School of Public Health

Diversity, Equity and Inclusion Strategic Plan | FY 2025

Strategic Plan Overview

In 2015, the President of the University of Michigan charged the University community to develop strategic plans to support, strengthen, and further diversity, equity, and inclusion (DEI) at the University. Plans should be "(1) highly aspirational and consistent with the leading role U-M has played in matters of diversity throughout its history; (2) concrete and supported by a series of specific measurable goals; and (3) consistent with the wide variety of research, educational, and public engagement activities that occur throughout the University."

The Presidential Charge aligns with the School of Public Health's three strategic drivers: interdisciplinary research and transformative impact; educational innovation and excellence; and a culture of leadership, service, and inclusion. Partnered with the data from the evaluation of DEI 1.0 and the community engagement efforts in the DEI 2.0 planning process, these drivers helped the planning team identify four key areas of action and impact as the School moves forward with its next iteration of the DEI portfolio: transparency and accountability, community and belonging, collaboration and partnership, and equity-focused advancement. Each of the strategic objectives outlined below reflects one or more of these key areas.

As the planning team worked over the last year, it sought to develop a plan that represented and benefited the entire School of Public Health community. The team also worked to acknowledge that some members of our community experience challenges specific to the collective impact of systemic societal inequity. Two years of data collection confirms that BIPOC community members, LGBTQIA2S+ community members, community members with disabilities, community members born, raised and/or educated outside of the U.S., community members who identify as women, and community members with faith commitments outside of Christianity all navigate the unfair effects of historical forms of systemic societal inequity within and outside of the SPH community. These effects are amplified in the lived experiences of SPH community members whose identities overlap and intersect with multiple forms of systemic societal inequity. The SPH DEI 2.0 strategic plan aims to respond to the experiences and needs of the whole of its diverse, talented, and powerful community of students, staff, fellows, and faculty.

Goals [Diversity Equity & Inclusion]:
Diversity – We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective.

<u>Equity</u> – We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

<u>Inclusion</u> – We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

Rationale [Mission, Vision, Values]:
As a top-ranked school of public health in the United States, our mission, vision, and values reflect a long-standing commitment to diversity, equity, and inclusion (DEI). We work toward creating an environment within the school that allows for positive contributions from all those engaged in public health and that maximizes equity and inclusion among our stakeholders.

Our mission at the University of Michigan School of Public Health (U-M SPH) is to pursue a healthier world with compassion, innovation, and inclusion to create meaningful, lasting impact. We rely on the following beliefs to help empower and enact our shared mission:
- We believe in compassion. Our work is born from compassion, leading to knowledge, research, and action.
- We believe in innovation. We've seen a better future, it's why we are driven to help. Through creative problem-solving and innovative thinking, we lay the groundwork for a healthier world.
- We believe in inclusion. We work with diverse talents across campus and across the world to bring more than ideas. We partner to create lasting solutions.
- We pursue impact. The ultimate goal of our work is to create positive change and have a lasting effect on the health of the world.

Our mission is strengthened by our core public health values, which include:
- Improved health for populations and individuals worldwide;
- Health equity for all people;
- Diversity and inclusion in education, research, and service;
- Ethical principles of teaching, learning, research, and practice;
- Excellence and innovation;
- Equitable partnerships with individuals, communities, and practitioners

Key Strategies & Constituencies*:
The U-M SPH faculty, staff, post-doc fellows, graduate and undergraduate students are the key constituents/constituencies of this plan. Throughout the plan, we refer to and specify the relevant constituent groups, as applicable. In addition to representing the needs and desires of our School community, the strategic objectives we've developed furthers the University-wide DEI goals by corresponding with the University-wide DEI vital strategies and aligning with the University's distal objectives for DEI. These strategic objectives have been classified into the three distal objective categories (people, process, products) determined by the university. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of actions our unit will take to accomplish those objectives.

All strategic objectives and related actions will be pursued in accordance with the law and University policy.

Implementation Highlights and Planning Process Used

Planning Lead(s):
Whitney Peoples, PhD, DEI Director
Mateen Zafer, MSW, DEI Program Manager

Planning Team:
Paul Fleming, PhD, DEI Faculty Co-Lead
SPH Schoolwide DEI Committee
The U-M Program Evaluation Group

DEI 2.0 Year One Implementation Highlights:

The School of Public Health's DEI Office had a successful year of strong programming and progress on many our DEI goals. Below is an overview of some of SPH's major programming for AY23-24.

