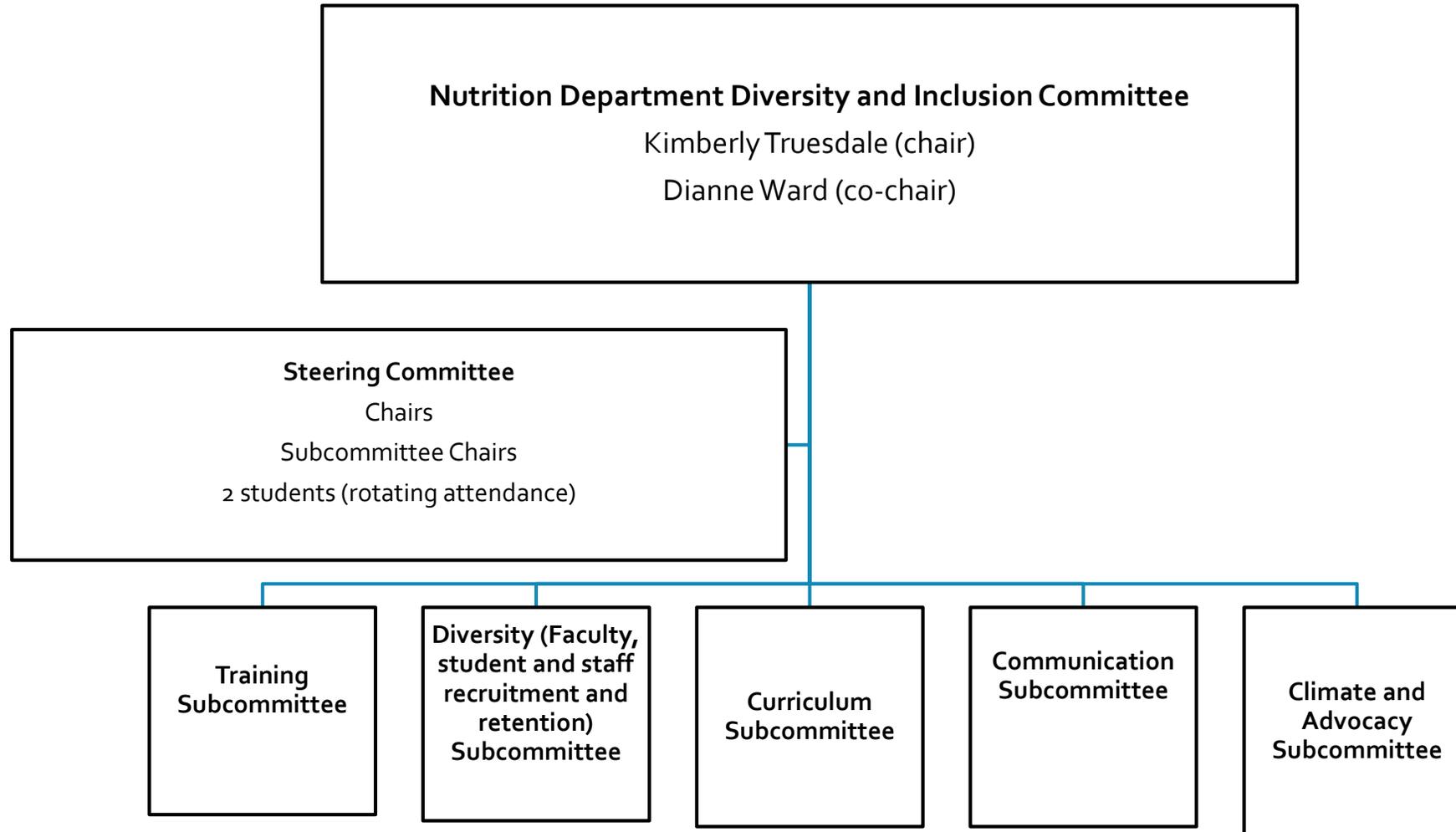


NUTR Diversity, Equity and Inclusion Committee Updates

- New committee structure
- Working in alignment with the Gillings Inclusive Excellence Council
- Incorporating NutriCollective and Minority Student Caucus Statements into department action plans

Committee Structure



Subcommittee Membership

NUTR DEI Subcommittees

Training Subcommittee

Carmina Valle (Chair)
Juhi Chinthapatla
Gabby Hernandez
Brooke Nezami
Kimberly Truesdale*

