Black Faculty & Staff Wellness Assessment

Summary & Recommendations

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INTRODUCTION

Institutional wellness is a core element of faculty and staff wellness. Even before the double pandemics of COVID-19 and current national civil unrest, Black communities have contended with institutional stressors such as racism, mistrust, opportunity gaps, and underrepresentation. Consequently, the data concerning the well-being of Black communities is also strikingly clear-- unhealthy work environments wreak havoc on Black mental health and can derail even the most promising career trajectories, making institutional wellness a social justice issue. **The focus of this current assessment, therefore, is to gain insight into the ways in which the well-being of Black faculty and staff at Cal Poly Pomona can be cared for in the midst of overwhelming trauma and distress as you strive toward incremental change.**

METHOD

We invited faculty and staff at Cal Poly Pomona who identify as being of African descent to a 90-minute virtual community forum. Senior administrators in this group were invited to submit written feedback in lieu of attending the live forum in consideration of the power dynamics. The session was held on May 25, 2022, and 28 participants were present, representing a range of disciplines and included staff, lecturers, non-tenured faculty, tenured faculty, and administrators. In addition, there were two psychologist facilitators who both identify as African American, and a third psychologist consultant who identifies as Mexican American, and whose primary role was oversight of the polling software as well as assistance with note taking. Upon providing a brief introduction, the third psychologist muted both video and audio for the remainder of the assessment.

Our goal was to build rapport and establish trust with the community while gleaning insights into their personal and professional well-being. The session began on time and there were no technical issues. We are confident that a healthy rapport was established with the faculty/staff, which increases our confidence in our findings. Of note, we will be referring to this population as faculty/staff for consistency throughout the report. Below you will find a summary of our assessment which includes both quantitative and qualitative insights that informed our recommendations which are noted at the end of the report. Limitations of the assessment are also discussed.

OVERVIEW & COMMUNITY WELLNESS RATING

We began the community forum by providing education on the concept of well-being. We explained that resilience is our ability to withstand, endure, persevere through, and recover from difficult situations. In psychology, we call this psychological fortitude (or PF for short). People of African descent in the US need a particularly high level of PF in this era of discrimination, invisibility, psychological warfare, and violence against Black bodies.

We asked participants to think about their overall wellbeing in terms of a PF level on a scale from 1 to 10 (how protected do they feel at this moment from stressors). Higher ratings suggest that mental wellbeing is not a hindrance to our pursuit of personal or professional goals.

Specifically, a rating of **10** indicates that a person has all the mental energy, motivation, drive, and wherewithal to accomplish the things ahead of them in work and life. A rating of **1** is the lowest possible level of PF. It indicates circumstances are bleak and they have little will to live. A person with a rating of 1 is likely completely incapable of professional rigor or carrying out necessary daily tasks. Ratings below 7 are considered significant and indicate that intervention is necessary. An employee with a rating below 7, over an extended period of time, is most likely not performing optimally and is at high risk of suffering negative health outcomes as well as having their career impacted negatively.

Approximately half (48%) of your faculty/staff fell below this mark when asked to self-assess their wellbeing in the current moment. When asked to rate their average PF since the start of the year, faculty/staff indicated similar levels of wellbeing with 44% rating below 7. **Notably, more than 20% of faculty/staff rated their current PF at a 3 or below which is indicative of extreme distress.**

Where would you rate your PF today?
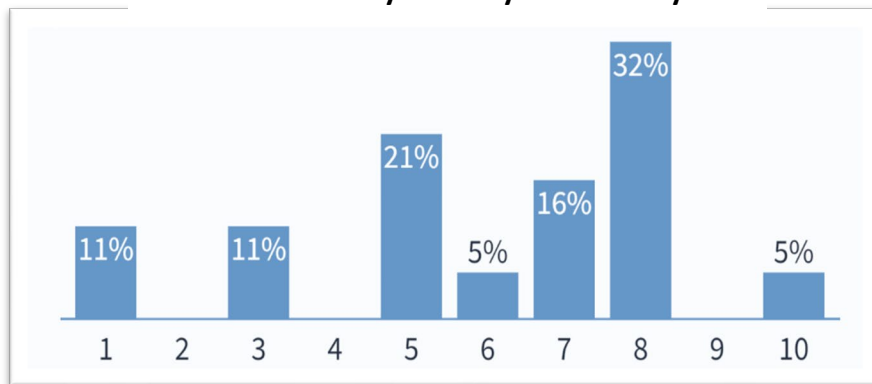
Where would you rate your PF on average since the start of the year?

Total Results: 21
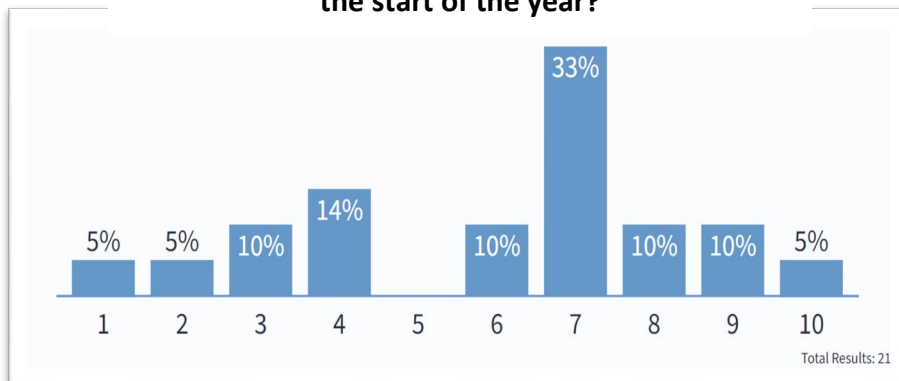
To help us better understand these ratings, we assessed 11 domains which have been identified in academic literature as factors that contribute to the overall wellbeing and career satisfaction of Black/African American people. **Out of the 11 domains, all 11 areas emerged as areas in need of intervention for the Black faculty and staff community at Cal Poly Pomona.**

Wellbeing Domains	Intervention
1. Critical Consciousness	X
2. Radical Hope	X
3. Strength and Resistance	X
4. Cultural Authenticity & Self-Knowledge	X
5. Microaggressions	X
6. Cultural Representation	X
7. Career Advancement and Upward Mobility	X
8. Visibility	X
9. Authenticity	X
10. Community & Collective Care	X
11. Physical Wellness	X

In the sections below you will find a definition for each of these domains as well an analysis of how this applied to your faculty/staff. At the end of the report, we have provided a list of interventions that can aid in improving upon each area, which will ultimately improve wellbeing among your entire campus community.