Signature Events
The School hosts two major DEI events each year in the fall and in the winter. In fall 2023, a DEI 2.0 launch event was held for the SPH community. Over 200 SPH faculty, staff, students and fellows attended the event. The fall event was also an opportunity to debut the custom DEI Quilt that the School community began in fall 2022. The event was an important opportunity for the School community to come together for connection and community and to learn more about the new DEI 2.0 and offer their feedback on the plan. In winter 2024, the SPH DEI Office collaborated with MSHIELD, RacismLab, the U-M College of Pharmacy, the U-M Institute for Healthcare Policy & Innovation, the Office of the Vice President for Research and the NCID's Anti-Racism Collaborative to co-sponsor a campus-wide symposium on equity, anti-racism and the health sciences, titled "We make the road by walking: Advancing a health equity agenda." The planning team was led by the SPH DEI Office and successfully secured key leaders in the field of health equity, including Dr. Camara Phyllis Jones and Dr. Chandra Ford. Approximately 500 people attended, online and in person, including faculty, staff, students and fellows across central campus and Michigan Medicine. Additionally, the event included significant engagement with greater Washtenaw and Wayne County community partners. The planning team also built out a set of pedagogical resources aimed at U-M instructors to help support the integration of DEI programming into the curriculum.

Community Building & Engagement Activities
In AY 23-24, we piloted the "ComeThru" series, which is a biweekly drop-in community gathering space organized by our student intern team. The series provided undergraduate, Masters, and PhD students with food and the opportunity to share feedback with the DEI team via a short survey, strengthening the connection between students and the DEI team at the School of Public Health. Over 850 survey responses were submitted during Come Thru events this year. The series was innovative and successful through its drop-in format and short surveys, which lowered the threshold for

participation and allowed attendees flexibility to engage while navigating coursework demands. We also continued with our school wide DEI Community Hours, which allow all SPH faculty, staff, students, and fellows a space to connect with DEI Office staff and each other. Community hours this year including activities such as dance lessons led by an SPH staff member and a community dinner and dialogue in honor of MLK Day. This year, we also grew our student DEI mini grant program and, as a result, saw a 200% increase in proposal submissions and disbursed 100% of allocated finding. The DEI team collaborated with the SPH Facilities Manager and U-M Assistant Director of Disability Equity & Deputy ADA Coordinator Megan Marshall to conduct a site walkthrough of SPH buildings 1 & 2 to identify building improvements that would increase accessibility. A list of projects was generated, and the DEI Office remains in communication with SPH Facilities as those projects are being addressed.

DEI Office Visibility & Community Connection
To support growing the visibility of and connections between the SPH DEI team and the great SPH school community, the team attended all school wide orientation events and several departmental orientation events at the beginning of the academic year, including new student, new faculty, and new staff orientations. We also attended at least one faculty meeting for each academic department to present on the DEI 2.0 plan and field questions from faculty. We also presented at an all school faculty meeting, the fall meeting of the Dean's Advisory Board, and at other standing meetings of SPH leadership. The Office also continued with our SPH DEI newsletter (first launched in winter 2023). We produced two editions this year: Fall 2023and Winter 2024. Both editions were well received and allowed the Office to highlight our work but also the work of SPH community members outside of our office. Finally, the SPH DEI team worked to respond the rapidly changing needs of our community in the midst of the many global conflicts that occurred in AY 23-24. DEI staff consulted with SPH community members about their concerns and needs and sent out multiple communications to SPH instructors and the broader community sharing resources and offering support.

DEI Education and Skill Building
The DEI Office continued with our DEI Professional Development training suite in support of the School's 8 hour DEI Continuing Professional Education (CPE) requirement for all faculty and staff. Session topics this year included racial equity, gender identity and sexual orientation, as well as disability & access justice. We also expanded this program to include offerings for students as well. This year, between our student and faculty/staff focused sessions, we offered 14 sessions total with just under 500 participants across all sessions. In addition, we launched a limited pilot of a partnership with SPH Human Resources focused on integrating DEI professional development goal setting and advising into the annual staff review process. We worked with two units in the School on this pilot and plan to roll the program out more broadly in AY 24-25.