Diversity

Shu Wen Ng (Chair)
Ximena Bustamante
Marin
Jonathan Earnest
Natalia Rebolledo
Fuentealba
Delisha Stewart
Dianne Ward*

Curriculum

Alice Ammerman (Chair)
Seema Agrawal
Shufa Du
Kayla Ferro
Rami Imam
Emily Seiger
Dianne Ward*

Communication

Ian Carroll (Chair)
Kaylee Helfrich
Amanda Holliday
Laetitia Meyrueix
Anne Belote*

Climate and Advocacy

Molly DeMarco (Chair)
Ashley Aguillard
Ximena Perez-Velazco
Grace Shearrer
Susan Sumner
Emma Tzioumis
Kimberly Truesdale*

Subcommittee Goals

- **Climate and Advocacy** - Develop and monitor plan to improve department climate and advocate for students
- **Communication** - Develop and monitor implementation of web and other communications about department equity work
- **Curriculum** - Develop and monitor plan to audit curriculum to increase equity focus in all courses
- **Diversity** - Identify and recommend strategies to recruit, support and retain diverse students, faculty and staff.
- **Training** - Develop and monitor plans to ensure ongoing equity and anti-racism training for students, faculty, and staff
- **Steering Committee** - Coordinate, monitor, and communicate the work of the subcommittees

How NUTR DEI Works

- Subcommittees are meeting at least monthly – usually more often
- The steering committee meets monthly to ensure coordinated efforts
- Steering and subcommittees meet as a full committee every other month
- Quarterly town halls or forums for all students

Climate and Advocacy – Current Focus

- Further developing our department's equity statement
- Considering conducting climate surveys of students, staff and faculty
- Leading discussions around micro-aggressions to improve climate in our department

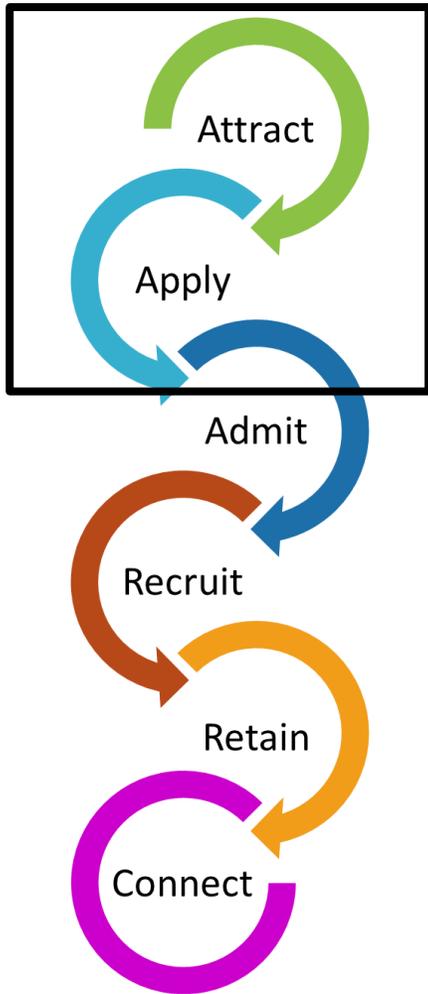
Communication – Current Focus

- Increasing transparency in department communication about DEI progress (information on website, emails, other communications)
- Facilitating communication between students/faculty/staff/administration (via town halls, dedicated email address, and other mechanisms)
- Clarifying and communicating policy and mechanism for reporting micro-aggressions and other concerns

Curriculum – Current Focus

- Collecting and sharing resources about DEI curricula
- Developing a survey to understand faculty preferences regarding assistance with courses to enhance DEI content:
 - Expert consultation/training
 - Strategy session with DEI Curriculum Committee to consider options
 - Self-audit template/tool to review syllabus for DEI content
 - Observation of courses with strong DEI content/focus
 - Tools and strategies to elicit student feedback
- Discuss with other Sub-Committees what additional input is needed and how to gather in coordinated/non-redundant fashion

Diversity – Current Focus



Based on review of data, currently focused on Students' experience with "Attract" and "Apply"

- 1) Starting Minority Serving Institution engagement task team
- 2) Drafting recommendations for engagement with existing Pipeline Programs at UNC
- 3) Identifying options for removing financial barriers

