**Annual Report**

**Office of Diversity, Equity, and Inclusion**

**Rollins School of Public Health**

**Emory University**

**August 2021 – July 2023**





**MISSION AND VISION**

The Rollins School of Public Health’s (RSPH) mission is to “make the world healthier and more equitable through excellence in research, education, and practice.”1 Now more than ever, the work of public health researchers, educators and practitioners is needed to address humanity’s most pressing challenges, including persistent health disparities, systemic racism, worsening mental health, gun violence, newly emerging infectious disease, climate crises, wars, rampant misinformation and more2. Amid these challenging times, the faculty, staff, and students of Rollins persevere in producing cutting edge, impactful research, training the next generation of public health scholars and leaders and building equitable and inclusive community partnerships with diverse populations that is central to our public health practice. We are persistent in building an inclusive and intellectually challenging environment that embraces individual differences and actively works *towards* social justice and health equity and *against* racism, inequity, and oppression in local, regional, national, and global communities.

The academic excellence, innovative research and effective community engagement produced by the Rollins community can be seen across the six academic departments, an Executive MPH program for working professionals, 22 interdisciplinary centers and 10 dual-degree programs. Our community is filled with a set of talented faculty, staff and students, including more than 200 full-time faculty, 130 adjunct faculty, over 500 staff, approximately 40 post-doctoral fellows, and more than 1200 masters and doctoral students. Rollins faculty teach and conduct research on such topics as nutrition and health; social determinants of health; maternal and child health; public mental health; health consequences of environmental exposures; health policy and resource allocation; and the prevention and control of AIDS and other infectious diseases, cardiovascular disease, diabetes, cancer, adverse reproductive outcomes, COVID, and more. Our students and trainees engage with over 150 public health partners through our work-study program, fulfill internships with dozens of local and global organizations and eventually graduate to become part of the more than 11,000 Rollins alumni who are contributing to public health in 104 countries. And with staff, Rollins continues to excel in operational innovation and to grow the school’s vast research portfolio that extends beyond $150 million dollars annually.

Further, Rollins strives to cultivate and sustain an academic community that values cooperation, mutual respect, integrity, empathy, and cultural humility. In the words of our Dean, M. Daniele Fallin, PhD, “At Rollins, you will find exceptional researchers, students, and academics, but also outstanding human beings who are approachable, empathetic, and kind. [We are]… a community driven by our shared desire to make a positive impact on the world around us”.1 This vision to make a positive global impact is reflected in the new five-year RSPH Strategic Plan3. Entitled *“Delivering on the Promise of Public Health for All”*, the six pillars of the strategic plan outline the major goals of building a thriving workplace that fully integrates diversity, equity and inclusion (DEI) in the pursuit of excellence in public health research, education, practice, operations, and communications. The commitment to DEI expressed in the strategic plan is an acknowledgement that in order to advance health equity and address the challenges of the 21st century, our scholarly, educational and practice efforts have to include a comprehensive and thoughtful application of a DEI, anti-racist/anti-oppressive, and social justice lens. As a community we have affirmed that DEI is not separate from our mission as an academic public health institution, but something that sits at the very heart of all that we do. With this in mind, the hard work of the Rollins leadership, faculty, staff, students, DEI teams and leadership between 2021-2023 have laid exceptional groundwork to build an accountability framework that monitors our progress and opportunities and helps us realize the goals of the new Rollins strategic plan.

Notes

1 <https://strategicplan.sph.emory.edu/deans-letter/>

2 <https://sph.emory.edu/about/welcome/index.html>

3 <https://strategicplan.sph.emory.edu>/

**RSPH DIVERSITY, EQUITY AND INCLUSION POLICY**

The Rollins School of Public Health fosters a culture of inclusion and organizational equity by leveraging the many intersections of race, ethnicity, gender, religion, socioeconomic status, sexual orientation, gender expression, disability, diversity of thought, and other aspects of lived experience in our community. We intentionally recruit, support, and mentor faculty, staff and students who are members of communities that are underrepresented in the public health and scientific workforce and reflect the multicultural and global communities that Emory serves. Building an academic community where all members are able to thrive enhances our scholarly mission to eliminate health disparities and improve health outcomes in disadvantaged and vulnerable populations.

In support of this policy, the Rollins School of Public Health will provide institutional resources to:

* Engage in continuous, systematic, and focused recruitment and retention activities to ensure that our diverse faculty, staff, and student populations are able to succeed personally and professionally in a culture of belonging and tolerance.
* Develop, implement, and continuously refine training and learning opportunities to enhance the intentionality of our work to build an inclusive community in which all members can thrive.
* Design, implement and grow programs and partnerships that affirm our commitment to eliminate health disparities; enhance faculty, staff, and students’ ability to work effectively with diverse local and international populations; and create pipelines that make RSPH stand out as a destination School for diverse faculty, staff and students.
* Recognize excellence on the part of faculty, staff and student efforts to promote diversity, equity and inclusion at the School.
* Develop transparent systems of accountability to monitor these efforts.