AREA OF STRENGTH

While the purpose of this assessment was to identify areas in need of intervention, we would be remiss not to also share strengths we identified in the process. The level of engagement from the community is a noticeable strength. Tenured faculty, non-tenured faculty, staff, lecturers, supervisors, and managers attended the assessment and represented various departments and offices at Cal Poly Pomona. Many attendees noted an intention to stay in the community forum as long as possible to maximize their impact and narrative, even in the midst of other commitments. Attendees expressed a vested interest in improving the campus community and culture and had a shared desire to ensure the success of this assessment.

AREAS OF IN NEED OF INTERVENTION

1. **Critical Consciousness.** Critical consciousness is a person's capacity to critically reflect, deeply question, discern, and act upon their sociopolitical environment. It is the process of discovering how and why power dynamics are structured and maintained. It has been noted in the literature as a prerequisite to healing from racial trauma. It is imperative to healing that Black people have safe spaces to process and have these conversations.

   Assessment: Participants expressed negative experiences when attempting to engage in such conversations with colleagues. Many noted they are consistently in the position of having to educate others regarding the issues affecting the Black community. Faculty/staff expressed that this default educator role is not only exhausting but prevents them from feeling heard, understood, and validated. Participants indicated that they typically have to initiate such conversation and also feel demoralized as their level of passion and concern are often not matched. While a minority of participants indicated that they have been able to curate a community to have candid dialogue, it appears that this is an anomaly, and likely a function of the cohesiveness within a specific department. Overall, Black faculty and staff are very much longing for safe spaces and lament the lack of opportunity to engage meaningfully within the campus community without having the added burden of initiating and facilitating and educating.

> *You realize that a lot of the time you are really teaching somebody, educating about it…and that is draining. I'm not going to be the token Black person to always bring up those conversations.*

> *We want to have these conversations, but we don't want to have to teach people HOW to have these conversations.*

> *Teachable moments are being missed at Cal Poly Pomona.*

2. **Radical Hope.** Radical hope is defined as a person's belief that desperate conditions can change for the good even when there is little evidence. It is a belief that one can fight for justice and that the fight will not be futile. For Black Americans, this type of hope is directly tied to motivation and achievement.

   Assessment: The overwhelming sentiment here was a lack of hope for institutional change. The crux of the lack of hope was the feeling that the needs of Black faculty/staff are often overlooked and minimized due to their low critical mass. Many cited the belief that since Cal Poly Pomona is an Hispanic Serving Institution, the needs and concerns of the Hispanic community are prioritized in terms of allocation of resources, time, and

support. **Black faculty/staff feel that their concerns are either overlooked completely or subsumed under broader diversity initiatives that fail to address anti-Black racism issues specifically.** *Some questioned the institution's care for them as a collective, due to lack of consistent efforts to effect substantive change despite multiple conversations and opportunities to intervene. There was a sentiment shared by a few that holding onto hope is a necessity to buffer against further demoralization.*
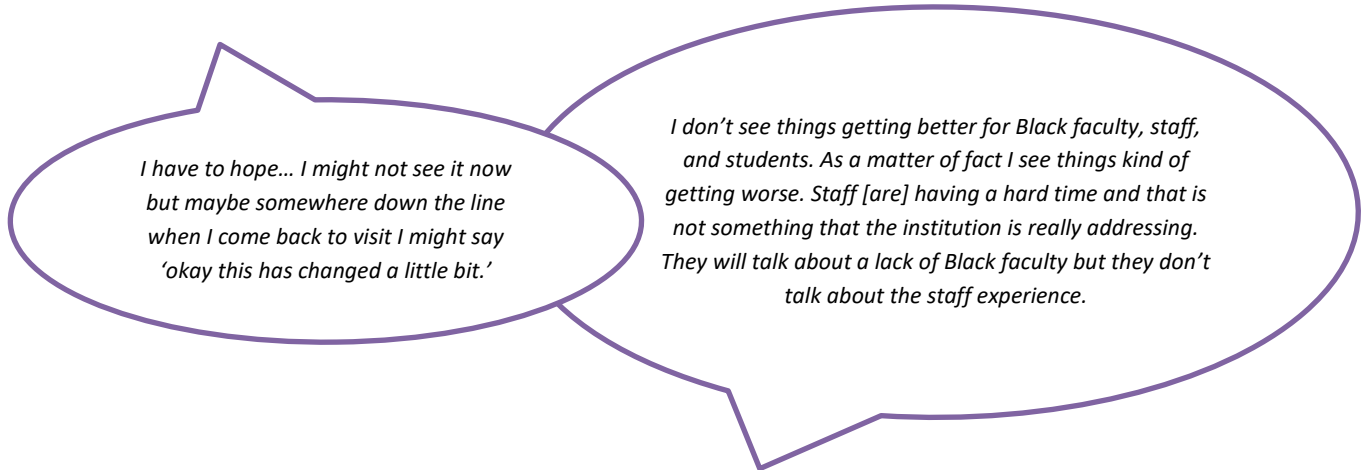
> *I have to hope… I might not see it now but maybe somewhere down the line when I come back to visit I might say 'okay this has changed a little bit.'*

> *I don't see things getting better for Black faculty, staff, and students. As a matter of fact I see things kind of getting worse. Staff [are] having a hard time and that is not something that the institution is really addressing. They will talk about a lack of Black faculty but they don't talk about the staff experience.*

3. **Strength and Resistance.** Strength and Resistance refers to a person's commitment to living a joy-filled life in community with others despite a critical awareness of racial trauma and oppression. This is a measure of how able people are to intentionally pursue moments of joy in their lives regardless of circumstance. An inability to do this can be a risk factor for depression and lead to a decline in mental health.

