In our hands...

13 Recommendations on Diversity and Inclusion to the UNC Gillings School of Global Public Health Community

September 2011

Inside This Report

Diversity and inclusion means we welcome, value, and learn from individual differences and perspectives.

More than just a definition, diversity and inclusion are tools to help us accomplish our mission and vision.

A letter from the Dean

Dear Readers,

I have a dream (with acknowledgement to Martin Luther King, Jr.). It is a School in which everyone who walks through our doors is valued, respected and accepted, and feels so—no exceptions. We are diverse and inclusive. That means Blacks, Whites, Asians, Hispanics, Native Hawaiians, American Indians, multi-race and multi-ethnic people, LGBTQ individuals, those with disabilities, people of differing politics, values and socioeconomic backgrounds, Muslims, Jews, Buddhists, Christians, Catholics, other religions and agnostics, people born here and those born outside the USA, people of all sizes and shapes, and backgrounds, including individuals not represented above. This is the School that many of us said we wanted to be in the year 2020, as part of our School's SPH2020 strategic planning effort. It is not just my dream; it is our dream.

In public health, we aim to solve some of the biggest problems facing the planet. We cannot do that effectively without understanding the world's people. If we are going to live up to our global name and heritage, we must reflect global diversity, in all forms, within our walls. We are evidence-based. Evidence shows that diverse groups make better decisions. Diversity can make us stronger, smarter and more sensitive.

A significantly more diverse and inclusive School is an achievable dream, but it is not yet reality. Over the six years since I have been dean, we have taken many steps to increase diversity. Based on feedback given through focus groups early during my first term, we made diversity a performance criterion for chairs and other senior academic leaders. We changed the mission of the School, altered the text in our job ads, re-engaged diverse alumni in supporting the School, increased the number of diverse scholarship recipients, received Provost's support for several faculty recruitments, appointed Dr. Jessie Satia special assistant to the dean for diversity, refined and assessed diversity metrics, and a lot more. I have talked about and written about diversity regularly (Including in my blog.), and it is often a topic for our School's Dean's Council, Chairs' Committee and various advisory groups. Some departments created diversity committees and began to change how they operated. We have done many more things that are beyond what is mentioned here.

Still, feedback from climate surveys and the demographic makeup of our community indicated little had changed by 2010. Many of us were not satisfied with the status quo. In summer 2010, we formed the Diversity and Inclusion Task Force (DITF). The DITF is a tangible commitment to creating effective and lasting change by me, the School's leadership, task force co-chairs and its members. The DITF has two remarkable leaders, Rumay Alexander, RN, EdD, Clinical Professor of Nursing and Director of Multicultural Affairs, and Bryan Weiner, PhD, Professor Health Policy and Management. We said that the DITF should attempt to understand what was getting in the way of us becoming a notably diverse and inclusive school, suggest specific, concrete steps that would help to overcome those barriers and then begin to take us on a transformational journey. I cautioned the group that, with the economy in recession, and the School having suffered significant budget cuts, we would not be able to increase funding for diversity and inclusivity dramatically. We would do what we could through strategic investments. Over time, as the economy improves, investing in diversity and inclusivity should accelerate.

It was thrilling that over 55 people volunteered to serve on the DITF, and 22 agreed to serve on a Change Team that did significant work towards developing a report. I have been gratified by Bryan and Rumay's leadership and by the efforts of so many people to make this School more diverse and inclusive.

Our School's Dean's Council will review the report and prioritize recommendations for immediate action and then monitor results. Our chairs and assistant/associate deans will be involved at a more granular level.

Even with this excellent report and recommendations, change will not happen without all of us staying committed. Diversity and inclusion are outcomes of many smaller steps: the frames we bring to discussions about applicants to the School as we evaluate them for admission, how we greet and interact with our fellow staff, faculty, students, alumni and visitors, mentoring we give our junior faculty, award nomination processes, problems we study, policies that govern us, content we cover in courses, characteristics of senior hires and members of internal and external leadership committees and whether we are willing to keep looking at ourselves and asking hard questions about whether we are doing enough, whether we are doing the right things, and how we could do better.

The DITF report is a cause for celebration, because the process that we undertook and completion of the report are change agents in and of themselves. It is not the end of a journey. It is the beginning of a new phase, one which we will begin with new insight, commitment and collective intelligence. We are not turning back. Thanks to the DITF for getting us to this point. We could not have done it without you!

With warm appreciation,

Barbara K. Rimer

Barbara K. Rimer, DrPH
Dean and Alumni Distinguished Professor

A Note from the Co-Chair:

Each and every day, I read the following quote to myself.

"If you touch a spider's web anywhere, you set the whole thing trembling. As we move through and around this world, and as we act with kindness, or indifference, or even hostility toward the people we meet, we too, are setting the great spider web a-tremble. The life I touch will touch another life, and that, in turn another, until who knows where the trembling stops or in what far place and time my touch will be felt. You can't find a better way to quantify or qualify someone's legacy. Just think of the web you have set a-tremble".

