



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

# AN ACTION PLAN

for EQUITY, DIVERSITY AND INCLUSION

**2019-2029**

**<< April 2, 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.*



# Executive Summary

*The 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 Diversity [blueprint](#) and works alongside our SPH Strategic [Plan](#). This is intended to be a living, working 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, evidenced-based education and training for students, staff and faculty on the role of racism, power and privilege in undermining health and identifying public health approaches to eliminating race-based inequities. Ensure that classroom environments are welcoming and inclusive of all students.

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

To actively develop and implement innovative approaches to improve our recruitment and hiring of diverse faculty and staff and 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 within SPH.

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

To cultivate an institutional climate that welcomes diversity, supports and promotes inclusion, provides safer learning, mentorship and work environments that strives 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 goal and action step

**Timeline:** Arranged by monthly, quarterly, annually

# INTRODUCTION

During the summer of 2018, the University of Washington School of Public Health 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 and 2017 academic years, and was built on organizational changes and resources that were committed by the SPH Dean's Office 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 Dean's Office. In addition, our Strategic Action Planning was informed by similar recent processes in other UW health professions schools. With five departments and several interdisciplinary programs, there was a need to develop a "roadmap" that departments can use as a template to guide their EDI efforts. This document provides a 10 year 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 University of Washington's 2017-2021 [Diversity Blueprint](#) and its [Race and Equity Initiative](#). In particular, we recognized that we needed to develop a plan with which to engage SPH faculty, staff and student stakeholder groups School wide.

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 UNDER-REPRESENTED WITHIN SPH?** As part of our process, we considered several working definitions of "underrepresented" students in our committee retreat. The Association of American Medical Colleges defines "underrepresented in medicine as those racial and ethnic populations that are underrepresented in the medical profession relative to their numbers in the general population" (AAMC, 2004.) We also reviewed definitions provided by the National Institutes of Health, Fred Hutchison, as well as the University of Washington'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 recently immigrated.*



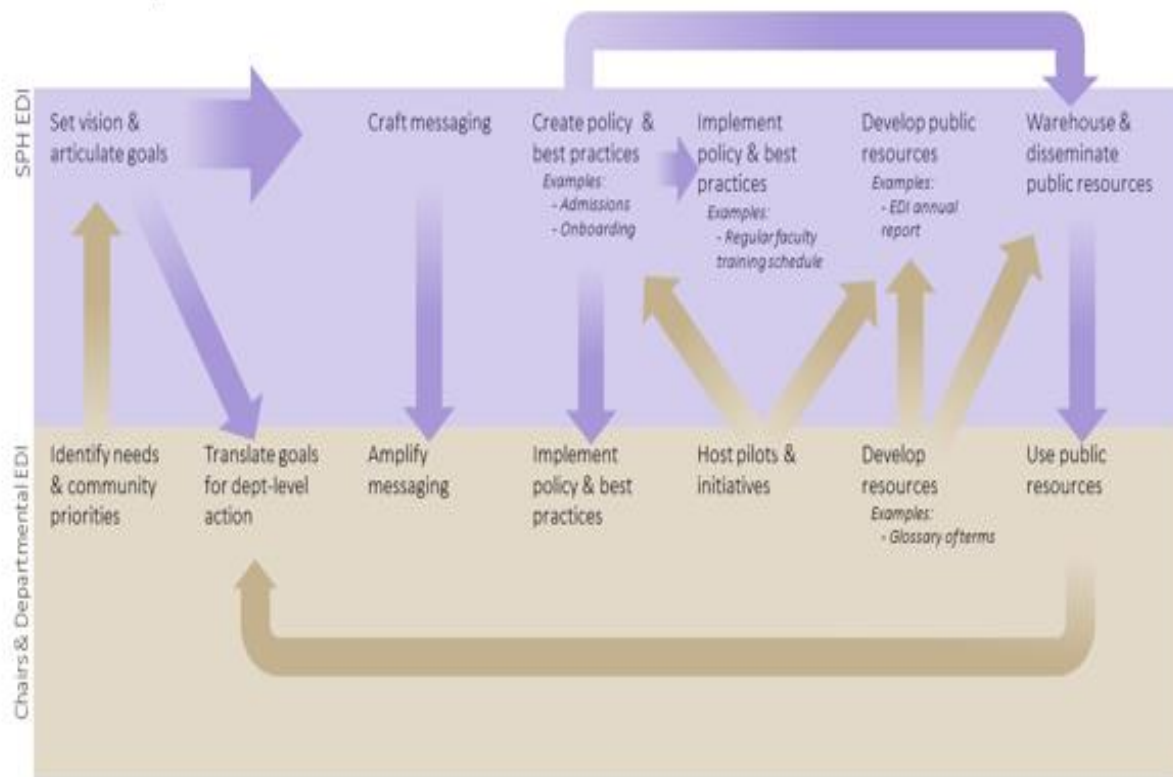
Our definition is a work in progress, and may undergo future cycles of scrutiny, discussion and revision as our awareness of the needs of underrepresented individuals continues to mature and as the School itself evolves over time. The School recognizes that there are individuals and groups not fully 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 in addition choose to develop their own working definition of under-represented that may better suit their field. Lastly, this definition is meant to highlight the importance of under-represented individuals at all levels within the SPH, including leadership, faculty, staff and students.