Assessment: Interestingly, when asked about strength and resistance, staff were able to highlight a particular event for students, but none for themselves. The "Black Men of Excellence'' initiative was celebrated as something a staff person(s) was able to create for students. However, there was a notable lack of response about campus-wide efforts to foster such moments for Black faculty/staff. Participants indicated an interest in creating informal collectives that could assist with getting acquainted with the campus community. As stated above, the experience of joy in the midst of ongoing oppression is necessary for the well-being and optimal functioning of Black faculty/staff within any work environment as it provides a buffering effect against the threat of low morale and engagement and general weariness.
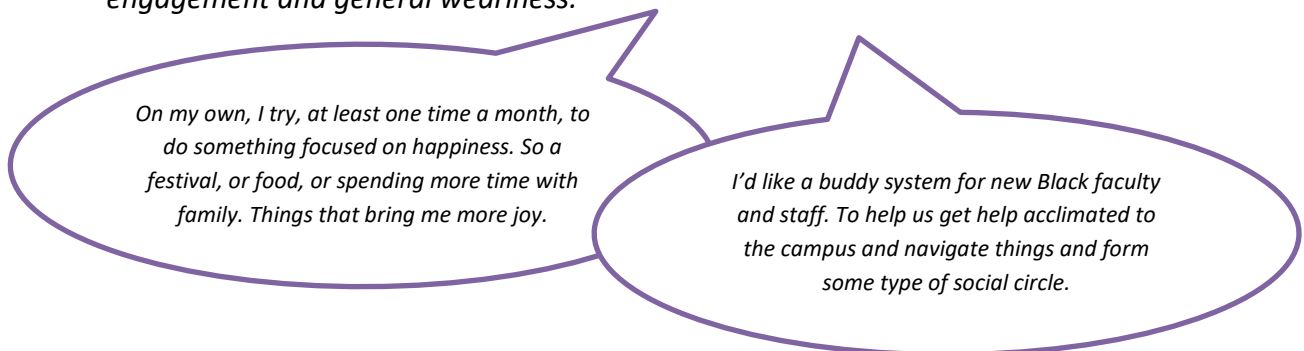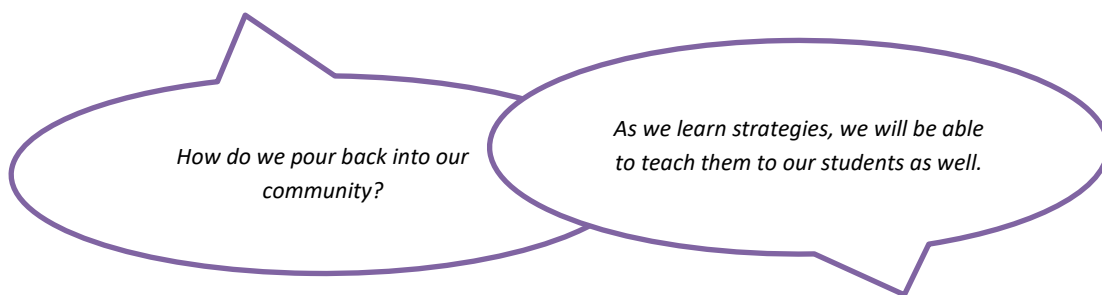
> *On my own, I try, at least one time a month, to do something focused on happiness. So a festival, or food, or spending more time with family. Things that bring me more joy.*

> *I'd like a buddy system for new Black faculty and staff. To help us get help acclimated to the campus and navigate things and form some type of social circle.*

4. **Cultural Authenticity & Self-Knowledge.** Cultural Authenticity and Self Knowledge is a measure of each person's ability to draw upon ancestral practices to navigate the pain associated with racial trauma. We assessed for general knowledge of such practices and level of engagement with these practices during hard times. Higher levels of awareness and usage is predictive of greater resilience.

   Assessment: The general sentiment was that faculty/staff are actively looking for ways to navigate stressors and expressed a lack of success thus far. Some participants indicated that virtual spaces were created at the beginning of the pandemic but were not continued in the following academic year. There was a great deal of interest in learning about such practices for themselves and also so that they could be equipped with strategies to teach and support others.

   How do we pour back into our community?

   *As we learn strategies, we will be able to teach them to our students as well.*

5. **Microaggressions.** The term microaggression describes seemingly small gestures, comments, or actions that negatively targets a marginalized group of people. They can be intentional or unintentional but, in all forms, are considered discrimination. Widely supported by the literature, the psychological impact from these experiences is believed to compound over time and cause undue distress that is particularly harmful in the employment setting. People who experience more racial microaggressions report higher levels of depression, trauma, and overall life dissatisfaction. While we did not inform participants what we were assessing, we read a series of scenarios that portrayed different types of incidents that would be considered microaggressions and asked them to rate either how likely these were to happen at Cal Poly Pomona or whether or not something similar had happened to them at the university. The following themes emerged as concerning:

   a) **Microassaults.** Microassaults are a specific type of microaggression (the most overt type) that reflect conscious attitudes of the perpetrator where biased feelings, beliefs or behaviors are knowingly communicated through external cues, comments, or behaviors. An example in the academic setting would be someone using a derogatory term when referencing the death of George Floyd while commenting they just don't understand what all the fuss and protests are about.

   *Assessment: **80% of Black employees reported microassaults to be somewhat or extremely likely to occur on the campus.** This should be alarming, and this data*

supported the qualitative report that non-Black colleagues are seemingly inattentive to the challenges faced by their Black peers, and/or are dismissive of the reality of racial trauma and its numerous harms, which can be further traumatizing.

