

CSPH Annual All Faculty Meeting

Title: Addressing Structural Racism and Diversity, Equity, and Inclusion in Public Health

Friday, October 2, 2020

Session 1: CSPH Organizational Units share current and planned initiatives on *Structural Racism and Diversity, Equity, and Inclusion*

Summary of Current and Planned Initiatives by CSPH Organizational Unit

Biostatistics & Informatics: Debashis Ghosh, MS, PhD; Chair

- Antiracism departmental seminar (D. Goldberg, Center for Bioethics, 9/23/2020)
- Prioritize outside speakers of color in departmental seminar series
- Anti-racism book club
- Antiracism-focused community engagement activity
- Faculty leaders in the department discussing antiracism topics in biomedical research
- Student organizations seeking to work with community organizations in Aurora

Community & Behavioral Health: Jenn Leiferman, PhD; Chair

Key Initiatives/Activities

- Finalizing a statement, strategic plan, and vision/mission for CBH committee (with awareness of statements from the school and other DEI-related committees).
 - Created new leadership position, CBH Director of Education, Outreach and Diversity.
 - Formulated several subcommittees:
 1. Town Halls
 2. Training (faculty, staff and students)
 3. Resource Repository
 4. Visibility & Sustainability
 5. Curriculum & Course Evaluation
 6. Hiring, Promotions and Projects
1. Town Halls - have conducted two town halls, and planning others
 - Town Hall 1 - Racial Injustice (July 28th)
 - Town Hall 2 - Addressing White Supremacy Culture (September 14th)
 - plan to have at least four more town halls addressing the action items that came out of the first town hall
 2. Training Modules
 - purpose - to develop better self-awareness and understanding
 - have incorporated monthly DEI activities in CBH faculty meetings

- will conduct survey(s) - to assess anti-racism and DEI knowledge, culture awareness, and comfort level of faculty, staff and students to address anti-racism, social justice and DEI topics in CBH courses, and in their workplace or research environments
- based on results of survey, use faculty, staff and student expertise to identify/ develop brief training modules, and assess knowledge pre and post
- 3. Resource Repository - (for faculty, students and staff)
 - online resources, podcasts, articles, books, films, etc.
 - list on SharePoint, committee members adding to it
 - started a book club (faculty, staff and students)
- 4. Visibility & Sustainability - (some crossover with other subcommittees)
 - creating materials and advancing communication to show department's work and commitment to this work through self-reflection, learning and assessment, course evaluations, committee newsletter, etc.
 - connecting with other DEI-related committees on campus, and sharing efforts
- 5. Curriculum & Course Evaluation
 - addressing disparities from strengths-based model
 - first step - reviewing CBH MPH core courses (ex. 6610 and 6611), then translating findings to other CBH courses.
 - incorporating DEI questions into faculty course evaluations
- 6. Hiring, Promotions and Projects
 - creating safe space/environment to hear views from all groups (e.g. BIPOC faculty, staff and students)
 - this is enhanced through efforts of Town Halls, CBH faculty education and training, and committees training modules
 - CBH scholarships have and will continue to be focused on underrepresented students
 - will be adding to annual faculty review criteria

Environmental & Occupational Health: John Adgate, PhD, MSPH; Chair

- Anti-racism resources/Statements
 - Developed/Published Departmental Anti-Racism Statement in June 2020
 - Responded to DrPH Student inquiry
- Curriculum updates
 - Distributed anti-racism resources and have discussed in faculty meetings
 - Our curriculum is continuously updated and included this issue (e.g., Environmental Justice) already;
 - we are expanding some lectures to include more diverse scholars and relevant issues (e.g., Flint Water Crisis, others).
 - Reviewing and adding resources to the core course (6614 material included for Fall 2020) and have revised other courses to incorporate more content on diverse scholars and relevant issues where feasible.
 - Similar process in for Spring 2021 is already in process by instructors
 - This is an ongoing discussion/action item in our curriculum committee
- Seminar Series and Research in Progress for 2020