**TIMELINE.** Our 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 changes to our goals and action steps.

**KEY FOCUS AREAS.** Six small working groups were formed to address the following topics: Organizational Structure, Curriculum & Training, Recruitment, Retention & 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, discuss potential goals within each area and corresponding strategies to achieve these goals.

We wish to acknowledge and emphasize that supporting and fostering **Faculty and Staff Training, Diverse Faculty, Staff and Student Pipelines** are both integral to improving our 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. Ensuring the success of our students is paramount to improving health outcomes and reducing race-based inequity (Figure 1).

Figure 1. Working Model for EDI Collaboration within SPH/Department/Program Levels



# SPH Equity, Diversity and Inclusion ACTION PLAN 2019-2029

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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 the committee's 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 "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: Dean Hilary Godwin, by June 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 Committee, and implementation of this Action should focus on interdepartmental collaboration and strengthening support for EDI Committees.**

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. From this committee, the Chair and Program Director is encouraged to appoint a faculty member, a staff member, and/or a student from their 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-level work through FTE support for Committee Chair's/Co-Chairs. Staff will be provided with release time to attend meetings and participate in EDI Committee activities. Chairs/Program Directors may consult with their own EDI Committees to select potential members. 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 anti-racist practices and allyship for the department
- Programs that do not have their own EDI Committee should ensure that their faculty staff and students are represented on the school wide EDI Committee as at-large members.

### **Action 1.3:**

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

The Dean's Office will support one Graduate Student Assistant (Master's or PhD) to serve as Co-chair of the SPH EDI Committee with the EDI Dean. The Dean's Office will provide matching funds to Departments/Programs who likewise support GSAs serving their EDI Committees.

Who is responsible and due date? Assistant Dean for Finance & Administration, Annually

### **Action 1.4:**

**Ensure robust communication on Dean's Office and 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) to promote EDI activities and opportunities for community and stakeholder engagement across the school.

Who is responsible and due date? EDI Assistant Dean, quarterly



## Action 1.5:

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

The Deans Office will provide .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 Dean's Office 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? Assistant Dean Finance & Administration, Annually

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## Goal 2. Curricula and training

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**To develop and implement multifaceted, evidenced-based education and training for students, staff and faculty on the role of racism, power and privilege in undermining health and identifying public health approaches to eliminating race-based inequities.**

