



**SCHOOL OF PUBLIC HEALTH**  
UNIVERSITY *of* WASHINGTON

# A ROAD MAP

for EQUITY, DIVERSITY AND INCLUSION

**2019**

**July 1, 2019**

*"I am visible ... yet I am invisible. I both blind them with my  
beak nose and am their blind spot. But I exist, we exist.  
They'd like to think I have melted in the pot.  
But I haven't, we haven't."*

*– Gloria Anzaldua, a scholar of Chicana cultural theory,  
feminist theory and queer theory*



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# Executive Summary

*The University of Washington (UW) School of Public Health's (SPH) Equity, Diversity and Inclusion (EDI) Action Plan outlines the goals and related action steps that are needed to achieve these goals. This document is informed by the UW's Diversity [Blueprint](#) and works alongside our SPH Strategic [Plan](#). This is intended to be a living, growing document that will be updated as we progress through our stated goals and action steps. It is intended to serve as a guide for departments, programs and workgroups that are working to advance SPH towards its mission.*

## Proposed School-Wide Goals

### **[Goal 1: Organizational Structure](#)**

To establish an organizational structure for the SPH EDI Committee that ensures representation across departments and interdisciplinary programs; involves faculty, staff and students; and engenders a sense of shared commitment, responsibility and participation across the School.

### **[Goal 2: Curricula and Training](#)**

To develop and implement multifaceted, evidence-based education and training for students, staff and faculty so they are able to 1) recognize the means by which social inequities and racism, generated by power and privilege, undermine health and 2) identify public health approaches to eliminating race-based inequities.

### **[Goal 3: Recruitment](#)**

To actively develop and implement innovative approaches to improve our recruitment and hiring of diverse faculty and staff, and our recruitment and matriculation of students.

### **[Goal 4: Retention and Promotion](#)**

To develop and execute comprehensive and sustainable activities to retain and promote a diverse faculty, staff and student body.

### **[Goal 5: Climate](#)**

To cultivate an institutional climate that welcomes diversity, supports and promotes inclusion, and provides safer learning, mentorship and work environments that allow students, staff and faculty to deconstruct individual, interpersonal and institutional barriers to equity.

### **[Goal 6: Data](#)**

To collect, collate, analyze and disseminate data that can be used to develop metrics to measure outcomes in a timely fashion, and establish accountability and transparency.

**Who is responsible:** Identified by the goals and action steps.

**Timeline:** Arranged by ongoing, quarterly and annual reviews.

**About the Soul Catcher:** Our distinctive historic logo, the Soul Catcher, a Northwest Indian symbol for physical and spiritual well-being, was designed in 1981 by the late Marvin Oliver, an internationally acclaimed printmaker and contemporary sculptor who was a professor of American Indian Studies at the UW. Find more information [here](#).

# INTRODUCTION

*The University of Washington (UW) School of Public Health (SPH) acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip, and Muckleshoot nations. SPH honors all the nations on whose land we live, work and study.*

Equity, diversity and inclusion are core values of SPH. It is important that students, faculty and staff feel welcome in SPH and that their individual identities are valued, recognized and respected. We want to build a culture of inclusion and belonging where people feel like they can come to work and school and find excellence, collegiality, positivity and connection.

During the summer of 2018, the SPH Diversity Committee began the process of strategic action planning. This process was informed by a year-long external review and climate surveys conducted during the 2016, 2017 and 2018 academic years, and was built on organizational changes and resources that were committed by the Office of the Dean in response to the external review. These changes included the creation of a full-time Assistant Dean for Equity, Diversity and Inclusion position within the Office of the Dean. In addition, our strategic action planning was informed by similar recent processes in other health professions schools at the UW. With five departments and several interdisciplinary programs, there was a need to develop a “roadmap” for SPH that departments could use as a template to guide their EDI efforts. This document provides a roadmap for SPH, and will be updated regularly. This plan is intended to be a **living, growing** document.

Recognizing the need to not reinvent the wheel, we reviewed the resources available within the School, familiarized ourselves with workforce and climate survey data, and developed our own strategies that will help SPH advance in this area while aligning its goals with the UW’s 2017-2021 [Diversity Blueprint](#) and [Race and Equity Initiative](#). In particular, we recognized that we needed to develop a School-wide plan to engage faculty, staff and student stakeholder groups.

Without equity, diversity and inclusion, we cannot attain the kind of excellence we want to achieve as a school of public health. *Diversity in education is excellence in education.*

**WHO IS CONSIDERED UNDERREPRESENTED WITHIN SPH?** The SPH Diversity Committee held a retreat in September 2018 to consider several working definitions of underrepresented students. In 2004, the Association of American Medical Colleges defined underrepresented in medicine as “those racial and ethnic populations that are underrepresented in the medical



profession relative to their numbers in the general population.” We also reviewed definitions provided by the National Institutes of Health, Fred Hutchinson Cancer Research Center, and the UW’s School of Nursing and Information School.

