

Strategic Plan

2024-2026



CENTER FOR

Inclusion · Diversity · Equity · Accessibility

MARSHALL B. KETCHUM UNIVERSITY



Marshall B. Ketchum University's campuses exist on the homelands of the Gabrielino-Tongva Nation (University Eye Center Los Angeles) and the Juaneño Band of Mission Indians/Acjachemen Nation (Ketchum Health and Kevin L. Alexander, OD, PhD Campus).

They are the traditional caretakers and stewards of these lands, and we are grateful for the resources these lands offer us in pursuing our mission to improve health and health care for all peoples. We pay our respects and honor the ancestors and their descendants, past, present, and future.





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**Marshall B.
KETCHUM UNIVERSITY**



Mission

The mission of the I.D.E.A Center is to promote a culture that prioritizes inclusion, diversity, equity, and accessibility and encourages engagement and shared responsibility in developing a practice of well-being, belonging, accountability, and anti-racism at Marshall B. Ketchum University.

Definitions

Inclusion (I): A state of belonging, when persons of different backgrounds and identities are valued, integrated, and welcomed equitably as decision-makers and collaborators. Inclusion involves people being given the opportunity to grow and feel/know that they belong. Diversity efforts alone do not create inclusive environments. Inclusion involves a sense of coming as you are and being accepted, rather than feeling the need to assimilate.

Diversity (D): Diversity is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, disability, personal characteristics, religious or ethical values system, national origin, and political beliefs.

Equity (E): Equity refers to fair and just practices that ensure access, resources, and opportunities are provided for all to succeed and grow. Equity in education refers to achieving parity in student educational outcomes, regardless of background.

Accessibility (A): The extent to which a space, literal or physical, is readily attainable and usable by people with different identities such as: disability, neurodiversity, language, and cultural needs.

Culture of Well-being (CW): A culture of compassion, health promotion, equity, and social justice aimed at improving the health of the people who live, learn, and work, on our campuses.

Anti-Racism (AR): Anti-racism is the active process of identifying, challenging, and confronting racism. This active process requires confronting systems, organizational structures, policies, practices, behaviors, and attitudes.

Background

As a health professional University whose purpose is to serve the health of the public, MBKU has embarked on a path to enhance our impact on the world through the prioritization of diversity, equity, inclusion, and accessibility in everything we do. From training the next generation of health care professionals, to creating working and learning environments that are inclusive, community strengthening and responsive to the changing needs of our learners, we recognize that we provide the



guidance and a model for our graduates to emulate in their own professional practices. This is critical because health inequities exist across zip codes, racial and ethnic lines, geography, income status and education. Institutions that train the health care workforce are reckoning with their roles in solving the challenges we face as a population. As a University, while we train highly qualified students who go on to bright careers serving their patients, we must acknowledge that the focus is not just limited to the patient in front of us, but that people also exist in a larger society marked by health disparities. Institutions have the opportunity to build the awareness, knowledge and skills necessary to address the structural causes of health disparities.

In our evolution from the oldest school of optometry in California to an innovative interprofessional University including a school of physician assistant studies and a college of pharmacy, that seeks to reimagine health care education, we have a history of forging new paths, where they didn't exist before. We have worked hard to make sure our professions are well represented by our graduates, and we recognize that with the changing needs of our students and patients, the environment in which we educate, learn and work matters. It matters not only to the MBKU community, but it contributes to our legacy through each of our graduates who will have the skills to nurture and heal with cultural humility and respect. To achieve this outcome, we recognize the importance of prioritizing our diversity, building equity into everything we do and fostering a learning and working environment that is inclusive and respectful so that we may skillfully contribute to addressing the health care needs of diverse communities.