Frederick Buechner

I do so because it keeps ever before me the immense responsibility and understanding of what it means truly means to live a life and be about meaningful work where curiosity is maximized and certainty is minimized for the purpose of realizing creative potential in every encounter. I think that Buechner has also captured the noble endeavor over the past 15 months The Gillings School of Global Public Health has undertaken.

By design and with integrity the DITF worked to know about the lived experiences and the impact of those experiences on students, faculty and staff. Creating the web of experiences was the GPS for this endeavor. The courageous dialogue brought collective wisdom together and thus the recommendations provided in this report. It is the culmination of thinking out loud by the SPH community. The recommendations, shaped and molded by current SPH members and alumni when implemented can create a culture of accountability...meaning a culture where by thought and deed there is demonstrable commitment congruent with the expectations of its constituency. My thanks to each of you for your cooperation and the honor to join you in this work. Indeed, a web has been set a-tremble!

G. Rumay Alexander

G. Rumay Alexander, EdD, RN
Clinical Professor and Co-Chair, SPH Diversity and Inclusion Task Force

A Note from the Co-Chair:

Whoen Dean Barbara Rimer asked me to serve as Co-Chair of the Gillings School of Global Public Health's Diversity and Inclusion Task Force (DITF), I did not hesitate to say yes. I knew that Dean Rimer was fully committed to increasing diversity, and but I did not know until we met a few weeks later that we shared a similar perspective on organizational performance and change. Simply put, if we keep doing the things we have been doing, we will keep getting the results that we have been getting. If we want different results, we have to change the way we do business. More importantly, we have to change the mindset that informs the way we do business.

When we issued the call for volunteers to serve on the DITF, more than sixty faculty members, staff members, and students signed up. Twenty of these volunteers also agreed to serve on the DITF Change Team, which met monthly to delve more deeply into the issues identified by the DITF. After a six-month period of assessment, the DITF formed smaller teams to develop recommendations in three areas: organizational climate, recruitment and retention, and curriculum. The teams sought to make recommendations that were specific enough to be actionable, powerful enough to create meaningful change, and feasible enough to be implemented within a difficult budgetary context. I believe they succeeded on all three fronts.

Throughout this process, I have been repeatedly struck by the energy, enthusiasm and creativity that so many people brought to the work of the DITF. Although task force members participated in different ways at different times, the recommendations included in this report reflect the will of the DITF as a whole. Their signatures are offered as endorsement of this collective work.

I wish to thank all of those who contributed, in large ways and small, to the work of the DITF. I found myself inspired many times by the passion and commitment of DITF members and others in the School for increasing diversity. Although the road ahead may be difficult, I believe that implementing the recommendations included in this report will change the way we do business and, further, that the process of implementing them will change the mindset that informs the way we do business.

Bryan J. Weiner

Bryan J. Weiner, Ph.D.
Professor and Co-Chair, SPH Diversity and Inclusion Task Force

SIGNATURE PAGE

DRAFT

The case for diversity and inclusion

At the UNC Gillings School of Global Health, diversity and inclusion means we welcome, value, and learn from individual differences and perspectives. The case for diversity and inclusion comes from our core ---our mission ---"*to improve public health, promote individual well-being, and eliminate health disparities across North Carolina and around the world*." Also, diversity and inclusion are important pillars of SPH2020, the School's strategic plan. To accomplish our ambitions and make an impact in public health, many hands, minds, and perspectives are required.

Making the School more diverse and welcoming could give us a competitive advantage, and we must be mindful that all of the top schools of public health have diversity commitments, offices, initiatives, awards, or other programs. Diversity and inclusion are expectations of our "clients" --- prospective students, prospective faculty and staff, the public whose health we want to improve, and the workforce our graduates will join. If we don't educate, employ, and deploy people who reflect the diversity of experiences in the practice of public health, we will not be as effective in solving public health problems as we could be.

DITF discussions and recommendations cite the "added value" of diversity in the classroom, on research teams, and in public health practice. The presence of different experiences and points of view makes case discussions richer, new ideas more likely, debates and decisions more informed, and learning deeper. The whip of necessity demands responsible stewardship of all resources and intentional deployment of strategies which address the cognitive costs and the residue of depleting cognitive resources. For selected literature on this topic---different approaches, recommendations, evidence of effectiveness, and "business" vs. social drivers of change--- see Appendix ___. No single approach is a "best practice," but common themes in successful diversity and inclusion programs include strong endorsement from top management, acknowledgment that different organizations require different approaches, the importance of changing the culture, and the value of goals, metrics, and accountability.