Based on this review, we propose the following definition of underrepresented in SPH:

*Individuals from racial and ethnic groups that are historically and currently underrepresented (Blacks or African Americans, Hispanics or Latinos, American Indians or Alaska Natives, Native Hawaiians and other Pacific Islanders, Asian Americans) in public health careers and higher education; individuals from low-income families or disadvantaged backgrounds; religious minorities; first-generation college students; individuals who identify as disabled; two spirit/LGBTQIA; veterans; those formerly incarcerated; and individuals with refugee status or who recently immigrated.*

Our definition is a work in progress, and may undergo future cycles of scrutiny, discussion and revision as our awareness of the needs of underrepresented individuals continues to mature and as the School itself evolves over time. The School recognizes that there are individuals and groups not fully recognized as underrepresented such as the growing population of individuals who report “two or more races” (roughly 8 percent of our student body in 2018). This warrants some review and consideration in how we define and reach out to diverse populations. As we move forward with our strategic plans and priorities, we are reminded that there are many areas of underrepresentation that can vary by discipline and department and group. Thus, individual departments and programs and other entities within the School may choose to develop their own working definition of underrepresented that may better suit their field. Lastly, this definition is meant to highlight the importance of underrepresented individuals at all levels within SPH, including leadership, faculty, staff and students.

**TIMELINE.** Our EDI Action Plan is a living, growing document that is intended to change as priorities change, new issues emerge and new strategic actions are required. Each action will be followed by a quarterly or annual review, along with a point person or position who is in charge of monitoring and reporting on the goal’s progress. An annual review of the EDI Action Plan will be completed by the SPH EDI Committee to determine updates to our goals and action steps.

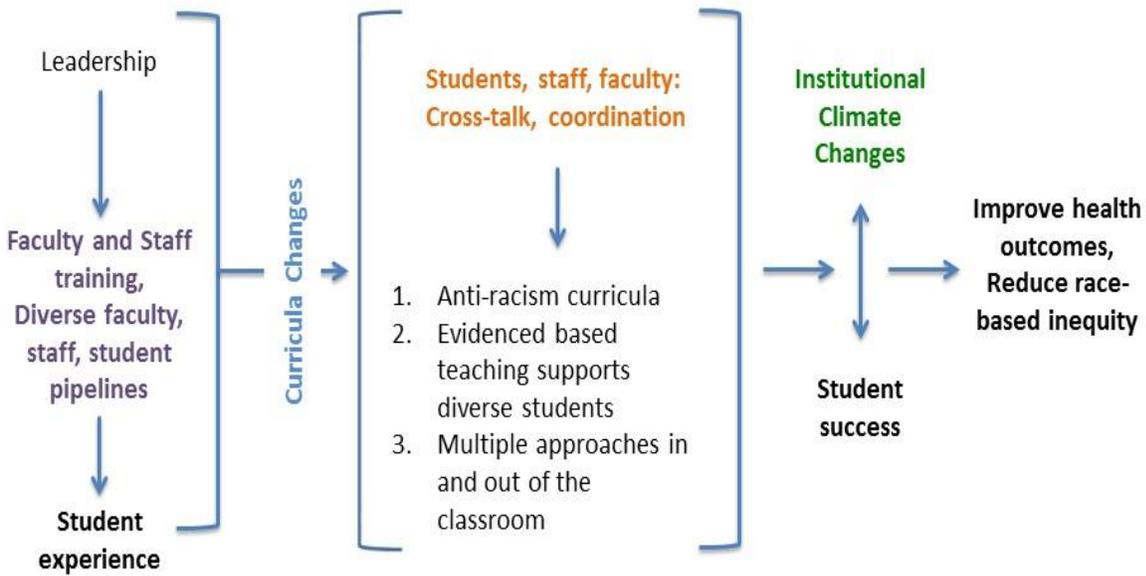
**KEY FOCUS AREAS.** Six small working groups were formed to address the following topics: organizational structure, curriculum and training, recruitment, retention and promotion, climate and data. Over the summer of 2018, working groups from different SPH departments and programs met to review climate survey data and identify priorities, and to discuss potential goals within each area, and corresponding strategies to achieve these goals.

We wish to acknowledge and emphasize that diversifying the student body and professional workforce as well as facilitating timely skill-building workshops and training are integral to improving the student experience and building a thoughtful and comprehensive approach to a curricula focused on anti-racism and equity. Faculty, staff and students must each be engaged in these approaches. These goals will enhance our institutional climate and ultimately improve

student success. The success of our students is paramount to improving health outcomes and reducing race-based inequity (Figure 1).

Figure 1. Theory of Change: Anti-Racist Curriculum and Student Success Framework

# Anti-racist curriculum -> Institutional change-> student success->



# SPH Equity, Diversity and Inclusion ACTION PLAN 2019

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## Goal 1: Organizational Structure

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To establish an organizational structure for the SPH EDI Committee that ensures representation across departments and interdisciplinary programs; involves faculty, staff and students; and engenders a sense of shared commitment, responsibility and participation across the School.

### Action 1.1:

The dean of the School of Public Health shall revise the name and charge of the committee to reflect its leadership role in shaping institutional structures, practices and pedagogy to foster equity, diversity and inclusion within SPH.

The SPH Diversity Committee's name has been changed to the "Equity, Diversity and Inclusion Committee" to reflect the broader responsibility and focus on equity and inclusion as crucial components to achieve a positive climate within the School. The current charge of the SPH Diversity Committee is "to develop and advocate for policies and initiatives that will improve the *diversity* of the SPH community." This charge will be revised to "to develop and advocate for policies and initiatives that will improve *equity, diversity and inclusion* in SPH."

**Who is responsible and due date:** The name change has been completed as of June 30, 2019; Dean Hilary Godwin will update the EDI Committee charge by July 30, 2019.

