BROWN
School of Public Health

Diversity and Inclusion Action Plan

for the Brown University School of Public Health

including:

Department of Behavioral and Social Sciences

Department of Biostatistics

Department of Epidemiology

Department of Health Services Policy and Practice

Center for Alcohol and Addiction Studies

Center for Environmental Health and Technology

Center for Evidence-Based Medicine

Center for Gerontology and Health Care Research

Center for Statistical Sciences

Institute for Community Health Promotion

International Health Institute

Center for Population Health and Clinical Epidemiology

June 2016

Executive Summary

The Brown University School of Public Health (SPH) is highly committed to diversity and to the representation of historically under-represented populations in all facets of our mission of research, teaching, and service to improve population health and reduce health disparities. SPH recognizes a need to continually assess the status of diversity and inclusion in our scholarship and culture, and to seek opportunities to enhance our School's capacity to address health disparities through a diverse and inclusive faculty, student body, and staff, and through our curriculum and programmatic activities. This Diversity and Inclusion Action Plan (DIAP) reports recommendations and actions that aim to improve diversity and inclusion within SPH over the next five years.

This DIAP was prepared by the SPH Diversity and Inclusion Planning Committee, comprising 26 members of the SPH community – students, staff, post-doctoral fellows, and faculty – representing the School's four academic Departments and multiple Centers and Institutes.

Committee Membership:

Denise Arver	Academic Department Manager, Department of Biostatistics
Ani Eloyan	Assistant Professor of Biostatistics
Michael Flores	PhD Candidate, Health Services Research
Medeva Ghee	Executive Director of The Leadership Alliance, Assistant Professor of the Practice in Behavioral and Social Sciences
Anisha Gill	Master of Public Health, '16
Dawn Goodman	Academic Department Manager, Department of Epidemiology
Ewodaghe Harrell	Master of Public Health, '16
Lynn Hernandez	Assistant Professor of Behavioral and Social Sciences (Research), Assistant Professor of Psychiatry and Human Behavior (Research)
Joseph Hogan	Associate Dean for Faculty Affairs, Professor of Biostatistics
Shannon Holly	ScM Candidate Epidemiology, '17
Caroline Kuo	Assistant Professor of Behavioral and Social Sciences (Research)
Jenna Legault	Manager, Finance & Administration, Center for Evidence-Based Medicine
Shane Lloyd	Assistant Director For First Year & Sophomore Programs, Brown Center for Students of Color
Ashleigh LoVette	PhD Candidate, Behavioral and Social Health Sciences
William Nardi	ScM Candidate, Behavioral and Social Health Sciences, '18
Jennifer Nazareno	Postdoctoral Research Fellow in Health Services, Policy and Practice
Lisa Noble	Academic Program Coordinator, Department of Health Services, Policy and Practice
Don Operario	Associate Dean for Academic Affairs, Professor of Behavioral and Social Sciences
Deborah Pearlman	Associate Professor of the Practice in Epidemiology
E. Karina Santamaria	PhD Candidate, Behavioral and Social Health Sciences
Karen Scanlan	Director of Communications
Jessica Solis	Undergraduate Concentrator in Public Health, '16
Thomas Trikalinos	Associate Professor of Health Services, Policy and Practice; Director of the Center for Evidence-Based Medicine
Amal Tivedi	Associate Professor of Health Services, Policy and Practice; Associate Professor of Medicine
Annie Wentz	PhD Candidate, Epidemiology
Yi Zhao	PhD Candidate, Biostatistics

The Committee convened weekly over three months to engage in discussion, information gathering, and consultation with outside diversity experts. The Committee identified recommendations, concrete action steps, and measurable outcomes designed to enhance the representation of historically underrepresented groups within SPH faculty, students, and staff, and to advance the School's culture of diversity and inclusion. Overarching recommendations include (i) concrete actions to increase the diversity of the pipeline and applicant pools for faculty, students, and staff positions; (ii) institutional recognition of diversity as a criterion in the evaluation, hiring, and promotion of faculty, students, staff; (iii) efforts to change the culture of pedagogy in SPH through reviewing coursework gaps, providing feedback to instructors designing/revising course syllabi, and offering opportunities to develop professional competencies related to diversity and inclusion practices; (iv) School-wide initiatives to promote community engagement and programming that will bring attention to diversity and inclusion issues in public health; (v) a robust communication plan which promotes the School's diversity activities and reports our progress within SPH and to our University and community partners.