- Seminar: inviting more diverse scholars, where feasible, for this year's seminar series
- Biweekly Research in Progress series includes a journal club: one example is a discussion of a recent health affairs article on race and publishing
- Other issues
 - Hiring: EOH needs to diversity faculty and staff
 - EOH Scholarships have targeted underrepresented groups (BIPOC, 1st generation students) for several years already; funding needed to push this issue further
 - Anti-racism book discussion group among faculty, staff, and students

Epidemiology: Jill Norris, MD, MSPH; Chair

1. **Formed a Health Equity Council (HEC) comprised of three Epidemiology faculty and two students that sets and regularly reviews progress towards goals.** The Health Equity Council will work on: 1) Integrating content related to racial and health equity into core epidemiology coursework, 2) Working to bring in outside speakers and researchers to discuss the intersection of health and race, 3) Organize Town Halls, 4) Develop an incident reporting tool or mechanism (more detail below). The Council is an interface between students and faculty to check-in & evaluate progress.
2. **Holding monthly Epidemiology Town Halls on Health Equity and Anti-Racism**
These Town Halls are an opportunity for open and inclusive communication between students, staff and faculty. Four have been held thus far (Jun 19, July 10, Aug 7, Sept 4). Starting September 4th, the monthly town halls are student led/moderated.
3. **Made Health Equity a standing agenda item at the monthly faculty meetings** to identify and share resources (e.g., reading, workshops, discussion groups) and ensure ongoing discussion.
4. **Formed a Health Equity Journal Club and Discussion** – organized by PhD and DrPH students, facilitated by students and faculty. Meets monthly - first session was held on September 9th.
5. **Enhancing our Departmental Seminar Series with Health Equity topics. Considering developing a specific speaker series in this area**
6. **Developing an “incident reporting” mechanism** for students, faculty and staff to confidentially report micro-aggressions or inappropriate comments or conversations in order to resolve such issues in a timely fashion. We will anonymize the reported incidents and use these as **a teaching tool to increase awareness in the Department.**
7. **Held trainings, workshops, facilitated focus groups to prepare faculty** on topics such as feasibility of changing curriculum by Fall, incorporating anti-racist content, how to discuss racism in challenging real-time situations (ie the classroom) (on July 20th, July 27th, August 19th). Plan to **hold a practice session among the faculty on interrupting discrimination and bias, and to provide guidance to faculty and students on improving our practices around study design, measurement, and analysis.**

8. Faculty have made **changes to their courses** based on the above workshops and discussions, and their own research into the issues. The HEC plans to survey the faculty in order to document these changes, provide input and inform next steps.

9. We **reviewed and discussed the student course evaluation responses** regarding whether our courses contained content relevant to health equity. Discussed adding questions that would help us track the impact of these changes.

Health Services, Management & Policy: Glen Mays, PhD, MPH; Chair

1. Existing Actions Already Underway (Selected, from Larger List)

- Mapping competencies for HSMP MPH program that address issues of social justice and health equity.
- A 3 credit hour course on Health Equity that is required for all MPH students in the HSMP concentration.
- Core MPH courses in Health Systems, Management and Policy and in Health Equity are developed and taught by faculty who identify as Black or Persons of Color, Latino, Hispanic, and Asian.
- Active research portfolio of funded studies that identify and address to inequities in the health system.
- Portfolio of research translation, service and public health practice initiatives that includes work to promote health equity and justice within the health system.
- Mentoring faculty, staff and students from under-represented and historically marginalized communities.