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

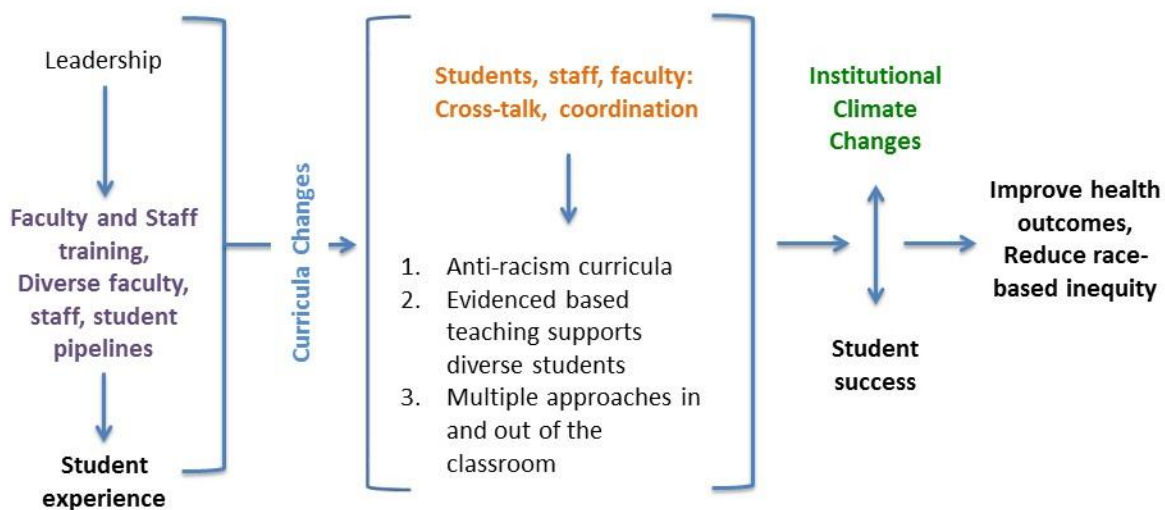


Figure 2. Theory of Change: Anti-Racist Curriculum and Student Success Framework



## **Action 2.1:**

**Ensure that each course syllabus includes land acknowledgement and instructor pronouns as well as a diversity statement and outlines the process for reporting bias concerns.**

SPH honors the people on whose land we live, work, study and thrive. Before contact, local tribes would traverse the Puget Sound and visit neighboring tribes for permission to dock as protocol for working together. By participating in this protocol we demonstrate our humility and respect for tribal people. Western Washington is home to 29 federally recognized and 5 unrecognized tribes that continue to thrive as well as thousands of urban Indians who live away from the reservation. American Indian/Alaska Native people (AI/AN) who comprise 1% of the state's population, are some of the most marginalized and suffer from some of the most disparate health outcomes as a result of the historical trauma and racial oppression that have been placed upon this group. SPH has a long history of working with Native tribes and urban Indian communities to improve health and solve problems together. A land acknowledgment brings to the fore the understanding that our success and progress are not only very much connected to the success and progress of Native people, but is in fact, impossible to achieve without the participation of Native people.

Having an instructor take the time to volunteer their pronouns in class signals a more welcoming environment for students, especially students who identify as queer, transgender, or nonbinary. Faculty and staff should make every effort not to misgender others, and are expected to respond skillfully to incidents of misgendering, transphobia, homophobia, and sexism.

The Dean's Office should utilize school wide trainings to broaden understanding of American Indian/Alaska Native culture, lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, two spirit (LGBTQIA2S) people, and how to build relationships and equitable sustainable partnerships with different communities.

Who is responsible and due date? Assistant Dean for EDI, Curriculum Directors, Student and Academic Services Directors, Annually

## **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.**

Ensure that equity champions are appointed 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



ensure that the process for selecting instructors and program leaders is inclusive and as free of bias as possible.

Who is responsible and due date? Associate Dean for Education, October 2019

### **Action 2.3:**

**Students, faculty and staff need to feel safer 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 to all course evaluation forms in SPH. The 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 both delivery of content that addresses 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 Dean's Office, the CEPC, and the SPH EDI Committee.

Who is responsible and due date? Assistant Dean for EDI, Student & Academic Services Director, Annually

### **Action 2.4:**

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

The School will expand access to ongoing initiatives to support faculty pedagogical training through Teaching, Learning and Sharing Events, Evidence-Based Teaching Programs, on-line resources, and workplace learning for staff and faculty. In addition, the School will provide and will support Departments in providing regular workplace learning as part of a school wide professional development program to grow in our own cultural proficiency, improve interpersonal communication, resolve conflicts effectively, and facilitate 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 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? Associate Dean for Education, AHR Director, Assistant Dean for EDI, 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. Departments and programs are encouraged to receive training and support from the School on effective university-community partnerships. Building partnerships between SPH and community groups is necessary in removing the barriers between academia and community. This outreach 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; organizing a volunteer work group for a local charity. Existing workgroups, such as the Social Determinants of Health Work Group should be supported through on-line promotional resources on the SPH website. New activities can include a book club, or a faculty toolkit for small group practice on facilitating inclusive practices in the classroom, and small group facilitated discussions outside of 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 Indigenous Wellness Research Institute, Go-MAP, Latino Center for Health, 7 Directions Center for Indigenous Public Health, and the Office of Minority Affairs and Diversity.

Who is responsible and due date? Assistant Dean for EDI, Department Chairs, Program Leaders, quarterly

## **Action 2.6:**

**Support integration of learning objectives around racism, stigma, biases and discrimination and impact on health equity in courses.**

Provide faculty training and financial incentives (such as seed grants) to support integrating content that informs, challenges, and advances the student's knowledge and understanding of the role that 'isms' and determinants play in health disparities. Such grants should prioritize faculty not currently incorporating these concepts into their courses. In addition, provide tools for faculty to help them to integrate these concepts into their courses. This Action 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.