### Action 1.2:

Ensure adequate representation, participation and engagement across all departments and interdisciplinary programs through the EDI Committee and other efforts and activities as outlined below. All departments and some degree programs (e.g., Master of Health Administration) have already established their own EDI committees, and implementation of this action should focus on interdepartmental collaboration and strengthening support for EDI work.

Individual departments and programs may determine their own best fit for achieving this end, using the following guidelines:

- Each department chair and program director is encouraged to facilitate the creation of a departmental or program level EDI committee using a call for volunteers or process of nomination. When reaching out for membership in the EDI committee, the following

guidelines may be helpful: individuals who understand and are committed to EDI from a personal and/or a professional experience; individuals who are mindful of climate as a function of an inclusive working and learning environment; and individuals who can engage deeply in thinking creatively and powerfully about how we can counteract “isms” (oppressive and discriminatory attitudes or beliefs) in all their forms in public health and beyond. The department chair or program director is encouraged to solicit nominations and/or appoint a faculty member, staff member and/or student from the department or program committee to become a voting member on the School-wide EDI committee to ensure strong cross-collaboration between the SPH- and department/program-level activities. This may involve a single appointed liaison or a rotation of liaisons throughout the year. Liaisons are encouraged to represent the department or program in the SPH EDI Committee, assist in the planning and implementation of EDI activities, and help facilitate the interdepartmental communication around EDI issues.

- Department chairs/program directors should support their own committee’s work through FTE support for the committee’s co-chairs (if possible), a small budget for operations, and release time to attend meetings and participate in EDI committee activities. Barriers to release time should be identified and addressed with supervisors.
- The Assistant Dean for EDI will reach out to the departmental EDI committees to help set priorities for the year, identify goals and stakeholders, and assist in the development of inclusive practices and allyship in units.
- Programs that do not have their own EDI committees should ensure that their faculty, staff and students are represented on the School-wide EDI Committee as at-large members.

**Who is responsible and due date:** Department chairs, Assistant Dean for EDI, by July 2019, and annually thereafter.

### **Action 1.3:**

**Provide support for funded student assistants to facilitate the implementation of EDI committee activities and initiatives.**

One issue that has made School-wide implementation of EDI efforts challenging is the lack of FTE support from the School. SPH funding should be made available from the Office of the Dean to support one graduate student assistant (master’s or PhD) to serve as co-chair of the departmental or program EDI committee with the current committee chair. To facilitate this action, the Office of the Dean should provide matching funds to departments/programs who likewise support graduate student assistants serving their EDI committees. Term limits, specific job responsibilities and reporting structure can be discussed and finalized as funding is made available.



**Who is responsible and due date:** Departmental chairs, program directors and the Assistant Dean for Finance and Administration should work with their departmental EDI committees to determine how to implement this and make funding available by the beginning of each academic year and continuing thereafter.

### **Action 1.4:**

**Ensure robust communications from the Office of the Dean about SPH EDI committee activities across the School.**

The Assistant Dean for EDI will deliver School-wide quarterly reports on EDI activities and initiatives, and work regularly with department leaders (chairs, administrators, and others) and with the Communications Team in the Office of the Dean to develop robust communication channels that highlight School-wide EDI activities and initiatives across the School.

**Who is responsible and due date?** Assistant Dean for EDI; quarterly.

### **Action 1.5:**

**Provide staff support and allocate an annual budget to support EDI activities.**

The Office of the Dean will provide 0.5 to 1.0 FTE in administrative and program staff support to the Assistant Dean for EDI. The annual budget for the EDI team should be sufficient to support the activity and initiatives detailed in this plan, as well as foundational infrastructure for longer-term EDI policy and structural improvements. The Office of the Dean will provide sufficient and appropriate space to house EDI staff and activities, including the availability of a multipurpose space for caucusing, meetings and workshops. Funding may be used to support EDI programming, build community within the School, improve the climate, and attract individuals from diverse backgrounds to public health.

**Who is responsible and due date?** This goal has been met and institutional support is being provided for EDI activities for a 0.5 program operations specialist hired in November 2018.

## **TRACKABLE METRICS for Goal 1**

- Process established for structuring and organizing the School-wide and departmental/program-wide EDI committees (status: in progress July 2019).
- Amount of FTE support for departmental and program-level diversity committee work (status: completed – a budget of \$20,000 and 0.5 FTE staff have been allotted to EDI work at the School level).
- Process in place to communicate quarterly EDI reports to the School, to archive such reports and to track the number of people who read it via the Marketo email system

(status: still in progress; we are creating a process within Jeto to develop a newsletter; a listserv has already been created for students, faculty and staff of color to facilitate email communication and outreach; to be completed by no later than June 2020).

- Allocate an annual budget, managed by the Assistant Dean for EDI, for activities to support EDI in SPH (status: completed – budget approved through July 2020).

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## Goal 2: Curricula and Training

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To develop and implement multifaceted, evidence-based education and training for students, staff and faculty so they are able to 1) recognize the means by which social inequities and racism, generated by power and privilege, undermine health and 2) identify public health approaches to eliminate race-based inequities.