Executive Summary

In April 2010, Dean Barbara Rimer created the Diversity and Inclusion Task Force (DITF) to "identify barriers and facilitators to increasing diversity in the Gillings School of Global Public Health and recommend changes that would take the School to a new level of diversity among faculty, students and staff." More than 60 faculty, staff, and students volunteered to serve. Co-chaired by Drs. Bryan Weiner and Rumay Alexander, the DITF surveyed the SPH community about organizational climate issues, conducted a dozen focus groups with constituencies in the School, consulted with department Chairs and Program Leaders, and reviewed the history of the School's efforts to increase diversity. In April 2011, the DITF shifted its focus from assessment to recommendation. The DITF decided to make recommendations in 3 areas: organizational climate, recruitment and retention, and curriculum. Briefly, the DITF recommends,

To strengthen the organizational climate for diversity and inclusion:
- Issue a strong statement from Dean's Council in support of diversity.
- Develop a model and process for spreading diversity principles and practices in SPH.
- Appoint a school-level leader to oversee diversity efforts.
- Strengthen links with campus and community resources to foster diversity.
- Support an Ombuds dedicated to addressing diversity issues.

To increase recruitment and retention of a diverse body of students, faculty, and staff:
- Take greater "recruiting" advantage of the Annual Minority Health conference
- Engage diverse and marginalized alumni in recruitment, training, and placement.
- Promote cross-departmental sharing of best practices.
- Encourage admission and support students with exceptional potential but not traditional admissions profiles.
- Require greater specificity in departments' diversity goals, plans, and reports.

To promote diversity and inclusion through the SPH curricula:
- Increase course content to address the health issues of diverse populations.
- Increase cultural competence and opportunities to discuss diversity topics productively.
- Coordinate diversity in SPH content and approaches in core courses.

In its report, the DITF describes each recommendation in more detail and discusses its potential impact, implementation, timeline, resource requirements, anticipated results, and metrics for measure those results. It also proposes a champion for each recommendation. Although each recommendation is actionable, the recommendations collectively are mutually reinforcing.

The DITF's work is now complete. The School's work continues. In 2011, the Dean's Council will discuss the DITF report and adopt specific recommendations based on strength of evidence. To assure implementation, the School will incorporate adopted recommendations into its strategic plan (SPH2020), engage internal and external stakeholders, monitor progress, and maintain accountability for results.

13 recommendations to enhance diversity and inclusion

5 recommendations to strengthen the organizational climate:

Recommendation 1.		The Dean's Council should establish, endorse, and disseminate a strong statement of commitment to diversity & inclusion (D&I).
1.1	Potential Impact	A strong statement will demonstrate SPH leadership's firm commitment to and acceptance of responsibility for D&I.
1.2	Implementation Plan	1. Dean's Council endorses a strong statement that builds on the report of the Diversity and Inclusion Task Force (DITF) 2. Dean's Council distributes the statement to faculty, staff, students, and alumni for comment 3. Dean's Council revises statement and disseminates it broadly.
1.3	Timeline	Fall 2011: Dean's Council polishes a statement, distributes for comment Winter 2012: Dean's Council disseminates statement Bi-annually: Dean's Council discusses and revises statement
1.4	Resource Requirements	Dean's Council members' time and staff members' time to create, discuss, distribute, revise, and disseminate statement.
1.5	Measurable Results	• Dean's Council members become more engaged in providing transformational leadership to increase diversity and inclusion • Dean's Council members discuss D&I issues, set goals, and expect results • More SPH community members believe the School's leadership is committed to D&I as an organizational priority
1.6	Metrics to Assess Results	• Measure* of Dean's Council members' level of engagement in D&I • Measure of Dean's Council members' degree of commitment with D&I issues • Measure of SPH community's level of awareness of statement • SPH community's perception of Dean's Council's commitment to enhancing D&I
1.7	Proposed Champion	Dean and Dean's Council
1.8	Assumptions	The Dean's Council will engage fully in the process of establishing, endorsing, and disseminating a statement and the SPH community will perceive the statement as a meaningful commitment on part of Dean's Council.

*Measure of can be a number, percentage or other quantitative or qualitative form of evaluating outcomes.

Recommendation 2.		SPH creates a model and process for spreading diversity and inclusion principles and practices throughout the School.
2.1	Potential Impact	An SPH model incorporating "best practices" for D&I would create greater consistency in departmental/program policies, guidelines, and procedures. A School-wide process for developing and spreading the SPH model would promote community engagement, cross-fertilization, and mutual accountability.
2.2	Implementation Plan	1. Dean appoints D&I "Synthesis" Committee that includes faculty, staff, and students from all departments and programs 2. Committee identifies D&I "best practices" in SPH, UNC, and other universities and develops SPH model 3. Dean charges Dean's Council members with responsibility for implementing SPH model, tailored to department/program 4. Faculty, staff, and students evaluate SPH model implementation and outcomes annually.
2.3	Timeline	Fall/Winter 2011: Dean appoints Synthesis Committee Winter/Spring 2012: Committee develops model July 2012: SPH model implementation begins Annually: SPH model implementation/outcomes evaluated
2.4	Resource Requirements	Faculty, staff, student volunteers' time for Synthesis Committee Department/program leaders' time for implementation Department/program faculty and staff's time for implementation
2.5	Measurable Results	• "Best practices" spread across departments and programs/units in (1) cultural competence, (2) dialogue on diversity and inclusion, (3) curriculum and classroom, and (4) recruitment and retention • Greater consistency/coordination across departments/programs/units
2.6	Metrics to Assess Results	• Assessment of deployment and use of "best practices" to enhance organization climate for diversity and inclusion • Academic program / course evaluation for coverage of D&I • Measure of increased engagement and participation at department/program/unit level
2.7	Proposed Champion	Dean and Dean's Council, D&I Synthesis Committee members
2.8	Assumptions	Faculty, staff, and students from each department/program will commit time and effort to Synthesis Committee. The resulting model is responsive to legitimate differences in departmental/program/unit cultures, and department chairs, other School leaders can be held accountable for implementing SPH model.