How likely is this to happen at Cal Poly Pomona?
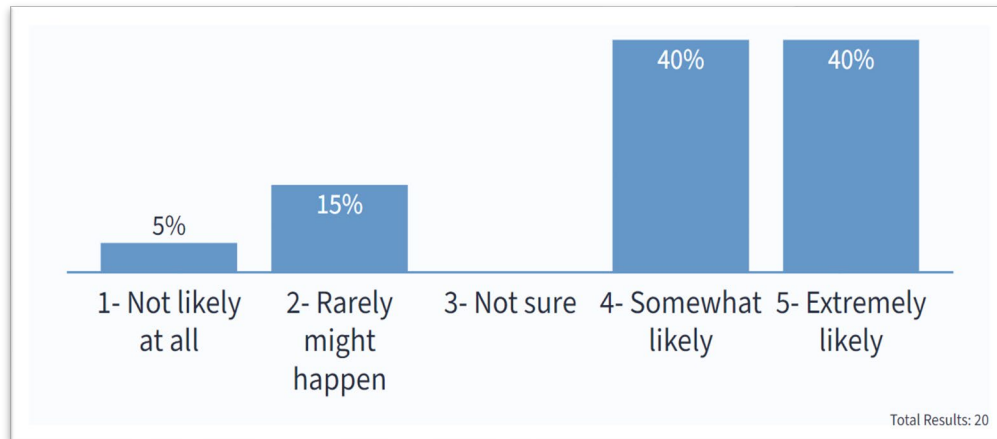
b) **Microinvalidations.** Microinvalidations are a type of microaggression that seeks to exclude or invalidate a person's thoughts, feelings, or existence. An example of a microinvalidation would be dismissing a Black peer or coworker as less intelligent or not qualified for their role.

Assessment: **Nearly half of the participants reported that these experiences are either somewhat or extremely likely to occur on campus (48%). Notably, not one participant indicated that this was not likely to occur within Cal Poly's community.** *It should be concerning that half of your employees reported such incidents, and it would be beneficial to further assess what accounts for such stark differences in experience to glean potential protective and risk factors that contribute to occurrences of such invalidations.*

How likely are you to experience this at Cal Poly Pomona?
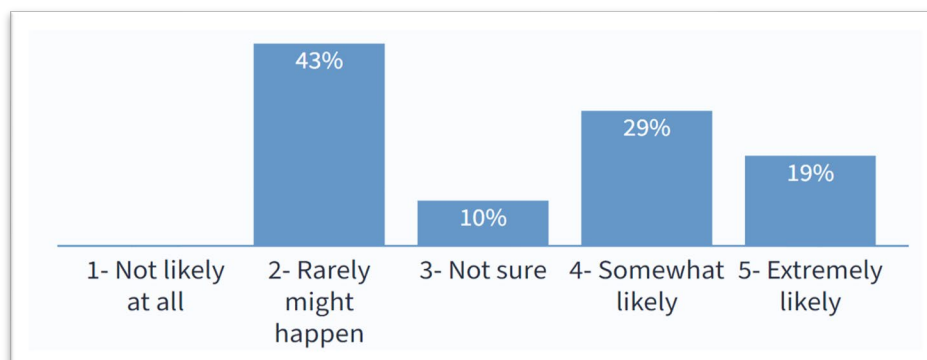
c) **Microinsults.** Microinsults are more subtle, but nevertheless have harmful effects especially when compounded over time. An example in the academic setting would be someone publicly commenting that a Black student or employee should be grateful for being a diversity admit or hire and then laughing as if the comment were a joke.

   Assessment: ***A slight majority, 52%, of the employee responses indicated that such an occurrence would be either somewhat or extremely likely to occur.*** *Many Black employees reported the experience of being seen as an illegitimate member of the campus community and may thus have experienced situations wherein their contributions and expertise were either derided or dismissed. 48% indicated that they were unsure if such behaviors would happen on campus, or that it would be rare. It would be critical to further assess and locate both the "safer" spaces on campus wherein faculty/staff are less likely to experience such insults and where they may be more likely to encounter this insidious form of exclusion.*

How likely are you to experience this at Cal Poly Pomona?
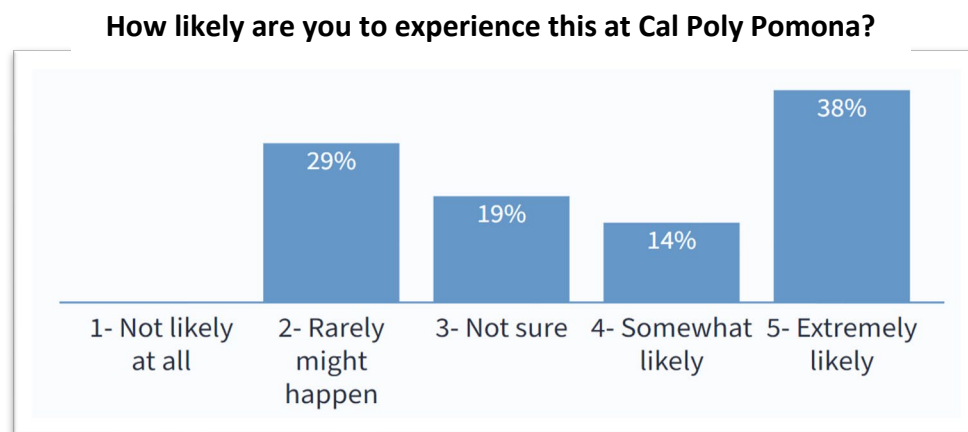
6. **Cultural Representation.** The Cultural Representation domain is a measure of perception of the actual numbers of Black employees within the university across all levels, and the perceived genuineness of the university's commitment to expanding that representation. The stronger an employee relates to the scenario presented in this section, the more likely they are to feel alone or tokenized within the institution.