### Action 2.1:

**Encourage all faculty to include in their course syllabi a land acknowledgment, instructor pronouns (optional), a diversity and climate statement and the process for reporting bias concerns.**

Land Acknowledgment: We honor the people on whose land we are guests because that is the protocol for this area. Washington state is [home](#) to 29 federally recognized and five unrecognized tribes. Including a land acknowledgment statement such as the one written below demonstrates our collective humility and respect for the original caretakers of the land:

*"The University of Washington acknowledges the Coast Salish people of this land, the land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations."*

Diversity Statement: The School has two versions of the diversity statement – the long version is [here](#) and the following is a suggested short version:

*Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of University education. In SPH, students are expected:*

1. *To respect individual differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status and veteran status.*
2. *To engage respectfully in the discussion of diverse worldviews and ideologies embedded in course readings, presentations and artifacts, including those course materials that are at odds with personal beliefs and values.*



3. *To encourage students with concerns about classroom climate to talk to their instructor, adviser, a member of the departmental or SPH EDI Committee, the Assistant Dean for EDI, or the program's director.*

**Access and Accommodations:** The UW Disability Resource team has provided the following statement for the syllabus:

*Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.*

*If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.*

**Bias Concerns:** The Office of the Dean has a [student concern policy](#), a faculty concern policy and standard HR procedures for staff concerns. Our 2018 climate survey states that most people in SPH do not report bias incidents because they do not know where to go. Students are encouraged to report any incidents of bias to someone they feel comfortable with, including instructors, advisers or department staff. They can email [dcinfo@uw.edu](mailto:dcinfo@uw.edu) for immediate follow up. Bias concerns can be anonymously and confidentially reported [here](#). Data is collected by the Assistant Dean for EDI and the Director of Program Operations for Student and Academic Services and tracked for resolution. Areas are identified for further training.

**Pronouns:** According to the UW First Year Programs, being an ally is not just about intention, it's also about behavior. We share our pronouns because we strive to cultivate an inclusive environment where people of all genders feel safe and respected. We cannot assume we know someone's gender just by looking at them. So we invite everyone to share their pronouns. Faculty training and consultation on pronoun use is available for SPH faculty from the Assistant Dean for EDI. Including pronouns on syllabi is optional as we work to develop and provide further training to all teaching faculty.

**Who is responsible and due date?** Assistant Dean for EDI, Director of Program Operations for Student and Academic Services, Vice Dean for Education; by the end of the 2019-2020 school year and continuing quarterly thereafter.

## **Action 2.2:**

**Ensure that School and department-level curriculum committees incorporate participation and feedback from underrepresented students, staff and faculty in the development and administration of any new SPH coursework.**

Appoint equity champions to the Curriculum and Education Policy Committee (CEPC) and department-level curriculum committees to ensure that the voices and input of underrepresented SPH faculty, staff and students are included. Equity champions can also help keep the process for selecting instructors and program leaders as inclusive and free of bias as possible.

**Who is responsible and due date?** Vice Dean for Education; by the end of the academic year 2019-2020 and continuing thereafter.

## **Action 2.3:**

**Students, faculty and staff need to feel safe in their working and learning environment. Ensure a transparent, systematic process for course evaluations.**

SPH recommends that all faculty include the two-faculty approved diversity-related questions in all course evaluation forms. The Institutional Assessment Service (IAS) can provide an annual report related to progress on this topic. These changes can help provide one set of metrics for measuring climate in the classroom. Each course evaluation should include questions that focus on delivery of content that address 1) the SPH anti-racism competency on health and 2) classroom climate. Departments and interdisciplinary programs will annually review these metrics and provide aggregate data to the Office of the Dean, the Council on Education for Public Health (CEPH) and the SPH EDI Committee.

**Who is responsible and due date?** Assistant Dean for EDI, Director of Program Operations for Student and Academic Services, Curriculum and Accreditation Specialist; quarterly, by the end of 2019-2020 and continuing thereafter.

## **Action 2.4:**

**Provide evidence-based training opportunities to teaching and research faculty and staff on creating a welcoming classroom climate and facilitating challenging classroom discussions.**

We want to support faculty pedagogical training through Teaching, Learning and Sharing events, evidence-based teaching programs, online resources, and workplace learning opportunities for staff and faculty on cultural humility, improving interpersonal communication, resolving conflicts effectively and facilitating difficult conversations. Supporting evidence-based teaching practices improves the classroom climate for all students and helps improve retention of students from diverse backgrounds. For some departments, the focus may be on providing intensive training opportunities for faculty over the course of two years. Other departments may also be ready to develop online or peer-mentoring programs for faculty who have a strong



interest in closing the achievement gap between and among students from different backgrounds.

**Who is responsible and due date?** Vice Dean for Education, Director of Academic and Staff HR, Assistant Dean for EDI, SPH curriculum committees; quarterly.

### **Action 2.5:**

**Provide students, faculty and staff with opportunities to collaborate across academic and community settings, including working with community-based organizations and inter-professional groups in order to build strong and sustainable partnerships, diversify topics of inquiry and expand scientific contributions.**

Strong community participation that builds on respect, equity and inclusion is one key to successful public health practice. Building collaborative partnerships between SPH and community groups is necessary for removing the barriers between academia and community. This collaboration can include simple changes such as inviting community members to be speakers in class discussions and offering honoraria and travel; creating an elders advisory board for a project or activity; and organizing a volunteer work group for a local charity. Existing workgroups, such as the Social Determinants of Health Work Group, can be further supported through online promotional resources on the SPH website. Other activities can include a common book club, or a faculty toolkit on facilitating inclusive practices in the classroom. Other groups within SPH and the UW also have strong community connections and can serve as resource partners in building the School's relationships with local communities. These groups include the Indigenous Wellness Research Institute, Go-MAP, the Latino Center for Health, Seven Directions and the Office of Minority Affairs & Diversity.