School Wide DEI Committee
The SPH school wide DEI Committee continued meeting this year and saw much progress in the various breakout working groups. The following are among the committees' accomplishments for AY23-24:
- Created the Heritage &Awareness Month Guidance Document
- Researching & curating mini learning modules on sexual misconduct and gender-based

harassment to be shared with departmental DEI committees for dispersal and use in departmental gatherings (e.g. faculty & staff meetings, student org meetings, etc.)
- Preliminary review of and recommendations for revising SPH's existing faculty & staff Continuing Professional Education policies
- Developed an equity-focused faculty search guidance document utilizing feedback from post search interviews the committee facilitated last year as well integrating team member research and feedback
- Developed a follow up survey to be sent to faculty search candidates who were selected as finalists in recent searches. The survey is designed to better understand candidate experience and will include questions to understand the equity and inclusiveness of the search process

Primary Take-aways & Key Findings from the year 1 implementation of DEI 2.0 include:
- There is a strong desire among the SPH community for spaces and resources for community connection and dialogue around high stakes issues and current world events.
- There is significant interest in and opportunities for education and advocacy around disability and access among the SPH community.
- The DEI Office has a strong record of collaboration both in and outside of the School of Public Health that is key to the current and future success of DEI 2.0 implementation efforts.
- The DEI Office is well positioned to positively build on work we have established through pilot programs like the CS Connectors, the ComeThru series, and the DEI Professional Development Goal Setting program.
- The DEI Office must continue to build on the success of our community engagement efforts in order to continue growing community confidence and investment our work.

DEI 2.0 Planning Process Summary:

Strategic Objectives, Measures of Success and Action Plans*

Introduction:
The School of Public Health plan covers all faculty, staff, students, and fellows in the School. The strategic objectives needed to further the university-wide goals of diversity, equity and inclusion have been aggregated into three distal objectives determined by the University. Each of these strategic objectives is accompanied by metrics that will be tracked over time, as well as descriptions of single and multiple year actions we will take to accomplish those objectives. For additional detail on assignments, timelines and accountabilities, see the Action Planning Table.
All strategic objectives and related actions will be pursued in accordance with the law and University policy.

PEOPLE (Recruit, Retain & Develop a Diverse Community)

Strategies and action items for **People** are designed to bolster and extend the work of all units by introducing effective programs and procedures aimed at recruiting, retaining, and supporting a

diverse campus community. DEI-related recruitment and retention efforts across campus reflect the varied needs and goals of specific units and groups.

<u>Strategic Objective 1:</u>
Establish Equity Driven Talent Acquisition Processes

Metrics:
Number of recruitment and retention practices identified
Annual demographic data of faculty and staff candidate pools each year across all search stages
Number of faculty and staff who attend equity-focused search trainings
Number of underrepresented faculty & staff hired annually compared to overall number faculty & staff hired each year

Actions:
Develop a suite of best practices to support recruitment and retention of, among others, underrepresented faculty in the health sciences *jointly shared with the U-M Health Science Schools DEI Collective*
Develop & promote a centralized equity-driven search framework for faculty and staff searches through partnerships with SAFDA and SPH/Central Human Resources
Increase equity-training resources for all hiring managers, search chairs, & departmental/unit leadership
Annual review of faculty & staff applicant pool(s) & processes

Primary DEI Goal: Equity

Constituency Group(s) Impacted: Faculty & Staff

Vital Strategy Address: Hiring & Selection

<u>Strategic Objective 2:</u>
Develop effective retention strategies for SPH faculty, staff, and students

Metrics:
Recommendations from launch committee exploratory work
Recommendations for revised staff and faculty onboarding
Number and type of salary equity processes identified and recommended
Number and percent of successful retention offers each year by demographic group
Data gathered from URM retention exploratory work

Actions:
Determine feasibility of Launch Committees for new faculty hires
Review & Revise faculty and staff onboarding processes
Identify processes for proactive pay/salary equity review for faculty & staff
Identify retention concerns particularly germane to historically underrepresented faculty, staff, and students and adopt interventions, open to all, to address those concerns

Primary DEI Goal: Equity

Constituency Group(s) Impacted: Faculty, Staff, Fellows, and Graduate & Undergraduate Students

Vital Strategy Addressed: Career Advancement & Conflict Resolution

Strategic Objective 3:
Expand pathways for, among others, historically underrepresented students into SPH and the field of Public Health