Recommendation 3.		The Dean should appoint a <u>Designated Champion for Diversity and Inclusion</u> to oversee, support, and assess SPH efforts to enhance diversity and inclusion.*
3.1	Potential Impact	Given the decentralized nature of the School, it needs a dedicated leader to ensure continued school-wide focus on D&I. Ongoing monitoring is needed for accountability and continuous improvement.
3.2	Implementation Plan	1. Dean, with input from D&I Synthesis Committee, defines roles/responsibilities of Designated Champion for Diversity and Inclusion (D&I Champion) 2. Dean charges D&I Synthesis Committee to study whether a new office is needed (e.g., Office of Multicultural Affairs) 3. Dean appoints (D&I Champion) 4. Dean creates new office, if recommended 5. D&I Champion works with Committee and Dean's Council to support/assess SPH model implementation, liaise with other campus units such as UNC Diversity and Multicultural Affairs and counterparts in other Health Affairs schools, and direct other activities (e.g., reporting).
3.3	Timeline	In short-term, Dean could ask a current Assistant/Associate Dean to assume this role as *Interim* D&I Champion and/or collaborate with UNC School of Nursing's Office of Multicultural Affairs. Within 3 years, Dean appoints new D&I Champion and creates new office (if recommended).
3.4	Resource Requirements	• Salary and benefits for new position (if recommended) • Office space for new office (if recommended) • Administrative support staff for new position/office (if recommended)
3.5	Measurable Results	• Consistent, visible, point-of-contact D&I leadership from School • Accelerated SPH model implementation resulting from administrative support and assessment/accountability • Improved tracking/awareness of D&I activities in SPH • Stronger collaboration and coordination with other D&I activities at UNC
3.6	Metrics to Assess Results	• Performance evaluation of D&I Champion, with input from D&I Synthesis Committee, Dean's Council (measure of student, staff, faculty and alumni appreciation of the champion) • Assessment of SPH model implementation against timeline • Timeliness, accuracy, and completeness of reporting of D&I activities • Measure of inquiries/consultations/disclosures to D&I Champion
3.7	Proposed Champion	Dean
3.8	Assumptions	Financial resources can be allocated for this recommendation, one person/office could keep track of SPH D&I activities, and department chairs/program leaders will accept the leadership provided by this new position (and office, if recommended).

*The recommendation team did not reach consensus on this recommendation. Not all agreed a separate and centralized individual needs to be appointed. The duties could be managed by a synthesis committee or another alternative solution.

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Recommendation 4.		Faculty, staff and students create or enhance links between the School and UNC-Chapel Hill campus resources and other community groups to foster a more diverse and inclusive environment and increase support.
4.1	Potential Impact	Closer coordination of strategy between the School, the rest of campus and the community improves cohesiveness for student affairs, increases resources for faculty and staff, provides greater transparency and encourages interdisciplinary collaborations, thereby making UNC's overall climate more diverse and inclusive.
4.2	Implementation Plan	1. Infrastructure involving collaboration of University Ombuds, Human Resources, Vice Chancellor of Student Affairs, Graduate School, SPH degree directors, the Associate Deans of Student and Academic Affairs, and the School's D&I Champion is formed to ensure communication and collaboration 2. Faculty and Staff engage in diversity-building activities 3. The School's D&I Champion databases links and collaborators; leads effort to engage these contacts, perpetuates continued collaboration via social networking and listservs; collects and reports feedback; assertively publicizes communications/website efforts.
4.3	Timeline	In spring 2011, current resources/policies could be shared with faculty, staff and students as part of orientation. By fall 2012, annual meeting could be hosted by D&I Champion and synthesis committee. By new D&I Champion's second term, reporting and evaluation implemented regarding links and partnerships.
4.4	Resource Requirements	Dedicated time for new D&I Champion and school community, database development and evaluation resources, budget for materials/refreshments for annual meeting
4.5	Measurable Results	• Development of data collection system and reporting structure • Evidence-based prioritization of goals • Existence of annual meeting • Documentation of planned activities • Collaboration & recognition of achievements
4.6	Metrics to Assess Results	• Measure of activities planned and implemented • Measure of faculty, staff and students engaged in these activities • Assessment of awareness by faculty, staff and students of these activities
4.7	Proposed Champion	New D&I Champion; Synthesis Committee, Dean's Council
4.8	Assumptions	Linkages/resources are accessible; activities help prevent exclusionary behavior; participation in diversity activities is supported and encouraged from departments; action is taken to address feelings of exclusion; environment is created for expression of viewpoints; School is positioned to initially lead efforts (in absence of Associate Provost for Diversity) for linkages (see appendix for listing of various campus, community and other university groups); linkages should be established and enhanced; diversity and inclusion Synthesis committee helps to provide oversight.

