

**Health Behavior Equity Action and Accountability Plan
Progress Update: Fall 2022**

In April 2021, the Health Behavior Equity Task Force published the first version of the Health Behavior Department’s Equity Action and Accountability Plan. During academic year 2021-2022, all Health Behavior faculty joined one of six Equity Action Teams to carry out components of the Plan, while the Health Behavior Equity Task Force continued to work on other sections of the Plan. The current document outlines our progress for each action step in the Plan. This document, the original Plan, and other resources appear on our website at <https://sph.unc.edu/hb/equity-task-force-updates/>

Acronyms in document:

- Black, Indigenous, and People of Color (BIPOC)
- Diversity, equity, and inclusion (DEI)
- Equity Task Force (ETF)
- Health Behavior (HB) and (HBEH)
- Office of Inclusive Excellence (OIE)

Strategy	Movement Forward
Strategy 1: Promote an inclusive, equitable, and anti-racist culture and climate within our department	
1.1 Use an equity lens to develop and disseminate a complete and accurate history of Gillings and the department to students, staff and faculty as a foundation for understanding our history and the systems that are in place. [Done]	<ul style="list-style-type: none"> • In Fall 2021, members of the HB ETF worked with a group of students in HBEH 720, Leading for Racial Equity, on a special project where they traced the equity legacy of Gillings by documenting how systemic racism has affected and been affected by federal and state policies, faculty activism, faculty research, and teaching. The white paper is available on our website here. • On October 3, 2022, Dept Chair Kurt Ribisl delivered a presentation entitled: Our Health Behavior History: A Community Gathering, which discussed DEI issues including the partnership with NCCU during segregation and the 2020 student action.
1.2 Determine a process with students, staff and faculty to build community, trust and healing through a deliberative dialogue, appreciative inquiry, truth and reconciliation, or other reconciliatory approach.	<ul style="list-style-type: none"> • In 2021-2022, faculty on the Building Community Equity Action Team met two times with Dawn Osborne-Adams, from the UNC Ombuds Office (i.e., a safe place where all Carolina staff, faculty, students and administrators are welcome to come and talk in confidence about any campus issue, problem, or dispute). In these discussions, we a reconciliation process with our faculty. She encouraged us to first work on building more community among the faculty before we initiated such a process. • The HB Department plans to launch the reconciliation process in early 2023
1.3 Designate a space both physical (post COVID-19) and virtual for healing and gathering for BIPOC students, faculty and staff. [Done, ongoing]	<ul style="list-style-type: none"> • Dr. Kim Ramsey-White, director of OIE, created a new gathering space for BIPOC students on the 2nd floor of Rosenau in the OIE office space. Students are already gathering in this new space.
1.4 Revisit the visual feel of the department (post COVID 19) to eliminate stereotypical images and increase representation of BIPOC students, staff and faculty in parallel with the effort of the Gillings School Art Committee led at the school level by Naya Villareal. (done, ongoing)	<ul style="list-style-type: none"> • Gillings has formed a committee related to this, and the HB ETF will serve as a liaison to that group. Several pieces of Art have been removed and/or context was added to the images.
1.5 Foster shared understanding and use of anti-racist/racial equity language.	<ul style="list-style-type: none"> • The <i>Anti-Racist Planning Guide for Public Health Pedagogy</i> developed by Deanie Anyangwe during a practicum with the HB Equity Task Force and the Office of Inclusive Excellence provides some shared definitions/language that we will build upon.