Structure and Timeline

This strategic plan is time bound and intended to propel us forward in our work. The 6 themes with respective goals and methods are broad and intended to touch every department and role within the University in some way and fit within our University pillars. The hope is that students, staff, faculty, administrators, departments, and colleges make their contributions to the strategic plan from their unique arenas in relatively short term and tangible ways. The goal is to measure our outcomes and revisit this plan at the end of the timeframe to develop the next phase of goals in an iterative and continual way that recognizes that this growth process is ongoing and necessary to address the changing educational and health care needs of our times.



Educational Equity

Understanding that student needs evolve over time and are influenced by varying resources and opportunities before entering a health professional program, prioritizing equity in the educational experience becomes essential. This focus ensures that students from all backgrounds have the support they need to thrive within the MBKU community. (University Pillar 1)

Goal 1: Support programs in developing curriculum that is culturally responsive and inclusive of the principles of I.D.E.A in education and healthcare.

1.1 Support regular curriculum review through training on cultural humility, anti-racism, and health equity frameworks aimed at understanding and dismantling structural causes for health disparities. (AR, I, E)

Goal 2: Support educational equity across the University.

2.1 Develop assessment to measure effectiveness of academic supports for student, particularly for historically disadvantaged students. (E, I, AR)

2.2 Promote equity consciousness in student support services and engagement strategies. (E, I, AR)



Supportive Learning Environment

The learning environment includes the psychological, social, cultural, and physical setting in which learning occurs. In general, high-quality learning environments are associated with positive outcomes for students at all levels. The learning environment is essential to promoting inclusion and supporting the individuality of each student and allows for a positive educational experience. (University Pillar 1)

Goal 3: Support the University mission in sustaining a supportive learning environment for students through their educational path.

3.1 Provide development opportunities for faculty and campus community to enhance skills to promote inclusive learning environments. (I, E, AR, CW)

3.2 Encourage student feedback on inclusive learning environments. (I)





BUILDING A

Inclusive University Culture

Inclusion extends beyond the classroom and can be uplifted as an institution. As a health professional training institution, being a model for inclusive excellence as a campus community allows our graduates to experience the inclusive organization culture that is important to sustain in health care delivery across diverse populations. Beginning with our mission and strategic plan, we can promote diversity and inclusion at MBKU that can drive our decision making, priorities, funding, and resource allocation. (University Pillar 2)

Goal 4: Support University leadership in strengthening competencies in equity mindedness, anti-racism, and inclusive excellence to effectively lead diverse and inclusive teams.

4.1 Recommend development activities to Presidents Executive Council and other University leadership that support the advancement of diversity, equity mindedness and inclusive excellence. (AR, E, I)

Goal 5: Support departments in developing their plan for applying skills to promote equity, accessibility, inclusion and belonging within their teams.

5.1 Provide consultation, training, access to tools and resources for department level I.D.E.A planning. (I, E, A)

Goal 6: Support faculty in implementing practices that support diversity, and advance equity, accessibility, and inclusive excellence.

6.1 Encourage faculty to review institutional barriers to equity and inclusion within policies, procedures and committee work. (I, E)

6.2 Recommend acknowledgement for efforts to advance inclusion, diversity equity and accessibility in a faculty role, including recognition of these efforts for promotion and tenure considerations. (E)

Goal 7: Support a workplace culture that celebrates diversity and inclusion.

7.1 Diversify cultural and religious celebration/recognition activities to represent our diverse community (D, I)

Diversifying Recruitment

The presence of diverse backgrounds and identities among healthcare professionals significantly contributes to their learning and comprehension of varied patient communities, ultimately strengthening our collective sense of humanity. By actively diversifying recruitment and fostering retention among both students and employees, we enrich our understanding of creating inclusive learning environments and improve our capacity to train a healthcare workforce that is culturally responsive. (University Pillar 2)

Goal 8: Increase recruitment of students URiM (see Enrollment and Student Service’s Annual Strategic Marketing and Recruitment Plan).

8.1 Support diverse recruitment strategies outlined in the Enrollment and Student Services Marketing and Recruitment Plan. (E, D, A)

Goal 9: Increase recruitment of diverse employees.