   *Assessment: A perceived lack of a critical mass of Black people creates a psychological burden by othering your faculty/staff. The sentiment was strong in this area, with **91% of attendees endorsing a perceived lack of representation and feelings of tokenization**. As previously highlighted, faculty/staff shared concerns about a lack in the number of Black faculty/staff and issues with retention. Additionally, this may indicate additional strain on Black faculty/staff to feel less connected to the campus community and feel less support from campus administration.*

How likely is this to happen at Cal Poly Pomona?
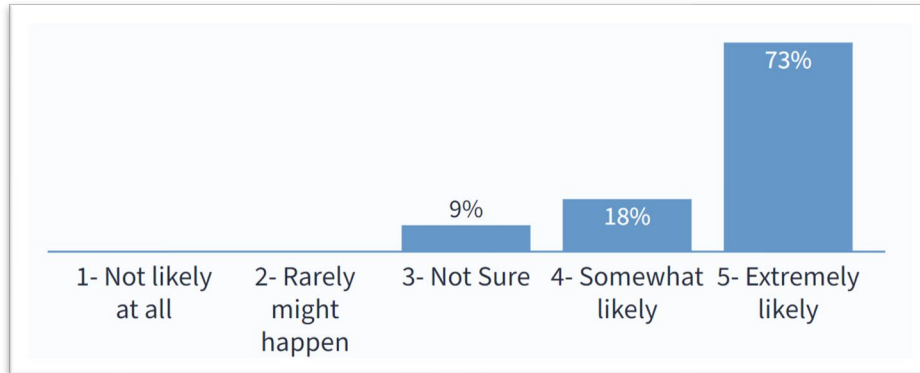
7. **Career Advancement and Upward Mobility.** Career Advancement and Upward Mobility measures faculty and staff perception of the university's desire, ability, and willingness to provide opportunities to enhance their skills, provide meaningful leadership opportunities, valuable career guidance, and offer viable pathways toward promotion and financial gain. Employees who strongly relate to the scenarios in this section likely do not believe obtaining the necessary mentoring and guidance needed to assist in advancing in their chosen field is generally feasible for them at Cal Poly Pomona. Likewise, those who strongly relate to the scenarios likely do not believe obtaining a top position and advancement is generally feasible for them.
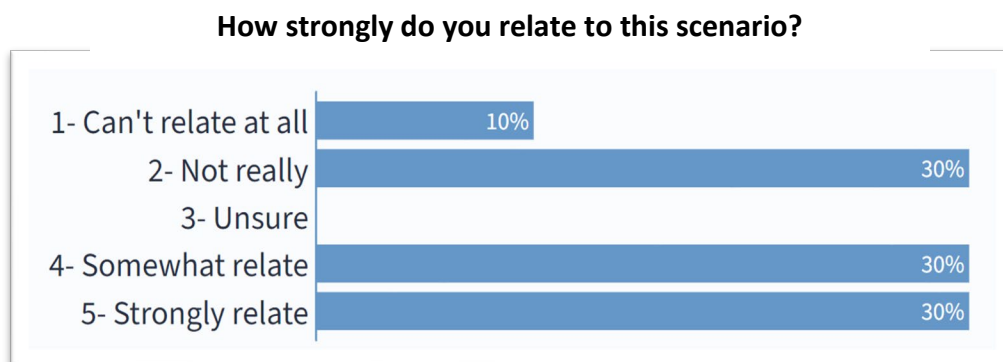
Assessment: ***75% of participants somewhat, or strongly related to scenarios of hitting a glass ceiling when it comes to securing the necessary support and connections to advance their career and professional goals.*** *It is important to note that these beliefs held even when considering their chances if they were top performers. It appears that very few see a clear path towards their desired professional future which can have a significant impact on morale and retention.*

How strongly do you relate to this scenario and identify with this situation?
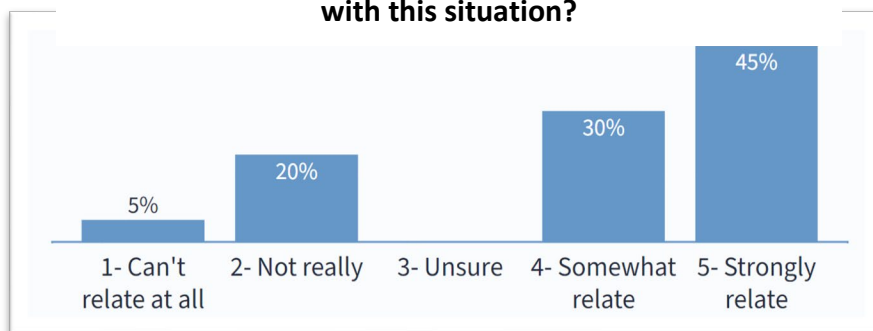
8. **Visibility.** Visibility refers to a person's perception of their significance within the institution. Often Black faculty/staff find themselves feeling either completely invisible because of their race or hyper visible because of their race. The former leads to beliefs that they will be overlooked for opportunities for advancement or their academic accomplishments, and the latter leads to beliefs that they will be constantly called upon to serve as cultural ambassadors for the institution (often without compensation). We read a series of scenarios that would capture perceptions of visibility on campus and asked participants to rate how strongly they identified with the experience of the characters.

    *Assessment: **60% of participants could either relate or strongly relate to feelings of both invisibility and hyper-visibility.** Black faculty and staff expressed a desire for opportunities to connect with new Black hires, and also exhaustion with being called upon to engage in additional unpaid labor. This is coupled with their lived reality of feeling largely unseen within the greater campus community when issues of race and trauma are perceived to be ignored.*

How strongly do you relate to this scenario?

