

## Resources for Advancing Equity & Public Health

Health equity is the heart of public health. As health professionals, we encourage students, staff, and faculty to practice health equity in their personal and professional lives. The Centers for Disease Control and Prevention (CDC) defines health equity as “when all people have the opportunity to attain their full health potential and no one is disadvantaged from achieving this potential because of their social position or other socially determined circumstance.” This document provides resources to students, faculty, and staff to advocate for public health issues related to health equity through legislative action and civic engagement on-campus and off-campus. We encourage the use of these resources to help engage in and promote health equity and better our communities.

# WAYS TO GET INVOLVED

## 1) GET INFORMED

### RESOURCES AT UMN

- Bias Response and Referral Network: [bias-response.umn.edu](https://bias-response.umn.edu)
- Campus Climate: [campus-climate.umn.edu](https://campus-climate.umn.edu)
- Conflict Resolution: [ocr.umn.edu](https://ocr.umn.edu)
- Immigration Response Team: [immigration.umn.edu](https://immigration.umn.edu)
- International Student and Scholar Services: [iss.umn.edu](https://iss.umn.edu)

### RESOURCES WITHIN THE UMN'S OFFICE FOR EQUITY AND DIVERSITY

The University of Minnesota Office for Equity and Diversity ([diversity.umn.edu](https://diversity.umn.edu)) offers a number of specialized resource and training centers:

- Disability Resource Center
- Diversity in Graduate Education
- Equal Opportunity and Affirmative Action
- Gender and Sexuality Center for Queer and Trans Life
- Institute for Diversity, Equity and Advocacy (IDEA)
- Multicultural Center for Academic Excellence (MCAE)
- Women's Center

**OED Trainings:** <https://diversity.umn.edu/education>

**Office for Equity and Diversity Certificate Program:** <https://diversity.umn.edu/certificate>

## 2) JOIN A SCHOOL OF PUBLIC HEALTH DIVERSITY GROUP

- **HEALTH EQUITY WORK GROUP**

- Contact Co-Chairs: Rhonda Jones-Webb ([jones010@umn.edu](mailto:jones010@umn.edu)) and Kathleen Call ([callx001@umn.edu](mailto:callx001@umn.edu))
- Website: [sph.umn.edu/research/hewg/](http://sph.umn.edu/research/hewg/)
- Focus: Develop collaborations with faculty and community partners to advance health equity research and ensure students are well trained to work in a diverse society
- Activities: research, community engagement, health disparities roundtable

- **DIVERSITY MATTERS**

- Contact group: [diversitymatterssph@gmail.com](mailto:diversitymatterssph@gmail.com)
- Website info: [umn.edu/organization/diversitymatterssumnsph](http://umn.edu/organization/diversitymatterssumnsph)
- Focus: Promote diversity and inclusion within our school community and in the communities we do or will live and work in
- Activities: student-focused activities designed for SPH students

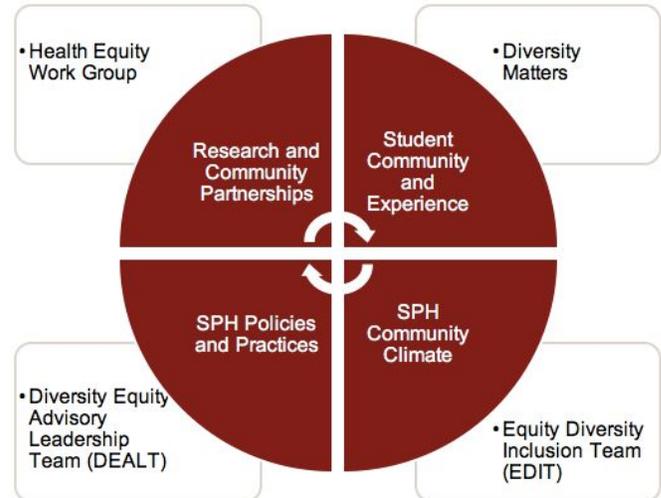
- **EQUITY, DIVERSITY, INCLUSION TEAM (EDIT)**

- Contact Co-Chairs: Victor Massaglia ([victorm@umn.edu](mailto:victorm@umn.edu)) and Melissa Wuori ([wuori003@umn.edu](mailto:wuori003@umn.edu)) or advisors Lauren Eldridge ([lclridg@umn.edu](mailto:lclridg@umn.edu)) and Susan Rafferty ([raffe005@umn.edu](mailto:raffe005@umn.edu))
- Website info: [campus-climate.umn.edu/initiatives-college-based-focus](http://campus-climate.umn.edu/initiatives-college-based-focus)
- Focus: Build a more inclusive workplace and learning environment, with a main focus being facilitated community conversations
- Activities: training surrounding diversity, equity, and inclusion

- **DIVERSITY EQUITY ADVISORY LEADERSHIP TEAM (DEALT)**

- Contact facilitators: Lauren Eldridge ([lcldrig@umn.edu](mailto:lcldrig@umn.edu)) and Susan Rafferty ([raffe005@umn.edu](mailto:raffe005@umn.edu)).
- Website info: [campus-climate.umn.edu/initiatives-college-based-focus](http://campus-climate.umn.edu/initiatives-college-based-focus)
- Focus: Brings together the three SPH groups on a quarterly basis to align efforts, advise SPH leadership, and advance equity, diversity, and inclusion

### SCHOOL OF PUBLIC HEALTH DIVERSITY GROUPS



### 3) MAKE AN IMPACT ON POLICY WITH A HEALTH EQUITY LENS

Here are some action steps you can take to educate yourself, policymakers and others.