2. Newly Identified Actions To Be Implemented (Selected, from a Larger List)

- Allocate a portion of the Department's annual budget (minimum of 10%) for an Equity Opportunity Fund
- Assess activities that promote health equity and inclusiveness in performance review process.
- Create and report metrics that characterize the department's performance on issues of equity and inclusion.
- Organize annual department workshops and trainings on racism, discrimination, equity and inclusiveness.
- Strengthen efforts to recruit HSMP faculty, staff and students who are members of underrepresented groups.
- Create formal mentoring opportunities for faculty, staff and students that promote diversity and inclusiveness.
- Develop and refine competencies, subject knowledge, and skills related to racism, discrimination and inequities in health systems and health policies that all HSMP students will acquire.
- Create a repository of resources to assist faculty in understanding and addressing issues of racism and discrimination and inequities in education, research, and translation activities.
- Expand use of instructors and guest lecturers who have research expertise and/or experience in issues of racism, discrimination and inequities.
- Expand student practicum and capstone opportunities with organizations that lead initiatives to address racism, discrimination and inequities in health systems and health policy Examples include work with the Aurora Health Commons initiative, the Center for Health Progress, and many others.
- Assess faculty research portfolios and grant submissions to identify opportunities to expand research into racism, discrimination, and equity within health systems and health policies.
- Expand participatory research collaborations with external organizations that work on issues of racism, discrimination and equity in health systems and health policies.
- Expand opportunities in grant submissions to include support for co-investigators, students and community partners from backgrounds that are under-represented in research. This strategy includes budgeting for stipends and tuition support for graduate student researchers.
- Pursue NIH Diversity Supplement grants in conjunction with federally funded research grants, and similar funding opportunities with other federal and nonfederal funders, in order to support collaboration with early-career researchers from backgrounds that are under-represented in research careers.

- Review research proposal budgets to ensure equitable distribution of resources to research collaborators, including investigators and institutions from backgrounds that are under-represented in research.
- Assess and promote faculty participation as mentors on career development (K-type) awards for early career faculty from backgrounds that are under-represented in research careers.
- Expand HSMP seminars and workshops that feature research and public health practice addressing issues of racism, discrimination and inequality in health services, systems and policies.
- Assess and expand faculty, staff and student engagement in the provision of technical assistance, training, and expert consultation to organizations and community initiatives that promote health equity and inclusiveness in health policy.
- Develop at least 1 new departmental collaborative initiative each year with an organization working on issues of health equity and inclusion in health systems and/or health policy.

ColoradoSPH at Colorado State University: Tracy Nelson, MPH, PhD; Director

1. We have developed a long-term partnership with the Office of the Vice President for Diversity (VPD) at CSU to advance an inclusive, anti-racist culture that prioritizes equity at all levels of our program.
2. We held four town hall discussion/listening sessions with our students over the summer and have incorporated their feedback into our goals. We will continue soliciting their feedback.
3. We are examining our admissions review process as it relates to DEI.
4. We are currently reviewing the purpose and intent of our CSU Diversity Award.
5. We have created a .10 FTE position that focuses on DEI and anti-racism. This position will serve as a liaison with the VPD office.
6. We are creating two 10-hour funded student positions to work with our team.
7. We have created a .10 FTE position that focuses on teaching/learning/practice. This position will oversee faculty development and serve as a resource for our local public health community in the area of DEI and anti-racism.
8. We plan to review and revise the Global Health and Health Disparities concentration name, competencies, required curriculum, and elective course listings.
9. We are currently reviewing and revising temporary instructor and faculty hiring practices.
10. We plan to review and revise core MPH courses to include a continuous thread of awareness and discussion around DEI and anti-racism.
11. We have been regularly meeting with our faculty/instructors teaching PBHC courses to assist them in teaching and infusing course content on DEI and anti-racism principles.

12. We will require all new courses being petitioned to our program include at least one health equity-focused competency.
13. We have created three new courses that highlight DEI, including: *Social Epidemiology*; *SDoH: Systemic Determinants of Health*; and *Developing a Practice of Leadership in Public Health*.
14. We will incorporate a training (or some similar activity) that introduces all new students to topics of sensitivity, inclusivity & equity.
15. Our team has committed to personal development in these areas. We are holding an ongoing book club with time for discussion and development of action items each month.
16. We will review our program values, mission and vision.

ColoradoSPH at University of Northern Colorado: Teresa Sharp, PhD; Director

In the public health program, faculty are incorporating discussions about diversity, equity, and inclusion in our courses.