**2021-2023 HIGHLIGHTS OF RSPH DEI ACCOMPLISHMENTS**

Rollins has undergone many exciting transitions over the past two years. In December 2021, after an extensive international search, Emory University appointed M. Daniele Fallin as the new James W. Curran Dean of Public Health at Rollins School of Public Health. As Dean Fallin transitioned into her role in July 2022, the Rollins DEI team was able to wrap up, evaluate and report on achievements from the original DEI Work Plan that was developed and initiated under Dean James Curran. See several DEI highlights below:

* In 2022 and 2023, the DEI work of the academic department DEI committees grew exponentially. As each committee gained new leadership, increased membership and articulated clear goals and objectives for their collective activities, there was a substantial increase in department climate assessments (via listening sessions, surveys & other feedback systems); professional development and DEI education and awareness activities; curriculum recommendations and new course offerings; development of new faculty recruitment and mentoring strategies and protocols; DEI-related social events; DEI-related data projects; and several DEI-related infographics that were created and shared with the entire Rollins community.
* In March 2022, the Rollins Staff Council launched the first ever Staff Satisfaction Survey which targeted 460 staff members across six academic departments, the Executive MPH program, and six service units (including HR, finance, facilities, IT, research administration, student admissions and affairs). With 175 staff members participating (response rate of 38%), one of the findings was that a majority of the respondents (87%) agreed that their department or unit offered a supportive environment for staff of diverse backgrounds. A number of recommendations resulted from the survey and action to address staff concerns is ongoing.
* In November 2022, the school held the first ever “DEI All Hands Meeting” where we invited all of the department and unit DEI committee leaders and members (~75 people) to meet and hear from each other, as well as discuss school level and University level DEI priorities & activities.
* In November 2022, a summary of progress was shared regarding the Black Lives Matter Student Demands that called out fourteen actionable items written by concerned students in June 2020 in an effort to move Rollins toward a more *“equitable, anti-racist environment.”* By November 2022, 12 of 14 items were addressed, either specifically or in part by Rollins or Emory University.
* By Fall 2022 and with the assistance of the Office of Student Affairs, the seven student Community and Belonging (student C&B) organizations (affinity groups) at Rollins formed a regular meeting schedule with the Assistant Dean for Diversity, Equity and Inclusion, Dr. Joanne McGriff. These meetings serve as a platform for the student organizations to raise issues, ask questions and receive guidance and support from members of the Office of Student Affairs and DEI. Representatives of the student C&B organizations also participate in the monthly school-level DEI meeting chaired by the Assistant Dean for DEI.
* In April 2023, with the assistance of faculty, staff and student DEI leaders, the school created the first ever RSPH DEI Award that was given during the first annual RSPH Awards Ceremony. For 2023, three individuals were recognized for their exemplary work in DEI research, education, service and/or leadership activity: Whitney Rice, Rachel Corbett, and Stephanie Woodson.
* In collaboration with the *National HCOP Academy at Emory* (within the School of Medicine Office of Multicultural Affairs) and with sponsorship by the Health Resources and Services Administration (HRSA), Rollins completed the third cycle of the HealthPrep Summer Pipeline Program. To date, 15 RSPH Graduate Students have served as HealthPrep mentors/teachers to nearly 75 undergraduate and graduate scholars from underrepresented backgrounds interested in health-related graduate programs**.** Two of the 2023 RSPH HealthPrep TAs were graduates of earlier cycles of the HealthPrep program.

As these highlights demonstrate, the work of DEI at Rollins has broadened in scope in terms of more focus on staff satisfaction, responding to student demands and gaining new experience with pipeline programming for historically underrepresented scholars. There has also been a richer integration of DEI content and principles within the research and educational mission of each academic department, as well as efforts to assess and address concerns within the working and learning environment of each community.

The next section of this report will outline the goals of the **RSPH DEI Workplan** -- the guidance document that provided a set of strategic priorities for RSPH school and department level DEI activities, with the purpose of unifying the efforts of the many DEI champions actively engaged in diversity, equity, inclusion, belonging, and justice work in each department and unit.

**The RSPH DEI Work Plan (2021-2023)**

Under the leadership of Dean James Curran and the Assistant Dean for DEI, and continuing with the leadership of Dean Dani Fallin, several approaches, processes and plans were implemented to facilitate the work of DEI at Rollins for 2021 – 2023. While the work plan itself was created by and implemented with the efforts of several teams and interested parties, there were several other important changes that were needed in order to accomplish the work plan goals. One change was related to establishing a culture of shared effort for DEI work at Rollins, while another change involved reconfiguring the purpose and role of the Community and Diversity Committee (or the school-level DEI committee). A brief of description of these two components are below, followed by an outline of the RSPH DEI workplan approach, goals, and outcomes.

**Clarity regarding shared efforts to build DEI: “The work of DEI belongs to Everyone.”**

During the first several months of her tenure as Assistant Dean for DEI, Dr. Joanne McGriff, prioritized listening to the Rollins Community via formal and informal meetings and retreats. Ultimately, Dr. McGriff was able to engage all of the chairs from each academic department, each department-level DEI committee and/or chair, several student leaders and committee members, and over half of the school’s supervisors and staff members within departments and business units. Her direct outreach and listening sessions revealed several truths –first, there was a high level of motivation and commitment to DEI held by various individuals and interested groups at Rollins and second, a massive amount of work would be required to realize the aspirations articulated within the RSPH DEI Policy and the desires of the community.