Who is responsible and due date? Associate Dean for Education, Assistant Dean for EDI, Curriculum Directors, Course Faculty, quarterly or annually



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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 recruitment and matriculation of students.

### **FACULTY AND STAFF RECRUITMENT**

#### **Action 3.1**

**Develop and execute comprehensive and sustainable plans to recruit a diverse faculty, staff and student body to SPH.**

The Assistant Dean for EDI, Academic Human Resource 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 and 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/>).

Who is responsible and due date? Academic Human Resources, Assistant Dean for EDI, EDI Committee representative, annually

#### **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. Findings will be sent back to school wide leadership on a yearly basis.

Who is responsible and due date? Assistant Dean for EDI, SPH IT and Student and Academic Services, annually

#### **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 departmental 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? Academic Human Resources Directors, Administrators, Assistant Dean for EDI, annually

## **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. 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. The School will support moving towards a holistic admissions process to ensure a diverse matriculant pool by providing school wide training in conjunction with OMAD and other health professions schools.

Who is responsible and due date? Assistant Dean for EDI, Student & Academic Services Directors, annually

### **Action 3.5:**

**Ensure that UW SPH is promoted at the national level of organizations that strive to promote and support under-represented students.**

SPH should participate in national conferences such as Society for the Advancement of Native Americans and Chicano/as 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 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? Student & Academic Services staff, Assistant Dean for EDI, annually



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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 the SPH equity, diversity, and inclusion mission and values will be included and considered among the professional and scholarly qualifications for appointment and promotion.**

Individual Departments will implement metrics focused on training, teaching, activities, service and any other professional work undertaken in the past year as part of annual faculty review, performance evaluations and will implement similar metrics into the staff and faculty promotion and review process. In consultation with their Departmental EDI Committees, Departments will develop systems to track and evaluate the use of these review criteria in the annual review process.

Who is responsible and due date? Academic Human Resources, Faculty Council, Annually

#### Action 4.2:

**Develop departmental level peer mentoring programs for faculty that provide access to multiple resources and mentors.**

Department leadership will work closely with the Assistant Dean for EDI to develop strategies to ensure holistic peer and career mentorship for junior faculty, particularly under-represented faculty.

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.

Who is responsible and due date? Departmental Chairs, Assistant Dean for EDI, Annually

### STAFF RETENTION AND PROMOTION

#### Action 4.3:

**Provide funded 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 staff, women, veterans, and disabled employees for example, may require additional support from their work group. 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, for example. Peer mentoring programs and support groups are also effective ways to build community and support staff. For example, department and program administrators are best suited to build out and implement peer mentoring programs and learning communities, train supervisors on how to be more inclusive, and implement evaluation rubrics that promote equity and diversity.

Who is responsible and due date? AHR Directors, 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.**

Human Resources Administrators will work closely with the Dean's Office 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 increase support.**

Departmental leadership will work closely with the EDI Director to design and promote strategies to ensure successful mentoring experiences across levels. Graduate students can provide peer mentoring for undergraduates and other junior level students as a way of increasing retention and collaboration. The Student Services Director is the lead person responsible for this effort.

Who is responsible and due date? Student Services Directors, EDI Director, Annually

#### **Action 4.6:**

**Provide cultural and academic support to help foster wellbeing, resilience, social connectedness and inclusion**

Promoting well-being and balance are life skills that help students succeed (University of Texas Community & Mental Health Center, 2018). Some students from low income, first generation, underrepresented and other diverse backgrounds may encounter stresses and demands that



can result in academic difficulty that students who do not come from these backgrounds may not normally face. This may include financial difficulties, family illnesses, cultural activities, and community time that may result from traditional roles, for example. 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. This responsibility rests with faculty and staff who need to receive additional training on how to work effectively with all students, most especially students from backgrounds that are different from theirs. Departments and Programs will work closely with the Dean's Office to review and provide strategic training opportunities for faculty and staff on how to make changes in their pedagogy or working style to improve student learning and student wellbeing.

Who is responsible and due date? Associate Dean for Education, Academic HR, Student & Academic Services Directors, Assistant Dean for EDI, Annually

### **Action 4.7:**

**Promote use of 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 under-represented groups. The Office of the Dean will develop a communication system such as a website or a monthly email digest that can link eligible students and faculty with principal investigators with new or ongoing awards that could support a supplement.