**Who is responsible and due date?** Assistant Dean for EDI, department chairs, program leaders; by the end of the academic year 2019-2020 and continuing thereafter.

### **Action 2.6:**

**Support the integration of learning objectives in courses around social inequities, racism, power, privilege, bias and their impact on health.**

Recognizing and discussing the means by which structural inequities and racism undermine health is a core competency that every SPH student is expected to achieve. We want to make sure our faculty is effectively integrating content that achieves this learning outcome and competency. Professional development workshops and incentivizing faculty participation through recognition and financial incentives can be helpful in supporting those who already do this well, while motivating other faculty to continue to grow in this area. This is already underway at the department level; the Department of Epidemiology Diversity Committee is developing pilot tools that may be of use to other departments and programs, and others may also have tools to offer.

**Who is responsible and due date?** Vice Dean for Education, Assistant Dean for EDI, departmental EDI committees, curriculum directors, course faculty; by the end of the academic year 2019-2020 and continuing thereafter.

## **TRACKABLE METRICS for Goal 2**

- Number of SPH classes that have land acknowledgment, diversity statement, bias concerns as outlined above, and climate questions in the middle and end of quarter course evaluations (status: in progress, to be completed by the end of the academic year 2019-2020).
- Number and quality of responses to course evaluation items related to diversity and climate in the classroom (status: to be discussed in curriculum committee by the end of fall 2019).
- Number of teaching and research faculty trained on the integration of new EDI competencies into current syllabi (status: in development beginning summer 2019 and completed by the end of the academic year 2019-2020).
- Number of stories in SPH NewsCatcher, on the website and in other promotional materials that highlight student, staff and faculty work centered on diversity.

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## **Goal 3. Recruitment**

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**To actively develop and implement innovative approaches to improve our recruitment and hiring of diverse faculty and staff and our recruitment and matriculation of students.**

### **FACULTY AND STAFF RECRUITMENT**

#### **Action 3.1**

**Develop and execute comprehensive and sustainable plans to recruit diverse faculty and staff to SPH.**

The Assistant Dean for EDI, Director of Academic and Staff HR, departmental HR managers and departmental EDI committee representatives will lead efforts to review faculty search and hiring processes and staff hiring processes within their respective departments and programs. They will work closely with their leadership teams to develop toolkits to ensure diverse searches, informed by best practices identified by the UW Office of Minority Affairs & Diversity (OMAD) in the UW Handbook of Best Practices for Faculty Searches (<http://www.washington.edu/diversity/faculty-advancement/handbook/>). One immediate



action step is to request a diversity statement from all faculty and staff applicants as part of the application process. Search committees and hiring managers need to be trained on how to review and evaluate diversity statements effectively.

**Who is responsible and due date?** SPH Director of HR and departmental HR managers, Vice Dean for Strategy, Faculty Affairs and New Initiatives, Assistant Dean for EDI, EDI Committee representatives; by December 2019 and continuing thereafter.

### **Action 3.2:**

**Monitor SPH workforce data annually by race, gender, job classification and salary.**

The Assistant Dean for EDI and staff will request workforce data from departments and monitor annually to identify gaps, measure trends and address barriers. This includes the work of the Task Force for Faculty Equity, which facilitates the annual analysis of pay equity in SPH. Findings will be sent back to School-wide leadership on a yearly basis.

**Who is responsible and due date?** Assistant Dean for EDI, Assistant Dean for Finance and Administration, Task Force for Faculty Equity; by spring 2020 and annually thereafter.

### **Action 3.3:**

**Provide ongoing training to hiring managers on I-200, affirmative action, and to provide practical information on how best to reduce bias and discrimination in hiring and promote diversity.**

Individual department administrators will work closely with the Assistant Dean for EDI to develop procedures that reduce bias and discrimination in employment and provide training on practices that promote diversity.

**Who is responsible and due date?** Director of Academic and Staff HR, department academic HR directors and administrators, Assistant Dean for EDI; by December 2019 and continuing thereafter.

## **STUDENT RECRUITMENT**

### **Action 3.4:**

**Increase student diversity by identifying and addressing barriers to SPH application and matriculation for underrepresented groups.**

Departments and individual programs will collect data on underrepresented groups at each stage of the recruitment, application and matriculation process and share these with the Student and Academic Services team. Departments and programs will review their recruited, applicant, accepted and matriculant pools annually, and use this data to identify changes in outreach, rubrics or process. Research shows that moving towards a holistic admissions review

can result in greater diversity in our student body. Some departments are already doing a holistic review and can be a resource to the School on how to operationalize this effectively.

**Who is responsible and due date?** Assistant Dean for EDI, departmental admissions staff, Director of Program Operations for Student and Academic Services, and departmental student and academic services staff; by December 2019, and continuing thereafter.