With that, Dr. McGriff used key moments in presentations to faculty and staff and during planning sessions with various Rollins leaders to advance the notion that establishing DEI principles and activities at Rollins would be impossible without collective and consistent action by all members of the Rollins Community. Repeatedly, Dr. McGriff shared the view that *“the work of DEI belongs to all of us”* to develop and promote a culture of shared effort for DEI; to inspire each person to identify their contributions to DEI in their respective places and to share in the vision that *“we could be better – but only together”*. The approach of DEI efforts as the responsibility of one Dean, one Office or one team engaging with a passive audience would not be the Rollins way. Everyone is involved in this worthy enterprise and the creativity and talent of every person is invited to address complex problems while we work towards RSPH DEI goals.

**The Role of the Community and Diversity Committee**

The Community and Diversity (C&D) Committee is the “school-level” DEI committee chaired by the Assistant Dean for DEI and is comprised of at least one faculty and/or staff representative from each of the six academic department DEI committees, one representative from the Executive MPH program DEI committee, one staff from 2 of 6 service units (Facilities, Student Affairs), representatives from six student Community and Belonging organizations (student affinity groups) and two members of the Rollins Alumni Association (as of Sept 2023). The major role of the C&D was transformed in 2021 to serve as a platform for communication, deliberation and coordination of local (i.e., department or unit) DEI activities with activities happening at the school-level and within the Emory University Office of DEI. Given that each member already serves as a leader within their own department or student DEI-related committee, the C&D members are not tasked with additional DEI-related activities (except for annual reporting). The membership meets every month to receive updates on DEI from the Assistant Dean for DEI, share their DEI-related work or activities (in rotation) and to discuss emerging DEI questions and concerns that impact RSPH and/or its constituents. The C&D also serves as a sounding board and source of feedback on school-related DEI issues such as development of the RSPH DEI Work Plan, providing insights on resources needed to facilitate DEI work, advancing accountability for DEI outcomes, improving communications for DEI, development of a navigation tool to assist Rollins community members when they need to report DEI concerns, development of the inaugural DEI Award, and the development of the All Hands meeting agenda.

**The DEI Workplan: Demonstrating DEI Integration in Research, Education and Practice**

As RSPH began to build up the work of DEI in 2021, there was knowledge of the upcoming retirement and transition of Dean James Curran. To account for these impending changes, a DEI Work Plan (and not a Strategic Plan) was created that would inform the work of the new Assistant Dean for DEI and provide guidance to department DEI committees as they developed their own local initiatives. While primarily based on the principles of the RSPH DEI Policy and the Emory Office of DEI Three Pillars (Professional Development, Education and Awareness; Climate and Culture; Accountability), the Work Plan also included input from the Associations of Schools and Programs in Public Health Statement on “Dismantling Racism and Structural Racism in Academic Public Health” (2021), letters from RSPH students (including the 2020 Black Lives Matter List of Actionable Items), and contributions from several individuals and groups in Rollins Community (see the graphic above).



The Work Plan not only served as an example of an inclusive planning process, but it also operationalized the “horizontal approach” for DEI --that is, the full integration of DEI across all RSPH research, education, operations and practice activities. A workplan matrix was developed and showed the DEI goals and activities that were co-developed by key RSPH leaders and the Assistant Dean for DEI. The matrix was then shared with members of the Community and Diversity Committee (school-level DEI committee described above) for feedback and adjustment. By August 2021, the workplan was final and shared with faculty at the All Faculty Annual Meeting and disseminated to the rest of the school via the department DEI committees and student organizations.

The major objectives and priority areas of the Work Plan are briefly described below. The specific strategies or activities for each priority area are contained within the workplan matrix and are available upon request.

**RSPH DEI WORK PLAN OBJECTIVES & PRIORITY AREAS**

**(2021-203)**

**RSPH Objective 1:** To build an academic community where all members are able to thrive and have the DEI knowledge and skills to advance our school mission to eliminate health disparities and improve health outcomes in disadvantaged and vulnerable populations**.**

**RSPH Priority Areas for Objective 1**

* Classroom Education & Pedagogy
  + To create a more antiracist, anti-oppressive and inclusive teaching and learning environment
* RSPH Community Professional Development & Education
  + To provide access to high quality DEI education and training opportunities for faculty, staff and students
* Student Support and Development
  + To develop, implement, and evaluate trainings and development opportunities that will enable students to thrive as public health practitioners and scholars within a multicultural society
* Anti-racism and racism in public health research
  + To increase domestic and global research and scholarship around issues of diversity, equity, and ethnicity-related public health research
  + To strengthen faculty capacity to grow and/or diversify their research portfolio through educational sessions and networking opportunities

**RSPH Objective 2:** To proactively cultivate and sustain an academic community that values cooperation, mutual respect, cultural humility, and community engagement**.**

**RSPH Priority Areas for Objective 2**

* Climate Assessments
  + To develop a formalized and regular approach to measuring the work & learning conditions at RSPH, as it relates to DEI (in collaboration with Faculty Council, Staff Council, & RSGA)
* Faculty Recruitment and Retention
  + In collaboration with RSPH leadership and Chairs, develop a systematic approach to faculty searches to include appropriate trainings on DEI related principles and provide resources to assist with recruitment and candidate review approaches
  + To build a stronger network of Black, Indigenous and people of color (BIPOC) faculty, to enhance their experience of belonging and provide an environment conducive to recruiting other BIPOC faculty
* Masters Student & Doctoral Student Recruitment and Retention
  + To collaborate with and support the Office of Admissions and Students Services (OASS) to highlight and advance their efforts to recruit and retain a diverse student body
* Staff Recruitment/Retention
  + To develop a formalized and regular approach to measure the work conditions at RSPH, as it relates to DEI (Internal climate assessments had not been completed for staff, vs biennial surveys for faculty)
  + To examine staff performance review processes and merit increase processes for equity
* Pipeline Programming
  + To assess interest and capabilities of potential partners and RSPH constituents in building new pipeline programs for high school and college students

**RSPH Objective 3:** To actively work to strengthen an inclusive and intellectually challenging environment that embraces individual difference and persistently works against racism, inequity and oppression within our community.

