fostering and supporting diversity  People feel free to express themselves	Honoring membership  Being intentional in including everyone  Providing opportunities for engagement and participation in decision-making  Bringing relevance to the WAY we serve OUR communities	Evidence of diverse participation in and outside of the classroom  Diverse expression is visible and valued

#### **What does this mean to the MiraCosta College Nursing and Allied Health Department (NAAH)?**

MiraCosta College's Nursing and Allied Health department is committed to providing a strong, supportive, and authentic environment where difference is valued, respected, encouraged, and honored; where all faculty, staff, and students experience a sense of belonging and the freedom to express themselves; and where their experiences are recognized and valued.

MiraCosta College's Nursing and Allied Health department strives to be a model for equity and inclusion, providing opportunities for engagement both across the campus and within the communities the college serves. NAAH seeks to remove barriers to learning, participation, and success, with a focus on changing procedures and practices that disproportionately affect certain groups.

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## **IDEA Working Definitions:**

**Inclusion** - *Represents environmental and organizational cultures in which faculty, students, staff, and administrators with diverse characteristics thrive. Inclusive environments require intentionality and embrace differences, not merely tolerate them. Everyone works to ensure the perspectives and experiences of others are invited, welcomed, acknowledged, and respected in inclusive environments. American Association of Colleges of Nursing (AACN, 2021)*

**Diversity** - *References a broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; physical, functional, and learning abilities; religious beliefs; and socioeconomic status. (AACN, 2021)*

**Equity** – *Is the ability to recognize the differences in the resources or knowledge needed to allow individuals to fully participate in society, including access to higher education, with the goal of overcoming obstacles to ensure fairness. (AACN, 2021)*

**Antiracism** - *"To be antiracist is to think nothing is behaviorally wrong or right -- inferior or superior -- with any of the racial groups. Whenever the antiracist sees individuals behaving positively or negatively, the antiracist sees exactly that: individuals behaving positively or negatively, not representatives of whole races. To be antiracist is to deracialize behavior, to remove the tattooed stereotype from every racialized body. Behavior is something humans do, not races do." (Kendi. 2019)*

## **IDEA Commitment by the Nursing and Allied Health Department at MiraCosta College**

The Nursing and Allied Health Department commits to pursuing deliberate efforts to ensure that our programs are a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels safe and with a sense of belonging and inclusion. We know that by building a critical mass of diverse groups and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

As a department and discipline, the community within the NAAH department recognizes that inclusion, diversity, equity, and antiracism (IDEA) are essential to healthcare providers practice and education. These values are foundational to improving health outcomes for all individuals in our community.

Within the NAAH programs, the commitment to IDEA has become an enduring and inextricable aspect of our identity and collective aspirations as providers of healthcare education. Students from diverse, disadvantaged and/or underrepresented backgrounds are valued key partners and leaders. They provide robust, nuanced, and at times unique, experientially, derived insights that contribute to the development of knowledge and practices in nursing and allied health programs to more closely address the needs of a profoundly diverse and diversifying country.

## **What is NAAH doing/will NAAH do? What is the measure of success?**

- **Eliminate discrimination, racism and/or disproportionate impact**
  1. Modify NAAH faculty and student orientation materials and procedures to include department values of IDEA.  
*Measures of success:*
    - *Revision of faculty handbook*
    - *Revision of student orientation materials*
  2. Develop and/or coordinate internal and external professional development activities that include topics of IDEA for NAAH faculty and staff.  
*Measures of success:*
    - *Professional development workshops during spring 2022 and fall 2022*
    - *Inclusion of IDEA topics in monthly Curriculum Committee agenda*
- **Remove/address barriers to student success**
  3. Administer and review results of faculty, staff and student climate surveys to gain understanding of participants' knowledge, skills and attitudes that promote IDEA.  
*Measures of success:*
    - *Administration of faculty, staff, and student climate surveys.*
  4. Establish safe processes and procedures for faculty, staff, and students to document experiences occurring within NAAH programs that do not reflect the values of IDEA.  
*Measures of success:*
    - *Creation of processes and procedures to document experiences that do not reflect the values of IDEA*
    - *Collaborate and share data for college wide metrics*
  5. Include faculty approved diversity-related questions in end of semester course evaluations.  
*Measures of success:*
    - *Addition of approved diversity-related questions to end of semester evaluations*
- **Provide relevant support to address the needs of the community**
  6. Review clinical placements and obtain placements in non-traditional settings and/or that encompass diverse populations to address the healthcare needs of the community.  
*Measures of success:*
    - *Review of clinical placements*
    - *Addition of non-traditional settings that encompass diverse populations*
- **Provide the right tools for students to be successful**
  7. Review current practices for tracking student progression to determine better ways of early identification of students at risk.  
*Measures of success:*
    - *Review of practices for tracking student progression*
    - *Development of processes to determine better ways to identify at-risk students*
    - *Student Success Coordinator*

8. Determine and utilize best practices for academic success in assisting at-risk students to progress in the program.

*Measures of success:*

- *Development of a standard template for advising at-risk students to include best practices for academic success*
- *Provide faculty orientation on use of template for advising at-risk students*

9. Develop, identify or adapt conceptual models/frameworks that guide teaching and learning of individuals from diverse backgrounds for the development, implementation, and evaluation of all learning opportunities within NAAH programs.

*Measures of success:*

- *Integration of social determinants of health into program curriculum*
- *Annual IDEA professional development during Fall Flex week*
- *Classroom and clinical experiences that promote the values of IDEA will be identified and shared to allow faculty, staff and students to replicate them as possible*

• **Creating an environment where the impact of discrimination internally and externally in any form is discussed and known.**

10. Create awareness of NAAH programming values of IDEA through review and revision of program mission, values, and outcomes.

*Measures of success:*

- *Review of mission, values and outcomes for all NAAH programs*
- *Revision of mission, values and outcomes for all NAAH programs*

11. Create awareness of diversity through course activities and assignments that provide a ‘safe’ method of sharing values, beliefs, perspectives, and personal identities.

*Measures of success:*

- *Development of course activities and assignments that provide a ‘safe’ method of sharing values, beliefs, perspectives, and personal identities*

12. Develop, identify and adapt conceptual models/frameworks in the curricula that guide teaching and learning of individuals from diverse backgrounds.

*Measures of success:*

- *Review of conceptual models/frameworks that guide NAAH programming curricula*
- *Incorporation of models/frameworks that guide teaching and learning of individuals from diverse backgrounds*

13. Map and integrate frameworks, content, and examples related to the values of IDEA into NAAH curriculum.

*Measures of success:*

- *Creation of a new curriculum (ADN curricula first)*
- *Inclusion of frameworks, content and examples into the new curriculum related to the values of IDEA*

14. Synthesize and disseminate strategies to guide educators to incorporate the values of inclusion, diversity, equity, and anti-racism into the NAAH curriculum.

*Measures of success:*

- *Professional development on strategies to incorporate the values of IDEA into NAAH curriculum.*
- *Development of course activities and assignments related to the values of IDEA*

## References

American Association of Colleges of Nursing. (2021). *Diversity, equity, inclusion: Faculty toolkit*. Retrieved December 15, 2021 from <https://www.aacnnursing.org/Portals/42/Diversity/Diversity-Tool-Kit.pdf>

Kendi, Ibram X. (2019). *How to Be an Antiracist*. New York: One World.