Who is responsible and due date? Assistant Dean for EDI, Faculty Council Chair, Communications, Quarterly

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## **Goal 5: Climate**

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

### **Action 5.1:**

**Provide regular consistent school wide opportunities for faculty, students, and staff from underrepresented and/or historically oppressed backgrounds to build community, find support, and actively engage with each other.**

Departments, Programs, Centers, the EDI Committee, and the Dean's Office will collaborate on promoting these networking activities. These activities will include formation and support of



affinity groups, and hosting regular social events or workshops, and promotion of peer and social engagement with local communities. The Dean's Office will support existing seed grants with matching funding and will supplement and complement department efforts.

Who is responsible and due date? Assistant Dean for EDI, SPH EDI Committee, Departmental diversity committees, Associate Dean for faculty, Associate Dean for Education

### **Action 5.2:**

**Showcase professional and academic achievements of 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 EDI Committee and the Dean's Office will collaborate on creating opportunities to highlight such achievements and to support existing public recognition efforts, such as the annual Martin Luther King Award. These groups will also collaborate on development of new Award mechanisms where warranted.

Who is responsible and due date? Assistant Dean for Finance and Administration, Assistant Dean for EDI, Associate Dean for Faculty, Associate Dean for Education, Academic HR Director, Student and Academic Services Director, Annually

### **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? Associate Dean for Faculty, AHR Director, Student & Academic Services Director, EDI Assistant Dean; reporting and resolution is done as needed



### **Action 5.4:**

**Conduct exit interviews for each outgoing faculty and staff; data collected should be shared with the Deans Office for tracking and monitoring and resolution if needed.**

Individual Department and Center Human Resources Administrators will work closely with the SPH Dean's Office to develop mechanisms for ensuring that the exit interviews take place and to develop systems of anonymous collating of results for review and tracking. A system for interviewing faculty/staff who are considering other positions will be developed.

Who is responsible and due date? Academic HR Director, Assistant Dean for EDI, as needed

### **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 SPH 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 EDI Committee will lead these efforts and coordinate with SPH Dean's Office, 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, Student & Academic Services Director, Associate Dean for Education, Academic HR Director, SPH EDI Committee

### **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 Dean's Office 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, Associate Dean for Education, Student & Academic Services Director, Assistant Dean for EDI, Quarterly

### **Action 5.7**

**Students, faculty and staff need to feel safer in their working and learning environment.**

SPH recommends that all faculty include the two faculty approved diversity-related questions to all course evaluation forms in SPH. The 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.

Who is responsible and due date? Assistant Dean for EDI, Student & Academic Services  
Director, Annually

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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 & 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? SPH Data Analysis team, Student & Academic Services workgroups and Assistant Dean for EDI

### Action 6.2:

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

The Dean's Office will conduct a biannual climate survey (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 and create measureable goals to address these areas of concern. The Dean's Office 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? Associate Dean for Finance and Administration, Assistant Dean for EDI, annually



### **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 Dean's Office will allocate a staff time equivalent to support development of this database and will work closely with the EDI Office to plan set-up and dissemination. Data from existing UW resources, the SPH Climate Survey, and data on admissions and graduation will be funneled into this database.

Who is responsible and due date? Associate Dean for Finance & Administration, Academic HR Director, Associate Dean for Faculty, Assistant Dean for EDI, Annually

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## **What's Next?**

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The SPH EDI Committee, Dean's Advisory Council of Students, and the Assistant Dean for EDI will work together to reach out to the school wide community to solicit regular feedback regarding the Action Plan. As the school identifies its top three annual priorities, the SPH EDI Committee, DACS and the Assistant Dean for EDI will work with each program or department to identify gaps and find resources for these priorities. This approach will also encourage collaborations across departments and programs. As people, priorities and problems change over time, this action plan can grow and adapt by serving as a framework for keeping us connected to this important work, focusing on what is important, 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

## CONTRIBUTORS

### Co-Chairs

Victoria Gardner

Sarah Benki-Nugent

Jen Velloza

Sara Mackenzie

Steve Berard

Chloe Waters

Noah Simon

Jen Balkus

Daren Wade

Elizar Mercado

Jessica Williams-Nguyen

Wilson Trang

Noah Seixas

Caz Salamanca

Natasha Ludwig-Barron

Juanita M. Ricks

Rukie Hartman-Thomas

...and the Equity, Diversity and Inclusion Committees and groups across the departments and programs of SPH.