#### TWEET

- Tweet action alerts
- Tweet at your public officials

#### SOCIAL MEDIA

- Go to a training on how to use different social media outlets
- Read an article that is shared on social media
- Engage with your public officials on social media (ex: writing on their Facebook wall)

#### READ AND RESEARCH AN ISSUE

- Attend a lecture or informational event and share what you learned with others
- Explore health equity resources from the Minnesota Department of Health [health.state.mn.us/divs/che/](http://health.state.mn.us/divs/che/)
- Explore communication and action resources from Showing Up for Racial Justice <http://www.showingupforracialjustice.org/resources>

#### PUBLIC OFFICIALS

- Call your public official, e.g. legislator, mayor, city council person, etc. : <https://5calls.org/issue/rece5VNqybgAzip1W>
- Draft a letter or email to your public officials (see below)
- To find your legislator in Minnesota, use <http://www.gis.leg.mn/iMaps/districts/>
- To find your legislator in another state, use <https://www.congress.gov>

#### SHARE YOUR STORY

- In a testimony at a hearing
- Write a Letter to the Editor or an OpEd in your local newspaper

#### COURAGEOUS CONVERSATIONS

- With your legislator
- With people that don't have your same point of view

#### JOIN A WEBINAR/SEMINAR

- E.g., food access, sanctuary, health care, prison expansion/over policing
- An issue you need to learn about

#### FORM GIVING CIRCLES

- With a group of friends (real life or virtual), determine what kind of causes are important to you, perhaps for the year or season, or month-to-month.
- Set group or individual goals to help people plan their finances
- Someone should be responsible for collecting votes on which cause or organization will be the focus, someone needs to send out communication, and someone needs to collect receipts.

SOURCE: [ISAIAH](https://isaiahmn.org), <https://isaiahmn.org>

## **SAMPLE LETTER TO LEGISLATOR**

(Month) (Day) (Year)

The Honorable (First name) (Last name)

(Room Number), State Capitol

(City), (State) (Zip Code)

RE: (state the topic or include the bill number, author and subject if you are writing to support or oppose a particular legislative bill)

Dear (Assembly Member/Senator) (Last name):

My name is (your first and last name) and I am a constituent who resides in your district.

(State why you support or oppose the bill or other issue here. Choose up to three of the strongest points that support your position and state them clearly.)

(Include a personal story. Tell your representative why the issue is important to you and how it affects you, your family member and your community.)

(Tell your representative how you want her or him to vote on this issue and ask for a response. Be sure to include your name and address on both your letter and envelope.)

Sincerely,

SIGN YOUR NAME

Print your name Street address

City, State, Zip code

SOURCE: [North Los Angeles County Resource Center, https://www.nlacrc.org/](https://www.nlacrc.org/)

*Created By: Health Equity Work Group (HEWG), Equity, Diversity and Inclusion Team (EDIT), Diversity Matters (DM)*

*Latest Update: July 30, 2018*

# HOW TO WRITE AN OP-ED

\*Note: this structure is not a rule! This is just one way of approaching it.

## 1. LEDE (AROUND A NEWS HOOK)

A lede is what sets the scene and grabs your reader's attention – it is your introduction. A news hook is what makes your piece timely, and often is part of the lede. More Information on ledes and news hooks is below.

## 2. THESIS

Statement of argument – either explicit or implied

## 3. ARGUMENT

Based on evidence (such as stats, news, reports from credible organizations, expert quotes, scholarship, history, first-hand experience)

## 4. 1ST POINT

- evidence
- evidence
- conclusion

## 5. 2ND POINT

- evidence
- evidence
- conclusion

## 6. 3RD POINT

- evidence
- evidence
- Conclusion

Note: In a simple, declarative op-ed (“policy X is bad; here’s why”), this may be straightforward. In a more complex commentary, the 3rd point may expand on the bigger picture—historical context, global/geographic picture, mythological underpinnings, etc.—or may offer an explanation for a mystery that underpins the argument– eg., why a bad policy continues, in spite of its failures.

## 7. “TO BE SURE” PARAGRAPH

In which you pre-empt your potential critics by acknowledging any flaws in your argument, and address any obvious counter-arguments.

## 8. CONCLUSION (OFTEN CIRCLING BACK TO YOUR LEDE)

SOURCE:: The OpEd Project, <https://www.theopedproject.org>

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