**RSPH Priority Areas for Objective 3**

1. Bias and Discrimination Response
2. Faculty Promotion and Tenure
3. Faculty Annual Review
4. Course Evaluations
5. Staff Performance Reviews and Merit Increase
6. Monitoring and Reporting of DEI Investment

By early 2022, the RSPH Work Plan was reviewed by Assistant Dean for DEI, Joanne McGriff with each unit or department leader for indicators of progress. In the fall of 2022, a final review of results and shortfalls were recorded and reported back out to Rollins leadership, to the group of DEI committee leaders and members at the Nov 2022 All Hands Meeting and to other groups at gatherings such as new faculty orientation and student leader meetings (thru Spring 2023). A sampling of some of the outcomes are presented below according to the 2021 DEI Workplan priorities:

* **Classroom Education & Pedagogy:**  Following significant upgrades to select mandatory courses for all RSPH students (e.g., PUBH 500) in 2020-2021, a second major DEI educational initiative involved having all course instructors reflect on DEI within their programs and courses using a standardized DEI Curriculum Assessment Tool. Launched in Spring 2022, the RSPH DEI Curriculum Assessment tool is designed to examine the extent to which each teaching faculty is using a DEI lens both in the *development* of their course content and materials as well as in the *implementation* of their teaching. RSPH faculty made significant progress in the first ever round of assessments for Fall 2022, with over 85 courses assessed (representing nearly 50% of all fall courses). Data from course assessments completed for Spring 2023 have been finalized and there will be a special faculty presentation within the Rollins Faculty Development Series (Oct 2023) where outcomes from analyses from Fall 2022 and Spring 2023 will be shared with faculty. The plan is to continue promoting the assessment tool as the school and departments provide workshops and special meetings to encourage completion by all faculty.
* **RSPH Professional Development & Education:** DEI professional development and education occurs on several levels at Rollins. At the department level, our six departments, and eMPH program, consistently provide learning opportunities for faculty, staff and students through DEI-related seminars, courses, workshops, trainings and special retreats. At the school level, we have launched a promotion campaign to encourage faculty and staff to complete three Diversityedu/Vector Solutions videos located on the Emory Learning Management System (Branier). Our goal is to have 85% of our nearly 700-member faculty and staff community complete the videos by Dec 6, 2023. We have complemented these asynchronous learning materials with a series of school-wide DEI learning events.

For example, our first school-wide offering includes a multi-part Racial Trauma Series that began in March 2023 and highlighted the basic features of racial trauma**,**available interventions and psychological resources (especially for black populations), and tips on how to be an effective ally to members of affected communities. In late April 2023, a second session was held that focused on potential gaps in knowledge of members of the Rollins community regarding the history of anti-Asian violence and implications for racial trauma, the various coping strategies and support services used by different members of the Asian community, and ways to effectively support Asian community members during and/or following national or local events involving race-based violence or hate. The final session in 2023 incorporates the journey to healing for a family that has experienced racial trauma (Nov 2023).

* **Student Support and Professional Development:** One of the major initiatives in non-classroom, student-level DEI learning has been the launch and iteration of our DEI Student Orientation Module and subsequent student-led discussions during orientation week. The asynchronous module takes approximately 75 min to complete and encapsulates key DEI-related terms and principles (including cultural humility) and their relationship to public health research and practice. The module also articulates the principles of community and belonging that underlie what it means to be a “Rollins Citizen” based on a “Community Agreement”. The asynchronous material is coupled by a one-hour (in person) discussion session during Orientation week in mid-August. Led by pairs of second year MPH students (“DEI Ambassadors”), these discussions sessions provide a brief overview of the asynchronous video content and then lead approximately 25 new students in an exercise to reinforce the principles of what it means to be a “Rollins Citizen.”

In 2023, the orientation program completed its third cycle with a renewed focus on the meaning of, and DEI- related action required to be a “Rollins Citizen”.With the assistance of nine trained, 2nd year DEI Ambassadors, first year students utilized role-play and other creative learning activities to demonstrate their understanding of core DEI concepts and how it relates to their interactions with each other and the Rollins community. The concept of “Being a Rollins Citizen” was further promoted using a bulletin board located on the Rollins Bridge, where (passerby) students could write up and post small notes on what it means to be a “Rollins Citizen”. By the second week of classes, the board was littered with post-its that demonstrated the learnings from the sessions, direct quotes from the Community Agreement and other ways that students plan to positively contribute to the RSPH learning environment.