The recommendations described in this DIAP are aspirational and ambitious. An important next step is to prioritize and operationalize these aspirational recommendations, which must involve continued consultation between SPH leadership, staff, students, and faculty members.

Therefore, to achieve our intended goals within SPH over the next five years, this DIAP recommends the following actions: (i) Create a leadership position within SPH (e.g., a Director of Diversity and Inclusion, or an Associate Dean for Diversity and Inclusion, etc.) to coordinate and oversee the prioritization and implementation of the recommendations articulated in this report, including activity at School-wide and Departmental/Center/Institute levels. (ii) Appoint and provide resources to a standing SPH Diversity and Inclusion Committee comprising faculty, students, staff, and administration to plan and implement initiatives to support diversity and inclusion in the School; (iii) Convene a SPH Diversity and Inclusion Board comprising local and national expert professionals who are external to SPH to review trends and emerging opportunities related to diversity and inclusion in public health and relevant professional sectors.

As a "living document," this DIAP will undergo regular review, discussion, and updating in order to meet the continually changing needs of SPH. Leadership within SPH will work in partnership with all Departments and Centers/Institutes of the School, and in collaboration with other University offices, in the implementation and coordination of our systematic efforts to transform the culture of diversity and inclusion in SPH.

Diversity and Inclusion Action Plan for the Brown School of Public Health

1. Overview of the School of Public Health (SPH)

The mission of Brown SPH is to improve population health by conducting research to understand disease risk factors and health promotion, educating future generations of health researchers and policy makers, and providing public service through the translation of research into public health policy and practice. A fundamental commitment to principles of diversity and inclusion shapes this mission. Indeed, core values of Brown SPH[1] demonstrate the central role of diversity and inclusion in all aspects of our scholarly work, as articulated in the following value statements from our School website:

- Advance health as a right for all, with a special emphasis on vulnerable and marginalized population groups.
- Promote and derive benefit from diversity among people in the School, and respect different perspectives on the health of populations.
- Engage with community partners in activities that address their needs and objectives.
- Foster a School environment that builds upon and advances the strengths and skills of our students, staff, and faculty.
- Act as responsible stewards of the human and material resources that constitute the fabric of public health, including educating future generations of public health professionals.
- Improve the health of populations through development of new knowledge and translation of research into improved policy and practice.

Brown SPH comprises four academic Departments (Behavioral and Social Sciences; Biostatistics; Epidemiology; Health Services, Policy, and Practice) which collectively offer four Doctoral degree programs, five Master's degree programs, and undergraduate degree concentrations in Public Health and Statistics. Research activity within Brown SPH is concentrated within 12 campus- and hospital-based Centers and Institutes that conduct ground-breaking scientific investigations to understand and improve population wellness and to reduce the disease burden and health disparities in national and global contexts.

At the time of writing this report, Brown SPH awaits results from our application seeking full accreditation from the Council on Education for Public Health (CEPH). In our CEPH accreditation self-study, Brown SPH articulated detailed goals and practices related to diversity in the faculty, student body, staff, curriculum, and professional service activities.[1] The goals and recommendations identified in this DIAP are consistent with and provide additional detail to support our School's statements about diversity and inclusion in the CEPH application.

[1] Brown University School of Public Health, Accreditation Self-Study, December 2015.

2. Process to Develop the Brown SPH Diversity and Inclusion Action Plan

Following the February 1, 2016 release of *Pathways to Diversity and Inclusion: An Action Plan for Brown University*, Dean Fox Wetle announced the formation of the SPH Diversity and Inclusion Planning Committee and invited nominations for membership from throughout the SPH community. The Committee was appointed on February 16, with membership comprising students, post-doctoral fellows, staff, and faculty from the four Departments and multiple Centers and Institutes within SPH (see Table 1 for Committee Membership). Members were appointed for one year, with expectations that Committee activities extend beyond the submission of the SPH DIAP. Committee members will meet following the DIAP submission to plan further activities and implement preliminary recommendations stated in this DIAP.

