

Office of the Dean

colorado school of public health

July 22, 2020 - Let's Talk About It!

A Town Hall Presenting Our Plan for Dismantling Structural Racism and Advancing Inclusive Excellence

List of Questions/Comments

1. I know our team within the School is also looking at doing some assessment of our team and operations related to equity. Will the assessment that the School is doing (per the Dismantling Racism plan) provide resources for smaller groups within the School to do this work as well?
2. How will this assessment be done? By whom? How is the group who will be doing the assessment be selected?
3. One-time implicit bias training is shown to be ineffective - how will training be ongoing?
4. How will we assess the impact of these trainings, knowing that much research does not support the effectiveness of training? And that it can, in some ways, reproduce harm.
5. Also, it is so important to see professors that reflect our identities - will we see intentional efforts to recruit talented professors and staff that are BIPOC?
6. We do a lot of research about minorities, but we are a very white faculty, and we do tend to categorize individuals/study participants as us and they when talking about our outcomes of interest. How do we get past this categorization?
7. Has a systematic process of reviewing curriculum been established already? Those of us in the School who do external training are also interested in this type of systematic review of training material. Are there opportunities to participate in this process?
8. Related to the Dean position, what percent FTE will it be? The job posting lists .2 FTE, and I have also heard it will be .5. Regardless, this does not feel sufficient for the work that must be done, and even the job tasks outlined in the job posting. One of the pitfalls in hiring a DEI person is that they are often hired during a crisis, with minimal resources to do the work,

and therefore they are setup for failure. How are we committed to supporting this person and providing them with what they need to do the work that needs to be done?

9. What steps are being taken to systematically assess the equity impacts of choices made in response to COVID-related budget cuts? As budgets shrink, how can we do our best not to further widen inequities internally & externally? One example that stands out is the recent decision to cut the Campus-Community Partnership... seems like a really bad time to do this.
10. Long term: How do we get more real diversity in the diversity of our students? I see more diversity in the students that are in nursing and other programs where they have uniforms. But I think this is a more challenging issue.
11. Will there be opportunities for student input in the process of hiring the dean of diversity and inclusion?
12. I'm interested to know: how is the SPH planning to address the ways in which the public health field has perpetuated racism? In research, for example, it's not uncommon to see public health researchers to refer to differences caused by "race." What if these differences were actually caused by "racism"?
13. Will there be any consideration for an additional core course for CSPH students on power, privilege, and oppression?
14. Are there external resources - in terms of advisory roles - that have been brought to this effort? If so, how can we participate actively? If not, what considerations would need to be in place for external, but industry-related parties to be part of the solution?
15. How can we engage our local community in this work?
16. Not sure if this is the correct outlet to ask a new question. A question about CU Dept of Public Health involvement on school re-opening.
17. What's the best way for staff, faculty, and students interested in being part of some of these processes to stay involved/informed?
18. Our program, RMPRC has created a committee to talk about this, and to work on ways of making sure that we're aligning ourselves to these new strategies, and ultimately, to serve our community better based on these standards. Do you think that the greater School of Public Health committee should have representation from committees like ours that probably exist in other programs within our school ?
19. Is your department working with public schools in Colorado to provide guidance on school re-opening (they need all the help and expertise they can get)? Addressing issues of socio-economic disparities and its impact on black, brown students and other minorities (e.g. no access to internet, tablets and other technologies, students who rely on school, after school care, health care/access). Minorities are being disproportionately impacted by the Pandemic and families with school aged children need better support and guidance. - Thank you

