

UNIVERSITY OF MARYLAND

SCHOOL of PUBLIC HEALTH

Advancing a Better State of Health

Strategic Plan for Diversity and Inclusion 2014-2019

The School of Public Health is committed to creating an educational and work environment that is rich in diversity, inclusive, and supportive of all students, faculty, and staff. We understand that a School energized by diverse perspectives and experiences provides a powerful educational benefit and enhances our teaching, research, and community service. We acknowledge and celebrate diversity in race, ethnicity, culture, gender, age, religion, sexual orientation, gender identity, health status, physical and learning abilities, socioeconomic status, national origin, veteran status, and other areas of difference. We recognize that multiple diversity factors intersect to create unique individual experiences and seek to embrace diversity in every aspect of our policies, programming, and climate.

Diversity and inclusion are cornerstones of excellence in the School of Public Health, which draws on the strengths of faculty, staff and students from the College Park and Baltimore campuses. To achieve our diversity goals, we aim to educate a diverse student body to become culturally-competent professionals and global citizens, to conduct pioneering research on health equity and diversity issues, and to provide service that enhances the health of Maryland's diverse residents and communities.

The School developed a *Strategic Plan for Diversity and Inclusion* that is consistent with the University of Maryland, College Park strategic plans, *Transforming Maryland: Higher Expectations* and *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*, and the *University of Maryland, Baltimore Strategic Plan*. The *Plan* was unanimously adopted by the School Assembly on May 22, 2014. To fulfill its commitments to diversity and inclusion, the *School of Public Health Strategic Plan for Diversity and Inclusion* addresses six core areas: Leadership, Climate, Recruitment and Retention, Education, Research and Scholarship, and Community Engagement.

Diversity Goals, Strategies, and Responsible Parties

A. Leadership

Leadership is critical to building a more diverse, inclusive, and equitable School of Public Health. The appointment of an Associate Dean for Diversity and Inclusion and Faculty and Staff Equity Officers, and the establishment of a School Diversity Council are visible indicators of this commitment. The School's Diversity Council, with broad representation from faculty, staff, and students, oversees implementation of the *Strategic Plan for Diversity and Inclusion* and assesses progress in meeting plan goals. Leadership in diversity and inclusion not only comes from the School's senior leaders and Diversity Council, but also from the ranks of faculty, staff, and students.

Goal A.1: The School of Public Health will provide strong leadership for diversity and inclusion in both administrative and academic units.

Strategies:

- a. Appoint an Associate Dean for Diversity and Inclusion (Diversity Officer) and School Equity Officers who will work with the Dean, Associate Dean of Academic Affairs, Associate Dean for Faculty Affairs, and Assistant Dean for Undergraduate Education to lead, implement, and evaluate diversity and inclusion initiatives.
- b. Appoint members of the School Diversity Council and hold regular meetings during the academic year.
- c. Provide training to School administrators, department chairs, and senior staff on key School/University issues related to diversity and inclusion in at least one meeting of the Dean’s Cabinet annually.

Responsible Parties

Dean (a, c)
Associate Dean for Diversity and Inclusion (b, c)

Goal A.2: The School will increase opportunities for leadership training, mentoring, and professional advancement of diverse faculty, staff and students.

Strategies:

- a. Appoint an ADVANCE Professor in the School every year.
- b. Encourage women faculty to participate in ADVANCE leadership programs.
- c. Encourage minority faculty to participate in the ADVANCE “Advancing Faculty Diversity Program.”
- d. Support the Health Equity Leadership Institute, a partnership between the Maryland Center for Health Equity and University of Wisconsin that fosters professional development and advancement of underrepresented and other faculty who work to reduce health disparities.
- e. Identify diverse faculty and staff for appropriate leadership roles (e.g., advisory groups, governance committees) in the School and University, while also ensuring that they are not overburdened with service responsibilities.
- f. Identify diverse students for leadership training and leadership roles in the School and University.

Responsible Parties

Dean (a)
NSF ADVANCE program (a)
Associate Dean for Diversity and Inclusion (b, c, e, f)
ADVANCE Professor (b, c, e)
ADVANCE Faculty Leader/Advancing Faculty Diversity Program (c, d)
Department Chairs (e, f)

B. Climate

The School of Public Health is committed to ensuring an inclusive and welcoming educational, research, and workplace environment. All individuals in the School community should feel their worth is recognized, their work is respected, and their contributions are valued. The School actively supports the University's policies on equity, non-discrimination, compliance, and equal opportunity/affirmative action. Regular assessment of the climate through work environment measures, climate surveys, focus groups, and informal discussions are encouraged.