Metrics:
Number of best practices and collaborations for student support identified
Number of students engaged across pipeline programs (e.g., undergraduate summer programs, AMD, and K-12 efforts)
Number and percentage of historically underrepresented students who apply each year compared to overall number of applications each year
Number and percentage of historically underrepresented students successfully recruited each year compared to overall number of students recruited each year
Overall amount of funds raised for student support (scholarships, internship funds, research/travel funds, emergency funds)

Actions:
Identify best practices in supporting health science students: financially, mentally and socially
jointly shared with the U-M Health Science Schools DEI Collective
Support Pathways to Public Health (includes FPHLP, SEP, training grants, Wolverine Pathways, Cornely Post-Doc, etc.)
Partner with SPH Development to identify financial support resources for all students, including historically underrepresented students.

Primary DEI Goal: Equity

Constituency Group(s) Impacted: Graduate & Undergraduate Students and Postdoctoral Fellows

Vital Strategy Address: Recruitment

PROCESS (Create an Equitable and Inclusive Campus Climate)

Strategies and action items for **Process** are designed to support and strengthen the development of policies, procedures, and practices that create an inclusive and equitable campus climate and encourage a culture of belonging in which every member of our community can grow and thrive.

Strategic Objective 1:
Cultivate a Culture of Belonging & Community Care

Metrics:
Number of wellness & community focused programs, resources, and partnerships for the SPH community
Number of program participants in SPH wellness & community focused programs
Number of DEI Team consultations with SPH Students, Staff, Faculty, & Post-Docs

Revised SPH Culture Code
Quantitative and qualitative review of the SPH Community Dialogue program
Number of programs & interactions surrounding disability culture and access.

Actions:
Establish an SPH well-being team to identify best practices for incorporating the Okanagan Charter into SPH programming & decision-making
Identify relevant frameworks and programs particularly germane to historically underrepresented faculty, staff, and students and adopt interventions, open to all, to address those concerns
Review & Revise SPH Culture Code
Pilot the SPH Community Dialogue program to provide small grants to any faculty, staff, fellow or student who wants to convene a dialogue and/or discussion session with members of the SPH community about current world and national events relevant to public health.
Hire a Disability Culture GSSA to support disability & access justice programming and advocacy in the School.

Primary DEI Goal: Inclusion

Constituency Group(s) Impacted: Faculty, Staff, Fellows, and Graduate & Undergraduate Students

Vital Strategy Address: Climate Enhancing Activities

Strategic Objective 2:
Strengthen Trust through Transparency & Collaboration

Metrics:
Number and type of DEI communications circulated annually
Year over year responses to annual benchmarking/feedback mechanisms
Data from post-event evaluation
Number and type of DEI communication channels identified
Number and type of conflict reporting and resolution resources shared with SPH community

Actions:
Increase the number and type of DEI communications from SPH leadership (e.g., Dean, DEI Director, Senior Leadership Team, Dept. Chairs)
Develop routine and annual feedback measures (e.g. post-program surveys, annual benchmarking survey, etc.)
Identify best practices for two-way communication between DEI leadership and SPH community
Educate SPH community on mechanism through which to report conflicts and concerns within the School and University

Primary DEI Goal: Inclusion

Constituency Group(s) Impacted: Faculty, Staff, Fellows, and Graduate & Undergraduate Students

Vital Strategy Address: Climate Enhancing Activities

Strategic Objective 3:
Strengthen DEI Learning & Practice Across SPH.

Metrics:
Number of SPH DEI professional development (PD)/Continuing professional education (CPE) offerings
Number of participants engaging in DEI PD/CPE offerings
Presence of DEI focused objectives in staff annual review process
Number of DEI metrics incorporated into the annual faculty merit review process
Quantitative and qualitative review of the SPH DEI Common Reads program
Quantitative and qualitative review of the SPH DEI Professional Development mini grant program

Actions:
Review & Revise current faculty/staff PD/CPE policy.
Integrate DEI CPE/PD into staff annual review processes.
Expand the evaluation of DEI-related efforts in annual faculty reporting and develop specific metrics to evaluate it.
Pilot SPH DEI Common Reads program to provide a common text to faculty, staff, fellows and students across the SPH in the service of shared reading and learning.
Pilot SPH DEI Professional Development mini grant program to provide funds to help support DEI focused professional development opportunities for students and staff.