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Recommendation 5.		SPH identifies and supports an Ombuds* dedicated to diversity and inclusion.
5.1	**Potential Impact**	Establishing a dedicated School Ombuds provides an additional layer of protection, safety and confidential availability for members of our School community independent of the School's structure, and creates a feedback loop for diversity and climate improvement.
5.2	**Implementation Plan**	1. Dean's Council/D&I Champion and synthesis committee hires, or appoints in a volunteer capacity, a resource to serve in the role 2. Ombuds, Office of Student Affairs and new D&I Champion establish roles and responsibilities (see full recommendation section 5.9 for further considerations about the role of this Ombuds). Please note the relationship between the Ombuds and D&I Champion will need to be delineated.
5.3	**Timeline**	Ombuds is hired/appointed 6 months after new D&I Champion is hired and begins annual term (performance review cycle, if hired). In the meantime, the School community is encouraged to use UNC Ombuds office.
5.4	**Resource Requirements**	Salary and benefits (if person is hired rather than appointed in volunteer capacity) Publicity and reporting resources
5.5	**Measurable Results**	• Appointment of an Ombuds • Articulation of his/her roles and responsibilities • Establishment of activities and goals for having an impact
5.6	**Metrics to Assess Results**	• New position established (yes/no) • Performance evaluation of policies and procedures (TBD) • Measure of community awareness of, utilization of and satisfaction with the Ombuds
5.7	**Proposed Champion**	Dean's Council champions the hire/appointment but ultimately the Ombuds sustains the vision for a healthy organizational climate.
5.8	**Assumptions**	Ombuds is experienced, mature, facilitative, encouraging, gentle and is empowered to and resourced to carry out his/her purposes. He/she fosters alignment between community and leaders, demonstrates characteristics akin to the integrity required of this role, has independence and autonomy in the School so as not seen as somebody who reports to an authority figure, and is appointed with support from all units in the School so that all interests are represented. He or she is seen as champion of a healthy organization climate rather than a purveyor of complaints.

*An Ombuds is a person trained to assist members of a community or organization through safe, confidential and anonymous means, and provide dispute resolution and an educated response.

5 recommendations to increase student, faculty and staff recruitment and retention:

Recommendation 1.		Expand the partnership with the Minority Student Caucus (MSC)* and MSC alumni** to cultivate more prospective students and faculty by taking greater advantage of opportunities afforded by the Annual Minority Health Conference (MHC) and William T. Small, Jr., Keynote Lecture broadcast.
1.1	Potential Impact	Increase the School's national visibility among students and organizations interested in diversity and health disparities, build more partnerships inside and outside UNC, and advertise public health career opportunities to student's unaware of them.
1.2	Implementation Plan	1. Hold discussions with former leaders and organizers of these groups 2. Identify ways to facilitate the work of the Caucus and MHC Planning Committee (e.g. making links to on-campus groups such as ECHO and student government, secondary schools, community colleges, minority-serving institutions, HBCUs, tribal colleges, and national organizations – see appendix __ for a list of groups) 3. Secure funds for MSC/MHC leaders to attend APHA 4. Expand outreach and increase awareness of these events; follow-up with contacts 5. Encourage these groups to promote the events more proactively 6. Consider creating a credit course with scholarly work related to these events 7. Document and publicize the MSC's and the School's history in promoting health equity and combating marginalization to highlight the SPH commitment.
1.3	Timeline	3 years
1.4	Resource Requirements	Staff support/GRA (to assist MSC/MHC), travel funds
1.5	Measurable Results	• More partner conferences for the MHC and WTS Jr. Keynote broadcast • Greater publicity for Conference and Keynote broadcast to relevant audiences • More awareness of the events among UNC students and alumni from all schools • Increased alumni participation in and promotion of the events • Increased applications and enrollment by marginalized students
1.6	Metrics to Assess Results	• Measure of partner conferences for the WTS Jr. Keynote broadcast • Extent of publicity for the Conference and broadcast to APHA members • Measure of alumni who participate or promote Conference or broadcast • Measure of applicants & enrolled students who attended Conference or viewed the Keynote broadcast
1.7	Proposed Champion	SPH Faculty Member as appropriate (e.g. Dr. Victor Schoenbach)
1.8	Assumptions	Greater impact can be achieved by a coordinated effort; mutually-beneficial partnerships can be built between the MSC and other student organizations; the MSC will continue to attract student leaders who can devote time and energy to the Caucus and Conference; many MSC alumni are concerned and committed and can therefore be mobilized to promote these activities; faculty, staff, and administrators will continue to actively support the Caucus' activities; other campus units and the General Alumni Association can be stimulated to collaborate; and the story of the MSC will continue to inspire students and alumni.