Goal B.1 The School will ensure a welcoming and inclusive learning community and workplace environment.

Strategies:

- a. Administer the ADVANCE Work Environment Survey to School faculty every two years and share results with all faculty.
- b. Support ADVANCE faculty programs that share work/life policies with Department Chairs, faculty, and staff.
- c. Develop and administer a faculty and staff Climate Survey and follow-up focus groups; implement recommendations to provide a more welcoming, inclusive environment.
- d. Ensure faculty and staff have opportunities to take advantage of University Work/Life policies, including policies on Faculty Parental Leave and Other Family Support, Extension of the Time for Tenure Review due to Personal and Professional Circumstances, Part-Time Status of Tenured and Tenure-Track Faculty due to Childrearing Responsibilities, and Family and Medical Leave.
- e. Connect faculty, staff, and students to the University Family Care Resource and Referral Service for assistance with work/life issues.
- f. Maintain the Lactation Room in the School building at College Park.
- g. Review faculty teaching evaluations to ensure that all School students are being 'treated with respect' in their courses.
- h. Develop strategies to address incidents of student incivility in and out of the classroom.

Responsible Parties

- NSF ADVANCE program (a)
- ADVANCE Professors (a, b, d)
- Associate Dean for Diversity and Inclusion (b, c, h)
- Department Chairs (b, d, e, g)
- Diversity Council (c, h)
- Assistant Dean for Finance and Administration (d, e)
- Facility Coordinator (f)

C. Recruitment and Retention

The School seeks to recruit and retain a diverse faculty and staff who bring a wealth of backgrounds, talents, and perspectives to our academic community. Their efforts contribute to a School that is recognized for its innovative teaching and learning, pioneering research, and community engagement. Mentoring is critical to ensuring the retention, promotion, and advancement of diverse faculty and staff, including women and underrepresented minorities.

Equally important is our goal of recruiting, retaining, and graduating a diverse student body. Efforts should be made to ensure that talented students have access to higher education and receive the guidance and support necessary to ensure their academic success. Excellent one-on-one advising, mentoring, internships, and research opportunities prepare our students to become skilled, culturally-competent public health professionals.

Goal C.1: The School will recruit, promote, and work to retain a diverse faculty and staff.

Strategies:

- a. Employ creative recruitment strategies and funding packages to attract outstanding and diverse faculty, with special efforts devoted to increasing the School's underrepresented (African-American/Black and Hispanic/Latino) faculty.
- b. Develop recruitment initiatives with Historically Black Colleges and Universities, Hispanic-Serving Institutions, other Minority-Serving Institutions, and organizations that focus on underrepresented minorities.
- c. Ensure that all School-level and departmental-level faculty search committees include at least one representative of underrepresented minority groups.
- d. Provide training on mentorship to department chairs, senior staff, and School faculty.
- e. Assign at least one mentor and develop a mentoring plan for every Assistant Professor, and work to ensure that underrepresented and non-underrepresented junior faculty are retained and promoted at similar rates.
- f. Provide mentors to Associate Professors who request them, with the goal of increasing the numbers of women and minority faculty members who advance to full Professor.
- g. Support ADVANCE program meetings, workshops, and one-on-one faculty consultations with the ADVANCE Professors.
- h. Enable School staff to attend professional training and to obtain mentors (as desired), ensuring equity in opportunities for underrepresented and non-underrepresented staff to pursue career advancement.

Responsible Parties

Dean (a, c, e)
 Associate Dean for Diversity and Inclusion (b, c, d, g)
 Diversity Council (b)
 Assistant Dean for Undergraduate Education/Faculty Equity Officer (c)
 Assistant Dean for Finance and Administration/Staff Equity Officer (c, h)
 ADVANCE Professor (d, g)
 Associate Dean for Academic Affairs (b)
 Department Chairs (a, b, c, e, f, h)

Goal C.2: The School will recruit, retain, and graduate a diverse student body.***Strategies:***

- a. Adopt innovative high-contact, student recruitment strategies, including those that employ minority and international alumni, to recruit a diverse student body.
- b. Create student scholarships to help ensure that higher education is accessible to diverse students, particularly underrepresented minority and first generation college students.
- c. Support summer research programs, such as the School's NIH-funded Summer Training and Research program (STAR) and Aging, Diversity, and Professional Training program (APAPT), and the University's Robert E. McNair Post-Baccalaureate Achievement Program, which offer first generation and underrepresented minority undergraduates opportunities to engage in public health research.
- d. Provide fellowships to recruit diverse graduate students and effective mentoring to ensure their retention and degree completion.
- e. Support School student organizations that bring together diverse groups of students in mentoring, co-curricular, research, and service activities.