In an early phase of the DIAP planning process, SPH leadership convened an initial meeting with Dr. Liza Cariaga-Lo, Vice President for Academic Development, Diversity, and Inclusion, to discuss the preparation and submission of the DIAP. In light of the organizational structure and shared mission of Departments and Centers/Institutes within SPH, Dr. Cariaga-Lo recommended the School submit one unified SPH-wide DIAP, to be informed by meetings and recommendations produced at the level of individual Departments and Centers/Institutes. Dean Wetle asked that every Department and campus-based Center/Institute conduct their own DIAP discussions and articulate specific recommendations, actions, and goals specific to their unit's needs. Thus, this School-wide DIAP is informed and guided by the Department- and Center/Institute-level reports, which are included as Appendices to this report.

Table 1. School of Public Health Diversity and Inclusion Planning Committee

Name	Department/Center/Institute	Designation	Sub-Committee
Denise Arver	Biostatistics	Staff	Students
Ani Eloyan	Biostatistics; Center for Statistical Sciences	Faculty	Curriculum
Michael Flores	Health Services, Policy and Practice	Student	Programming and Community
Medeva Ghee	Behavioral and Social Sciences; Leadership Alliance	Faculty	Students
Anisha Gill	MPH program	Student	Curriculum
Dawn Goodman	Epidemiology	Staff	Faculty
Ewodaghe Harrell	MPH program	Student	Faculty
Lynn Hernandez	Behavioral and Social Sciences; Center for Alcohol and Addiction Studies	Faculty	Programming and Community
Joseph Hogan	Biostatistics; Center for Statistical Sciences	Faculty	Chair - Faculty
Shannon Holly	Epidemiology	Student	Staff
Caroline Kuo	Behavioral and Social Sciences; Center for Alcohol and Addiction Studies; International Health Institute	Faculty	Faculty
Jenna Legault	Center for Evidence-Based Medicine	Staff	Chair - Professional Development

Shane Lloyd	Brown Center for Students of Color; MPH alumnus	Staff	Professional Development
Ashleigh LoVette	Behavioral and Social Sciences	Student	Students
William Nardi	Behavioral and Social Sciences	Student	Professional Development
Jennifer Nazareno	Health Services, Policy and Practice; Center for Gerontology	Postdoc	Chair - Programming and Community
Lisa Noble	Health Services, Policy, Practice	Staff	Chair - Staff
Don Operario	Behavioral and Social Sciences	Faculty	Staff
Deborah Pearlman	Epidemiology	Faculty	Faculty
E. Karina Santamaria	Behavioral and Social Sciences	Student	Chair - Students
Karen Scanlan	School of Public Health Administration	Staff	Programming and Community
Jessica Solis	Undergraduate Concentration	Student	Curriculum
Thomas Trikalinos	Health Services, Policy and Practice; Center for Evidence-Based Medicine	Faculty	Professional Development
Amal Trivedi	Health Services, Policy and Practice	Faculty	Chair - Curriculum
Anna Wentz	Epidemiology	Student	Staff
Yi Zhao	Biostatistics	Student	Students

The SPH Diversity and Inclusion Planning Committee is chaired by Don Operario, SPH Associate Dean for Academic Affairs who leads the writing of the DIAP with Dr. Joseph Hogan, SPH Associate Dean for Faculty Affairs, and Karen Scanlan, SPH Director of Communications. Meetings of this 26-person Committee occurred weekly during the planning process. In initial meetings, Committee members reviewed *Pathways to Diversity and Inclusion*, discussed a general timeline for Committee activities, and established a tone of openness and candor to guide discussions. Subsequent meetings allowed Committee members to examine the current state of diversity within SPH, explore definitions of inclusion, and share understandings and experiences related to bias, microaggressions, and privilege. The Committee also examined the academic peer-review literature for best-evidence practices around diversity and inclusion and reviewed publicly available plans from other Universities. The Committee invited "diversity experts" in the private sector – Michael Grey, Vice President of Operations at Sodexo Inc., and David Casey, Vice President of Workforce Strategies and Chief Diversity Officer at CVS Health – to share their experience about the diversity transformations within their complex organizations. Frameworks to support organizational change and accountability were reviewed, and best practices for initiating diversity and inclusion practices were presented.