For 2023, the Student Affairs Office and DEI Office have also led our student government leaders (RSGA) through an intensive DEI-related leadership workshop that included topics such as managing your personal triggers and how to navigate the different resources and support services when reporting/ addressing bias incidents and/or DEI-related concerns. While this workshop was exclusive to student government leaders, Rollins has also provided a new Leadership Development Series to the entire student body that provides several sessions on DEI related topics such as Conflict Analysis and Public Dialogue Skills and Advocacy.

* **Faculty Recruitment and Retention:** While we continue to strive toward a greater diversification of our faculty, it is notable that we increased the number of underrepresented minority (URM\*) full time faculty by four (4) persons from 2021 to 2022, and by an additional two (2) persons from 2022 to 2023. Rollins is at a rate of 10.7% of URM faculty for 2023, up from 9.3% in 2021.Much of our progress is due to several departments that have designed and implemented highly structured search committee procedures and processes.

In terms of retention, between December 2022 and April 2023, two listening sessions were held with nearly all of the Rollins URM faculty to discuss faculty mentoring at Rollins. In these listening sessions (led by URM faculty), URM faculty were asked to reflect on their mentoring experiences in their departments and articulate any known inconsistencies and/or perceived (or true) inequities. URM faculty were also encouraged to voice what they considered to be important mentoring needs for early, mid- and senior level faculty. The purpose of these meetings was to inform a new mentoring initiative by the Executive Associate Dean for Research and Faculty Affairs that would establish a new faculty mentoring framework and minimum standards that would apply to all departments, along with new accountability measures.

\*According to the Notice of NIH's Interest in Diversity Notice Number: NOT-OD-20-031, Released: Nov 22, 2019, The following racial and ethnic groups have been shown to be underrepresented (URM) in biomedical research: Blacks or African Americans, Hispanics or Latinos, American Indians or Alaska Natives, Native Hawaiians and other Pacific Islanders

* **Staff Satisfaction**: In 2021, the Rollins Staff Council launched their committee and set of initial priorities. One of the priorities included implementing a staff satisfaction survey to understand the thoughts, needs and concerns of the diverse Rollins staff community. In March 2022, the web-based survey was launched and 175 staff members participated (response rate of 38%). This first ever staff survey was an excellent opportunity for the Rollins community to learn about both the sources of workplace satisfaction for RSPH staff (workplace strengths) and areas for improvement. RSPH administrators (Executive Associate Dean for Finance and Administration and the Assistant Dean for DEI) have drawn up a preliminary plan to address major issues noted in the survey and several initiatives have been approved by RSPH leadership and are underway (including developing various professional development workshops, evaluating and change staff compensation levels for several positions, establishing more opportunities for staff recognition – like the new RSPH staff awards). Other initiatives around building a more connected and inclusive community have been facilitated by the Staff Council – including new social activities, improving staff communications and advocating for an All Staff Meeting (scheduled for fall 2023).
* **Bias Navigation Tool**: One of the major pillars of advancing DEI at Emory and Rollins includes “taking responsibility and action for identifying and addressing persistent patterns of inequity that impede our ability to fulfill our institutional mission and goals for education rooted in our DEI principles and values for the Emory enterprise” (quoted from Emory DEI Strategic Pillar of Accountability). In order to facilitate this, there must be “prompt and unbiased review of bias, discrimination and harassment complaints” (“Accountability”). However, it has become evident that Rollins faculty, staff and students are not always sure what steps to take to report an incident or how to navigate the landscape of offices, websites and other resources that deal with these kinds of complaints. The Community and Diversity Committee of RSPH has provided input in developing a visual guide (or tool) to assist faculty, staff, and students in clearly understanding their options for reporting possible bias and discrimination incidences. The tool will be simple, intuitive, and informed by the existing resources and services available at Emory. The student version of the tool was drafted and piloted with student leaders in Jan 2023 and is being finalized now for review by the C&D committee and DEI committee members. The faculty and staff version will follow a similar template and be drafted by December 2023, with expected completion by early 2024.

This sample of RSPH Workplan outcomes represents the commitment and genuine effort by Rollins leadership at the school and department/unit level to integrate DEI within their respective locations. Many of these accomplishments would not be possible without thoughtful collaboration, active engagement, and a good deal of cultural humility as new initiatives were advanced and lessons were learned. As the school continued to address DEI infrastructure, policy, program strategy and resources across the landscape of the RSPH community, the deeper, more focused work of DEI proliferated greatly within the academic departments. The next section of this report describes the work of the seven department DEI committees along the three dimensions of the ODEI pillars (professional development, awareness and education; climate and culture; and accountability).

**RSPH Department DEI Activities**

As stated in the previous section, the foundation of the two-year RSPH DEI Workplan included the Emory Office of DEI Three Pillars. As Rollins school-level activity has been discussed, it is important to pivot to the significant expansion of DEI activities in RSPH academic departments between 2021 and 2023. A sampling of the contribution of department DEI committees to meeting the goals of the Emory Three Pillars is outlined below.

**Pillar 1 - Professional Development, Education and Awareness**

Developing high quality DEI education and training opportunities is central to professional development for faculty, staff, and students. For 2021-2023, almost all of the RSPH departmental DEI committees led and/or facilitated formal and informal learning opportunities designed to enhance the DEI knowledge and proficiency of department faculty, staff and students. While each department worked at their own pace, the departments used different modalities and methods to increase DEI education activities.