1- Can't relate at all	10%
2- Not really	30%
3- Unsure	
4- Somewhat relate	30%
5- Strongly relate	30%

9. **Authenticity.** Authenticity refers to the ways in which faculty/staff believe they have the freedom to confidently show up visually as themselves as well as the freedom to express their beliefs and racial/ethnic pride. Through a series of mock scenarios, we assessed the degree to which participants felt they could show up as their authentic selves on campus as a member of the Cal Poly Pomona community.
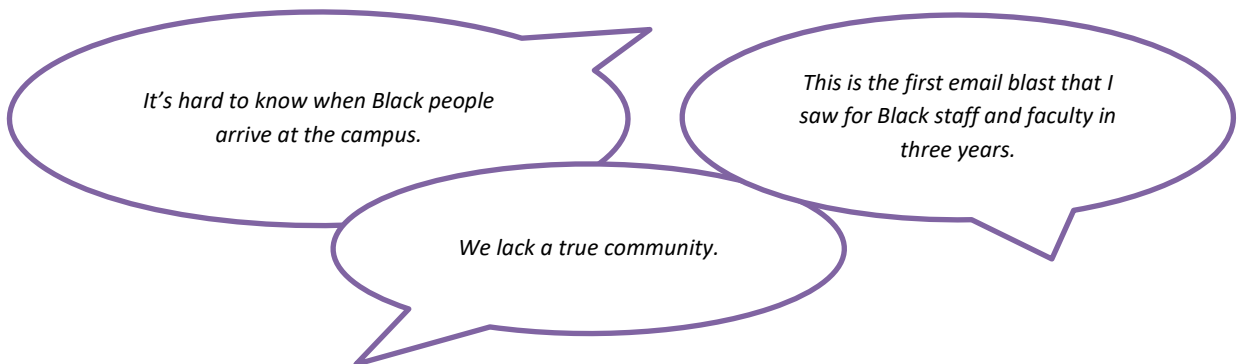
    *Assessment: **An overwhelming 87% of participants indicated that they do not feel Cal Poly Pomona is a safe space to show up as their authentic selves, without fears of repercussions.** The participants expressed that they are constantly mindful of the ways in which they dress, speak, and interact with non-Black peers for fear of being misunderstood, judged or having their experiences as Black Americans dismissed. There appears to be a lack of freedom and welcoming opportunities for Black faculty/staff to express their full range of humanity and emotion as a result, which is linked in the literature to increased psychological burden and stifled performance.*

How strongly do you relate to this scenario?

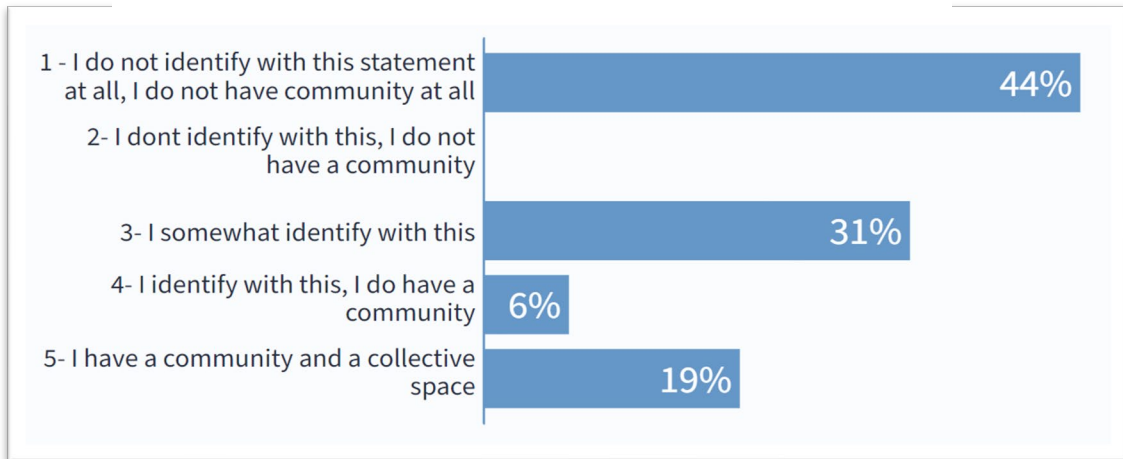| 1- Can't relate at all	2- Not really	3- Unsure	4- Somewhat relate	5- Strongly relate
5%	9%		23%	64%
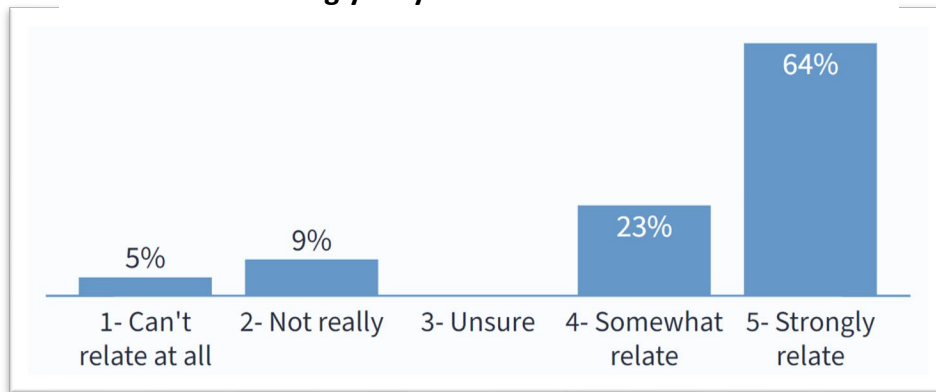
10. **Community & Collective Care.** Community and Collective Care refers to the process of healing through the power of connection and belonging to one's ethnic group. This domain assesses the degree to which individuals have a space and community on campus where they feel part of a collective and supported by a community that affirms and uplifts them.

    Assessment: ***44% indicated that they do not have such a community at Cal Poly Pomona.*** *Of note, during the time for open dialogue there was much more discussion about the significant lack of community and belongingness. Many participants expressed that there is no sense of connection and, what's more, no centralized way to locate other Black colleagues outside of their department or area. It appeared that the 19% who endorsed having community on campus were tenured faculty.*

It's hard to know when Black people arrive at the campus.

This is the first email blast that I saw for Black staff and faculty in three years.

We lack a true community.

How much do you relate to this statement?