Subcommittees within the SPH-wide Committee were formed to align with each key area of emphasis articulated in *Pathways*: Faculty, Students, Curriculum, Programming/Community, and Professional Development. The SPH-wide Committee identified the need for a subcommittee to address diversity and inclusion among SPH staff; an additional Staff subcommittee was designated. Four to five members of the SPH-wide Committee were assigned to each DIAP subcommittee, and assignments ensured representation of Departments across sub-committees. Each subcommittee convened focus group discussions with SPH constituents and gathered additional data related to diversity and inclusion in their area of emphasis. Subcommittee members presented their findings to the SPH-wide Committee for discussion and formulation of recommendations provided in this DIAP.

3. Profile of Brown SPH: Diversity by the Numbers

As part of our CEPH accreditation process, Brown SPH conducted a comprehensive analysis of the numbers and proportions of underrepresented minority individuals among faculty, student, and staff levels. For the purpose of our CEPH accreditation self-study, we defined members of historically underrepresented groups (HUGs) as "individuals who have identified themselves as black, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander only and does not include those with multiple races."

SPH has 35 tenured / tenure-track faculty: 17 full professors, 6 associate professors, and 12 assistant professors. There are 9 female tenured / tenure-track faculty (26% of the tenured/tenure-track faculty): 4 full professors, 1 associate professor, 4 assistant professors. There are 4 HUG faculty (11% of the tenured/tenure-track faculty): 1 full professor, 0 associate, and 3 assistant professors. The faculty size has ranged between 35 and 36 during the period 2012-2016; both the HUG and gender distributions have remained relatively constant during this period.

Table 2 Summary of SPH Tenured and Tenure-track Faculty

		Biostat	BSS	Epi	HSPP	All
Professor	Total	3	4	6	4	17
	HUG	0	1	0	0	1
	Female	0	1	1	2	4
Associate	Total	1	1	1	2	5
	HUG	0	0	0	0	0
	Female	1	0	0	0	1
Assistant	Total	4	1	6	1	12
	HUG	0	1	1	1	3
	Female	2	1	1	0	4
All	Total	8	7	13	7	35
	HUG	0	2	1	1	4 (11%)
	Female	3	2	2	2	9 (26%)

SPH has another 40 faculty members on the research and term track whose full-time appointment is in one of the SPH departments. Of these 40 research and term faculty, 6 are full professors, 7 associate professors, and 27 assistant professors. There are 26 female faculty members (65%) on the research and term track: 5 are full professors, 2 associate professors, and 19 assistant professors. There are 2 research and term faculty (5%) who identify as a HUG member: 1 associate and 1 assistant professor.

Table 3. Summary of Research and Term Faculty with Primary Appointment in SPH

		Biostat	BSS	Epi	HSPP	All
Professor	Total	0	3	1	2	6
	HUG	0	0	0	0	0
	Female	0	3	0	2	5
Associate	Total	1	2	1	3	7
	HUG	0	0	0	1	1
	Female	0	1	1	0	2

Assistant	Total HUG Female	5 0 2	14 1 12	2 0 2	6 0 3	27 1 19
All	Total HUG Female	6 0 2	19 1 16	4 0 3	11 1 5	40 2 (5%) 26 (65%)

We aggregated data from the most recent tenure-track search in each department to understand the applicant pools being generated by the searches. The pools show considerable variability in the distribution of women and HUG within the applicant pool; these variations tend to reflect the demographic composition of faculty in the disciplines themselves, and may reflect the rank being targeted for each search. Strategies for improving diversity and inclusion in the SPH faculty are described in Section 5-a.

Table 4. Distribution of applicant pools for the most recent tenure track searches.

			Applicant Pool			Short List		
Dept	Year	Rank	Total	Female	HUG	Total	Female	HUG
Biostat	2014-15	Asst/Assoc	109	40 (37%)	4 (4%)	5	2	0
BSHS	2014-15	Assoc/Full	18	8 (44%)	9 (50%)	3	1	1
Epi	2015-16	Open rank	28	21 (75%)	3 (11%)	5	4	0
HSPP	2015-16	Asst/Assoc	65	36 (55%)	6 (9%)	5	2	0

In 2015-16, 10.3% of applicants to our graduate programs were from historically underrepresented minority populations, and 11.8% of our matriculating students were members of historically underrepresented minority populations. The proportion of all enrolled historically underrepresented students across SPH graduate programs in 2015-16 was 12.5%. We aim to increase the representation of students from underrepresented minority groups in the School of Public Health to 18%. Our strategies for recruiting a diverse student body are described in Section 5-b: Diversity and Inclusion in the SPH Student Body.

