



SCHOOL OF
PUBLIC HEALTH

UNIVERSITY OF MINNESOTA

2021-2026

Strategic Plan for Antiracism

**BUILDING
EQUITY
DRIVING
JUSTICE**

COMMIT | CHALLENGE | CHANGE



TABLE OF CONTENTS

| | |
|---|-----------|
| Executive Summary | 1 |
| Overview | 3 |
| Goals – Area 1: Leadership | 6 |
| Goals – Area 2: Students | 10 |
| Goals – Area 3: Faculty | 14 |
| Goals – Area 4: Staff | 18 |
| Goals – Area 5: Alumni | 21 |
| Appendix A: Strategic Planning Committee Members | 23 |
| Appendix B: Strategic Planning Timeline | 24 |
| Appendix C: SPH Demographics | 25 |

EXECUTIVE SUMMARY

TRANSFORMING SPH

The School of Public Health (SPH) strategic plan for antiracism serves to create an actionable plan grounded in our deep commitment to social justice, human rights, and belief that everyone deserves the opportunity to thrive. We acknowledge and reject the racism and injustice woven into the fabric of our institutions, and we work for resolute change.

During an SPH climate assessment conducted in fall 2020, we identified strengths and opportunities for growth in diversity, equity, and inclusion (DEI), and gained important insight into our school's multi-layered and complex culture and climate. Overall, we heard that we have not adequately made DEI a priority in admissions, recruiting and hiring, and other decision-making at the school. And nearly every respondent stated that DEI should be the most important or a top priority for SPH. We have the momentum, now we need a roadmap for lasting change.

The transformation we seek requires vision, action, accountability, collaboration, and dogged determination from each member of our community.

After receiving feedback on the draft plan from the SPH community in spring 2021, the strategic planning committee determined that the plan needed to have a strong focus on antiracism. Through this strategic plan, we build on our core values and commitment to make antiracism central to our operations and mission with a clearly defined set of goals, actions, and tactics that will guide our efforts over the next five years (2021-2026).

PROCESS, TIMELINE, AND COMMUNITY ENGAGEMENT

The SPH strategic planning process for DEI officially began in January 2020. A professional consultant agency was hired, and a 16-member committee (see Appendix A) was formed to advance the planning process. The committee includes SPH faculty, staff, students, and alumni from all school divisions and units to align efforts and represent the unique and diverse perspectives across the school.

During the planning process, the committee conducted a comprehensive climate assessment, launched a new DEI website, and prepared a draft plan. It also provided additional engagement and feedback opportunities through SPH Community Forum events, meetings with division and unit DEI work groups, and a review of the draft plan by school faculty, staff, students, and alumni. (See Appendix B for a complete timeline of the strategic planning process.)

ACCOUNTABILITY & REPORTING

While everyone in the SPH community is responsible for the change we seek, specific accountability and reporting measures are built into the plan and the planning process. We will develop a standardized and authentic model for gathering, analyzing, and reporting data. We will also conduct annual goal accountability checks.

PLAN AT-A-GLANCE

Goal Area 1: Leadership

Goal 1: Lead by example as we learn and bring awareness to the importance of antiracism and DEI and create the culture we aspire to have.

Goal 2: Build out the strategic plan, elevating antiracism in all parts of our mission delivery and work.

Goal 3: Provide the necessary resources to achieve our goals and strategic vision.

Goal 4: Engage and partner with the community to authentically understand health equity.

Goal 5: Inform, inspire, and lead through communications.

Goal 6: Hold accountability for our progress.

Goal Area 2: Students

Goal 1: Create an inclusive SPH learning environment.

Goal 2: Consistently strive for equity in resource distribution and student treatment.

Goal 3: Create and sustain support for Black, Indigenous, and students of color to enhance their success throughout their SPH experience.

Goal 4: Increase recruitment and enrollment of students from marginalized communities, particularly those who are Black, Indigenous, and people of color.

Goal 5: Improve access to public health education and training for people from marginalized communities, particularly those who are Black, Indigenous, and people of color.

Goal Area 3: Faculty

Goal 1: Increase recruitment and hiring of faculty from marginalized communities, particularly those who are Black, Indigenous, and people of color.

Goal 2: Create and sustain support for Black, Indigenous, and faculty of color to thrive.

Goal 3: Create an inclusive SPH environment.

Goal 4: Institute faculty appointment, promotion, and tenure criteria and processes, and annual performance review criteria and processes, that demonstrate the high value the school places on antiracism and DEI-related research, teaching, and service.

Goal Area 4: Staff

Goal 1: Increase recruitment and hiring of staff from marginalized communities, particularly those who are Black, Indigenous, and people of color.

Goal 2: Create and sustain support for staff who are Black, Indigenous, and staff of color to thrive.

Goal 3: Consistently work toward equity in distribution of resources and treatment of staff.

Goal 4: Create an inclusive SPH work environment.

Goal Area 5: Alumni

Goal 1: Activate and engage SPH alumni around issues of antiracism, diversity, equity, and inclusion in education and the student experience.

Goal 2: Activate and engage SPH alumni around issues of antiracism, diversity, equity, and inclusion in research and community engagement.

Goal 3: Activate and engage SPH alumni around issues of antiracism, diversity, equity, and inclusion in workforce development.

OVERVIEW

In Spring 2020, Dean John Finnegan and Director of Diversity, Equity, and Inclusion (DEI) Lauren Eldridge, charged the Strategic Planning Committee with creating a broad, thorough, and imaginative plan for SPH. The goal of the plan is to make SPH a school that puts justice, equity, inclusion, and antiracism at the center of its mission.

In 2021, the committee, which includes representatives from each division, school-wide units, and alumni, developed a plan for how the school can establish itself as a leader in these areas.

The plan has a specific antiracist focus that centers the experiences of Black, Indigenous, and people of color (BIPOC). BIPOC groups are forced to assimilate and navigate a system that centers whiteness. If SPH is truly going to be an antiracist organization, it is essential to make space for different approaches, perspectives, and experiences — thus moving towards true equity.

The plan informs and will be a roadmap for SPH unit-specific DEI plans. It aligns with the aims of the University system's strategic plan, which, under the heading of "Community and Belonging," aspires to: 1) recruit and retain diverse talent; 2) cultivate a welcoming and inclusive campus climate; and 3) advance understanding and nurture enduring partnerships.

DEFINITIONS AND SHARED UNDERSTANDINGS

Defining DEI

The words we use can guide our personal and collective attitudes, behavior, and philosophy. The SPH Diversity, Equity, and Inclusion Office established the definitions below to create a shared understanding of our work to advance antiracism, diversity, equity, inclusion, and justice.