Training – Current Focus

- Drafted Subcommittee Charter to guide ongoing process
- Identified overlap among NutrCollective, Equity Collective, Minority Student Caucus, and Gillings Inclusive Excellence Action Plan statements
- Drafted recommended Training-related Action Plan for Nutrition Department
 - Identifies recommendations, intended benefits, overlap with other statements, action steps, priority action steps, tracking and evaluation, potential challenges and considerations, timeline



Discussion summary:

- I. Could there be a specific Nutrition course focused on racism/inequity in food systems and/or nutrition and dietetics?
 - a. Several Nutrition courses touch on these topics but do not address fully
 - b. A baseline course in racism/equity would prepare students for these topics in other courses
 - c. There is discussion at the school level of creating a course on racism and equity
 - d. NUTR 805, Nutrition Policy, addresses racism and equity and will soon be a required course for BSPH students
 - e. Student comment: This is a good start but the department should have its own class
 - f. NUTR DEI curriculum subcommittee will explore this possibility
 - i. Need to review current courses to see what is already covered and what is missing
 - ii. Consider how a class could serve all programs (BSPH, MPH, PhD)
 - iii. Must align with the school, especially for the MPH programs

- II. What is being done to impress upon faculty members the urgency of progress on DEI issues?
 - a. Monthly faculty meetings have 20-30 minutes segments devoted to DEI topics (example: micro-aggressions discussion in October faculty meeting); this serves both to address specific topics and increase visibility for DEI; faculty are in different places with awareness and knowledge and regular discussions help us meet them where they are at.
 - b. Student comment: the phrasing about meeting faculty where they are at is discouraging; as a student, I want to see a specific plan including how faculty are being encouraged to learn and be held accountable for progress
 - c. It is critical for faculty to understand the importance and urgency of equity and inclusion and to be increasing their knowledge and skills in addressing these issues
 - d. NUTR DEI communication subcommittee will incorporate this into communication plans

- III. What are our goals? Can goals be made more specific to evaluate progress?
 - a. Subcommittees should add dates/specific metrics/evaluation plans to their action plans
 - b. Need to communicate goals and progress transparently
 - c. Communications subcommittee is working on how to be more transparent about goals progress, developing multiple platforms to share information
 - d. Comment from Beth Mayer-Davis: We did not accomplish what we should have in the years prior; going forward, documenting and communicating progress is a high priority

- IV. How should we gather info from students – do we need more information, or have students been over-surveyed?
 - e. Suggestion: Add climate questions to course evaluations as a way to systematically gather information
 - f. School action plan is a year old – what actions have been taken? Still a lot out there that could be getting done; do a new climate survey after some changes have been made

- V. Have there been conversations about having a 3rd party organization involved?
 - a. Student comment: I am not confident in department's capacity to get this done - what is department's commitment financially to consider outside help?
 - b. The university/school/department were under financial constraints even before covid – now even more so; never got a formal budget last year and same is true this year; however, there are ways to raise and find money; DEI committee could research potential 3rd party organizations, advantages, and costs
 - c. Suggestion: I don't necessarily agree that we must have/pay an "outside" entity to do this. UNC has several well-versed faculty with expertise in this area (within and outside of the School). Why couldn't the University provide a pilot grant-type mechanism to fund one of our own faculty experts, who routinely works in this space to do this work to best benefit our university?

- VI. School and Department Updates
 - a. From the School's IEC:
 - i. A reporting tool is being developed for micro--aggressions and other instances of bias to be housed through the Gillings website to be launched in spring
 - ii. A review is underway on how to best incorporate questions on course evaluations regarding climate and micro-aggressions
 - iii. Several departments have had student collectives send letters to leadership (letter from Nutri-Collective is posted to the [Nutrition website](#))
 - iv. Anti-Racist Planning Guide for Public Health pedagogy is being developed to serve as a resource for curriculum
 - v. A required training is being scheduled for Dean's Council and for faculty for spring

 - b. From the department:
 - i. We removed the GRE from all graduate programs
 - ii. The following question has been added to our MPH application: Racism has been identified as a public health crisis by the American Public Health Association. How do you plan to be actively antiracist and use your public health training to interrupt systems of oppression, discrimination and abuse that exists where you study, live, and work?