Table 5. Proportion of Underrepresented Groups for SPH Faculty, Students, and Staff

Category/Definition	2012/13	2013/14	2014/15	2015/16	Target*
STUDENTS – undergraduate concentrators: historically underrepresented racial/ethnic minorities	18.8%	19.2%	21.6%	38.1%	NA[†]
STUDENTS – graduate student applicant pool: historically underrepresented racial/ethnic minorities	13.9%	11.7%	10.3%	10.3%	15%
STUDENTS – graduate student incoming students: historically underrepresented racial/ethnic minorities[‡]	15.4%	14.9%	13.1%	11.8%	18%

STAFF – historically underrepresented racial/ethnic minorities	N/A[§]	N/A[§]	14.8%	15.1%	20%

* Five-year targets (AY 2020-21) based on the 2015 CEPH accreditation self-study
[†] No target provided in the 2015 CEPH accreditation self-study
[‡] AY 2015-16 total proportion of historically underrepresented racial/ethnic minority graduate students = 12.5%
[§] Data not available in Workday

As a School committed to improving the health of our local community, we prioritize having a staff that represents the diversity of the State of Rhode Island. According to the American Community Survey, the 2013 Rhode Island population comprised 12.9% Hispanic/Latinos, 5.3% African Americans, 0.3% American Indians, 3% Asians, 75.7% Whites. In our CEPH accreditation self-study, we proposed the goal of achieving 20% underrepresented minority staff members employed in SPH; this proportion aligns with Rhode Island demographic characteristics. Efforts to hire, retain, and support the professional development of staff members who contribute diversity to SPH is described in Section 5-c: Diversity and Inclusion within the SPH Staff.

4. Moving beyond Numbers: Diversity and Inclusion in the SPH Curriculum and Community

In order to achieve sustainable improvements related to diversity and inclusion within SPH, changes in practice, resources, and priorities are needed. A recurring theme emerged in our Committee's internal discussions and consultations with external diversity experts: Both "top-down" *and* "bottom-up" efforts are needed to transform an organizational culture.

Indeed, Peek et al.[2] conducted an in-depth qualitative study to identify key factors associated with having high HUG representation at medical schools. Although the characteristics and objectives of medical schools differ from schools of public health, there are key concepts that resonate with the discussions and recommendations put forward by our Committee. Their study of institutions with high and low HUG representation on faculty yielded the following findings about factors that influence the recruitment and/or retention of HUG faculty, and many of these findings are also relevant to recruitment and/or retention of HUG students and staff:

- Importance of having administrative leaders who have visionary and explicit commitment to diversity in the organization.
- Institutional willingness and mechanisms that allow aggressive and proactive recruitment of competitive candidates, even when a department is not engaged in an official search. Having the resources to act when a candidate is available – as opposed to when the department is conducting a scheduled search – was a key differentiator between departments that have high HUG representation and those that do not.
- One administrator noted that "it is much easier to retain faculty than to recruit them" (Peek et al. 2013, p. 408), suggesting the need to place high priority on retention efforts, and to maintain clear and consistent lines of communication with HUG faculty.
- The external community (local and regional environment) was frequently cited as having significant influence on recruitment of HUG faculty; the racial and political climate were seen as key, particularly for those with young children.
- The "black tax" or "brown tax" – manifest by placing disproportionate burden on HUG faculty to serve as mentors, volunteer for committees to ensure HUG representation, etc., often serves to limit the scholarly productivity and retention of HUG faculty.
- Social and economic capital is unevenly distributed, with HUG typically having few socioeconomic resources than their peers in the world of academia. Frequently they are supporting other family members, may not have the financial flexibility or access to family wealth to meet big-ticket expenses, take low-paying postdoctoral fellowships following graduate school, etc.
- Resource allocation depends on prioritization; strong academic leadership is needed to ensure that diversity and inclusion are priorities, and that resource allocation corresponds with prioritization.
- The study suggests that the following three factors have greatest correlation with successful recruitment and retention of HUG faculty: strong institutional leadership, geographic region (and the racial and ethnic composition of the region), and academic ranking of the institution.
- In addition, high-HUG schools have in place purposeful, intentional strategies for recruitment and retention; these rely on human capital and social relationships and institutional support through dedicated allocation of resources.