Diversity

At SPH, we value the richness of **diversity** in all areas, including race (a term we acknowledge to have no biological basis), gender, sex, religion, and many more. The concept of "diversity" is based on identities. How we identify ourselves is complex, personal, and dynamic; how others identify us can often lead to oppression and inequities. As a land-grant institution, we recognize the Indigenous histories of this land and how it was forcibly taken, while we actively use it for our learning, living, and overall benefit. The University strives to have its community better reflect the people in the neighborhoods and cities it serves. We have that same goal as a school as we strive to create equitable outcomes in education, research, and other key areas. Identities and communities that have historically been marginalized are at the center of our efforts.

DEFINITIONS AND SHARED UNDERSTANDINGS (CONT.)

Equity

Merriam-Webster defines **equity** as fairness or justice in the way we treat people. At SPH, this means a regular assessment of our policies and practices to make sure that we are living up to that definition and to our school's commitment to valuing every human being. Our intentions should match our outcomes and we will ensure that people from marginalized communities are able to thrive in our school as faculty, staff, students, and alumni, and as community members connected to our research, education, and community engagement.

Inclusion and Justice

Inclusion is the practice of including and accommodating people who have historically been excluded. We must make sure that our school seeks to hear the voices and experiences of people who are often marginalized and ignored. Such an invitation and commitment to listen is critical to achieving inclusion. We are working toward making all community members feel fully included and considered at SPH — and this goal is the responsibility of every person at our school. **Justice** goes a step further than inclusion and asks us to correct previous systemic and personal wrongs. We should always challenge systems of power and privilege, and continually ask how we can do better. As a top ten school of public health, our position demands that we be an example of how commitment and hard work can move a school closer to the goals of justice and inclusion.

Racism and Antiracism

Racism is based on the belief that one group of people, defined by what they look like or their ethnicity, is superior or inferior to another. Racism historically puts white people in a position of privilege. Black and Indigenous people in the U.S. have endured centuries of oppression that continues to affect them.

Additionally, communities of color, including those who have recently arrived in our country, have to contend with the complexities of interpersonal, institutional, and structural racism.

- **Interpersonal racism** occurs between individuals and includes a person's beliefs, attitudes, and actions toward people of color.
- **Institutional racism** is racism at work in institutions, such as universities, government agencies, and social services. It is the policies, practices, and procedures that work to the benefit of white people and to the detriment of people of color.
- **Structural racism** is racism intentionally built into the systems that organize our society, such as law enforcement, banking, education, city planning, medicine, and housing. Structural racism can also be found in organizations that give power and provide a sense of belonging, including clubs and churches. Structural racism has a profoundly negative impact on the ability of marginalized communities to succeed and thrive.
- **Internalized racism** Internalized racism is defined by Suzanne Lipsky as the personal conscious or subconscious acceptance of the dominant society's racist views, stereotypes and biases of one's ethnic group. It gives rise to patterns of thinking, feeling and behaving that result in discriminating, minimizing, criticizing, finding fault, invalidating, and hating oneself while simultaneously valuing the dominant culture.

Antiracism is an active and conscious effort to challenge racism in any form. As an organization that is more than 75 years old, SPH recognizes the need for a fundamental shift in our views and actions. Consistent, tireless antiracism is and must always be the foundation of our DEI work. We recognize, too, that there are other kinds of oppression that harm individuals and communities (such as ableism, sexism, and homophobia) and combating all oppression is essential to our DEI work.

BIPOC is an acronym that stands for Black, Indigenous, and People of Color. The term grew out of POC or People of Color which originated in the 1960s and '70s when groups such as the Black Panther Party and Brown Berets held conversations and came together in moments of solidarity. It was an early iteration of people-first language. It was recently expanded to BIPOC to acknowledge the unique relationship that Black and Indigenous people have to whiteness. The plan acknowledges the shortcomings of the term. This is current language that will continue to evolve and change; there is no 'one size fits all' when talking about identity, racial or otherwise.



AREA 1: LEADERSHIP

VISION

Provide clear and consistent leadership to challenge racism in any form and create an environment that is affirming, accessible, and equitable for people from marginalized communities.

RECOMMENDED STEWARDS

Lead: SPH Dean

Additional stewards: : Associate Dean for Faculty Affairs; Associate Dean for Education & Student Engagement; Associate Dean for Research; Chief Administrative/Finance Officer; division heads; Chief of Staff; Director of DEI, Director of Communications; Chief Development Officer

GOALS

Goal 1: Lead by example as we learn and bring awareness to the importance of antiracism and DEI and create the culture we aspire to have

Action: Develop a foundation in antiracism and anti-oppression principles.

- **Tactic:** Engage SPH leadership in DEI training beginning with a retreat in January 2021.

Action: (school) Develop a structure within SPH divisions and across the school to bring awareness to DEI efforts at all levels (program, division, or school).

- **Tactic:** Form and activate the DEI Action Alignment Team (AAT), with representatives from across the school who are involved in DEI/antiracist initiatives. This committee will be the primary group that helps the school implement the strategic plan. Members of the committee will help identify the priorities for their areas and the resources they will need. Members will also be expected to be in regular communication with their leadership and division committees about school-wide activities and updates.
- **Tactic:** Create a rotating service schedule to ensure different faculty and staff are tapped for service and to encourage diversity of representation.
- **Tactic:** Develop a structure within SPH divisions to support DEI/antiracist efforts at the program and division levels.

Action: Indicate that antiracism is central to SPH, central to the concept of leadership, and central to those who are in SPH leadership.

- **Tactic:** Add DEI and antiracist language to all leadership job descriptions and into performance review processes.

Goal 2: Build out the strategic plan, elevating antiracism in all parts of our mission delivery and work

Action: Develop and revise curriculum to prioritize antiracism and health equity knowledge and competencies.

- **Tactic:** Gather input from key faculty and administrators about how best to diversify the curriculum to include the methods, methodologies, and research conducted by Black, Indigenous, and people of color scholars and practitioners.
- **Tactic:** Bring in division stakeholders to identify division priorities and the support needed to implement them.
- **Tactic:** Create mechanisms to have regular curriculum reviews that ensure sustainability, up-to-date content, and equitable work distribution.

Action: Assess opportunities and develop goals and actions to advance DEI in SPH's research agenda.

- **Tactic:** Director of DEI and Associate Dean of Research to meet and create a plan to assess SPH's success in scholarship in DEI and antiracism.
- **Tactic:** Under the guidance of the Associate Dean for Research, develop goals and a strategic plan to ensure that DEI and antiracism are central to the SPH research agenda.