University wide strategic plan includes:

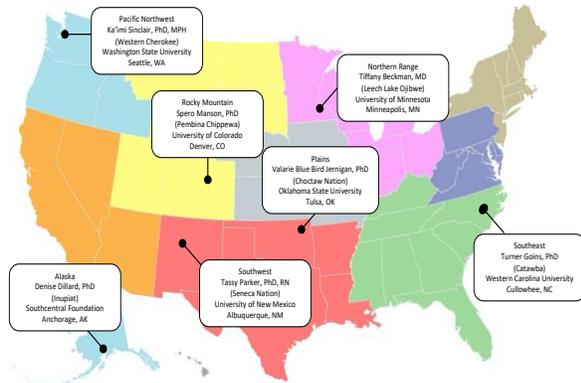
Action items for the next couple of months to be in place the next couple of years (our MPH students/faculty welcome to participate). This group will meet 2X/month and help design 2-3 action items for each of the 6 University Wide DEI Strategic Plan Goals.

1. Campus-wide professional development
 - Students – UNITE. It is an 8-part module where students are learning/reflecting on issues they want to know about but don't know how to ask.
2. Faculty/Staff Professional Development
 - a. Implicit bias training (required?) as the foundation of the DEI information
 - b. Recruitment of faculty/staff from underrepresented communities
3. DEI Standards included in Faculty evaluations
4. Strategic Planning about projects, research, etc... for students and faculty (for the campus and beyond).
5. Information accessibility
 - a. Qualitative and quantitative data that can help faculty develop equity-minded practices and syllabi
6. Threatening behavior/microaggressions
 - a. Accountability actions to be developed for faculty/staff/students
 - b. Policy and campus climate work
 - c. Faculty evaluation rubrics

Centers for American Indian and Alaska Native Health, Spero Manson, PhD; Director

The mission of the Centers for American Indian and Alaska Native Health (CAIANH) is to promote the health and well-being of American Indians and Alaska Natives, of all ages, by pursuing research, training, continuing education, technical assistance, and information dissemination within a biopsychosocial framework that recognizes the unique cultural contexts of this special population. Our Center, then, is fully dedicated to addressing matters of racism, in all forms, as it affects the health and well-being of Native people, and as it is manifest in theory, research design, career development, and inclusion of American Indians and Alaska Natives in these and related activities.

Of special importance is our Satellite Center network, a nationwide consortium of seven (7) universities funded through our NIH-sponsored centers and led by senior American Indian and Alaska Native investigators. These investigators completed our oldest research training effort – the Native Investigator Development Program – which



Satellite Centers and Their Leaders

has been funded for 25 consecutive years by NIH. This network provides us local presence and reach, enabling us to maximize participation of over 100 Native health organizations and communities in our work through active engagement and dissemination activities.

In terms of research careers, CAIANH supports five (5) other related training and pilot study initiatives ranging in focus from early childhood development, to various health disparities, and aging. Their purpose is to equip early stage investigators from diverse backgrounds to compete successfully for NIH-supported research consistent with our Center’s mission. The aforementioned Native Investigator Development

Program, for example, has trained 60 American Indian/Alaska Native MD/PhDs who have accrued over \$200 million in such research and published more than 500 peer-reviewed articles.

Locally, CAIANH, supported by The Colorado Trust, has aggressively pursued enhancing the educational pipeline, by adopting the newly established American Indian Academy of Denver, a STEM charter school for Native students grades 6th-8th and supporting a mentoring program for those interested in health careers. We are actively



encouraging the over 300 Native students at our downtown campus majoring in health-related disciplines to apply to the school’s accelerated BPH/MPH program. The week-long Summer Health Institute jointly sponsored by us, AHEC, and the Southern Ute Tribe continues. Of course, the newly established Certificate in American Indian Public Health formally addresses matters of racism and social determinants of health in this special population. Our highest priority is to secure funding to support student tuition and full participation in these opportunities.

Lastly, the most recent, pressing aspect of our Center’s efforts to address structural racism at the University of Colorado is reflected in ongoing discussions with key stakeholders and leadership to develop an appropriate means of acknowledging the land upon which our university is located, and the tribal peoples who originally resided here. This is a basic recognition of our history as an institution and follows in the footsteps of a number of others across the country that have already honored their respective indigenous hosts.