	<ul style="list-style-type: none"> In 2022, the HB ETF is working on operationalizing shared definitions of anti-racism, diversity, equity, and inclusion, as related to the goals of the HB ETF.
Strategy 2: Boost critical reflection, training, and action among faculty to promote anti-racism and equity in our teaching and mentoring	
<p>2.1 Make resources available and encourage faculty to “do the internal work” to examine their own positionality, beliefs, assumptions and biases, and reflect on how these impact teaching and mentoring practices, as a foundation for public health critical race praxis. Gather, consolidate, curate and make accessible relevant resources for department faculty (e.g., resources collected by our Equity Task Force, material on the Sakai site developed by Debby Stroman, resources from the Gillings Office of Inclusive Excellence, etc.).</p>	<ul style="list-style-type: none"> The Pedagogy and Training Equity Action Team reviewed what faculty reported doing in their own teaching over the 2020-2021 academic year; connecting with the Inclusive Excellence team to identify synergies and resources; and reviewed the student-led Anti-Racist Planning Guide for Public Health Pedagogy (Anyangwe, 2021). Then, they collected faculty input on topics to prioritize during faculty meeting teaching demos. Faculty identified 1) equitably accessing engagement/participation, 2) facilitating difficult conversations, and 3) addressing microaggressions in the classroom as priorities.
<p>2.2 Identify and promote opportunities for department-wide trainings to deepen faculty learning, strengthen our faculty community, and facilitate individual and collective skill-building. Leverage expertise on campus (e.g., Center for Faculty Excellence) or community (e.g., https://itisinyou.org/) to facilitate interactive trainings with skill-building and practice opportunities. [Done, ongoing]</p>	<ul style="list-style-type: none"> The Department of Health Behavior required all faculty to do Phase 1 Racial Equity Training during this academic year and strongly encourages pursuit of other trainings. The HB ETF shares information about training opportunities with HB faculty, students, and staff on a regular basis and will continue promoting trainings in the weekly HB departmental newsletter.
<p>2.3 Focus the department’s 2020-2021 annual faculty retreat on anti-racism teaching strategies and skill-building. [Done]</p>	<ul style="list-style-type: none"> Our December 2020 faculty retreat focused on anti-racism teaching strategies and skill-building and was very productive and well-received, laying a foundation for ongoing exchange and skill-building. The Equity Task Force will work with departmental leadership to build in time during each annual retreat about a DEI-related topic.
<p>2.4 Document and share the ways in which faculty incorporate inclusive, equity-focused content, approaches and/or anti-racist strategies from the 2020 faculty retreat in their pedagogy or practice in spring 2021 and their plans for doing so going forward.</p> <ul style="list-style-type: none"> Ensure faculty develop goals and strategies into their end of year plans in conjunction with Strategy 3 (end of year reporting and goal setting for the following year). [Done, ongoing]. Ensure that these efforts span all types of courses (theory, research methods, practice). For example, research methods course could include the historical context within which methodologies were developed (e.g., eugenics as the birthplace of modern statistics). 	<ul style="list-style-type: none"> We have started holding several meetings a semester dedicated to faculty sharing general teaching strategies that work (and those that do not). The department has included a question in the end-of-year faculty meeting form asking faculty to identify anti-racist and equity actions they took as part of their research, teaching and/or service during the last year (see also 3.1)
<p>2.5 Sponsor a microaggressions training in advance of fall semester to build faculty skills and capacity to</p>	<ul style="list-style-type: none"> Microaggressions was a topic included in the departmental faculty retreat as a first step. Two members of the Equity Task Force (Patsy Polston and Marissa Hall) supported the changes made