Goal 3: Provide the necessary resources to achieve our goals and strategic vision

Action: Create and resource a Diversity, Equity and Inclusion Office within SPH.

- **Tactic:** Establish a space for work and community building, including safe spaces for students, staff, and faculty with marginalized identities.
- **Tactic:** Regularly confer on staffing and other resource needs and strategize on how those needs can be financed/fulfilled.

Action: Create and fill an academic position to lead DEI.

- **Tactic:** Develop qualifications and job description for an Associate Dean for DEI
- **Tactic:** Hire an Associate Dean for DEI.

Action: Develop an Action Alignment Team to align DEI work across all SPH units.

Goal 4: Engage and partner with the community to authentically understand health equity

Action: Partner with community members in a coordinated and systematic way across SPH to promote health equity.

- **Tactic:** Establish a Community Advisory Board to help guide our engagement, advocacy, and workforce development efforts at SPH to promote health equity. Pay community members to serve on the board. Faculty and staff would be invited to go through this board before reaching out to community organizations.
- **Tactic:** Explore the creation of a centralized portal where faculty and staff could learn about community engagement efforts that have already been established at SPH. The portal would provide information that communities have already shared with the school so that we don't return to the same communities to answer the same questions.
- **Tactic:** Share communications with policymakers and funding sources to support the need for public health.

Goal 5: Inform, inspire, and lead through communications

Action: Create a communications plan in service to our vision.

- **Tactic:** Create transparency about:
 - The strategic planning process
 - Who is leading, planning, and implementing DEI efforts
 - Progress toward our goals
 - How others can get involved
- **Tactic:** Model inclusive and equitable communications approaches through engagement, ample feedback opportunities, and multi-channel communications.
- **Tactic:** Provide support, guidance, and resources to SPH divisions and units for unit-based communication efforts.
- **Tactic:** Provide timely information about research, community engagement, events, resources, skill-building opportunities, and training.
- **Tactic:** Reinforce that DEI is a top priority for the school and show how our leaders are committed and involved in leading this effort.
- **Tactic:** Review content, displays, website, etc. through an anti-racist lens to ensure communications and space contribute to equity (i.e., art, accessibility, not white dominant, etc.).

Action: Make diversity, equity, inclusion, and justice part of all communications and marketing efforts.

- **Tactic:** Assess audience perceptions of SPH communications related to DEI and conduct an inventory of official school communications tools, materials, policies, systems, and processes to identify what's effective as well as opportunities for improvement.
- **Tactic:** Research best practices and industry benchmarks around embedding DEI and antiracism into communications.

- **Tactic:** Establish guidelines and resources that inform how we will articulate, support, and embed SPH DEI best practices in official SPH communications.
- **Tactic:** Edit existing materials, policies, systems, and processes to align with the guidelines.
- **Tactic:** Develop and deliver ongoing and required training for formal and informal communicators across SPH.
- **Tactic:** Create a content calendar that ensures diversity in all forms, represents all SPH programs, and highlights experts from across the school.

Goal 6: Hold accountability for our progress

Action: Set DEI priorities for the next 3-5 years with input from key leadership and stakeholders.

- **Tactic:** Empower Action Alignment Team (AAT) to serve as the central organizing and communication hub for DEI work across the school.
- **Tactic:** Have AAT work with individual units and committees to identify priorities and support needed.

Action: Create systems of accountability and reporting progress and data within SPH.

- **Tactic:** Assess effectiveness of steps at regular intervals and adjust strategies as needed.
- **Tactic:** Research best practices for antiracism accountability measures at other organizations.
- **Tactic:** Develop a standardized and authentic model for gathering, analyzing, and reporting data that considers industry best practices and legal requirements around data.
- **Tactic:** Define the categories of student demographics that can be tracked over time to show measurable change.
- **Tactic:** Track retention and persistence trends for students and faculty.

AREA 2: STUDENTS

VISION

To recruit, enroll, retain, and graduate students who are representative of diverse identities — and particularly from the communities that are most impacted by health inequities. The student learning environment should foster engagement, mutual respect, leadership opportunities, and personal empowerment as well as reflect inclusive, anti-oppressive, antiracist values, and empower inclusive, anti-oppressive, and antiracist actions for all students.

RECOMMENDED STEWARDS

Lead: Associate Dean for Education & Student Engagement

Additional stewards: Assistant Dean for Recruitment & Enrollment; Assistant Dean for Enrolled Student Experience; Director of Diversity, Equity & Inclusion; Chief Development Officer; division representation; SPH Student Senate, and other student representation.

GOALS

Goal 1: Create an inclusive SPH learning environment

Action: Create a student advocacy network including trained staff, faculty, and student leaders.

- **Tactic:** Identify trained DEI allies and accomplices among staff and faculty who students can go to for advice and who can advocate for them. Determine a sustainable process for maintaining and communicating this list of avocates to students.
- **Tactic:** Establish antiracist and other social justice training for student leaders so they can serve as informal support channels for other students.
- **Tactic:** Identify and implement sustainable processes for keeping lists of these resources/spaces/funding sources up to date and communicating them to students.

Action: Create clear bias reporting and response processes within SPH.

- **Tactic:** Pilot a system within SPH for students to report bias with clear procedures for what happens after a complaint is filed.
- **Tactic:** Record instances of bias and discrimination reported and communicate a summary annually.

Action: Ensure inclusive events.

- **Tactic:** Host events that put marginalized voices at the center.
- **Tactic:** Integrate student input into who to invite as guest speakers in division seminars and SPH forums and provide students with avenues for networking with those speakers.
- **Tactic:** Contract caterers and other vendors from BIPOC-owned businesses.

Action: Provide training and learning opportunities for students.

- **Tactic:** Require diversity and antiracist training for all students starting at orientation (i.e., Intercultural Development Inventory (IDI), Courageous Conversations About Race, Office for Equity and Diversity (OED) workshops).

Action: Review existing surveys to make sure there are questions that measure students' experience with inclusion, bias, and racism, and track this feedback over time.

Action: Annually report results of the climate survey by division, with recommendations when possible.

Goal 2: Consistently strive for equity in resource distribution and student treatment

Action: Provide equitable opportunity for student positions.

- **Tactic:** Develop policies for posting and hiring teaching and research assistantships that put equity of opportunity at the center.
- **Tactic:** Organize the SPH website to allow students to find the appropriate resources and opportunities they are interested in.
- **Tactic:** Provide transparency for additional funding opportunities, such as attending/presenting at conferences, travel to field placements, etc.