*Minority Student Caucus (MSC) advocates for issues of concern to students of color in the School and promotes research and programs aimed at addressing public health issues that affect people of color.
**MSC Alumni have a listserv called Minority Student Caucus Alumni Network, or "MSCalumnet."

Recommendation 2.		Continue to develop targeted opportunities for marginalized alumni to participate at all levels through local and regional events.
2.1	Potential Impact	Greater visibility, stronger and more expansive network, potential to increase support through scholarships and professorships.
2.2	Implementation Plan	1. Continue to add on to existing cultivation activities at the School level (e.g. Minority Health Conference opening reception in 2012) 2. Add on to cultivation activities at the regional level (e.g. events in Atlanta or Washington D.C.) 3. Utilize connections with Alumni Committee on Diversity and Inclusion members and PHF Board leadership.
2.3	Timeline	3-5 years in conjunction with 75th Anniversary planning
2.4	Resource Requirements	Acknowledge that additional staff support will be needed to maximize opportunities, but may not be available in the short term.
2.5	Measurable Results	• More persons to whom marketing materials are distributed • More placement opportunities (e.g. internships, GRAs, practicum, etc.) • More alumni visits to the School • Increase in giving (change in percentage of marginalized alumni giving) • Increase in successful outreach efforts
2.6	Metrics to Assess Results	• Measure of persons to whom marketing materials are distributed • Measure of placement opportunities (e.g. internships, GRAs, practicum, etc.) • Measure of alumni visits to the School • Change in percentage of marginalized alumni giving • Measure of documented cases of successful outreach efforts
2.7	Proposed Champion	Office of External Affairs (e.g. Stephen Couch)
2.8	Assumptions	The implementation as listed has been in practice for FY 2010 and 2011 with results comparable to those listed in 2.5. We expect to maintain this momentum and build on demonstrated success.

Recommendation 3.		Improve the sharing of best practices and information across departments and programs regarding the recruitment and financial resources for students, faculty, and staff from marginalized backgrounds.
3.1	Potential Impact	Enhanced competitiveness in recruiting based on the ability to employ effective strategies and offer available financial resources in a timely fashion.
3.2	Implementation Plan	1. Incorporate an agenda item regarding the recruitment and retention of diverse students, faculty, and staff for the Student Services Council meetings and the Human Resource Representatives meetings 2. Identify a diversity champion in each department who can help facilitate the sharing of best practices across departments 3. Departments and programs elicit feedback from minority student graduates on their experience as a student to inform future enhancements 4. Department representatives from these meetings report back to respective Chair 5. Identify other Schools at UNC that have diversity recruitment and financial resource efforts in place and invite a representative to share their best practices 6. The Dean's office designates a "diversity recruitment officer" who will be conversant with the current availability of recruitment funds and the process of negotiating their use to assist departments and programs in the process of identifying and recruiting marginalized candidates.
3.3	Timeline	1-3 years
3.4	Resource Requirements	None, aside from resources for recruitment.
3.5	Measurable Results	Written reports on best practices shared between departments.
3.6	Metrics to Assess Results	• Assessment of deployment and use of "best practices" shared across departments (see Organizational Climate 2.6) • Measure of faculty satisfaction regarding having access to information, resources and procedures when recruiting candidates from marginalized groups • Measure of increased engagement and participation at department/program/unit level regarding recruitment and retention of diverse students, staff and faculty • Increase in number/percentage of diverse and marginalized students, staff and faculty at SPH
3.7	Proposed Champion	The interim and new D&I Champion would be well suited to take on the tasks. An orientation team from this group of the Task Force could quickly get them up to speed.
3.8	Assumptions	Improvements in the sharing of best practices and information across departments and programs will increase recruitment and expand opportunities to access financial resources for students, faculty, and staff from marginalized backgrounds.

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Recommendation 4.		Expand the criteria for acceptance of students with exceptional potential for contributions to public health that may not meet traditional criteria for admission and develop preparation and support systems contingent with admission.
4.1	Potential Impact	Identify more promising diverse applicants and assist them in achieving their potential
4.2	Implementation Plan	1. Encourage departments/programs to use holistic approaches in evaluating student admissions through identification and consideration of current state-of-the-science predictors of success 2. Identify course that may be required prior to degree coursework in public health 3. Consider the development of pre-curriculum workshops possibly using the model of the UNC Kenan-Flagler School's "Pre-Curriculum: Analytic Skills Workshops" 4. Alert assigned faculty advisors to contact the admitted student early to put any support systems necessary in place 5. Provide feedback to applicants who did not get accepted into a department the first time and encourage them to pursue additional coursework or preparation that will strengthen their future application 6. Department designee will contact top rated diverse applicants who declined admission to the School and inquire what influenced their decision to go elsewhere.
4.3	Timeline	7-10 years (sufficient time to establish graduation rates to relevant student sub-groups and measure periodicity).
4.4	Resource Requirements	Workshops expenses
4.5	Measurable Results	• Increased admission/matriculation rates • Retention and graduation rates among students enrolled under this recommendation commensurate with school-wide rates
4.6	Metrics to Assess Results	• Increase in number of "high-potential" admissions/matriculations/graduation rates
4.7	Proposed Champion	The interim and new D&I Champion would be well suited to take on the tasks. An orientation team from this group of the Task Force could quickly get them up to speed.
4.8	Assumptions	Expansion of the criteria for acceptance of students with exceptional potential for contributions to public health will increase the number of persons from marginalized backgrounds who will be admitted, enroll and graduate. The implementation of this recommendation might look different between departments.