Primary DEI Goal: Diversity

Constituency Group(s) Impacted: Faculty, Staff, Fellows, and Graduate & Undergraduate Students

Vital Strategy Address: Conflict Resolution & Diversity Skills

Strategic Objective 4:
Partner with SPH Chief Development Officer to identify fundraising opportunities for DEI priorities around student support and faculty development.

Metrics:
Establish dollar amount goals for DEI funding priorities in the School's overarching fundraising campaign.

Action Items:
SPH Dean, Chief Development Officer, and DEI Director meet bi-annually to discuss DEI funding needs and priorities the School's fundraising campaign.

Primary DEI Goal: Diversity

Constituency Group(s) Impacted: Faculty & Graduate & Undergraduate Students

Vital Strategy Address: Hiring and Selection, Recruitment & Career Advancement

PRODUCTS (Support Innovative and Inclusive Teaching, Research, and Service)

Strategies and action items for **Products** are designed to integrate DEI solutions into our educational program offerings and teaching methodology, and to ensure scholarly research on diversity, equity and inclusion, and the scholars who produce it, are valued and supported.

Strategic Objective 1:
Incorporate DEI frameworks and content into SPH Curriculum.

Metrics:
Number of DEI-focused programs available for faculty & GSIs
Number of faculty & GSIs to complete DEI-focused trainings (annual and YTD)
Quantitative and Qualitative data from responses to DEI specific questions in SPH course evaluations
Quantitative and qualitative review of the SPH DEI Course Revision grant program

Actions:
Offer equity-focused pedagogical training opportunities for faculty & GSIs.
Incorporate DEI specific questions into SPH course evaluations.
Incorporate a DEI component into the new course approval process.
Pilot the SPH DEI Course Revision grant Program to provide funding to faculty to support equity-focused revision of SPH courses.

Primary DEI Goal: Diversity

Constituency Group(s) Impacted: Faculty & Graduate & Undergraduate Students

Vital Strategy Address: Diversity Skills

Goal-related Metrics – *[School, College or Unit]* Measures Tracked Over Time

School, College or Unit Metrics:

<u>Undergraduate Students</u>
Demographic Composition:
Headcount
Race/ethnicity
Sex

Graduation Rates:
4-Year
6-Year

Enrollment:
Entry status (new, continuing)
Student class level (freshman, sophomore, junior, senior)

Climate Survey Indicators (sample indicators listed below):
Satisfaction with overall U-M climate/environment
Semantic aspects of the general climate of U-M campus overall
Semantic aspects of the DEI climate at U-M campus overall
Feeling valued at U-M campus overall
Feeling of belongingness at U-M campus overall
Assessment of U-M institutional commitment to diversity, equity, and inclusion
Perceptions of equal opportunity for success at U-M campus overall
Feeling able to perform up to full potential at U-M campus overall
Feelings of academic growth at U-M campus overall
Feelings of discrimination at U-M campus overall

<u>Graduate Students</u>
Demographic Composition:
Headcount
Race/ethnicity
Sex

Enrollment:
Student class level (Graduate-Masters/Doctoral/Professional)

Climate Survey Indicators (sample indicators listed below):
Satisfaction with climate/environment in department of School/College
Assessment of semantic aspects of the general climate in department of School/College
Assessment of semantic aspects of the DEI climate in department of School/College
Feeling valued in department of School/College
Feeling of belongingness in department of School/College
Assessment of department in School/College commitment to diversity, equity, and inclusion

Perceptions of equal opportunity for success in department of School/College
Feeling able to perform up to full potential in department of School/College
Feelings of academic growth in department of School/College
Feelings of discrimination in department of School/College

Staff
Demographic Composition:
Headcount
Race/ethnicity
Sex
Age (Generation cohort)

Climate Survey Indicators (sample indicators listed below):
Satisfaction with unit climate/environment in work unit
Assessment of semantic aspects of the general climate in work unit
Assessment of semantic aspects of the DEI climate in work unit
Feeling valued in work unit
Feeling of belongingness in work unit
Assessment of work unit commitment to diversity, equity, and inclusion
Perceptions of equal opportunity for success in work unit
Feeling able to perform up to full potential in work unit
Feelings of professional growth in work unit
Feelings of discrimination in work unit

Faculty
Demographic Composition:
Headcount
Race/ethnicity
Sex
Tenure status

Climate Survey Indicators (sample indicators listed below):
Satisfaction with climate/environment in department of School/College
Assessment of semantic aspects of the general climate in department of School/College
Assessment of semantic aspects of the DEI climate in department of School/College
Feeling valued in department of School/College
Feeling of belongingness in department of School/College
Assessment of department in School/College commitment to diversity, equity, and inclusion
Perceptions of equal opportunity for success in department of School/College
Feeling able to perform up to full potential in department of School/College
Feelings of academic growth in department of School/College
Feelings of discrimination in department of School/College

Action Planning Tables with Details and Accountabilities

Fill in the tables with additional details about actions, including deliverables and assignments.