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[2] Peek, M. E., Kim, K. E., Johnson, J. K., & Vela, M. B. (2013). "URM candidates are encouraged to apply": a national study to identify effective strategies to enhance racial and ethnic faculty diversity in academic departments of medicine. *Academic Medicine, 88*(3), 405-412.

In this section, we propose a set of overarching efforts that can catalyze cultural transformation and improved practices related to diversity and inclusion in SPH. Further detail according to focus area is provided in Section 5 (diversity and inclusion in the Faculty, Student Body, Staff, Curriculum, and Programming/Community and Professional Development Activities)

A first overarching effort on behalf of SPH leadership has been to promulgate a School of Public Health Diversity Statement. Vetted by members of the SPH Diversity Advisory Committee and the Public Health Executive Committee, this diversity statement will be prominently featured on the SPH website and other official documents. The SPH diversity statement is as follows:

> *The School of Public Health is committed to fostering a diverse and inclusive working and learning community of faculty, staff, and students. We embrace diversity along its many dimensions—including race, ethnicity, sex, religion, socio-economic background, sexual orientation, gender identity, physical ability, and other aspects of identity. We encourage debate and open discussion to promote respect, understanding, and innovation. Meeting the public health challenges of our increasingly globalized and connected world requires that we value all of our members and encourage all voices to be heard. As the School of Public Health pursues its mission of educating future public leaders, producing relevant research and scholarship, and achieving measurable impact in the communities we serve, we recognize that our success derives from the dedication of every member of our community to the principles of diversity and inclusion.*

To achieve the principles embedded in this diversity statement, SPH must recognize diversity as a criterion in evaluation, hiring, and promotion decisions for faculty, students, and staff. Diversity should not be considered a merely peripheral attribute that complements the core SPH activities of research, teaching, and service, but must be supported and incentivized as an issue that is central to SPH, including all Departments and Centers/Institutes within the School. Mechanisms must be identified to acknowledge and reward diversity in SPH research, teaching, and service activities.

A second overarching effort is the critical need to improve the pipeline and applicant pools for faculty, students, and staff positions. To achieve this, SPH and all of its constituent units must change practices related to outreach, searching, and communicating opportunities within SPH. Minor transformations (e.g., posting job advertisements in new academic newsletters) might achieve incremental but not transformative change. Instead, all constituent units, led by the School, must devote substantial attention in order to reconsider how best to reach individuals and populations that may have been historically excluded from our prior professional outreach efforts.

A third overarching effort, described in detail in Sections 5a-e, is the need to change the culture of pedagogy related to diversity and inclusion through enhancements to coursework, syllabi, and mentorship. School-wide efforts will be devoted to reviewing coursework gaps, providing feedback to instructors designing/revising course syllabi, and offering opportunities to develop professional competencies related to diversity and inclusion practices.

A fourth overarching effort described in Section 5 (particularly Section 5-e) relates to improved School-wide initiatives to promote community engagement and programming that will bring attention to diversity/inclusion issues in public health. We propose a suite of SPH internal events and at least one external event per year (i.e. taking place within the greater Providence community) that allows School students, faculty and staff to support a public health issue in the local community through collaboration with local partners.

A fifth overarching effort is the need for a robust communication plan which promotes the School's diversity activities and reports our progress within SPH and to our University and community partners.

Therefore, this SPH DIAP recommends administrative changes that are necessary to advance and achieve these goals. Specifically, this SPH DIAP urges the consideration of the following:

- A leadership position in the School of Public Health of Diversity and Inclusion to manage, coordinate, and centralize diversity and inclusion efforts within the School, including efforts to enhance representation of historically underrepresented groups among SPH faculty, students, and staff. This position will become a member of the Public Health Executive Committee to ensure school-wide accountability.

- A SPH Diversity and Inclusion Committee comprising faculty, students, staff, and administration that will meet regularly to plan and implement initiatives to support diversity and inclusion in the School, and to offer a consultative body to SPH leadership and other University entities on matters related to diversity and inclusion in public health. This Committee's activities assigned and approved by the Assoc. Dean of Diversity, will be charged with the planning and execution of programming, and have an annual budget for this purpose.

