

Meeting Notes

1. First subcommittee meeting 12/3/20
 - a. Introductions
 - i. Members present: Kavita Singh, Katie Wouk, Lori Rolleri, Angela Parcesepe, Melissa McPheeters, Anna Austin, Caitlin Williams, Meghan Shanahan, Rachel Berthiaume, Emily Sheffield
 - b. Group agreement: Assume good intent, stay open, and be curious especially when people are seeking clarity
 - c. Caitlin Williams to give an update on school-level efforts:
 - i. 2018 ad hoc committee convened at the school level, started with listening sessions after Silent Sam monument came down that transitioned to action plan with priority areas
 1. Antiracism training for faculty, staff, and students
 2. How can curricula be used to advance anti-racism
 3. Reevaluate school communications
 4. Advocacy for students (living wage, insurance)
 5. Recruitment and retention
 6. Research
 - ii. Council convened to advise the school on how to measure progress toward these goals, sharing best practices.
 - iii. Co-leads the curriculum committee: focused on MPH Core since centralized at the school level
 1. What kinds of support can we provide to the core around anti-racism?
 - a. All incoming students took the REI Groundwater Training
 - b. Reflections incorporated into coursework
 - c. Workshop for inclusive excellence for faculty
 - d. Training to provide technical assistance to instructors
 2. Comments: how do we define anti-racism? Interest in learning more about REI
 - d. Plans for sharing information
 - i. OneDrive from Julie for the three subcommittees to share internally
 - ii. Teams for our subcommittee to share internally
 1. Katie to follow up with Melissa and Lori to get access **(done)**
 - iii. Plan for public website through SPH to share information transparently
 - e. Share and discuss subcommittee charges and action steps
 - i. Charges presented:
 1. What is our end goal? Redesigning these classes, creating materials, or providing recommendations to the instructors.
 2. Kavita shared the MCH course content related to racial disparities and racism
 - a. Do we want to contact course instructors for updated information (other areas of equity, content+implementation)?
 3. Have the instructors been asked what they need to make this shift (examples, technical assistance, training)?

4. How to balance the desire to be responsive to students who are in the program now with the need for longer-term and deliberate/appropriate change
 - a. At the school level, started with REI, lots of intro resources and materials, but fewer resources to take this material and implement it
 - b. IE Office is in the process of developing this more advanced level of technical support
 - c. Use the Center for Faculty Excellence's Inclusive Classrooms workshops
 - d. Yesenia Merino has a list of texts to use in making changes to the reading list
 - e. Are there standards that faculty are held to in terms of being evaluated on these issues? The school is working on a set of metrics.
 - f. Department may be doing a good job of presenting disparities into content broadly, but lacks more in the historical context and what to do with this information
 - g. There are 22 foundational competencies required of students in the integrated core; our concentration has 5 additional competencies around content and skills; additional equity concentration in the Core
 - h. Look at competencies before next meeting; list of classes and how they teach for the related competencies; are there other resources that we can use for shared terminology
 - i. Also need to think about the MSPH and doctoral program which don't respond to these competencies
- f. Next steps
 - i. How frequently do we want to meet? Monthly for now; reassess when plan some tasks
 - ii. Update the course information related to equity and competencies
 - iii. Post competencies and list of courses in the department

Resources Shared Via Zoom Chat:

Interim resources shared at the last IEC curriculum meeting:

3 books with exercises that may be helpful in the interim: *White Fragility* by Robin DiAngelo, *Race Talk* by Derald Wing Sue, and *So You Want to Talk about Race* by Ijeoma Oluo

Another interesting resource for preparing teachers to address microaggressions. This is the story of how the resource (an app) was created but the app is available as a training resource:

<https://www.gse.harvard.edu/news/ed/19/05/be-upstander>

Substantive knowledge: Critically analyze determinants of health among infants, children, adolescents, women, mothers and families, including biological, behavioral, socioeconomic, demographic, cultural and health care systems influences across the life course.

CEPH competencies for MCH:

Research: Contribute to public health evidence by applying rigorous research methods to address problems relevant to the health of maternal, child and family health (MCFH) populations.

Leadership: Lead the development and implementation of MCFH research, policy and practice across levels of the socio-ecological framework by incorporating family-centered, community-based, culturally competent and interdisciplinary/interprofessional concepts.

Practice: Understand and apply implementation, monitoring and evaluation strategies to improve MCFH programs in the U.S. and globally.

Policy: Advance MCFH policy and impact through critical analysis of research, monitoring and evaluation evidence.

There is also a racism-focused CEPH competency: "6. Discuss how structural bias, social inequities and racism undermine health and create challenges for achieving health equity at the organizational, community and societal levels."