<p>identify and address microaggressions. [Done, ongoing]</p>	<p>to the schoolwide Student Feedback and Equity Concerns system. Working with the Office of Student Affairs, Office of Inclusive Excellence and Human Resources to develop, refine and test the system that launched in March of 2021. Health Behavior also served as the pilot site for the new system.</p> <ul style="list-style-type: none"> • The Office of Inclusive Excellence (OIE) at Gillings is also working on putting together microaggression trainings. For example, OIE conducted a training for MPH Core faculty and TAs at the start of the spring 2021 semester.
<p>2.6 Review mentoring practices, structures, and processes to better center the needs of BIPOC students and draft recommendations/guidelines that incorporate student input and best practices from the field. [Done, ongoing]</p>	<ul style="list-style-type: none"> • In the spring of 2021 first year MPH student, Emmanuel Saint-Phard, worked with the Equity Task Force as an SBT Research Assistant to amass resources and draft recommendations and guidelines to help the department strengthen, refine and/or restructure its student mentoring practices. In the summer of 2021, first year EQUITY student, Joia Freeman, conducted her practicum with the Equity Task Force to continue this work on mentoring as well as other related tasks. • These materials are posted publicly on our ETF website: https://sph.unc.edu/hb/equity-task-force-updates/ and were disseminated via HB faculty email listservs and at a faculty meeting in Spring 2021. • In Fall 2022, the HB ETF is reevaluating other ways to continue disseminating the mentoring resources with wider audiences and encouraging their use on a regular basis.
<p>Strategy 3: Build anti-racist and equity-focused work into the performance expectations and reviews of faculty and staff.</p>	
<p>3.1 Incorporate anti-racist and equity-oriented work into faculty performance planning and evaluation.</p> <ul style="list-style-type: none"> • Include a question in the end-of-year faculty meeting form asking faculty to identify anti-racist and equity actions they took as part of their research, teaching and/or service during the last year. This question will serve as a starting point for a discussion about ways each faculty member can continue to foster anti-racism and equity-oriented research, teaching and service. [Done, ongoing] • Explicitly review equity-focused components of teaching evaluations as part of end-of-year review meetings. [Done, ongoing] • Require faculty and the chair to agree upon a professional goal specifically related to anti-racism and/or equity in their set of identified goals for the subsequent year that result from end-of-year meetings. [Done, ongoing] • Make examples of different types of goals available to faculty in advance of annual review meetings. [Done, ongoing] • Add discussion of equity-oriented teaching practices to peer teaching evaluation conducted as part of promotion processes. 	<ul style="list-style-type: none"> • Done: The department has included a question in the end-of-year faculty meeting form asking faculty to identify anti-racist and equity actions they took as part of their research, teaching and/or service during the last year. This question serves as a starting point for a discussion about ways each faculty member can continue to foster anti-racism and equity-oriented research, teaching and service. We piloted this question in 2021 and it is now required as of summer 2022. The questions that all faculty completed in both 2021 and 2022 for their end-of-year evaluations are as follows: 1) What actions have you taken over the past year to enhance inclusive excellence in your teaching, research, administrative responsibilities, or your service? And 2) What has been the impact? • In both 2021 and 2022, the HB department chair has shared all de-identified DEI goals and accomplishments with the ETF. • The department chair reviews equity-focused components of teaching evaluations as part of end-of-year review meetings. • In 2021-2022, The Service Equity Action Team identified how equity work is currently achieved through service in the department, in both visible and invisible ways. We also identified ways in which current service work can elevate equity. In a survey, HB faculty (N = 21) reported spending an average 13.8% FTE conducting service work (e.g., departmental administration, student advising, service to the profession), with substantial variation across faculty. There was also considerable variability around faculty perceptions of the sustainability, value, and equitable distribution of service. Faculty reported a strong interest and willingness to enhance diversity, equity, and inclusion (DEI) in their current service work. Faculty reported needing additional protected time and examples/strategies to enhance DEI in their current service. The committee developed a Tip Sheet that provides guidance on how to enhance DEI in current service work and made recommendations to the department to review how service work is distributed and recognized.