Action: Ensure equitable handling of suspected scholastic dishonesty.

- **Tactic:** Review guidelines for the reporting of scholarship dishonesty and the rights of students.
- **Tactic:** Track claims and outcomes by identity and program.

Action: Consider including a student representative on SPH committees that make decisions about students, with voting rights (unless it concerns private, confidential information). Provide stipends for such work.

Goal 3: Create and sustain support for Black, Indigenous, and students of color to enhance their success throughout their SPH experience

Action: Identify and support resources for counseling and personal growth.

- **Tactic:** Assess the availability and increase access to personal growth resources, skill building, and professional development on campus specifically relevant for Black, Indigenous, and other students of color.
- **Tactic:** Assess the availability and increase access to mental health resources on campus specifically relevant for Black, Indigenous, and other students of color.
- **Tactic:** Identify and implement sustainable processes for keeping lists of these resources/spaces/funding sources up to date and communicating them to students.

Action: Create school-wide efforts to bring students together from similar backgrounds; develop networks.

- **Tactic:** Create affinity or cultural spaces (non-white dominant) where students can network and gather; offer support and resources for maintaining these groups/spaces.
- **Tactic:** Allocate funding to SPH affinity groups; identify possible funding sources for affinity groups, including the University and local chapters of national organizations.
- **Tactic:** Create a system to keep track of resources and services available to students, including a variety of intervention points for students to access lists (such as orientation packets, meetings with program coordinators, handouts at events, etc.).
- **Tactic:** Ensure job marketability.

Goal 4: Increase recruitment and enrollment of students from marginalized communities, particularly those who are Black, Indigenous, and people of color

Action: Build relationships and pathways, including K-12, undergraduate, etc.

- **Tactic:** Engage SPH faculty to partner with SPH Recruitment & Enrollment to develop relationships with and recruit from local high schools that have high populations of students who are historically oppressed, disenfranchised, and underrepresented in public health.
- **Tactic:** Develop and deliver K-12 programming to expose students to the field of public health.

Action: Build undergraduate pathways.

- **Tactic:** Develop a plan with the UMN undergraduate admissions office to recruit students from UMN system schools and surrounding colleges.
- **Tactic:** Increase recruitment efforts in undergraduate schools that disproportionately provide education for students who are underrepresented in graduate education, such as tribal colleges and universities and historically Black colleges and universities. Host workshops on

how to develop a successful application for first-generation applicants.

- **Tactic:** Plan, host, and attend events to reach diverse applicants, particularly persons who are Black, Indigenous, and people of color.

Action: Remove barriers for students during recruitment and the application process, such as application fees and the GRE requirement.

- **Tactic:** Provide training to student recruitment staff on barriers diverse applicants face, including confidentiality and resources for DACA (Deferred Action for Childhood Arrivals) students.
- **Tactic:** Review SPH enrollment application questions and requirements to ensure that the language is inclusive and antiracist.
- **Tactic:** Review SPH admission and graduate program websites to ensure that the language is inclusive and antiracist.

Action: Annually report recruitment and enrollment numbers; disaggregated by race and citizenship (percentage of total).

Goal 5: Improve access to public health education and training for people from marginalized communities, particularly those who are Black, Indigenous, and people of color.

Action: Increase recruitment scholarships and other funding for the enrollment of students, particularly to increase the diversity of the student body and ultimately those working in public health.

Action: Train admissions committees.

- **Tactic:** Require a holistic review of all applications for all programs. This may require changes in review practices by all programs (meaning, they must review all candidates regardless of whether or not they can demonstrate the prerequisites).
- **Tactic:** Require annual training for all admissions committee members to include training on unconscious bias and how to conduct a holistic review.
- **Tactic:** Gather, share, and leverage information about what each SPH division is doing in this area.
- **Tactic:** Make information/data that we receive from those who've declined to attend SPH more accessible to leaders and admissions committees.

AREA 3: FACULTY

VISION

To recruit, hire, mentor, support, promote, and retain faculty who are representative of diverse identities — particularly Black, Indigenous, and faculty of color — to reflect the students we teach and the communities we serve. To develop an environment that welcomes new perspectives, values individual backgrounds and experiences, engages in community efforts, and centers justice, equity, inclusion, and antiracism.

RECOMMENDED STEWARDS

Lead: Associate Dean for Faculty Affairs

Additional stewards: Associate Dean for Education & Student Engagement; Associate Dean for Research; division heads; Faculty Consultative Committee representative; Chief of Staff, Assistant Director of Human Resources; Director of Diversity, Equity & Inclusion; Executive Director of Continuing Professional Education and Learning Innovation; Educational Policy Committee chair; Appointment, Promotion & Tenure Committee representative; and SPH Student Senate representative.

GOALS

Goal 1: Increase recruitment and hiring of faculty from marginalized communities, particularly those who are Black, Indigenous, and people of color

Action: Create school-wide faculty hiring policies and processes that prioritize antiracism.

- **Tactic:** Require UMN Office of Equity and Diversity or internally developed workshop on implicit bias in search and selection for all faculty involved in search committees. Conduct annual review to make sure goals with respect to reducing implicit bias are being met.
- **Tactic:** Create a school-wide recruitment policy to communicate our values upfront and improve diversity of candidate pools for faculty positions. Such a policy might target: requirements for a search committee; composition of the search committee; antiracism and other training for search committee chairs and/or members; requirements for advertising and networking; metrics included in the applicant evaluation rubric; diversity composition for the candidate pool before any offers can be made; and so on.
 - Create a committee to draft the policy (include community contacts, central University Human Resources or Equal Opportunity and Affirmative Action (EOAA) offices).
 - Draft the policy and present it to SPH leadership.
 - Solicit input from SPH community and internal stakeholders. Revise policy based on feedback.

- Present the final draft policy to SPH Leadership, implement the policy, and monitor faculty searches on an ongoing basis to measure the policy's impact.
- **Tactic:** Ensure that all faculty job announcements include a request for the applicant's track record of antiracist involvement in teaching, research, and/or service and that search committee evaluation rubrics include assessment of this track record.

Action: Increase recruitment of faculty who are Black, Indigenous, and people of color.

- **Tactic:** Educate, support, and hold search committees accountable for actively recruiting to expand and ensure diversity of applicant pools.
- **Tactic:** Activate our alumni networks for active recruiting to expand the diversity of applicant pools.

Action: Increase hiring of faculty who are Black, Indigenous, and people of color.

- **Tactic:** Expand pipeline for BIPOC faculty by increasing the number of postdoctoral training programs in SPH.
- **Tactic:** Encourage minority supplement grant proposals to support BIPOC graduate/professional students and postdocs.