### **Action 3.5:**

**Ensure that the School is represented at the national level with organizations that strive to promote and support underrepresented students.**

SPH is collaborating with the Schools of Dentistry and Medicine to plan and implement the Summer Health Professions Education Program (SHPEP). This is a free six-week summer enrichment program for underrepresented college students interested in medicine, dentistry and public health with the goal of facilitating their entry to these professions. SHPEP has an excellent track record in increasing diversity in medicine and dentistry and we are hopeful that it can also help increase diversity in public health. There are 20 underrepresented public health-focused scholars in this program each year who we will be working with to nurture and encourage. SPH should participate in national conferences such as the Society for Advancement of Chicanos/Hispanics and Native Americans in Science, American Indian Science and Engineering Society, National Society of Black Engineers, Student National Medical Association and other similar conferences to attract underrepresented students. Funding to support student travel for professional development should be available at the department and program level and these procedures should be made available to all students annually.

**Who is responsible and due date?** Director of Student and Academic Services, Assistant Dean for EDI; annually.

### **TRACKABLE METRICS for Goal 3**

- Percentage of search and admissions committees that have been trained on best practices for hiring and recruiting diverse populations, including assessing diversity statements, holistic admission and bias (90% goal by end of June 2019-2020, with ongoing training thereafter).
- Annual workforce data by race, gender, job classification and salary.
- Annual application, admission, matriculation and graduation data for underrepresented students.
- Faculty and staff attendance at diversity-related trainings.



- Number of SHPEP students interested in public health each year.
- Number of former SHPEP students who are accepted to the UW SPH and other public health schools.
- Number, location and costs of student of color conferences attended by SPH representatives for outreach and recruitment.

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## Goal 4. Retention and Promotion

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To develop and execute comprehensive and sustainable activities to retain and promote a diverse faculty, staff and student body within SPH.

### FACULTY RETENTION AND PROMOTION

#### Action 4.1:

**In accordance with the UW's expressed commitment to excellence and equity, any contributions in scholarship and research, teaching and service that address SPH equity, diversity and inclusion mission and values will be included and considered among the professional and scholarly qualifications for appointment and promotion.**

The faculty code already allows department chairs to include diversity-related work undertaken in the previous year as part of the annual faculty reviews in consultation with the SPH HR manager, departmental EDI committees and Faculty Council. Departments need to track and evaluate the use of these review criteria in the annual review process. In addition, chairs and leadership are encouraged to provide teaching and research faculty with a list of resources and organizations that promote excellence in equity, diversity and inclusion in public health.

**Who is responsible and due date?** SPH Director of Academic and Staff HR, Faculty Council, department chairs, administrators; annually.

#### Action 4.2:

**Develop affinity groups and peer-mentoring programs for faculty who provide access to multiple resources and mentors.**

Department leadership will work closely with the Assistant Dean for EDI to develop strategies to ensure holistic mentorship for junior faculty, particularly underrepresented faculty. This includes formally establishing an affinity group for SPH faculty from diverse backgrounds that highlights their work and contributions to the School, provides a venue for developing

mentoring relationships with peers and other faculty, and creates a space for building community with each other.

Other examples may include events such as periodic informal lunch meetings to connect junior faculty with leadership and establishing mentorship committees for incoming junior faculty. These strategies are underway in the Departments of Global Health and Epidemiology. In order to accomplish this goal, we need to know who our faculty are, and in addition to race, ethnicity and gender data, we should consider adding questions around first-generation college status, for example.

**Who is responsible and due date:** Departmental chairs, Assistant Dean for EDI, SPH Director of Academic and Staff HR, departmental HR managers; by the end of June 2019-2020, and annually.

## STAFF RETENTION AND PROMOTION

### Action 4.3:

**Provide opportunities for staff to grow in their professional development and career trajectory.**

SPH staff need additional support and training to grow professionally and to advance in their careers. While some opportunities are available throughout the UW, SPH staff – especially staff of color, LGBTQIA2S (lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, two spirit) staff, women, veterans and disabled employees – may require additional assistance from their work units. Opportunities may come in the form of funding for conferences and training, leadership opportunities for interdisciplinary and interprofessional collaboration, or incentives for engaging with community organizations. Peer-mentoring programs and support groups are also effective ways to build community and support staff. Due to their small numbers in SPH (only five percent of SPH staff are Hispanic/Latinx and three percent are Black/African American – numbers that have not changed from 2017 to 2018), it is necessary to build community across the School in addition to within departments. For this reason, the School is working with staff of color to create a learning community in SPH. This is just one example of how the School can improve the climate by fostering peer-mentoring programs and learning communities.

**Who is responsible and due date?** SPH director of academic and staff HR, departmental administrators and supervisors; annually.

### Action 4.4:

**Include items on the annual performance evaluation that measure how well a staff member is contributing to the SPH equity, diversity and inclusion mission and values.**



HR administrators will work closely with the Office of the Dean to develop these metrics and strategies to ensure implementation and training and support for supervisors as they incorporate these metrics into their evaluation process.

**Who is responsible and due date?** Departmental HR administrators and supervisors; annually.

## STUDENT RETENTION AND PROMOTION

### **Action 4.5:**

**Develop departmental-level peer mentoring programs for undergraduate and graduate students to encourage cross-collaboration, retention and peer support.**

Departmental leadership will work closely with the Assistant Dean for EDI to design and promote strategies to ensure successful mentoring experiences across all levels. Graduate students can provide peer mentoring for undergraduates and other junior-level students as a way of increasing retention and collaboration.

**Who is responsible and due date?** Director of Program Operations for Student and Academic Services, departmental student and academic services staff, Assistant Dean for EDI; annually.