Responsible Parties

Associate Dean for Academic Affairs (a)
 Department Chairs (a, b, c, d, e)
 Department Faculty (c)
 Assistant Dean for Undergraduate Education (a)
 Graduate Directors (a)
 Undergraduate Coordinators (a)
 Assistant Dean for Development (b)
 Associate Dean for Research (c)
 Director of Student Services (e)
 Faculty and Advisors of Student Organizations (e)

D. Education

The School of Public Health strives to provide all of its students with an education that addresses the values of diversity, equity, and inclusion. Coursework, internships, research, and other programs increase students' understanding of plural societies, develop their cultural competence,

and provide opportunities for international experience. Students benefit from collaborating with diverse faculty and peers on research and service projects that tackle challenging public health problems. School faculty and staff work to enhance students' cross-cultural knowledge and understanding, preparing them for work and life in a global society.

Goal D.1 The School will ensure that undergraduate students acquire the knowledge, experience, and cultural competence skills necessary to succeed in multicultural, globally-interconnected world.

Strategies:

- a. Integrate content on diversity, cultural competence, and health equity in School undergraduate courses, including development and assessment of learning outcomes.
- b. Offer courses in “Understanding Plural Societies” and “Cultural Competence” within the University’s General Education program.
- c. Support the School’s Global Public Health Scholars Program.
- d. Encourage students to participate in international learning experiences such as the School’s Study Abroad and alternative break courses.
- e. Offer internships that enable students to work with diverse populations in neighboring communities.
- f. Continue University Intergroup Dialogue courses taught by School staff and faculty members.

Responsible Parties

Department Chairs (a, b, d, e)
 Faculty (a, b, d, e, f)
 Director of Global Health Initiatives (c, d)
 Staff (f)

Goal D.2 Departments and programs will equip graduate students with diversity-related expertise and prepare them to be culturally competent public health professionals.

Strategies:

- a. Integrate content on diversity, cultural competence, and health equity in School graduate courses, including development and assessment of learning outcomes.
- b. Ensure that every graduate program in the School requires at least one course that addresses diversity, cultural competence, and the achievement of health equity.
- c. Require all Graduate students to participate in Institutional Review Board trainings on the responsible conduct of research, including research involving vulnerable populations.
- d. Encourage students to complete internships, practica, and capstone projects that address issues of diversity, inclusion, and health equity.

Responsible Parties

Department Chairs (a, b, c, d)
 Faculty (a, c, d)

Associate Dean for Research (c)

E. Research and Scholarship

The School conducts cutting-edge research and scholarship that focuses on health disparities and the health and well-being of women, racial and ethnic minorities, the elderly, the poor, and other diverse populations. Studies are conducted in the state, the nation, and the world. Faculty, staff, and student researchers investigate health disparities and public health problems, examine their determinants, and develop, implement, and evaluate promising interventions. Interdisciplinary, intercampus partnerships foster innovation and discovery that advance health knowledge and health equity. School symposia, Grand Rounds, and seminars provide rich opportunities for research training aimed at reducing health disparities and improving individual, family, and community health.

Goal E.1 The School will support nationally recognized research and scholarship on health disparities and on race, ethnicity, class, gender, and other dimensions of diversity.

Strategies:

- a. Disseminate information about campus, intercampus, and external funding opportunities that focus on health disparities, health equity, diversity issues, and cultural competence.
- b. Assist faculty in applying for external funding and internal seed grants that support health equity and diversity research and scholarship (e.g., ADVANCE, Consortium for Race, Gender and Ethnicity).
- c. Increase external funding for research on health disparities, health equity, and diversity issues on an annual basis.
- d. Support the School's diversity-themed centers and programs, including the Center for Health Equity, Prevention Research Center, Center for Health Literacy, Center for Healthy Families, Seat Pleasant-UMD Health Partnership, Maryland Veterans Resilience Initiative, and Building Trust between Minorities and Researchers Initiative, among others.
- e. Increase opportunities for undergraduate and graduate students to work on research projects on health disparities and diversity issues.
- f. Encourage faculty, staff, and student participation in the School's Collegium of Scholars forums, Center for Health Equity programs, Grand Rounds, and other diversity-related school and university programs.