Recommendation 5.		Make departmental diversity goals, plans, and annual reports more specific by adding additional content requirements to departments and programs' annual progress reports.
5.1	Potential Impact	Increase engagement of department Chairs and program leaders in diversity as related to recruitment and retention of faculty, staff, and students, thereby increasing overall diversity in departments and programs.
5.2	Implementation Plan	1. Require each department Chair/program leader to include diversity goals for recruitment/retention of faculty, staff, and students and to report on progress toward these goals within various annual reporting mechanisms 2. A new item in the yearly progress report to the Dean would indicate a department's specific goals for diversity and targeted timeline for reaching those goals 3. Identify faculty/staff who will champion these goals 4. Designate a faculty member(s) to lead recruiting efforts that take place outside of formal searches and report on their progress 5. Implement alternative student recruitment strategies like targeting pre-med students, undergraduates from Minority-Serving Institutions, HBCU's and Tribal Colleges and students in the MURAP/Summer Bridge and report on the progress of these efforts.
5.3	Timeline	1-3 years (One year for first two metrics; three years for third metric).
5.4	Resource Requirements	None for increased engagement. Targeted hires may require resources.
5.5	Measurable Results	• New diversity content added to Chairs/leaders yearly progress reports • Responses of Chairs/leaders to those items
5.6	Metrics to Assess Results	• Document and assess how (spoken or written), how often, and to whom department Chairs and program leaders communicate diversity goals to others in their departments/programs • Measure of department/program/unit diversity goals accomplished on annual basis
5.7	Proposed Champion	The interim and new D&I Champion would be well suited to take on the tasks. An orientation team from this group of the Task Force could quickly get them up to speed.
5.8	Assumptions	Increased engagement of department Chairs and program leaders in diversity will result from making departmental diversity goals, plans, and annual reports more specific.

3 recommendations to promote diversity and inclusion through the SPH curricula:

Recommendation 1.		Increase course content that addresses diversity and health issues related to people from marginalized groups.
1.1	**Potential Impact**	a) Improves cultural competency (a core CEPH, ASPH *and* UNC-SPH goal) for students and instructors b) Helps reduce feelings of isolation among marginalized students c) Contributes to a more supportive School climate for people of all backgrounds.
1.2	**Implementation Plan**	• Conduct syllabus review of required courses for all degree programs to make an inventory of D&I content • Prepare brief action plans to increase/improve D&I content (with goal of changing at least 2.5% of content, if measurable) • Report action plans and progress in departments' annual reports • Have new faculty seek advice [e.g., consult with Center for Faculty Excellence] when designing curricula • Add evaluation items to capture D&I effectiveness • For example, offer stand-alone elective course on Lesbian-Gay-Bisexual-Transgender (LGBTQ) health issues, American Indian health issues, etc. • Have SPH initiate a workshop series on D&I topics; all faculty participate at least once every three years; staff participation to follow.
1.3	**Timeline**	AY2011-12: review syllabi and prepare action plans Spring 2012: Report action plans and progress in departments' annual reports AY2011-12: implement consultation AY 2011-12: Add course evaluation items to capture D&I effectiveness Spring 2012: Offer aforementioned stand-alone elective courses [every other year] Fall 2012: SPH begins workshops
1.4	**Resource Requirements**	Faculty and TA time in required courses for each degree program, likely consultant fees, "workshop" time for all faculty and perhaps staff (every three years), staff time, and other expenses for course evaluation revisions/workshop management.
1.5	**Measurable Results**	• Increased D&I content across programs • Trends in D&I instruction (i.e., course evaluation results) • Increased faculty/TA comfort with new material • LGBTQ course, American Indian course offered regularly • Attendance at workshops
1.6	**Metrics to Assess Results**	• Measure of value and effectiveness of content from course evaluations • Measure of value and effectiveness of content from annual department/program/unit reports • Measure of workshop attendance rates and attendees' evaluations
1.7	**Proposed Champion**	Department chairs, Associate Dean for Academic Affairs, D&I Champion
1.8	**Assumptions**	Students want/need more/better opportunities to discuss challenging issues around D&I. Offering more/better D&I content in courses is an efficient mechanism for improving D&I climate, cultural competency, and changing social norms around D&I issues. Modest adjustments in a number of courses could add up to major improvements in curricula and students' experiences.