### **Action 4.6:**

**Provide cultural and academic support to help foster well-being, resilience, social connectedness and inclusion.**

Promoting well-being and balance are life skills that help students succeed (University of Texas at Austin Community & Mental Health Center, 2018). Some individuals from low income, first-generation, underrepresented and other diverse backgrounds may encounter stresses and demands that can result in challenges that individuals who do not come from these backgrounds may not normally face. This may include financial difficulties, family illnesses, cultural and community activities that may take away time from teaching or studying. While some resources and legal protections are already in place (such as the American Indian Religious Freedom Act) to help students receive equitable learning environments, the School needs to do more to promote general well-being and life balance for all students. Departments and programs will work closely with the Office of the Dean to review and provide strategic training opportunities for faculty and staff on how to build inclusion and wellness into the learning environment.

**Who is responsible and due date?** Vice Dean for Education, Director of Academic and Staff HR, Director of Program Operations for Student and Academic Services, Assistant Dean for EDI; by December 2019, and ongoing thereafter.

## **Action 4.7:**

**Promote the use of grants such as the National Institutes of Health (NIH) supplements to promote diversity in health-related research among SPH principal investigators to support research opportunities for underrepresented undergraduate and graduate students and faculty.**

The Office of the Dean will serve as a conduit between departments, centers and programs that administer grants and student and faculty organizations that support underrepresented groups. The Office of the Dean will create a list of faculty with grants that are eligible for diversity supplements and this list should be made available to underrepresented students to assist with funding. Students who are on current NIH diversity supplements can serve as a resource for helping students gain access to this knowledge. Other grant agencies who have opportunities for supplemental funds for underrepresented students can utilize the same model for linking students with faculty.

**Who is responsible and due date?** Associate Dean for Research, Assistant Dean for EDI, department chairs, departmental EDI committees; by winter 2020 and ongoing thereafter.

## **TRACKABLE METRICS for Goal 4**

- Number and percentage of minority faculty as collected in the UW Workforce Analysis overall and for tenure/tenure-track faculty.
- Process to track, support or reinforce EDI-related work in faculty review and staff performance evaluations.
- Annual application, admission, matriculation and graduation data for underrepresented students.
- Number of students supported by NIH diversity supplements.
- Number of and attendance in workshops that foster faculty, staff and student retention in SPH.
- Number of student, faculty or staff interest groups focused on equity, diversity and inclusion.

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## **Goal 5: Climate**

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**To cultivate an institutional climate that welcomes diversity, supports and promotes inclusion, and provides safer learning, mentorship and work environments that allow**



students, staff and faculty to deconstruct individual, interpersonal and institutional barriers to equity.

### **Action 5.1:**

**Create processes for open, constructive discussion of and/or action on concerns about bias.**

Departments, programs, SPH EDI Committee, and the Office of the Dean will collaborate on promoting these processes. These can include regular, facilitated conversations with students, faculty and staff to learn about their experiences with issues of equity, difference and privilege in the working and learning environment.

**Who is responsible and due date?** Assistant Dean for EDI, SPH EDI Committee, departmental diversity committees, Vice Dean for Strategy, Faculty Affairs and New Initiatives, Vice Dean for Education; by December 2019 and quarterly thereafter.

### **Action 5.2:**

**Showcase professional and academic achievements of self-identified faculty, staff and students from underrepresented groups.**

Highlighting the achievements of SPH individuals from underrepresented groups helps change the definition of who and what success looks like by providing non-stereotypical exemplars and building leadership qualities. Departments, centers, programs, the SPH EDI Committee and the Office of the Dean will collaborate on creating opportunities to highlight such achievements and to support existing public recognition efforts, such as the Health Equity Lecture series, the annual Martin Luther King Jr. Award and SPH Excellence Awards. These groups will also collaborate on the development of new award mechanisms where warranted. This can also be accomplished by making sure that NewsCatcher, our School-wide newsletter, and other SPH online and print publications regularly feature content from faculty, staff and students from diverse groups.

**Who is responsible and due date?** Assistant Dean for EDI, Vice Dean for Strategy, Faculty Affairs and New Initiatives, SPH Director of Academic and Staff HR, departmental HR managers, SPH Communications Team; by March 2019 and quarterly thereafter.

### **Action 5.3:**

**Establish and promote safe procedures by which faculty, staff and students can report bias, or document experiences that do not reflect equity, diversity or inclusion. These bias reports must be addressed immediately and firmly, and monitored each quarter for emerging issues and potential training gaps.**

This action ties back to the faculty and student concern policies that the School has created to address incidences and reports of bias, microaggressions, assault, and other similar types of

concerns. Individuals who encounter bias in the course of their work or education at SPH should report these concerns using the mechanisms provided and to expect firm resolutions.

**Who is responsible and due date?** Vice Dean for Strategy, Faculty Affairs and New Initiatives, Director of Program Operations for Student and Academic Services, Assistant Dean for EDI; by September 2019 and continuing thereafter.

### **Action 5.4:**

**Conduct exit interviews for each outgoing faculty and staff. Data collected should be shared with the Office of the Dean for tracking, monitoring and resolution, if needed.**

Individual department and program HR administrators will work closely with the Office of the Dean to develop mechanisms for ensuring that exit interviews take place and to develop systems of anonymous collating of results for review and tracking. A system for interviewing faculty and staff who are considering other positions will be developed.