Responsible Parties

Associate Dean for Research (a, b, c, d)
 Director of Research Administration (b)
 Associate Dean for Diversity and Inclusion (a, f)
 ADVANCE Professor (b)
 Department Chairs (a, b, d, e, f)
 Faculty (c, d, e)

Center/Institute Directors (d)
Associate Dean for Academic Affairs (f)

F. Community Engagement

The School is committed to community engagement in its broadest sense, which includes active interaction and sharing of ideas among students, faculty, staff, and community partners. Such exchanges in formal and informal settings broaden perspectives and enhance understanding of diversity, equity, and inclusion. Internships and field experiences, such as the Global Public Health Scholars Program, take our students to different communities and countries, providing opportunities to work with underserved populations and improve cultural competence skills.

As a land-grant institution, the University shares its educational, research, and technological strengths with the Maryland citizenry and other constituencies. Collaborations with State, federal, private, and non-profit partners prepare the workforce to deliver culturally-sensitive health services to diverse populations. The School is committed to engaging in community-based participatory research, which equitably involves community partners in the research process and recognizes the unique strengths they bring. Community partners provide valuable perspectives in the design, implementation, and evaluation of School research and service interventions aimed at reducing health disparities and improving health and well-being.

Goal F.1 The School will promote academic and co-curricular activities that facilitate positive interaction among students, faculty, staff, and alumni.

Strategies:

- a. Plan and implement annual Public Health Research@Maryland Day.
- b. Hold School alumni socials and networking events that facilitate dialogue, networking, and interaction among diverse students, faculty, staff, and alumni.
- c. Offer Career Expos that introduce students to employers seeking to hire graduates with public health knowledge and cultural competence skills.
- d. Support undergraduate and graduate student organizations that provide mentoring, tutoring, and other support to underserved populations in neighboring communities.

Responsible Parties

Associate Dean for Research (a)
Assistant Dean for Development (b)
Assistant Dean for Undergraduate Affairs (c, d)
Faculty and Advisors of Student Organizations (d)

Goal F.2 The School will increase the number of partnerships and the quality of engagement with its diverse external community.

Strategies:

- a. Support the Maryland Community Research Advisory Board (MD-CRAB).
- b. Support the work of SPH Centers/Institutes and University of Maryland Extension faculty who are addressing health disparities, health literacy, and health equity issues in communities throughout the state.
- c. Increase the number of partnerships/MOUs with community agencies that focus on health equity and underserved populations, and make efforts to improve the quality of these collaborations.
- d. Provide continuing education programs that increase the pool of culturally-competent public health professionals trained to reduce health disparities.
- e. Support the School's Master Mentor Training Program for Community Engaged Research.
- f. Support the Legacy Leadership Institute on Public Policy, which prepares individuals over 50 years of age to become volunteer service leaders in Maryland government and local communities.

Responsible Parties

Director, Center for Health Equity (a, e)
 Associate Dean for Research (a, c)
 Faculty (b, c, d)
 Directors of School Centers/Institutes (b, c, d)
 Extension Faculty (b, c, d)
 Director, Center for Health Equity (b, e)
 Director, Legacy Leadership Institute (f)

Diversity Council Members, 2013-2014

Chair:

Sally Koblinsky, Professor, Family Science; Associate Dean for Diversity and Inclusion,
School of Public Health

Representatives:

Sam Allen, Master's Student, Family Science

Isaiah Bell, Undergraduate Student, Behavioral and Community Health

James Butler, Assistant Professor, Behavioral and Community Health

David Chae, Assistant Professor, Epidemiology and Biostatistics

Rada Dagher, Assistant Professor, Health Services Administration

Sharon Desmond, Associate Professor, Behavioral and Community Health

Erica Doxzen, Doctoral Student, Behavioral and Community Health

Coke Farmer, Assistant Dean for Undergraduate Education, School of Public Health

Bianca Garcia, Program Management Specialist, Kinesiology

Vanessa Pham Greer, Director of Finance and Administration, School of Public Health

Katie Hrapczynski, Post-Doctoral Fellow, Family Science

Jamell Joseph, Undergraduate Student, Kinesiology

Jinhee Kim, Associate Professor, Family Science

Ana Palla-Kane, Director of Undergraduate Programs, Kinesiology

Sandra Quinn, Professor, Family Science; Associate Dean for Academic Affairs, School of
Public Health Public Health

Edmond Shenassa, Associate Professor, Family Science; Chair, Senate Executive Committee,
School of Public Health

Diane St. George, Assistant Professor, Department of Epidemiology and Public Health,
University of Maryland School of Medicine, Director, MPH Program

Sacoby Wilson, Assistant Professor, Maryland Institute for Applied Environmental Health