Goal 2: Create and sustain support for Black, Indigenous, and faculty of color to thrive

Action: Establish effective mentoring support — particularly for faculty of color — that integrates SPH-led initiatives with other current research and community partnerships.

- **Tactic:** Evaluate the efficacy of faculty mentoring mechanisms during the annual review process.

Action: Create equitable school-wide faculty compensation policies and practices.

- **Tactic:** Create a standing Salary Equity Review Committee (SERC) to evaluate faculty compensation.

Action: Ensure equity in distribution of resources and treatment of faculty.

- **Tactic:** Conduct annual evaluations on the distribution of division-level resources allocated to faculty.

Goal 3: Create an inclusive SPH environment

Action: Ensure faculty connection within their program, division, school, University, and local community.

- **Tactic:** Use a group-hire cohort strategy.
- **Tactic:** Create robust faculty orientation.

Action: Require faculty to engage in ongoing DEI educational training to promote inclusive and antiracist language and actions.

- **Tactic:** Identify the range and frequency of DEI/antiracism topics needed to be addressed in training sessions.
- **Tactic:** Ensure engagement in training is connected to key stages, such as onboarding new faculty, annual evaluation, and promotion (i.e., similar to the human subjects research training process).
- **Tactic:** Explore existing options for administering a required training (i.e. OED Equity & Diversity Certification Program, etc.).
- **Tactic:** Create opportunities at the division and school level to have conversations focused on best practices, resources, etc., that relate to mentoring students and faculty.
- **Tactic:** Explore and select methods for measuring the implementation of and participation in training to ensure accountability and provide feedback that informs future training and progress in teaching, research efforts, and community partnerships.
- **Tactic:** Create and utilize assessments to measure effectiveness of DEI training at multiple points.

Action: Equip faculty to successfully partner with diverse communities in research, education, and service activities.

- **Tactic:** Create a set of best practices and resources for faculty as they partner with historically marginalized communities in research, education, and service activities, and best practices to develop and maintain meaningful community partnerships, including activities that are community-centered, accessible resources (e.g., clearly written and brief overviews of work, use of graphics).
- **Tactic:** Provide promising practices for dissemination of research likely relevant to communities — especially historically underrepresented communities.
- **Tactic:** Periodically offer training in best practices for community engagement, community based participatory research, and related topics.

Goal 4: Institute faculty appointment, promotion, and tenure criteria and processes, and annual performance review criteria and processes, that demonstrate the high value the school places on antiracism and DEI-related research, teaching, and service.

Action: Revise the faculty appointment, promotion, and tenure policies; revisit them regularly and update as needed.

- **Tactic:** Convene an ad hoc review committee, with the frequency dictated by our school's promotion policies, to review and suggest revisions to the policies.
- **Tactic:** Implement an equity and racial justice framework to ensure that policies are written with an antiracist framing.

- **Tactic:** Ensure that continuation and promotion dossiers contain section(s) where the faculty member is expected to report on the ways they are contributing to increasing diversity, equity, inclusion, and justice in SPH.

Action: Faculty performance review includes addressing how the faculty member is addressing issues related to DEI.

- **Tactic:** Ensure the annual review document contains a section where they report on the ways they are focusing their efforts on increasing diversity, equity, inclusion, and justice in SPH.

AREA 4: STAFF

VISION

To recruit, hire, mentor, support, promote, and retain staff who are representative of diverse identities — particularly Black, Indigenous, and staff of color — to reflect the students we teach and the communities we serve. To develop an environment that welcomes new perspectives, values individual backgrounds/ experiences, engages in community efforts, and centers justice, equity, inclusion, and antiracism.

RECOMMENDED STEWARDS

Lead: Chief of Staff

Additional stewards: Assistant Director of Human Resources; P&A Senate representative; Staff Association representative; Director of Diversity, Equity & Inclusion; Faculty Consultative Committee representative (cross collaborate with Faculty Section); and other appointed staff members to ensure representation.

GOALS

Goal 1: Increase recruitment and hiring of staff from marginalized communities, particularly those who are Black, Indigenous, and people of color

Action: Create school-wide staff hiring policies and practices that prioritize antiracism (focusing on graduate assistants, P&A, civil service, and labor-represented staff).

- **Tactic:** Create a highly collaborative partnership between SPH Human Resources (HR) and the hiring manager when creating the position and during the recruitment process to include discussions about specific needs for the position and different ways in which candidate experiences can fulfill those needs.
- **Tactic:** Train hiring managers to write position descriptions with inclusive requirements that are not solely driven by whether candidates hold specific degrees. Requirements need to be specific enough to allow for screening of minimum qualifications, but broad enough to attract and include applicants with varied paths to obtaining their current expertise. HR can provide examples of descriptions that do this well and support hiring managers through the description writing process.
- **Tactic:** Increase collaboration among HR, hiring managers, and central recruiter(s) to improve the candidate initial screening process to lean more toward inclusion than exclusion.
- **Tactic:** Train hiring managers and/or search committee members and/or interviewers to use behavioral-based interviewing methods to assess appropriate experience in applicants and allow applicants to showcase how their skills fit the needs of the position.

Action: Increase recruitment of staff who are Black, Indigenous, and people of color (focusing on graduate assistants, P&A, civil service, and labor-represented staff).

- **Tactic:** Research and implement best practices for recruiting diverse applicant pools. Improve recruiting efforts for staff hiring by identifying where and how to reach a diverse pool of candidates. This may include advertising, community outreach, relationship building, and other tactics.
- **Tactic:** Develop a list of community organizations that have partnered with or might be interested in partnering with SPH for job opportunities for community members.
- **Tactic:** Include individual contact information for collaboration and partnership.
- **Tactic:** Meet /touch base quarterly to keep HR connected with partners and collaborate on planned community-sited job fairs and application mentoring opportunities (at job fairs).
- **Tactic:** Offer and publicize job application mentoring resources through community partner organizations. To be feasible, the mentoring will be focused on applications specific for positions in SPH.

Action: Increase hiring of staff who are Black, Indigenous, and people of color (focusing on graduate assistants, P&A, civil service, and labor-represented staff).

Goal 2: Create and sustain support for Black, Indigenous, and staff of color to thrive

Action: Establish effective mentoring support — particularly for staff of color — that integrates SPH-led initiatives with other current research and community partnerships.

- **Tactic:** Research and benchmark best practices for sustainable and equitable mentoring programs.

Action: Encourage and provide leadership development opportunities especially among BIPOC staff.