- A SPH Diversity and Inclusion Board comprising expert professionals who are external to SPH. This Board will work with the internal SPH Diversity and Inclusion Committee and with SPH leadership to review trends and emerging themes and opportunities related to diversity and inclusion in public health and relevant professional sectors. The Board will also serve as external monitors regarding accomplishments of diversity and inclusion goals.

5. Five-Year Diversity and Inclusion Plans by Theme

Members of our School-wide committee were organized into separate DIAP subcommittees charged to consider specific diversity and inclusion recommendations, actions, and measures/outcomes according to the priority areas described in *Pathways:* Faculty, Students, Curriculum, Programming, and Professional Development. As noted earlier, our School-wide committee also formulated a Staff subcommittee.

This section includes the complete reports from each subcommittee. Activities within each subcommittee were guided by a set of operating principles: (i) To consider strategies to improve the representation and culture of diversity and inclusion within each priority area during the next five years; (ii) To hold open conversations with constituents throughout SPH in this planning process; (iii) To identify existing models (e.g., in other Schools of Public Health or in the published literature) that can help achieve the sought-after transformations; (iv) To consider existing resources with SPH or Brown to achieve sought-after transformations; (v) To identify new resources needed; (vi) To consider the CEPH accreditation self-study and the University strategic plan in formulating recommendations, actions, and measures/objectives.

It is important to note that Sections 5-a to 5-e reflect recommendations, actions, and measures/outcomes at the School-wide level, which also encompass many of the issues identified in the Department and Center/Institute discussions. Department- and Center/Institute-specific recommendations, actions, and measures/outcomes are provided in the Appendices, along with a table outlining some detailed approaches for improving diversity and inclusion within specific Departments and Centers/Institutes.

5-a. Diversity and Inclusion in the SPH Faculty

The goal of the DIAP Faculty subcommittee was to develop a 5-year plan of initiatives specifically designed to attract students from underrepresented groups to the Public Health undergraduate concentration and to graduate programs in SPH, and to retain these students through a School-wide culture that promotes diversity and inclusion.

The subcommittee conducted two focus groups, one with junior faculty and one with senior faculty, in order to identify unique experiences or concerns at these levels. Themes from each focus group are described here separately, and a general set of recommendations, actions, and measures/outcomes are then presented. In the context of this report, it is important to realize that whereas focus groups can be very useful in identifying issues of common concern, they are not necessarily representative of the entire faculty. At the same time, many issues that were raised point to important topics that need to be addressed as SPH moves forward with its efforts to build and promote a diverse and inclusive faculty.

A focus group comprising five junior faculty was convened and facilitated by two research-track assistant professors. The topics of discussion included the general environment and culture at SPH, recruitment and retention, communication of expectations about career advancement, and service obligations of faculty. Participants in this focus group described how the SPH environment is generally seen as positive, welcoming, and "good compared to other places." However, they acknowledged the aspirations of the SPH diversity statement (stated earlier) were "inspirational", and there was agreement that the culture and environment at SPH was "not there yet" in realizing the aspirations of the diversity statement.

Five specific themes emerged from this focus group of junior faculty members. First, junior faculty members raised concern about the reality of recruiting HUG faculty, especially at the senior level. Significant resources and administrative staffing investments were deemed necessary to recruit and retain a more diverse faculty at both senior and junior levels. Second, efforts at improving diversity and inclusion were perceived as taking place on the margins of faculty activity, with little or no allowance made or credit given for faculty contributions of time and effort to these activities. These activities could be better captured and incentivized through annual faculty activity reports. Third, junior faculty described a need for more explicit retention efforts to support existing HUG faculty, with efforts to improve communication about expectations for promotion, transparency in salary equity, and work-life balance. Fourth, socioeconomic differences were noted as a challenge to HUG recruitment efforts; this issue is particularly pertinent in the context of faculty who are partially or fully supported on grants, and the challenges this poses to financial stability. Fifth, junior faculty described a range of resources to support retention, including a pool of funds for researchers working with diverse populations, diversity training for faculty, mentorship programs, and opportunities for faculty to discuss topics related to diversity and inclusion.