PEOPLE *(Recruitment, Retention & Development)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable,specific)	Group/person accountable
Faculty & Staff	Establish Equity Driven Talent Acquisition Processes	- Number of recruitment and retention practices identified - Annual demographic data of faculty and staff candidate pools each year across all search stages - Number of faculty and staff who attend equity-focused search trainings - Number of underrepresented faculty & staff hired annually compared to overall number faculty & staff hired each year	- Develop a suite of best practices to support recruitment and retention of, among others, underrepresented faculty in the health sciences *jointly shared with the U-M Health Science Schools DEI Collective* - Develop & promote a centralized equity-driven search framework for faculty and staff searches through partnerships with SAFDA and SPH/Central Human Resources - Increase equity-training resources for all hiring managers, search chairs, & departmental/unit leadership - Annual review of faculty & staff applicant pool(s) & processes	DEI Director HR Director Senior Associate Dean Faculty Affairs Chief Operating Officer Department Administrators
Faculty, Staff, Students, Fellows	Develop effective retention strategies for SPH faculty, staff, and students	- Recommendations from launch committee exploratory work - Recommendations for revised staff and faculty onboarding - Number and type of salary equity processes identified and recommended - Number and percent of successful retention offers each year by demographic group	- Determine feasibility of Launch Committees for new faculty hires - Review & Revise faculty and staff onboarding processes - Identify processes for proactive pay/salary equity review for faculty & staff - Identify retention concerns particularly germane to historically underrepresented faculty, staff, and students and adopt interventions, open to all, to address those concerns	DEI Director HR Director Senior Associate Dean Faculty Affairs Assoc. Dean for Education Assistant Dean of Student

		- Data gathered from URM retention exploratory work		
Students & Fellows	Expand pathways for, among others, historically underrepresented students into SPH and the field of Public Health	- Number of best practices and collaborations for student support identified - Number of students engaged across pipeline programs (e.g., undergraduate summer programs, AMD, and K-12 efforts) - Number and percentage of historically underrepresented students who apply each year compared to overall number of applications each year - Number and percentage of historically underrepresented students successfully recruited each year compared to overall number of students recruited each year - Overall amount of funds raised for student support (scholarships, internship funds, research/travel funds, emergency funds)	- Identify best practices in supporting health science students: financially, mentally and socially *jointly shared with the U-M Health Science Schools DEI Collective* - Support Pathways to Public Health (includes FPHLP, SEP, training grants, Wolverine Pathways, Cornely Post-Doc, etc.) - Partner with SPH Development to identify financial support resources for all students, including historically underrepresented students.	DEI Director Development Director Pathways to Public Health Director Assoc. Dean for Education Assistant Dean of Students

PROCESS *(Promoting & Equitable & Inclusive Community)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Faculty, Staff, Students, Fellows	Cultivate a Culture of Belonging & Community Care	- Number of wellness & community focused programs, resources, and partnerships for the SPH community - Number of program participants in SPH wellness & community focused programs - Number of DEI Team consultations with SPH Students, Staff, Faculty, & Post-Docs - Revised SPH Culture Code - Quantitative and qualitative review of the SPH Community Dialogue program - Number of programs & interactions surrounding disability culture and access.	- Establish an SPH well-being team to identify best practices for incorporating the Okanagan Charter into SPH programming & decision-making - Identify relevant frameworks and programs particularly germane to historically underrepresented faculty, staff, and students and adopt interventions, open to all, to address those concerns - Review & Revise SPH Culture Code - Pilot the SPH Community Dialogue program to provide small grants to any faculty, staff, fellow or student who wants to convene a dialogue and/or discussion session with members of the SPH community about current world and national events relevant to public health. - Hire a Disability Culture GSSA to support disability & access justice programming and advocacy in the School.	DEI Director Facilities Director Assoc. Dean of Education Assistant Dean of Students
Faculty, Staff, Students, Fellows	Strengthen DEI Learning & Practice Across SPH	- Number of SPH DEI professional development (PD)/Continuing professional education (CPE) offerings - Number of participants engaging in DEI PD/CPE offerings - Presence of DEI focused objectives in	- Review & revise current faculty/staff PD/CPE policy - Integrate DEI CPE/PD into staff annual review processes - Expand DEI PD/extracurricular learning opportunities for students - Increase and diversify learning & engagement opportunities re: accessibility in SPH	DEI Director HR Director Senior Associate Dean Faculty Affairs Chief Operating Officer SWC Action Team #3