Goal 3: Consistently work toward equity in distribution of resources and treatment of staff

Action: Create equitable school-wide staff compensation policies and practices to include the creation of a standing Salary Equity Review Committee (SERC) to evaluate staff compensation.

Action: Leverage staff consultative committees to advocate for support and mentorship for BIPOC staff.

Action: Sustain support for ongoing efforts of the current BIPOC affinity group.

Goal 4: Create an inclusive SPH work environment

Action: Expand staff orientation and onboarding to ensure inclusive and antiracist language and actions.

Action: Require staff to engage in ongoing DEI educational training to ensure inclusive and antiracist language and actions.

- **Tactic:** Identify the range and frequency of DEI/antiracism topics needed to be addressed in training sessions.
- **Tactic:** Ensure engagement in training is connected to key stages, such as onboarding new employees and annual evaluation and promotion criteria (i.e., similar to human subjects research training process).
- **Tactic:** Explore existing options for administering a required training (i.e., OED Equity & Diversity Certification Program, etc.).
- **Tactic:** Create opportunities at the division and school level to facilitate conversations focused on creating an inclusive environment, eliminating microaggressions, and being an antiracist advocate.
- **Tactic:** Explore and select methods for measuring the application and implementation of training to ensure accountability and provide feedback that informs future training and progress in teaching, research efforts, and community partnerships.

Action: Equip staff to successfully partner with diverse communities in research, education, and service activities.

- **Tactic:** Create a set of best practices and resources for staff as they partner with diverse communities in research, education, and service activities including:
 - accessible resources (one-pager, for example).
 - best practices to develop and maintain meaningful community partnerships, such as using plain language and graphics.
- **Tactic:** Provide promising practices for dissemination of research likely relevant to communities, especially historically underrepresented communities.
- **Tactic:** Periodically offer training in best practices for community engagement, community-based participatory research, and related topics.

AREA 5: ALUMNI

VISION

To meaningfully engage alumni in our research, training, and service activities around antiracism, diversity, equity, and inclusion. Alumni will be seen as valuable partners in this work. Their collective relationships and expertise will be extensions of the SPH student, staff, and faculty community as we work toward building an institution that is antiracist and is committed to diversity, equity, and inclusion at SPH and in the wider world.

RECOMMENDED STEWARDS

Lead Steward: SPH Director of Alumni Relations

Additional Stewards: Associate Dean for Education & Student Engagement; Associate Dean of Faculty Affairs; Associate Dean of Research; Chief Development Officer & Director of Advancement; Director of Communications; Program Director for Public Health Practice; Executive Director of Continuing Professional Education and Learning Innovation; and Assistant Director of Alumni Relations/Mentor Program Coordinator.

GOALS

Goal 1: Activate and engage SPH alumni around issues of diversity, equity, and inclusion in education and the student experience

Action: Understand alumni experiences around diversity, equity, and inclusion as it relates to their time in SPH.

- **Tactic:** Collect feedback from alumni about their SPH educational experience as it relates to issues of diversity, equity, and inclusion.
- **Tactic:** Analyze and synthesize alumni perceptions of the education they received as it relates to their capacity to engage meaningfully in the work of diversity, equity, and inclusion.
- **Tactic:** Share data as described above with SPH leadership and academic programs on a regular basis to inform future programs and/or climate changes under consideration.

Action: Create a system that allows current students to engage with alumni with expertise and experience in issues of antiracism, diversity, equity, and inclusion.

- **Tactic:** Maximize opportunities for SPH students and alumni to connect through the SPH mentorship program, events, and networking opportunities. Partner with student and alumni leaders to inform offerings. Monitor events offered, numbers of students and alumni engaged, and report these findings to and report these findings to SPH leadership, the student body,

and the broader SPH community annually. Promote engagement opportunities to SPH students and the alumni community to inform and invite engagement in these opportunities in an ongoing fashion.

Goal 2: Activate and engage SPH alumni around issues of diversity, equity, and inclusion in research and community engagement

Action: Partner and engage with SPH alumni to better serve SPH research goals and our communities.

- **Tactic:** Gather demographic information about our alumni regarding who they are, how they identify, and their connections to community organizations (demographics, areas of expertise, roles). Identify alumni with particular affiliations to communities that wish to engage with SPH (either through professional roles or personal identity). Make information accessible to faculty, staff, students, and alumni.
- **Tactic:** Develop partnerships with alumni who want to connect us to community partners and/or those who can benefit from partnership with SPH.
- **Tactic:** Articulate and advertise the process by which alumni can seek to engage with SPH around research and community engagement.

Goal 3: Activate and engage SPH alumni around issues of diversity, equity, and inclusion in workforce development

Action: Offer continuing education and professional development opportunities to assist alumni in staying current on best practices in public health as they relate to antiracism and DEI. (May include SPH's Public Health Institute and other UMN/SPH partners).



APPENDIX A

STRATEGIC PLANNING COMMITTEE MEMBERS

Lauren Eldridge, SPH Director of Diversity, Equity, and Inclusion (committee lead)

Anne Phibbs, Founder and President of Strategic Diversity Initiatives (consultant)

Gayle Smaller Jr., SPH Coordinator of Diversity, Equity, and Inclusion

Sophia Ibrahim Ali, SPH graduate

Sarah Bjorkman, SPH Director of Communications and Marketing

Susana Carlos, SPH graduate

Daniel Cheng, SPH Associate Director of Recruitment and Admissions

Marlin Farley Jr., SPH Academic Advisor, Division of Epidemiology and Community Health

Mark Fiecas, SPH Assistant Professor, Division of Biostatistics

Simone French, SPH Professor, Division of Epidemiology and Community Health

Tracey Kane, SPH Assistant Human Resources Director

Heidi Mastrud, SPH Director of Alumni Relations

Donna McAlpine, SPH Associate Professor, Division of Health Policy and Management

Lisa Peterson, SPH Professor, Division of Environmental Health Sciences

Jennifer Porter, SPH Assistant Dean for the Enrolled Student Experience

Sabrina Roowala, SPH graduate

Melissa Wuori, SPH Executive Accounts Specialist

APPENDIX B

STRATEGIC PLANNING TIMELINE

| SPRING 2020 | SUMMER 2020 | FALL 2020 |
|---|--|---|
| <p>January Engaged Strategic Diversity Initiatives about consulting services for strategic planning</p> <p>May 11 First meeting of the strategic planning committee</p> | <p>May 25 George Floyd dies in police custody. Officers charged with his murder.</p> <p>June 26 SPH Commitments shared</p> | <p>September-October Comprehensive climate assessment</p> <p>October 20 Community forum focused on climate assessment</p> <p>October 28 New SPH DEI website launched</p> <p>November 2 Gayle Smaller Jr. joins SPH</p> <p>December 9 Strategic plan draft shared with leadership</p> |

| SPRING 2021 | SUMMER 2021-2026 |
|--|---|
| <p>January 14 Leadership retreat</p> <p>February-March Review of draft plan by SPH faculty, staff, students, and alumni</p> <p>Spring-Summer Plan finalized</p> | <p>2021 Strategic Plan for Antiracism launch</p> <p>2022 Goal accountability check</p> <p>2023 Goal accountability check</p> <p>2024 Goal accountability check</p> <p>2025 Goal accountability check</p> |