<ul style="list-style-type: none"> Identify strategies for incorporating additional feedback from students and peers in regular faculty review. 	
<p>3.2 Develop equitable service expectations.</p> <ul style="list-style-type: none"> Identify a clear expectation of the number of service hours expected of faculty members each year and develop estimates of service hours associated with key roles or committee assignments in the department. Count service on the Equity Task Force as similar to service on other departmental committees, including program advisory or admissions committees. [Done] Dedicate the same amount of salary coverage and/or overload payments to the Equity Task Force as is dedicated for program advisory or admissions committees. Coverage and/or overload could be divided among members in the absence of a hierarchical leadership structure. [Done] Identify service hours associated with other equity-related work, such as serving on school-wide ad hoc task forces. 	<ul style="list-style-type: none"> All faculty served on at least one equity-oriented “action team” to undertake specific tasks resulting from the recommendations in this report. HB ETF chair role now includes some salary effort coverage, and student members are paid on an hourly basis. Health Behavior Equity Task Force membership counts as official departmental service for faculty members. As of Fall 2022, HB departmental leadership developed a categorization of “high” and “low” intensity service obligations and reviewed the service load for each faculty member. They are also evaluating service expectations with the goal of developing clear expectations of the number of service hours expected of faculty members each year and trying to create more parity in service expectations
<p>3.3 Identify training opportunities, policies and stakeholders needed to include equity-work in staff performance planning and evaluation. [Done, ongoing]</p>	<ul style="list-style-type: none"> Staff are required to undertake 8 hours of DEI training each year as part of the Gillings policy: https://sph.unc.edu/diversity/inclusive-excellence-trainings/. Support in achieving this requirement and verification of the training is part of the annual review process for staff.
<p>Strategy 4: Increase diversity of Health Behavior faculty by improving recruitment and retention of faculty of color</p>	
<p>4.1 Update faculty job posting and hiring process.</p> <ul style="list-style-type: none"> Review where positions are frequently advertised, update, and standardize a base-level requirement of where all positions will be posted, inclusive of a departmental statement that transparently communicates our commitment and progress towards equity. Review past searches and identify areas for improvement applying an equity lens. Are we dismissing qualified candidates who have been trained at universities where existing faculty weren’t trained? Are we reproducing the type of research and experience we value based on our existing expertise, closing the door for varied but valuable experiences? How are the job descriptions themselves 	<ul style="list-style-type: none"> The Faculty Hiring Equity Action Team created a hiring report with a summary of challenges in the department and recommendations for promoting equity in hiring practices. This report is accessible to all faculty members in HB through the shared Teams folder. This report has been shared with the School OIE and they are going to use it to develop a standardized school-wide ‘best practices’ document for inclusive searches. In Fall 2022, HB is conducting an open search for 2-3 tenure track assistant professor positions. The HB ETF is consulting with the search committee on how to center DEI in the search process, has an ETF representative on the committee, and for the first time ever the department has interviewed, hired, and compensated an external Equity Advocate for this search. The revised search process will be formalized and used in future faculty searches in the department, after the search concludes.

<p>communicating what we value as a Department?</p> <ul style="list-style-type: none"> • Modify evaluation criteria for job candidates to value engagement with equity in research, teaching, and mentorship. • Require a diversity and inclusion statement as part of the application package. • Ensure that evaluation criteria mirror similar recommended changes to annual faculty evaluation (see action step 3.1). • Require all search committee members have a minimal amount of training in equity and anti-racism (e.g., REI Phase 1), a refresher in implicit bias, and that search committee chairs are especially equipped to lead a search that is actively anti-racist and conscious of other bias (e.g., gender, sexual orientation, age). 	
<p>4.2 Begin identifying external mechanisms to secure resources in order to diversify faculty. Possibilities to explore include:</p> <ul style="list-style-type: none"> • NIH Diversity supplements to support postdocs and junior faculty. • Grants explicitly focused on diversifying faculty (e.g., NSF-funded University of Houston Center for Advancing UH Faculty Success) • Strategic leveraging of existing T32s (NIH-funded training grant) to facilitate a focus on developing health equity researchers and facilitate a postdoc to faculty pipeline, including better integration of postdocs with faculty. 	<ul style="list-style-type: none"> • In Fall 2022, the HB department selected the first associate chair of research (Dr. Nora Rosenberg). As part of this role, Dr. Rosenberg will be investigating research funding mechanisms to support a more diverse faculty pipeline and support BIPOC faculty members and trainees. • The HB department chair, Kurt Ribisl, participates as a member of the Research subcommittee of the Inclusive Excellence Council. Their key goal is tracking and increasing the number of diversity supplements submitted in departments over time.
<p>4.3 Leverage the current window of opportunity provided by UNC's stated desire to invest resources in diversity and inclusion efforts to secure funds to execute cluster searches/hires. [Done]</p>	<ul style="list-style-type: none"> • When Dean Messonnier joined the deanship at Gillings in Fall 2022, it was under the condition of a guaranteed cluster hire of three new faculty members from underrepresented groups: https://sph.unc.edu/sph-news/gillings-school-announces-diversity-and-inclusion-cohort-hire-initiative/. HB faculty members have expressed commitment and support to playing a role in the hiring process for the cluster hires. Dept Chair Ribisl is on the subcommittee of school leadership managing the cluster hires and faculty member Dr. Clare Barrington is serving on the search committee.
<p>4.4 Increase transparency and communication about faculty hiring processes.</p> <ul style="list-style-type: none"> • Communicate to student representatives how the various types of faculty searches operate, are funded, and its implications for faculty diversity. 	<ul style="list-style-type: none"> • At a HB faculty meeting in August 2022, the department chair and search committee chairs shared information on the upcoming faculty search process with student cohort representatives and faculty members. • The departmental chair currently includes information about intermediate steps toward and outcomes related to improving faculty diversity in the annual state of the department presentation.