Recommendation 2.	Increase opportunities for students and faculty to discuss D&I topics, while improving quality of such discussion(s)
2.1 **Potential Impact**	a) Improves cultural competency (a core CEPH, ASPH *and* UNC-SPH goal) for students and instructors d) Helps reduce feelings of isolation among non-majority students e) Contributes to a more supportive School climate for people of all backgrounds.
2.2 **Implementation Plan**	• Review syllabi of each degree program's required courses to assess <u>how</u> D&I issues are handled • Prepare brief action plans for increasing/improving D&I content by at least 2.5% • Report action plans and progress in departments' annual reports • New faculty seek advice [e.g., consult with Center for Faculty Excellence] when designing curricula • Capture D&I effectiveness through course evaluations • For example, offer stand-alone elective course on Lesbian-Gay-Bisexual-Transgender (LGBTQ) health issues, American Indian health issues, etc. • SPH initiates a D&I workshop series with expectation that all faculty participate at least once every three years; staff participation to follow.
2.3 **Timeline**	AY2011-12: review syllabi and prepare action plans Spring 2012: Report action plans and progress in departments' annual reports AY2011-12: implement consultation AY 2011-12: Add course evaluations to capture D&I effectiveness Spring 2012: Offer aforementioned stand-alone elective courses [every other year] Fall 2012: SPH begins workshops
2.4 **Resource Requirements**	Faculty and TA time in required courses for each degree program; possible consultancy fees; "workshop" time for all faculty and perhaps staff (every three years); staff time and other expenses attached to course evaluation revisions and management of workshops
2.5 **Measurable Results**	• Increased D&I content across programs • Trends in D&I instruction (i.e., course evaluation results) • Increased faculty/TA comfort with new material • LGBTQ course, American Indian course offered regularly • Attendance at workshops
2.6 **Metrics to Assess Results**	• Measure of value and effectiveness of content from course evaluations • Measure of value and effectiveness of content from annual department/program/unit reports • Measure of opportunities for students and faculty to discuss D&I issues
2.7 **Proposed Champion**	Department chairs, Associate Dean for Academic Affairs, D&I Champion
2.8 **Assumptions**	Students want/need more/better opportunities to discuss challenging issues around D&I. Offering more/better D&I content in courses is an efficient mechanism for improving D&I climate, cultural competency, and changing social norms around D&I issues. Modest adjustments in a number of courses could add up to major improvements in curricula and students' experiences.

Recommendation 3.		Develop a unified approach to addressing diversity, inclusion and cultural competencies in <u>Core Courses</u>.
3.1	Potential Impact	a) Improves cultural competency (a core CEPH, ASPH *and* UNC-SPH goal) for students and instructors b) Helps reduce feelings of isolation among non-majority students c) Contributes to a more supportive School climate for people of all backgrounds.
3.2	Implementation Plan	1. Conduct syllabus review of all core courses 2. Conduct review of how core courses were "globalized" as potential model 3. Change at least 2.5% of each course by (a) increasing D&I content and/or discussion, or (b) designing an activity that threads through all five core courses 4. Revise course evaluations to capture effectiveness of changes 5. Train TAs in best practices for teaching D&I topics.
3.3	Timeline	Align syllabus review and content changes with SPH review of core courses AY2011-12: revise course evaluations AY2012-13: train TAs in best practices for teaching D&I topics.
3.4	Resource Requirements	Faculty and TA time; staff time attached to course evaluations.
3.5	Measurable Results	• Increased D&I content across SPH core courses • Mechanism created for monitoring trends in D&I instruction (i.e., course evaluation results) • Increased faculty/TA comfort with new material
3.6	Metrics to Assess Results	• Measure of value and effectiveness of content from course evaluations • Measure of satisfaction from students, faculty and TAs
3.7	Proposed Champion	Dean and associate dean for academic affairs D&I Champion
3.8	Assumptions	Students want/need more/better opportunities to discuss challenging issues around D&I. Offering more/better D&I content in courses is an efficient mechanism for improving D&I climate, cultural competency, and changing social norms around D&I issues. Modest adjustments in a number of courses could add up to major improvements in curricula and students' experiences.

Glossary of Terms

Diversity   Means difference

Inclusion   Refers to climate

Marginalized   Term for encompassing groups of people that are often referred to as under-represented minorities, under-represented or non-majority

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Appendices

A. Summary of DITF Process and Procedures
B. Climate Survey (Fall 2010)
C. Focus Group Report (Winter 2010/2011)
D. Original Full-Detail Recommendations (Spring 2011)
E. DITF Membership Rosters
F. DITF Definition Team Activities and Summary
G. Briefing Book (Spring 2011)
H. Selected References
I. Links to resources, groups, organizations, information, etc.
J. Examples of SPH "best practices" templates, forms, etc. already in use