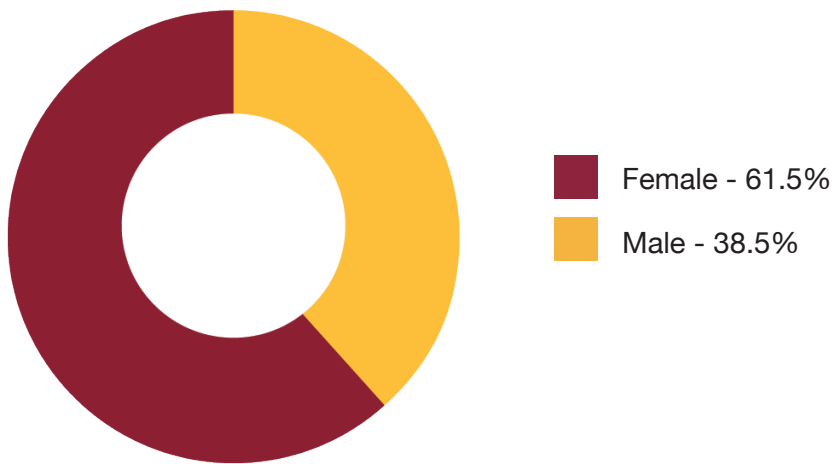
APPENDIX C

SPH DEMOGRAPHICS

LEADERSHIP**

Leadership counts by gender % of total

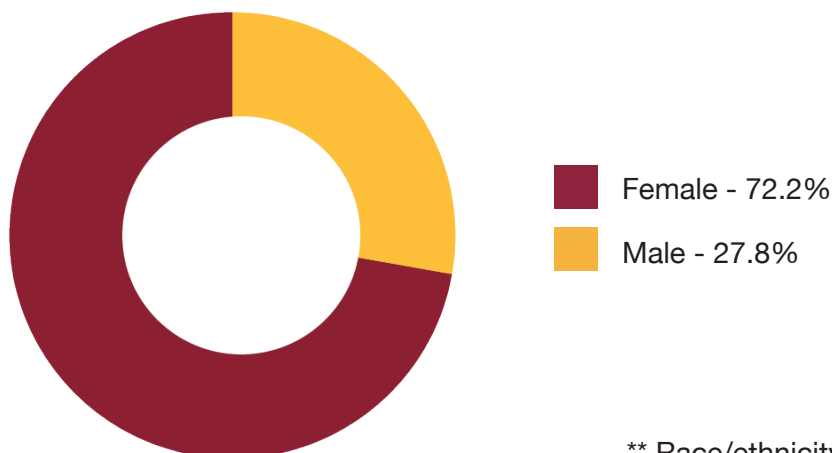
Data is from 2020 and reflects the recommended stewards who are identified in Area 1: Leadership. (SPH recognizes the social construct of gender. Our current data is limiting and only shows two genders.)



STUDENTS

Student counts by gender % of total

Data reflects enrolled students in all degree programs and certificates as of September 2020.



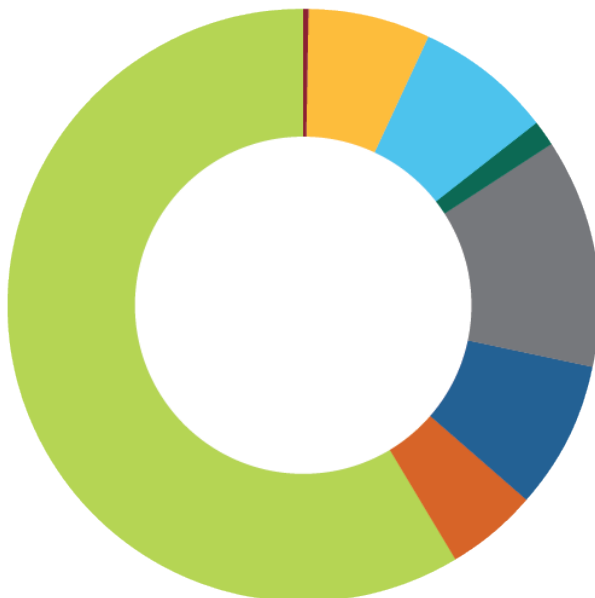
** Race/ethnicity data is not displayed for leadership.

Student counts by race/ethnicity % of total

Data reflects enrolled students in all degree programs and certificates as of September 2020. Data does not include international students.



- Students of Color and American Indians/Alaska Natives - 27%
- White Students - 73%