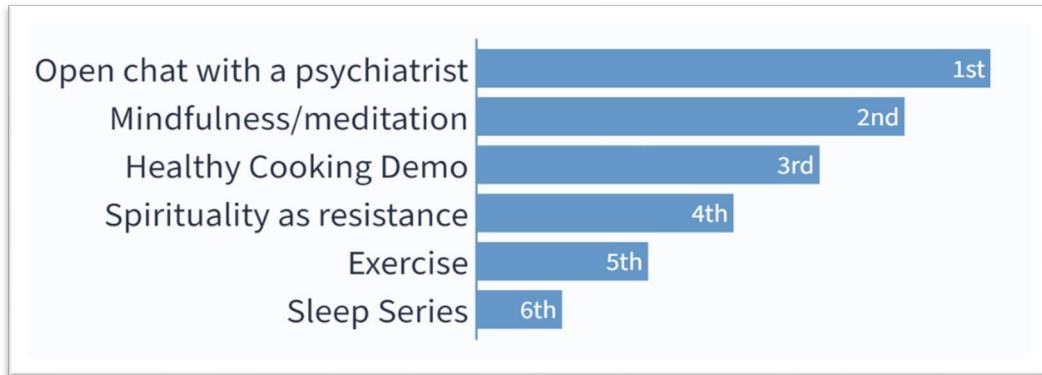| Response	%
1 - I do not identify with this statement at all, I do not have community at all	44%
2- I dont identify with this, I do not have a community	
3- I somewhat identify with this	31%
4- I identify with this, I do have a community	6%
5- I have a community and a collective space	19%

11. **Physical Wellness.** Physical wellness is a measure of each person's interest in interventions that   address physical health, which has been found to improve overall performance and productivity. We assessed for interest in culturally centered forms of wellness, including healthy cooking, mindfulness and meditation practices, exercise, and spirituality practices.

Assessment: There was general interest in interventions that addressed physical health, with a particular focus on consulting with a psychiatrist, cultivating mindfulness and meditation practices, and healthy cooking utilizing culturally relevant foods and recipes. Participants indicated that they were not aware that these were resources that could be available in the workplace. Additionally, some participants indicated that referrals are accessible to mental health providers, but access to non-White providers did not seem available.

I think the more we are able to meet, then we can be more receptive and comfortable identifying our own spaces.

I have utilized the [mental health benefit] multiple times, but have not found someone that understands my experience and has the ability to resonate with concerns or issues I want to address.

Which of these wellness topics are you most interested in?

Wellness Topic	Rank
Open chat with a psychiatrist	1st
Mindfulness/meditation	2nd
Healthy Cooking Demo	3rd
Spirituality as resistance	4th
Exercise	5th
Sleep Series	6th

RECOMMENDED INTERVENTIONS

Areas of Concern:	Intervention
Critical Consciousness Radical Hope Strength & Resistance Cultural Authenticity & Self-Knowledge Community & Collective Care Physical Wellness	☐ Individual Wellness Coaching ☐ Strengthening the BFSA ☐ Black Employee Directory ☐ Healing Circles
Microaggressions Authenticity	☐ Deepening Awareness and Compassion for Black Lives: A multi part series training for Managers, Supervisors, and Administrators ☐ Allyship Training Series
Cultural Representation Career Advancement & Upward Mobility Visibility	☐ DEI Leadership Coaching + HR Training with a focus on retention efforts & mentorship opportunities

- **Individual Wellness Coaching for Black Faculty/Staff.** Black faculty/staff expressed multiple stressors related to being on the receiving end of microaggressive acts, lack of safe spaces to critically engage with national and community issues that result in racial trauma, and a general struggle with maintaining adequate levels of emotional wellbeing and functioning. We recommend starting by offering your employees a culturally informed wellness coaching experience that provides targeted interventions to address the unique concerns of your Black employees and that will alleviate immediate some of the distress. As an addition to current health benefits, this recommendation offers employees an empowered and actionable strategy to mitigate the impact of distressing events and address their wellness needs, which speaks to the sentiment of some participants regarding the dearth of such skills and tools. We recommend offering this service as a supplement to your current mental health benefits. Culturally responsive wellness coaching can address the areas of *Critical Consciousness, Strength & Resistance, and Physical Wellness.*

  We offer an evidence-based single session coaching approach. Single Session Coaching at The Black Girl Doctor is a solution focused coaching experience for professionals struggling with work-life balance and career related stress. Coaching sessions are 90-minute appointments where our coaches work with clients to explore the challenges they outline in advance of the session. We approach each session as if it will be their only session and focus on results. Our coaches help clients further define their goals and identify actionable solutions to moving forward. We would be happy to discuss this service further or to support you in your research of alternate coaching opportunities.

- **Strengthening of the Black Faculty & Staff Association.** Strengthening the Black Faculty & Staff Association is vital to promoting *Community & Collective Care and Physical Wellness*. It is clear that both formal and informal opportunities for Black employees to connect would be a significant boost to psychological well-being. However, it is also clear that an overall sentiment of fatigue, hopelessness, and perceived lack of institutional support has hindered the Association in building and fostering the community that is deeply needed. A more targeted consultation with key BFSA stakeholders is recommended, to further assess and problem solve the underlying factors that have contributed to a lack of community support despite the Association's presence on campus. Based on this assessment, it is likely that Black employees at all levels are exhausted and, as a result, have focused much of their energies on maintaining their individual wellness (even though research supports community interventions as critical to healing from racial trauma). External support to assist with organizational structure and/or program development may be greatly useful, in addition to support in designing workshops and events to increase involvement and provide opportunities for social

support, networking, and learning. We want to emphasize that this area presented as the most pressing need for Black faculty/staff and immediate attention and action could bring a much-needed win and injection of hope. Recommendations for strengthening the Black Faculty Staff Association may include the following:

- Additional funding for events and marketing
- Improved website design and dissemination strategy to inform all new and continuing employees of this resource
- Reduce, eliminate, or sponsor membership fees to increase faculty/staff engagement in the resource
- Provide stipends to employees who serve as leaders for their service on this and other committees focused on Black/DEI initiatives
- Hire an outside organization to host workshops on mindfulness/meditation and provide healthy cooking demonstrations.
- Partner with HR to host a forum to assist with connecting employees to viable culturally informed mental health resources.