<ul style="list-style-type: none"> • Normalize and communicate funding mechanisms intended to diversify the faculty (e.g., VITAE) during the search process. • Standardize, to the extent possible, the process in communicating information about candidate visits and their upcoming presentations to the department, including attaching research and teaching statements. • Have the department chair include information not only about outcomes, but intermediate actions taken, to improve faculty diversity, in the annual state of the department presentation. [Done, ongoing] 	<ul style="list-style-type: none"> • After the open tenure-track search concludes, the revised search process will be formalized and used in future faculty searches in the department. Additionally, the search committee is revisiting and updating the process for communicating information about the search and hirprocess with students, staff, faculty, and candidates.
Strategy 5: Increase transparency in hiring practices for students and how financial resources are distributed.	
<p>5.1 With the goal of increasing the number of open searches available to students, recommend (but not require) that Health Behavior student positions (i.e., those that are funded by departmental funds or by grants of which a Health Behavior faculty is Principal Investigator) are advertised with: 1) a detailed job description, 2) requirements and preferences of applicants, and 3) an application and hiring process and timeline, as possible. Distribute the postings widely via departmental listservs and weekly newsletter. This recommendation does not apply to funding used for recruitment of students. [Done, ongoing]</p>	<ul style="list-style-type: none"> • This recommendation has been implemented and is communicated regularly to faculty. At the beginning of each semester, the ETF encourages faculty to advertise all student positions through the departmental weekly email.
<p>5.2 Collect information from faculty to determine, in the past year, how many students were hired on their projects, what type of position (hourly vs. GRA), and how many were open vs. closed positions. Report back and discuss as a faculty. [Done]</p>	<ul style="list-style-type: none"> • Faculty on the Student Funding Equity Action Team collected information about student hiring practices in a survey in early 2022 (n=21 faculty) and presented the information at a faculty meeting. Faculty reported funding between 0-8 students in the past year (median=1), using a combination of external grants, school-based tuition funds, faculty start-up funds, internal UNC grants, and other sources. The top 4 barriers to posting open searches included: desire to support assigned mentees, desire to continue working with a student from a prior project, need to fill a position quickly, and approached by a student looking for funding/work.
<p>5.3 Examine data to better understand patterns in funding by different demographic groups. [Done]</p> <ul style="list-style-type: none"> • Work with department business manager, Gillings' Strategic Analysis and Business Intelligence (SABI) office, and chair to determine what metrics to examine. • Make recommendations for action depending on results on an ongoing basis. 	<ul style="list-style-type: none"> • Faculty on the Student Funding Equity Action Team met with these units in Spring 2022, but the data were not usable in their current form. Challenges included the inability to disaggregate at the departmental level, low response rates for the alumni surveys, and difficulty estimating total funding levels from students funded from different sources.