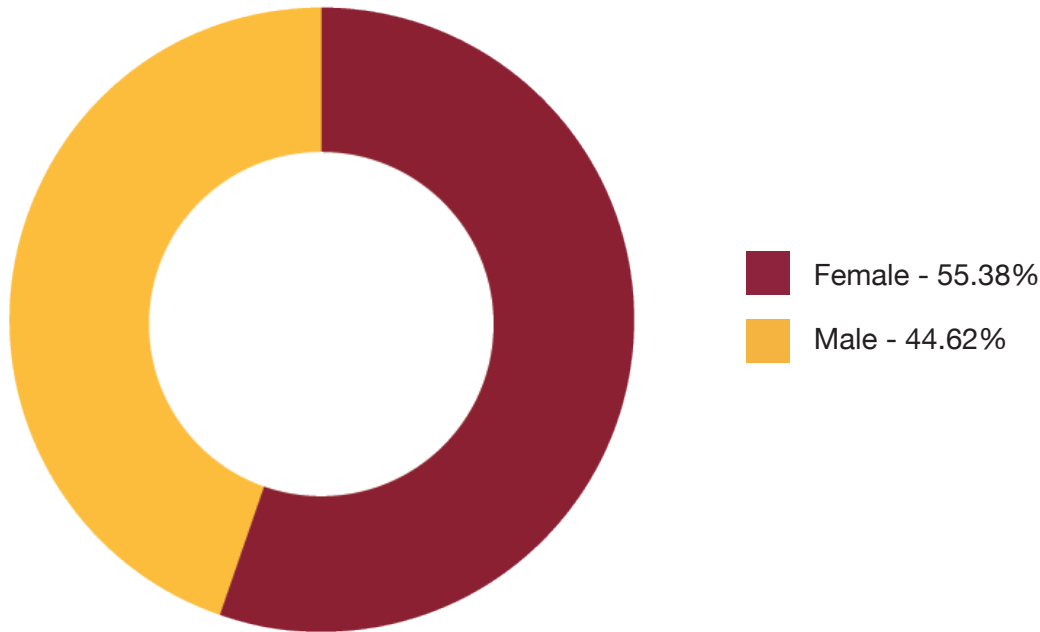


- American Indian/Alaska Native - 0.5%
- Asian - 6.6%
- Black/African American - 7.5%
- Hispanic/Latino - 1.4%
- Nonresident Alien - 12.4%
- Two or More Races - 8.2%
- Unknown - 5%
- White - 58.4%

FACULTY

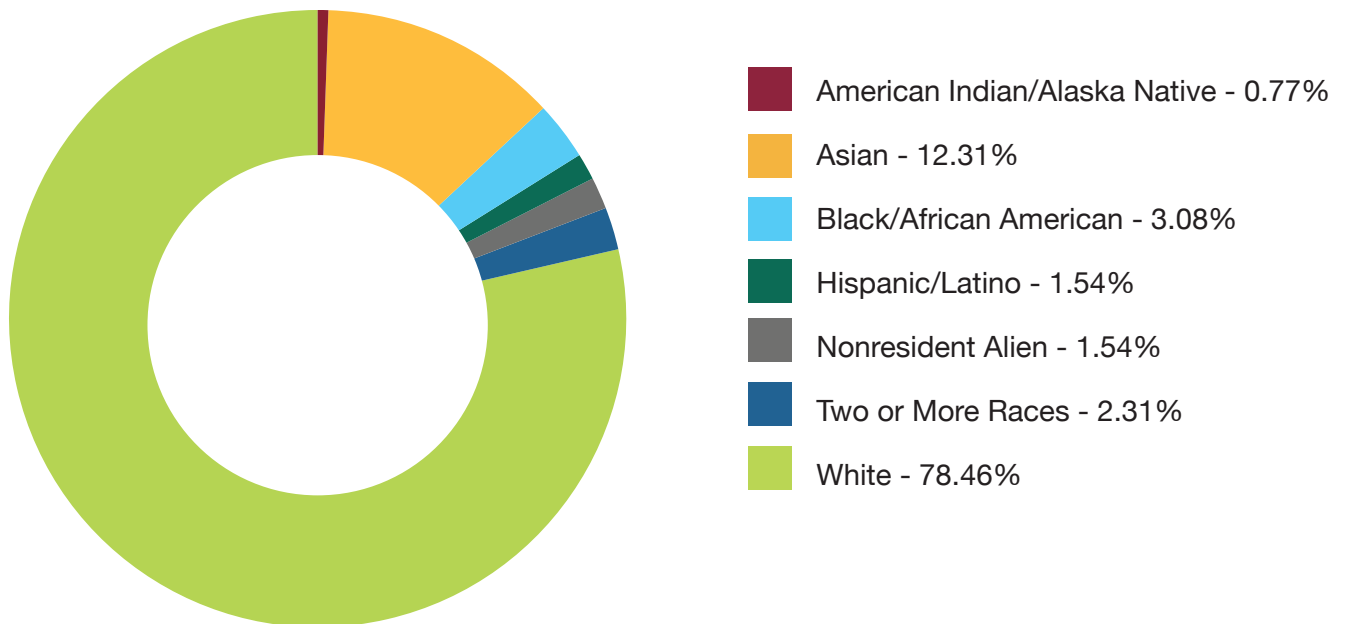
Faculty counts by gender % of total

Data includes deans and division heads, adjunct, tenure, tenure-track, and contract faculty as of April 2021.



Faculty counts by race/ethnicity % of total

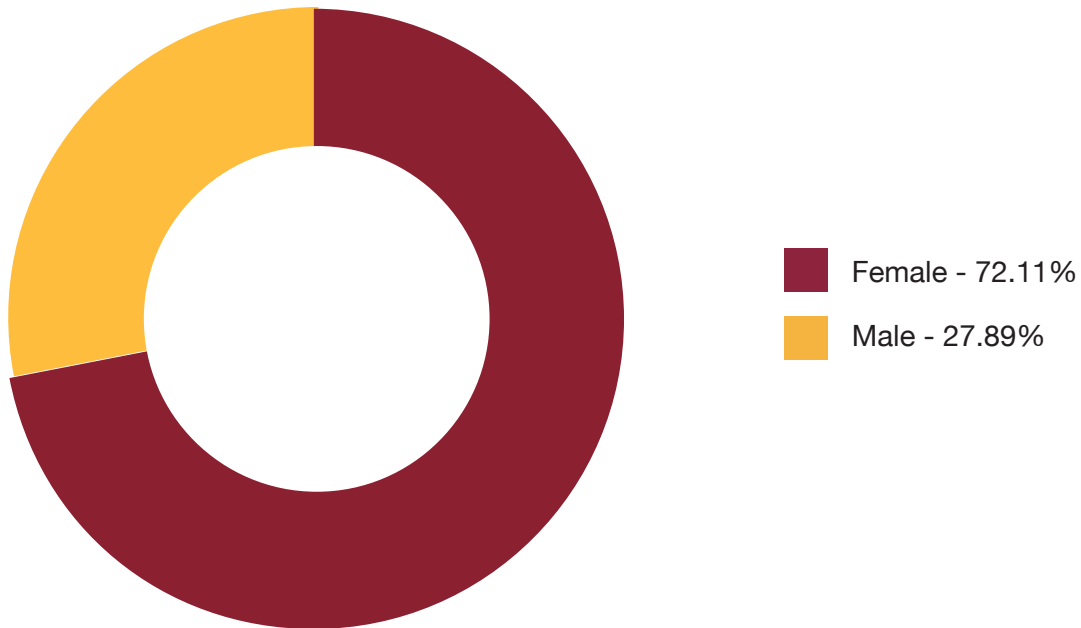
Data includes deans and division heads, adjunct, tenure, tenure-track, and contract faculty as of April 2021.



STAFF

Staff counts by gender % of total

Data includes employees and professionals-in-training as of April 2021.



Staff counts by race/ethnicity % of total

Data includes employees and professionals-in-training as of April 2021.