☐ **Black Employee Directory.** To further address *Community and Collective Care,* we are recommending the creation and upkeep of a formal and readily accessible directory for those who wish to opt-in. It is suggested that this guide also be regularly updated to include new hires. We recommend administrative support to develop and maintain such a resource.

☐ **Healing Circles.** Healing circles can increase *Critical Consciousness, Radical Hope, Strength & Resistance,* and *Community & Collective Care.* Employees cited a lack of opportunity to connect with like-minded peers to discuss issues relevant to the Black community and to process the effects of racialized trauma. Employees also recognized that increased opportunities for meeting will develop safe spaces for gathering. Given that healing circles are foundational in healing from racial trauma as well as creating consistent spaces to receive validation, support, and coping, we recommend offering at least one healing circle per month until you begin to see an increase in self-report ratings in these areas. Our company is able to support this need through ongoing circles, or via incident response. Our post-circle evaluation process offers insights and documents change over time.

☐ **Deepening Awareness and Compassion for Black Lives: A multi part series training for Managers, Supervisors, and Administrators.** Low ratings in the areas of *Authenticity, Cultural Representation,* and *Career Advancement* and *Upward Mobility* are reflections of the leadership's understanding of the wellness needs of their faculty/staff. Addressing these issues is challenging work, and we strongly recommend an in-depth training

opportunity for administrative leadership and your HR department. Managers, Supervisors, and Administrators are in a unique position to notice and assist in the early stages of distress for employees, and early intervention is critical in a campus's efforts to maintain a healthy and productive work environment. Through a culturally centered lens, we offer training that will equip managers with foundational knowledge of Black Racial Identity, teach the requirements of allyship, increase understanding of identity protective strategies, and demonstrate how to apply culturally-informed support practices.

☐ *__Allyship Training Series.__ Low ratings in the areas of *Microaggressions* and *Authenticity* are a reflection of the university culture. The results from our assessment suggest that the environment at Cal Poly Pomona is such that both more subtle and overt forms of microaggressive behavior are sustained and upheld by the current culture. Disrupting this climate requires interventions beyond your Black faculty/staff. In support of your full community, we propose engaging allies in a personal and professional development series that offers education on the individual and societal impact of anti-Black racism and empowers them to take personal accountability and action towards a socially just world. Our team can be available to help you assess the effectiveness of existing programs or to help you identify vendors to partner with delivering this programming. A few trusted providers are noted below and we'd be happy to make an introduction.
  - [Deeper Than Color](#)
  - [Brave Trainings](#)

☐ *__DEI Leadership Coaching + HR Training.__ Low ratings in the areas of *Visibility, Cultural Representation,* and *Career Advancement* & *Upward Mobility* are reflections of the leadership, policies and procedures. Addressing these issues is challenging work, and we strongly recommend hiring a D&I consultant to coach your administrative leadership and train your HR department. We partner with [Dorianne St. Fleur Consulting](#) to support institutions who want to deploy a DEI lens to their work This organization is a research backed, data driven, action-based consultancy at the forefront of helping organizations move beyond the status quo of check-the-box diversity & inclusion activities, and into a new frontier of building anti-racist workplaces. Led by founder and HR veteran Dorianne St Fleur, they take a practical and holistic approach to building genuinely inclusive cultures. Leveraging 15+ years working in Operations, HR and D&I for top companies across tech, financial services, and higher education, their team uses its professional and academic backgrounds to help organizations address the common - easy to miss - problems sabotaging their diversity recruitment and retention efforts. They have a team of training facilitators with subject matter expertise in Human Resources, Diversity &

Inclusion, and virtual and in person training facilitation. Alternatively, we can be available for consultation to support your evaluation efforts in other programs you are considering or already using.

These recommended interventions are also outlined in the Student Wellness Assessment Report because they support community-wide approaches.

LIMITATIONS

One limitation in this assessment was our inability to anchor the sample size based on a known population number due to an inability to identify, through publicly available sources, the number of Black faculty and staff at Cal Poly Pomona. Another limitation is that faculty and staff have very distinct experiences of campus culture and support. We would have benefited from the ability to capture the nuanced experiences of the faculty and staff separately.

CLOSING COMMENTS

We understand that assessment findings can be difficult to hear, and we applaud your commitment to engage in the challenging yet critical work to understand and address the concerns your Black employees face. It is our hope that our collective efforts on this wellness assessment will provide you with a clearer understanding of the challenges your Black employees face, as well as several promising and evidence-based ideas for intervention.

Our findings present a clear need for improved actionable steps and administrative support toward promoting a culture of inclusivity, belonging, and wellness of Black faculty and staff.

While taking action may vary in its complexity, practicality, and feasibility, we suggest starting small with individual wellness coaching, and not to overwhelm yourselves by a desire to create change rapidly, as combating racial trauma is a huge endeavor! These initiatives can be rolled out over time, and we will be here to support your efforts. Our recommendation is for you to strive toward incremental change consistently. Ten percent shifts will compound over time, positively improving the health and wellness of the university as a whole, which is intimately connected to the strength, health, and well-being of the Black community.

RESOURCES

We have provided a selection of recommended readings and topics for internal discussions:
- [Toward a Psychological Framework of Radical Healing in Communities of Color](#)
- [Academic 4 Black Lives](#) (faculty resource guide)
- [Dynamic list of resources](#)(articles, books, movies, podcasts) to educate yourselves on anti-racism work

Trending articles and reports:
- The Black Experience in Higher Education
- Black Faculty and Radical Retention
- Scholars Talk About Being Black on Campus in 2020
- How Organizations are Failing Black Workers- And How to Better - Harvard Business Review
- Why Black Workers Are Seeking New Opportunities