* **Behavioral, Social, Health Education Sciences (BSHES)**

The mission of the BSHES DEI Committee is to engage in critical-reflection and intentional action to shift the BSHES MPH Program culture to be antiracist and to move the MPH Program toward an equitable, antiracist program. To meet these goals, the BSHES DEI committee have excelled in providing high quality DEI-related training and workshops for faculty, staff and students that focus on 1) increasing skills to have meaningful and productive “critical” conversations about racism, sexism, homophobia, inequity, oppression and power; 2) addressing microaggressions; 3) enhancing MPH student wellbeing; and 4) implementing a “Racial Equity Institute” where faculty and staff learn about racism in its institutional and structural forms and then participate in a workshop to develop organizational strategies for antiracist work.

The BSHES DEI team have also made substantial headway in rolling out the RSPH DEI Curriculum Assessment Tool among BSHES MPH and PhD faculty and instructors. As early adopters of the DEI assessment tool, the BSHES team provided several working sessions to support faculty awareness and use of the tool. They also undertook other changes related to their curriculum to enhance student training and support their overall success - including a revision of the doctoral program student handbook to provide greater flexibility and additional student support and the addition of several new DEI-related courses within the MPH program, including a 1) Health Equity Course designed to cover cutting edge research on the social determinants of health and health equity, and 2) a new course entitled “Addressing Racism as a Public Health Issue to Promote Health Equity”.

* **Gangarosa Department of Environmental Health (GDEH)**

The GDEH DEI committee serves as a hub and support network for GDEH DEI-related initiatives that seek to: (1) Apply principles of anti-racism as a lens to address all forms of prejudice, oppression, and social injustice; (2) Engage the GDEH community to eliminate disparities and achieve environmental health justice and equity; (3) Empower the GDEH community with advocacy tools and practices that elevate DEI initiatives; and (4) Develop and implement clear DEI priorities that are tracked, monitored, and evaluated to ensure the achievement of the critical outcomes necessary to achieve our vision.

To that end, the GDEH DEI committee has provided a variety of learning opportunities for faculty, staff and students that seek to 1) promote reflection about systemic racism and anti-racist practices via a focus on several chapters and exercises from the Racial Healing Handbook (2019) by Dr. Anneliese A. Singh, 2) increase awareness and the profile of GDEH faculty of color and their research through the “Our Voices” Seminar Series, 3) increase awareness and visibility of disability and neurodivergence among RSPH students, including issues of accessibility and justice, and 4) train MPH students on implementing the principles and methods of environmental justice, social determinants of health and community based participatory research in their coursework and in environmental health research and practice. Further, the GDEH team facilitated a seminar series entitled “Confronting Research Perspectives and Decolonizing Methodologies” where faculty, staff and students could reflect and discuss their research positionality, learn about the ways that colonizing, racist and othering forces impact their research and how to design and conduct theory-driven transformative research.

Notably, the GDEH department was also an early adopter of the RSPH DEI curriculum assessment tool. By the summer 2022, the department had hired a student to support faculty in completing the assessment and was able to achieve a completion rate of 100% for all Fall 2022 courses.

* **Health Policy and Management (HPM)**

HPM DEI committee strives to establish and maintain a more diverse, equitable, and inclusive Department of Health Policy and Management through real, sustainable, and collaborative changes in the department's policies, practices, and pedagogical approaches where all members—faculty, students, and staff—can thrive. In furtherance of these goals, the HPM DEI committee delivered DEI learning opportunities through HPM department meetings and the development of a DEI Resources Canvas site where over 200 members of the HPM community have been added and can access a variety of DEI-related content for teaching, research and professional development.

* **Biostatistics and Bioinformatics (BIOS)**

The charge of the BIOS DEI Committee is to review current activities related to increasing diversity, equity and inclusion in the BIOS department, School, and discipline and to recommend possibilities for new initiatives and activities relating to recruitment and retention. The current BIOS DEI Committee interprets this as a charge to improve equity and inclusion in the department for all department members (staff, students, and faculty).

Similar to HPM, the BIOS DEI committee also leverages faculty meetings to provide formal and informal DEI learning opportunities. Specifically, through the “BIOS DEI Minute” in department meetings of ~50 faculty and staff, several DEI committee members lead discussions based on recent papers on diversity considerations in biostatistics and scientific research. For example, faculty have discussed discrepancies between experienced and reported diversity (from the reading “Diversity Discrepancy, Or Why Your Classmates are More Like You”), the issue of race in research studies and the lack of clinical studies quantifying impacts on minorities (from the paper “Striving for Diversity in Research Studies”) and a discussion on the health burdens disproportionately experienced by different social groups (from “Statistical Implications of Endogeneity Induced by Residential Segregation in Small-Area Modeling of Health Inequities”). As an extension of these “minute-talks” at department meetings, the BIOS DEI committee has held several DEI department seminars (on eugenics and inclusive excellence in BIOS) and recently launched an "Excellence in DEI Seminar" to recognize outstanding contributions to diversity, equity, and inclusion in biostatistics. External speakers are invited to share their work in advancing DEI initiatives in biostatistics or in the field of health equity research.