<p>5.4 Revisit and revise our communication with prospective and current students, regarding hiring and funding, to ensure we are creating reasonable expectations and not overpromising funding. [Done, ongoing]</p>	<ul style="list-style-type: none"> • The HB MPH program and doctoral program have updated communication with students about funding, as of 2022. • The HB department has initiated an annual funding presentation for students, held in the fall every semester. Dr. Shelley Golden held this presentation on October 12, 2022 and the recording is available at https://uncch.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=67e94e5c-07fb-4e25-bf8c-af2c0144ae60; this information is updated as of 2022 but is subject to change in the future.
<p>5.5 Pilot a process for requiring interviews of top candidates for HB SBT-funded and TA positions before hiring decisions are made. [Done, ongoing]</p>	<ul style="list-style-type: none"> • As of 2021, we now require interviews as part of School Based Tuition-funded research assistantship positions and teaching assistantship positions funded by HB department, when there are multiple applicants.
<p>Strategy 6: Enhance equity-oriented research practices, including but not limited to, hiring of research faculty and staff.</p>	
<p>6.1 Create a repository consisting of the following:</p> <ul style="list-style-type: none"> • Eligible diversity supplement grants—PIs and grant numbers that would be eligible for diversity supplements at all career levels (undergraduate, graduate, post-doc, junior and mid-level faculty). • Departmental research base that seeks to address racial health inequities. • Examples of awarded health disparities research supplements. • Ongoing funding opportunities for health disparities research, including research supplements. • Ongoing school-wide and university-wide efforts and resources available to incorporate an anti-research lens into equity-oriented research. • A Roadmap for accessing the resources in the repository. 	<ul style="list-style-type: none"> • In 2023, Dr. Rosenberg is planning to survey HB-affiliated trainees about diversity supplement eligibility and interest—and then support principal investigators to incorporate diverse candidates and host diversity supplements. • The Gillings research office has bolstered resources and trainings on NIH diversity supplements with excellent resources available here: https://sph.unc.edu/research/nih-diversity-supplements/
<p>6.2 Offer departmental trainees and faculty support in writing and applying for diversity supplements.</p>	<ul style="list-style-type: none"> • Diversity supplements are currently discussed in the departmental doctoral program grant-writing class. (see also comments in 6.1)
<p>6.3 Identify what we need to know to enable feasible creation of specific structural (institutional level) changes to hiring, promotion and retention practices related to research staff (e.g., project managers, non-student research assistants) that may facilitate diversity of research staff in the department (in conjunction with Strategies 4 and 5). [Done, ongoing]</p>	<ul style="list-style-type: none"> • Faculty on the Staff Hiring Equity Action Team created a staff hiring report that outlines recommendations that aim to 1) promote inclusive recruitment of diverse candidates and 2) encourage inclusive and equitable candidate screening, interview, and selection processes. This document has been available on the HB faculty Teams folder since summer 2022 and will be circulated with HB-affiliated faculty and staff involved with staff hiring on an annual basis.
<p>6.4 Develop a tool, guideline and/or resources for research teams to apply an anti-racist lens to their practices. These can apply to all aspects of research (e.g., intentionally incorporating egalitarian,</p>	<ul style="list-style-type: none"> • Based on Center for Faculty Excellence trainings and the Health Behavior Faculty Retreat Workshop, faculty members have begun to introduce anti-racism concepts into course content, teaching methods, and course evaluations.

<p>intersectional, and antiracist approaches to research conceptualization, measurement, study implementation, analysis, interpretation and dissemination). The approaches used should serve to dismantle rather than perpetuate existing racialized power structures. Specific methods to consider include, but are not limited to, participatory, arts-based, quantitative, qualitative and mixed methods.</p>	
<p>6.5 Recommend that the department engage in strategic planning to enhance its research portfolio to better incorporate health equity. This may include considering applying for a training grant in a carved-out area and/or holding a facilitated retreat to brainstorm and discuss intentional ideas for the research mission of the department.</p>	<ul style="list-style-type: none">• We anticipate that this action will occur in 2023 in collaboration with HB departmental leadership and the new associate chair of research role.