20. How will the university engage white faculty and staff who are not comfortable having these conversations--and prepare them to be good allies for students? The weight of driving these conversations forward should not just fall on the shoulders of our BIPOC faculty.
21. You keep discussing faculty--what about training for staff?
22. I had a particular question coming to this meeting. I am concerned that the requirements and tradition for job postings and job descriptions, are worded and designed, in a way that immediately implies barriers and discourages a broader range of applicants. So many of the needs that we have for staff, can easily be taught to creative, committed individuals. And I would assume this approach to broadening our faculty, should also really be looking at how the recruiting process is worded and presented.
23. There are many efforts and plans to enhanced diversity, inclusion and excellence right now, on the AMC campus and throughout CU, academic societies, research consortia, community organizations, etc. How do we develop our externally facing agenda in a way that leverages these efforts and is not duplicative?
24. On a similar note to the faculty recruitment, how will we ensure a diverse student body?
25. Thank you Dean Samet for taking the first step in facilitating the event! As you know this gesture will and should be the first of many conversations and townhalls in the future with TIMELINES to hold leadership accountable. Have you started the conversation on TIMELINES for the strategic plan to be implemented? So items in the plan can be started in the fall (i.e, curriculum)
26. I'm sitting here with my 13-year old niece. She wonders what the school can do to increase the "pipeline" of future students into undergrad and grad programs in public health? How about students coming out of under-resourced schools who may not do well in standardized tests?
27. In what ways will concepts related to power, privilege and oppression be integrated into multiple courses across the MPH curriculum?
28. Dismantling male white supremacy is a cultural change that will not be quick, easy, or without significant challenges, dissent and tension. And it's (anti-racism) work white people need to authentically commit to doing while honoring that the knowledge and experience of this resides in the BIPOC community. How do you propose to ensure white people do the work, while equitably including the knowledge and experience of BIPOC leaders in the field?
29. Any planned collaborations with the School of Medicine, Children's, and Adult hospitals on campus to impact health care providers, clinical researchers, and the patients/families/communities they serve?
30. Loved that class (Health Equity), should be offered to everyone in the MPH program!

31. The word "excellence" is often tied with concepts of meritocracy, which is a racist construct that makes academia continuously 'widen the gap' in society, mostly unintentionally. How do you propose to navigate such issues as meritocracy and 'excellence' that permeate our academic cultures?
32. So how can those of us having these discussions at the Program, Center, and Department levels stay aligned and "in the know" with the larger School efforts? (on assessment, curriculum review, etc.)
33. While there is a lack of BIPOC representation among faculty, it also feels that there is a lack of BIPOC representation in our research. However, the community right outside our campus is made up diverse racial/ethnic and income groups. Perhaps we need to work on making sure our research is inclusive.
34. In the strategic plan, the student life section specifically, can you broadly address how the university is looking to engage students of color, who are away from their social support, since classes are remote in the fall?
35. Are there specific faculty within the School of Public Health whose work we can look to/educate ourselves about that are exemplary in the areas of health equity and social determinants of health?
36. Does the CSPH have any advocacy plans in order to have racial justice awareness and bias accountability for all university-affiliated police officers on the AMC campus?
37. What mechanism will be used to communicate specific actions and timeframes at a more detailed level from the strategic plan?
38. In addition to discussing health equity in our coursework (which is too often focused on people of color and those with other marginalized identities as other), what work will we do, those of us who identify as White, to address White supremacy culture that is embedded within our institution.
39. Are there external resources - in terms of advisory roles - that have been brought to this effort? If so, how can we participate actively? If not, what considerations would need to be in place for external, but industry-related parties to be part of the solution?
40. I think only our community partners themselves can speak to whether/to what extent we engage well in public health practice.
41. If we are really going to commit to anti-racism as the approach we take, we also have to talk about white supremacy and how it shows up and is insidious in everything we do.
42. Can you please send out a list of all the questions that were asked after the webinar so we may see them all?

43. Understanding the need to balance urgency with the desire to be intentional and do things well - what do you feel is a reasonable timeline for the activities outlined in the plan?
44. Thank you for taking the time to answer Lana's question, as a 13 year old, she falls into that category of students who don't do well on standardized testing but otherwise excels academically. She worries that her efforts in school and as a student-athlete will be overshadowed by her performance on SATs, ACTs. Colleges and Universities have been gradually moving away from standardized test only approach for recruiting new students, but if we want to close the gap (and provide quality education to different populations) more work needs to be done to recruit more students of color, low income and those with learning disabilities.
45. How are we addressing whiteness and white supremacy culture? It is so deeply embedded in academia, and therefore shows up in the way we engage in public health work. How are we shining light on this both for students and faculty/staff?
46. There are current staff members who are doing and have been doing DEI work as volunteers across Colorado and please don't forget to include those folks to be experts and support this effort.
47. Our hiring practices need an overhaul. How about having someone like Dr. Stefanie K. Johnson from CU Boulder help us improve our hiring using evidence based practices that improve diversity and inclusion? She presented on the Anschutz campus a while ago and it would be great to have her input or the input from someone else who has similar knowledge and research.
48. Does the CSPH have any advocacy plans in order to have racial justice awareness and bias accountability for all university-affiliated police officers on the AMC campus?