* **Epidemiology (EPI)**

The Department of Epidemiology DEI Committee (DEDEIC) is charged with six objectives aimed at reducing historical and structural barriers that limit equitable opportunities for all epidemiology community members to participate in the school/department mission and thrive in their respective places. The objectives include: 1) to advise faculty search committees to expand strategies for recruiting and retaining a diverse faculty; 2) to work with admissions committees to increase the diversity of students matriculating into degree programs; 3) to support curriculum and program committees to assure related competencies are current and are achieved, and to assure best practices in diverse and inclusive pedagogy; 4) to address concerns raised by trainees, staff, or faculty related to identity and other human characteristics in regard to departmental activities; 5) to regularly and systematically evaluation the department’s current climate related to DEI and belonging and 6) to coordinate committee and departmental activities with RSPH and Emory University activities that align with the committee’s charge.

As it relates to professional development and DEI learning, EPI has led the way in creating visual communication tools (or infographics) that have increased the understanding of members of the EPI department and the entire RSPH on important DEI-related topics. For example, for the past two years EPI has provided an infographic on Ramadan designed to increase cultural sensitivity and inclusion for Muslims community members. The tool educates RSPH about Islam and Ramadan, in general and provides suggestions for how RSPH staff and educators can accommodate Muslim students, faculty and staff during Ramadan.

The committee took a similar approach when designing an infographic for Long COVID. The purpose of the tool was to raise awareness of the impact and implications of long-COVID on student health, performance, and attendance. In the tool design, students learned about University and school-level and academic resources available to support those with long-COVID symptoms and Instructors were made aware of potential gaps in accommodations and ways to support and advocate for students. Later, the DEDEIC extended learning about Long COVID through a joint webinar with the Center for Faculty Development and Excellence (CFDE) where instructors and faculty engaged in a discussion on the on ways instructors can build an equitable and inclusive classroom during the “final” stages of the pandemic, especially for high risk and immunocompromised students (and their family members).

* **Executive MPH Program (EMPH)**

The mission of the EMPH DEI committee is to support the Rollins School of Public Health’s reframing of its commitment to diversity, equity and inclusion. The committee also seeks to establish and maintain a more diverse, equitable, and inclusive School and Executive Master of Public Health (EMPH) program through real, sustainable, and collaborative changes in the program's policies, practices, and academic approaches where all members—students, faculty, and staff—can thrive. As the signature EMPH program for working professionals, the EMPH program is unique in the type of students they train (working professionals), the teaching team that it has (many adjunct faculty from other RSPH departments) and the modality of learning (mostly online learning with some in-person instruction). That said, the DEI committee has worked to incorporate DEI learning through professional development opportunities such as “Community Read” events that focus on a DEI-related book or podcast, several DEI-related presentations, creating an EMPH DEI Resource Canvas site (similar to HPM) and sharing handouts regarding mental health resources for students during a campus event. In addition, they have ongoing DEI assessments of their curriculum, and have thus far updated EMPH program priorities to center DEI principles (e.g., adding the RSPH DEI Policy and Emory University land acknowledgement to all EPMH syllabi).

**Pillar 2 – Climate and Culture**

In alignment with the Emory ODEI pillar on Climate and Culture, RSPH department DEI committees have increased their activities to build community and cultivate a sense of belonging where individuals and groups from all backgrounds and experiences are appreciated. Much of this work has been facilitated by launching a variety of listening sessions as well as holding several cultural and social activities. In addition, many departments have invested significant resources to improve the recruitment and retention of diverse faculty, staff, and students.

* **Listening Sessions**
  + Hubert Department of Global Health (HDGH)
  + Health Policy and Management (HPM)
  + Behavioral, Social, Health Education Sciences)

*The Hubert Department of Global Health (HDGH) Advisory Group on Cultural Humility, Diversity, Equity, and Inclusion (CHDEI)* critically assesses and implements action to address issues of diversity, equity, and inclusion and cultural humility affecting faculty, staff and students within the HDGH department including but not limited to issues of race, ethnicity, nationality, gender, religion, socioeconomic status, sexual orientation, gender expression, disability, diversity of thought, and other aspects of lived experience. Beginning in late 2021, CHDEI held a series of five listening sessions that featured junior faculty, senior faculty, staff, HDGH students and a large “all-department” session. A list of themes were identified from the sessions and shared in a summary report in 2022. The committee also provided a list of 20 recommendations for action that the department could take to address the themes raised within the listening session. In Aug 2023, a special DEI session within the HDGH faculty retreat revisited the listening session themes and recommendations to determine the high priority items from 2022 and other issues that may need to be addressed in the coming year.

The *Health Policy and Management DEI Team* engaged with MPH, MSPH and PhD students in several listening sessions to hear their ideas and concerns related to DEI. The feedback from these sessions were summarized, reported and then transformed into six recommendations for HPM related to DEI.

For *Behavioral, Social and Health Education Sciences*, the Equity & Engagement Team under the direction of the Vice Chair for Equity and Engagement facilitated seven Listening Sessions within the department with four groups: faculty, staff, MPH and PhD students to gather feedback on BSHES Equity & Engagement priorities and future direction. The outcomes of these listening sessions were shared back with faculty and staff to allow for critical reflection and dialogue, as well as the identification of priorities for an Equity & Engagement Strategic Plan over the next three years.