9.1 Diversify recruitment strategies to engage candidates from broader networks. (D)

9.2 Review hiring processes and provide training for hiring manager and search committees to mitigate bias. (E)



Goal 10: Support employee retention by fostering an inclusive environment for all employees.

10.1 Support HR in conducting a workplace climate survey to assess employee perceptions of inclusion, belonging, and well-being. (I, CW, E, A)

10.2 Ensure employees are aware of and can access the existing support services and engagement opportunities across the University. (CW, I)

10.3 Support departments and programs in mentoring, skill building and creating opportunities to develop their teams. (I, E)

Promoting Health Equity in Clinical Care

Unique to our institutions mission of training health professionals is the additional component of having a clinic that serves the public. Centering inclusion, diversity, equity, and accessibility in patient care requires dedication to health equity in our daily operations so that all our patients have the opportunity to live healthy and thrive. (University Pillar 3)

Goal 11: Promote an interprofessional clinical practice culture where all feel welcomed, included, cared for, and respected.

11.1 Provide clinical practice development to promote inclusive and equitable practices in health care delivery. (E, I, A)





Fostering Alumni and Community Engagement

The MBKU community places significant value on our alumni, representing the enduring legacy of our institution. It's crucial for us to honor the diverse identities and experiences within our alumni community and foster a culture of mutual support among our varied and valued alumni base. (University Pillar 2)

Goal 12: Foster diverse alumni and community engagement that builds relationships and support for advancing our mission.

12.1 Work with University Advancement to identify new opportunities to engage diverse alumni. (E, I)

12.2 Celebrate the accomplishments and contributions of diverse alumni. (D, I)



Glossary

URiM: underrepresented in medicine.

IDEA: inclusion, diversity, equity, and accessibility

HR: Human Resources

DEI: diversity, equity, and inclusion

Universal Design: an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments and learning spaces that can accommodate individual learning differences.

Disaggregated data: In education, disaggregation refers to the breaking down of student data into smaller groupings, often based on characteristics such as sex, family income, or racial/ethnic group. Disaggregated data can be a powerful tool for identifying and confronting the barriers to access and progress faced by populations of students.

Sources

Definitions

1. CSSP (2019). "Key Equity Terms and Concepts: A Glossary for Shared Understanding." Washington, DC: Center for the Study of Social Policy. Available at: <https://cssp.org/resource/key-equity-terms-concepts/>.
2. <https://www.ferris.edu/administration/president/DiversityOffice/Definitions.htm>
3. <https://cue.usc.edu/equity/>
4. Okanagan Charter: An International Charter for Health Promoting Universities and Colleges (2015). <https://open.library.ubc.ca/cIRcle/collections/53926/items/1.0132754>

Educational Equity

1. <https://educationnorthwest.org/insights/importance-basic-needs-services-postsecondary-student-success>
2. <https://www.aafp.org/family-physician/patient-care/the-everyone-project/health-equity-tools.html>
3. https://store.aamc.org/downloadable/download/sample/sample_id/512/

4. U.S. Department of Education, Office of Planning, Evaluation and Policy Development and Office of the Under Secretary, Advancing Diversity and Inclusion in Higher Education, Washington, D.C., 2016. This report is available at <http://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>

Supportive Learning Environment

1. https://diversity.universityofcalifornia.edu/files/anti-racism-and-race-literacy---a-primer-and-toolkit-for-medical-educators_june-2020.pdf

Inclusive University Culture

2. https://together.fullerton.edu/_resources/pdfs/CSUF-Division-DEI-Plans.pdf

Promoting Health Equity in Clinical Care

1. <https://www.managementcenter.org/equity-inclusion/>
2. <https://health.ucdavis.edu/diversity-inclusion/PDFs/IDARE-Taskforce-SOM-toolkit.pdf>



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