		staff annual review process - Annual compiled results of DEI PD/CPE evaluation data - Number of student participants in DEI events - Number of DEI metrics incorporated into the annual faculty merit review process - Quantitative and qualitative review of the SPH DEI Common Reads program - Quantitative and qualitative review of the SPH DEI Professional Development mini grant program	- Expand the evaluation of DEI-related efforts in annual faculty reporting and develop specific metrics to evaluate it. - Pilot SPH DEI Common Reads program to provide a common text to faculty, staff, fellows and students across the SPH in the service of shared reading and learning. - Pilot SPH DEI Professional Development mini grant program to provide funds to help support DEI focused professional development opportunities for students and staff.	
Faculty, Staff, Students, Fellows	Strengthen Trust through Transparency & Collaboration	- Number and type of DEI communications circulated annually - Number of cross-departmental/unit collaborations annually - Year over year responses to annual benchmarking/ feedback mechanisms - Data from post-event evaluation - Number and type of DEI communication channels identified - Number and type of conflict reporting and resolution resources shared with SPH community	- Increase the number and type of DEI communications from SPH leadership (e.g., Dean, DEI Director, Senior Leadership Team, Dept. Chairs) - Identify & increase opportunities for cross-departmental/unit and school-wide connection (DEI committees, Dept Admins, Program Coordinators, etc.) - Develop routine and annual feedback measures (e.g. post-program surveys, annual benchmarking survey, etc.) - Identify best practices for two-way communication between DEI leadership and SPH community - Educate SPH community on mechanism through which to report conflicts and concerns within the School and University	Dean's Chief of Staff Deputy Chief of Staff DEI Director

Faculty & Students	Partner with SPH Chief Development Officer to identify fundraising opportunities for the following DEI priorities: student support and faculty development	- Establish dollar amount goals for DEI funding priorities in the School's overarching fundraising campaign	- SPH Dean, Chief Development Officer, and DEI Director meet bi-annually to discuss DEI funding needs and priorities the School's fundraising campaign	Dean Chief Development Officer DEI Director

PRODUCTS *(Education, Scholarship & Service)*

Key Constituency	Strategic Objective	Associated Metrics	Detailed Actions Plan (measurable, specific)	Group/person accountable
Faculty & Students	Incorporate DEI frameworks and content into SPH Curriculum	- Number of DEI-focused programs available for faculty & GSIs - Number of faculty & GSIs to complete DEI-focused trainings (annual and YTD) - Qualitative data from responses to DEI specific questions in SPH course evaluations - Quantitative and Qualitative data from responses to DEI specific questions in SPH course evaluations - Quantitative and qualitative review of the SPH DEI Course Revision grant program	- Offer equity-focused anti-racist pedagogical training opportunities for faculty & GSIs - Pilot incorporating DEI training and anti-racist pedagogical approaches into MPH core courses - Incorporate DEI specific questions into SPH course evaluations - Incorporate a DEI component into the new course approval process - Pilot the SPH DEI Course Revision grant Program to provide funding to faculty to support equity-focused revision of SPH courses.	Associate Dean of Education Advisory Committee on Academic Programs (ACAP)

Plans for Supporting, Tracking and Updating the Strategic Plan

The School of Public Health Diversity, Equity and Inclusion Director is the key contact for stewardship of the plan. The Director will be assisted by the School of Public Health DEI Program Manager, members of the Dean's Senior Leadership team, the Human Resources Director and the Schoolwide DEI Committee in tracking and supporting the plan implementation.

These groups will conduct an annual review of the plan with all relevant constituencies and gather feedback and additional ideas to be implemented throughout the year. Periodic updates will also be provided to the School of Public Health community through School communication channels like routine newsletters, town halls, and targeted emails from School Leadership.