

JEDI Council meeting notes 3.07.22

Members present: Kim Truong, Callie Watkins Liu, Jammy Torres-Millet, Indigo Young, Steve Ciesielski, Peter Cahn, M, Sarah Welch, Jessica Loesser, Tomisin Olayinka, Hailey Laflin, Keshrie Naidoo, Kanayo Sakai, Ariel Lontoc

Introductions

Announcements and Quality Moments

- **Kim's announcement: March 16 and the Atlantic shootings one-year anniversary, BOT meeting**
 - have everyone think about student/staff/faculty support for those who identify as Asian/Asian-American
 - Board of Trustees presentation last month – posted into the Teams shell
 - Asked for additional learning materials
 - Will provide condensed PPP materials for them
- **Callie's announcements: PPP planning and JEDI Recognition survey**
 - PPP planning committee meeting last month
 - New theme: health at the intersection of race and immigration
 - Met with JEDI reps on Staff Council for feedback for picturing PPP
 - Meeting with Academic Operations Council soon to talk with all chairs/deans for PPP integration into curriculum
 - Continual JEDI Community of Practice meetings this semester
 - Will discuss meeting this week on 2 workshop opportunities to host for Faculty Development Day
 - JEDI recognition survey (distributed June-November 2021): pilot info. to understand what JEDI support looks like). Survey results will be available at next month's meeting
- **Hailey's announcements: Staff Council**
 - Survey to staff to discuss hybrid work, community building, ask questions for staff related JEDI sessions
 - IHP Daily News announcement for focus groups to discuss return-to-campus plans
- **Jammy's announcements: Event to honor David Green & Ramona Cooper and Student Community Support**
 - Looking for volunteers to support the planning and day of event – creating a planning group for 1x/month until June. Please send an email to her if interested
 - If black-identifying students are looking for community support, please refer them to Jammy for her to refer to appropriate student organization leaders (MEDS, Black Students Space, JEDI fellow re-envisioning AAPI space, Students for Racial Justice and Health)
- **Keshrie's announcement: PT Dept. celebrating Black History Month**

- Panel of 3 alumni who identified as black
- Highlighting JEDI fellow, Arianna, mentored by JEDI staff who facilitated wonderfully

Approval of the minutes

- Kim's follow-up to last month's meeting: will present today and on March 30th to SGA the qualitative data from the surveys of last month. Paula is working on the trends for the 5 years of data
- Motion approved and passed

DEI survey: Qualitative analysis

- PowerPoint available on Microsoft Teams
- Positive experiences ("do not feel excluded from Institute," highlighting staff)
- Themes/responses broken down by student demographics
 - BIPOC students (I.e., being ignored/overlooked, experiencing microaggressions in classroom + peers)
 - Students with Disabilities (I.e., not included in JEDI ableism/microaggressions, professors have made comments on physical abilities for clinicals)
 - Intersectionality of Racism and Ableism responses
 - LBTQIA+ Students (I.e., microaggressions from peers and faculty, case study with HIV and hepatitis exposure)
 - Parents and Older students (not mutually exclusive) (I.e., clinical faculty should be aware of if student is a parent to coordinate child care/work schedules)
 - Jewish students and religious observances responses
 - SES and immigration responses
 - Other experiences (feeling like they can't express Catholic faith, political views)
- Other responses
 - Lack of faculty and student diversity
 - Culture of competitiveness
 - Students having to advocate for yourself
 - Students finding support (I.e., multiple answers on not knowing where/who to go to)
 - Communication/feedback issues (I.e., cohort to provide careful feedback/documentation to department but nothing changes)
 - Positive + negative faculty interactions
 - What was valued most at the IHP
- Differences between 2019 and 2020
- Questions from members:
 - data should be communicated among additional platforms (I.e., IHP Daily News)
 - can this data be broken down by department to track trends
 - Recommend to share this data to faculty forum

- Breakout rooms for space for reflection (reflection points to be used for additional JEDI data and conversation between Paula and Kim to reassess Institutional goals every 6 months)
 - Disappointment in little improvement from the past
 - Expressing frustration
 - What are the next steps/mechanisms if these comments come up in course evaluations?
 - Reported to the instructor, department chair, program director
 - Accountability: up to the faculty who receives the feedback and his/her supervisor
- Please email additional reflections/thoughts from breakout rooms to Kim for her to formulate into recommendations. Additional opportunity for reflection to be provided at next month's meeting.

Kanayo Sakai: JEDI Core Competencies

- Project led by Kim, Callie, Corliss Kanazawa (JEDI fellow)
- Can access to PowerPoint in Microsoft Teams Shell
- JEDI Competencies and the IHP Mission (based on IHP statement on Commitment to Equity and Anti-oppression, December 2020)
- Purpose of JEDI Competencies: accountability to mission and commitment to equity and anti-oppression at the IHP; serve as guidelines for JEDI related growth
 - in the past: competencies focused on curriculum for student/faculty, but overtime grown to competencies across the entirety of IHP community
- *Core competencies diagram improved (JEDI as life-long learning process in the middle)*
 - *Self-reflection*
 - *Knowledge Base*: recognize that each program/dept is unique – encourage community members to examine most fundamental knowledge base applicable to one's setting to help members grow
 - *Critical thinking*
 - *Structural analysis*: apply analytic framework to recognize power structures within society and how they manifest in society, practices, structures and lives...
 - *Application*: having opportunities to take abstract/theoretical concepts and apply them to practice
 - *Practicing JEDI leadership*
- Also have document of the core competencies
 - Table provided with domains' descriptions
 - Also includes starting point questions – example of what each competency may look like

Comments/Discussion on the Core Competencies:

- Callie: practice/application: taking it into different spaces i.e. classes, knowledge base → follow-up within departments, rubrics (anchor points are consistent within the community of JEDI community leaders)

- Anything health professions-specific about this, I.e., patient-client interaction?
 - knowledge base examples i.e. SDH (application examples for student clinicians)
 - Competencies not just for clinicians but for all IHP members, to prepare practitioners be it at health or higher ed to help deliver healthcare delivery/outcomes (can be done by clinicians, educators, higher ed)
 - Importance of spheres of influence and what is your leadership look like here
 - Because this was made for faculty, staff, and students, there is application of some of these questions that can be explicitly applied to students in the health professions, but the starting points are broad.
 - JEDI principles are all integrated (not presented as separate) – (I.e. you're here to be a PA, nursing, PT student, and JEDI is integrated into your curriculum)
- Callie: Not the end of the conversation, it will always be refined. This is a core starting point conversation – is there anything else that seems missing from wherever you are?
 - add advocacy (maybe within leadership/advocacy) once the awakening of societal structures occurs within community members
 - Examples also included in the “Practicing JEDI leadership”
- To refine language within the core competencies diagram to include more on the health professions
 - To be aware of syllabi and other curriculum content including other core competencies grounded in other values I.e., interprofessional health