**Who is responsible and due date?** Director of Academic and Staff HR, Assistant Dean for EDI; by December 2019 and continuing quarterly thereafter.

### **Action 5.5:**

**Faculty, staff and student orientation and onboarding materials, procedures and processes are built with an equity, diversity and inclusion lens.**

Each year, the School welcomes a large group of new students, and a number of new faculty and staff. Everyone in SPH is encouraged to include diversity training in their orientation and training materials, including additional resources on campus for further guidance. The SPH EDI Committee will lead these efforts and coordinate with the Office of the Dean, departmental chairs and unit leaders to inventory existing resources in SPH, identify gaps in content, incentivize workplace training for faculty and staff and regularly monitor and evaluate outcomes through climate surveys, exit interviews and bias reports.

**Who is responsible and due date?** Assistant Dean for EDI, Director of Program Operations for Student and Academic Services, Vice Dean for Education, Director of Academic and Staff HR, SPH EDI Committee; by October 2019 and annually thereafter.

### **Action 5.6:**

**Leverage a common activity (e.g., a common book, volunteer engagement) as a way to strategically build conversations across the entire School to build an inclusive community.**

The Office of the Dean will amplify its efforts to promote the common activity and will host small student, staff and faculty discussion or work groups, facilitated by the dean, faculty, staff, students and/or community leaders.



**Who is responsible and due date:** Dean, Faculty Council, Vice Dean for Education, Director of Program Operations for Student and Academic Services, Assistant Dean for EDI; by December 2019 and annually thereafter.

## **TRACKABLE METRICS for Goal 5**

- Percentage of students, staff and faculty that complete the annual climate survey.
- Attendance at teaching, learning and sharing events.
- Number of and attendance at SPH-led affinity groups.
- Process for addressing faculty concerns is finalized and approved by the Faculty Council.
- Number of incidents of prejudice, inequality or exclusion reported by SPH faculty, students and staff.
- Trends outlined in bi-annual climate surveys (SPH- and UW-wide).
- Number and outcomes of exit interviews, as reported to SPH HR.

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## **Goal 6. Data**

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**To collect, collate, analyze and disseminate data that can be used to develop metrics to measure outcomes in a timely fashion, and establish accountability and transparency.**

### **Action 6.1:**

**Collect and monitor application, matriculation and graduation rates of students from underrepresented and historically oppressed groups and submit this data for review to the Office of the Dean for tracking and progress.**

Student and Academic Services workgroups and the Assistant Dean for EDI will lead this effort. This includes monitoring students by race and ethnicity, gender and sexual orientation, first-generation educational status, veteran, disability and low-income status and identifying trends in application, matriculation, retention and graduation.

**Who is responsible and due date?** Assistant Dean for Finance and Administration, Director of Program Operations for Student and Academic Services, departmental student and academic services managers, and Assistant Dean for EDI; by December 2019 and every year thereafter.

## **Action 6.2:**

**Utilize the data from the climate surveys to guide the process of creating change for SPH.**

The Office of the Dean will conduct a biannual climate survey (on every even year), analyze the data and make it accessible to the School and to the public. The purpose of collecting this data is to monitor the School's climate for learning, working and teaching. Thus, encouraging everyone in the School to complete the annual climate survey is critical as this data helps us identify areas of strengths and concern for creating measurable goals to address these areas of concern. The Office of the Dean will continue to allocate staff time to create and implement the climate survey, and dissemination of results at both School-wide meetings and department, center and program-level planning meetings.

**Who is responsible and due date?** Assistant Dean for Finance and Administration, Assistant Dean for EDI; every two years.

## **Action 6.3:**

**Develop a data system that will house climate and demographic data so that departments, centers and programs can access information that is relevant for their activities and goal-setting on EDI.**

The Office of the Dean will allocate a staff time equivalent to support the development of this database and will work closely with the SPH EDI Office to plan the set up and dissemination. Data from existing UW resources, the SPH climate survey, and data on admissions and graduation trends will be funneled into this database.

**Who is responsible and due date?** Assistant Dean for Finance and Administration, Director of Academic and Staff HR, Vice Dean for Strategy, Faculty Affairs and New Initiatives, Assistant Dean for EDI; by the end of the academic year 2019-2020 and continuing thereafter.

## **TRACKABLE METRICS for Goal 6**

- Application, matriculation and graduation rates of students from underrepresented and historically oppressed groups.
- Percentage of students, faculty and staff who complete the biannual climate survey.

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## **What's Next?**

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The SPH EDI Committee, departmental EDI committees and the Assistant Dean for EDI will work together to reach out to the SPH community to solicit regular feedback regarding the action plan. Feedback from the School gathered from stakeholders during fall 2018 indicated that Goal 5 Climate, Goal 2 Curriculum, and Goal 3 Recruitment are the top three priorities for the 2019-2020 school year. As the year progresses we will be focusing on these priorities and encourage collaborations across departments and programs to meet these priorities. As people, priorities and resources change over time, this action plan can adapt by serving as a framework for keeping us connected to this important work, focusing on what is most crucial to the School's mission, and leveraging our efforts to create sustainable change.

References:

Underrepresented definition from <https://www.aamc.org/initiatives/urm/>, accessed March 19, 2019

Counseling and Mental Health Center, "Texas Well-Being: Promoting Well-being in UT Learning Environments" University of Texas, 2018

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For questions and more information please contact:

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