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* **Improved Faculty Recruitment and Search Committee Processes**
  + Gangarosa Department of Environmental Health
  + Health Policy and Management

*Environmental Health*. The EH DEI committee undertook an in-depth process to revise their faculty recruitment and search committee materials and procedures to create a more diverse and inclusive hiring practice. The guidance provided by the EH DEI team led to the hiring of several women and women of color faculty in 2021-2022. The committee then turned to the issue of retention and support and spearheaded a junior faculty mentorship program that met monthly to increase peer-support and address any challenges or questions for new and junior faculty. There was also a revision of the department mentoring guidelines (in collaboration with junior faculty) to increase support for all junior faculty, but with specific emphasis on faculty that identify as underrepresented minorities.

*Health Policy and Management*. The HPM DEI committee also took active steps to improve the hiring guidance for HPM faculty searches. Specifically, the team reviewed the Emory Provost Hiring Procedures and distilled it into practical steps for the HPM hiring committee to follow. They also updated job descriptions to include more explicit DEI language and asked applicants to discuss DEI in their cover letters. As a result, hiring committees have been tasked to devise specific dimensions for application review (including commitment to DEI) and to rank each candidate based on this pre-determined rubric. Notably, many of these procedures and processes were used in creating the processes and procedures for the recent search committee for a new HPM Chair (search is ongoing).

* **Cultural and Social Activities**
  + Biostatistics and Bioinformatics
  + Executive MPH Program,
  + Health Policy and Management

Several departments have held community building activities designed to foster a greater sense of inclusion and belonging. The *BIOS department* consistently provides opportunities and events that draw their faculty, staff, and students together, including organizing volunteer days (mostly during COVID), holding talent shows, having holiday or end of year parties and also hosting a cultural cuisine series. The *HPM DEI committee* have also used social events to reach MPH students such as Convos on Tap and Visit Emory. While the *EMPH DEI team* has co-sponsored a DEI social event with the Student Government Association.

**Pillar 3 - Accountability**

As a school and within various Rollins units, we are taking responsibility and action to identify and address structures and patterns of inequity. Notably, under Dean Fallin’s leadership, the Dean’s Office now requires department chairs 1) to report on department DEI efforts as an additional layer of review and accountability and 2) to review and defend faculty salary decisions annually, with an analysis of equity. The school has also spearheaded a market assessment of key staff positions and are moving forward with adjusting pay scales.

As reported earlier, the school is also developing a Bias Incidence Navigation Tool for faculty, staff, and students. The departments have also devised a number of other strategies to monitor and address DEI related concerns.

* **Behavioral, Social and Health Education Sciences (BSHES)**

In Jan 2023, the BSHES department took active steps to ensure that the department remains focused on their DEI commitments. A Vice Chair for Equity & Engagement (Dr. Woods-Jaeger) was appointed to vision and develop a strategic plan related to Equity & Engagement initiatives within the department that align with the BSHES’ mission to engage in *intentional action to move the BSHES department toward an equitable, antiracist department.* Dr. Woods-Jaeger began her work by reviewing the BSHES EDI workgroup accomplishments and launching the Equity and Engagement listening sessions discussed previously. Dr. Woods-Jaeger is currently in the process of sharing the results of the listening sessions with key stakeholder groups and will continue developing the BSHES DEI Strategic Plan.

* **Epidemiology (EPI)**

The DEDEIC committee monitors DEI related concerns in several ways. First, they have developed an anonymous reporting survey tool where members of the EPI community can provide general DEI-related feedback, concerns, and suggestions to the DEDEIC. In addition, between Feb 2023 – April 2023, the committee held a series of townhall meetings where all students (MPH and PhD), post-doctoral fellows, faculty and staff could provide input on what EPI does well related to creating and sustaining a diverse, equitable, and inclusive department and what they should improve. The DEDEIC team collected feedback from each of the constituent groups and produced a summary presentation that will be used to inform the Committee’s plans for 2023-2024.

* **Health Policy and Management (HPM)**

Similar to Epidemiology, the HPM DEI committee monitors the DEI environment of their department through the use of an anonymous DEI Concern Survey. The survey is designed to provide an outlet for HPM community members to share DEI concerns and ideas with the Committee. In addition to this method, the HPM committee has also initiated virtual and in-person “DEI Office Hours” to offer a space for the HPM community to engage with the DEI committee and provide feedback. While neither of these mechanisms have been accessed by HPM community members, they remain active and are regularly monitored.

**The Way Forward**

As the school and department committees continue to make strides in meeting the goals of the three pillars of the Emory ODEI, the next phase of transition for Rollins DEI work brings us to organizing our efforts around the new Rollins Strategic Plan and the expanded Emory ODEI DEI Framework of four new pillars (faculty excellence, cultivating an academic community of choice, advancing innovation through scholarship, and unlocking more opportunities within the local Atlanta community). As the Rollins community charts a new path, there is a renewed (even stronger) focus on the integration of DEI within our research, education, operations, and service mission, as well as a solid emphasis on holding ourselves accountable for impactful and sustainable change. The priorities and goals articulated in the new strategic plan is a resounding declaration that the scholarship, education and practice of public health cannot be independent from the core principles of equity, social justice, inclusion and the lifting up of diverse voices to address complex societal challenges. Therefore, the next reporting of DEI work at Rollins will demonstrate a harmonization of the Emory Institutional DEI Pillars with the progress on the RSPH strategic plan.