A focus group of five senior faculty was convened and facilitated by a senior full professor. This focus group was held after the junior faculty focus group, and given the strong emphasis on mentoring in that discussion, the senior faculty discussion largely focused on mentoring. Senior faculty members also discussed the issue of developing new leaders.

Four themes emerged from this focus group with senior faculty. First, senior faculty described the need for an *intentional* mentoring strategy – one that provides multiple (> 1) mentors to each junior faculty and that convenes non-evaluative meetings to discuss issues including, but not restricted to, diversity and inclusion (e.g., race/ethnicity and gender). The mentoring program in the Department of Health Services, Policy and Practice was seen as a model that could be built upon in other Departments.

Second, participants agreed that mentors themselves need training on how to be effective. In particular, senior faculty will benefit from guidance about mentorship related to work-life balance for junior faculty, and good matches between mentors and mentees were noted as essential to effective mentorship practices. Third, the issue of equity in service obligations came up. Efforts are needed to ensure that junior HUG faculty members are not disproportionately burdened by service expectations. Fourth, senior faculty discussed leadership development, particularly the need for intentional strategies to mentor senior faculty so they can take advantage of leadership opportunities. In particular HUG and female faculty are likely to have important insights and personal experience that translate well into leadership qualities. Focus group members recommended formation of a women's affinity group, comprising senior faculty, focused on issues related to leadership and career advancement.

Specific recommendations, actions, and measurement/outcomes for improving diversity and inclusion among the SPH Faculty are as follows:

Recommendation	**Action**	**Measurement and Outcome**
Ensure that faculty searches are comprehensively identifying and targeting important sources of qualified candidates	Identify potentially untapped sources of recruiting by generating comprehensive survey of conferences, postdoctoral training programs, and research entities that can be sources of new faculty candidates Develop a catalog or directory of researchers HBCU who have affinity to our own line of research	Greater numbers and proportion of HUG in applicant pools for faculty searches
Ensure that recruitment of HUG faculty is an institutional commitment, backed by specific actions and commitment of resources.	Engage in more vigorous and even aggressive approaches to recruiting that is geared toward increasing diversity in the faculty ranks. Campus-based visits to HBCU and HLCU, with specific plan and purpose related to publicizing SPH and its research Be prepared to make hires that respond to opportunities as they occur, rather than waiting for departmental searches to go 'on line' Identify potential areas in which to make 'cluster hires' within SPH Compensation packages that take into consideration the extra	Greater numbers and proportion of HUG in applicant pools for faculty searches Greater number and proportion of HUG among tenure and tenure track faculty Greater number and promotion of HUG among research and term faculty

	burdens that potentially can be faced by HUG faculty Provide explicit compensation or credit for engaging in the extra efforts, such as developing new collaborations, traveling to or spending extra time at conferences and campuses, that will be needed to ramp up recruiting efforts related to diversity and inclusion	
Ensure that Brown's and SPH's existing policies are widely communicated and used to competitive advantage in recruiting from HUG, and identify areas for improvement.	Make a deliberate effort to emphasize advantages offered by Brown, and examine whether there can be improvements that would help faculty recruitment, including family-friendly policies such as paternal teaching relief and junior and post-tenure sabbatical Emphasize that salary coverage and tenure policy tends to be much better than at competitor Schools of Public Health SPH. For mid-career recruitment and retention, tuition assistance policy may not be as favorable. Find out whether we are competitive with peers, and if this is an important issue for HUG faculty, who (for example) frequently do not have the advantage of relying on family wealth and financial capital	Successful recruitment efforts for new HUG faculty to tenure/tenure track, research, and term faculty lines
Identify the most effective practices associated with recruitment and retention	Take an evidence-based approach to recruitment and retention Carefully track specific efforts that are undertaken to enrich applicant pools Track diversity profiles of applicant pools over time	More diverse applicant pool, with successful hires of HUG and women

	Document specific outreach efforts that lead specific individuals to apply Conduct an annual evaluation of all searches conducted in SPH to evaluate and learn from activities that proved successful and those that did not Use data to improve process for subsequent searches	
Increase representation of women on the tenure track	Emphasizing family-friendly policies (as above) during recruitment process Explore formation of female faculty affinity group at SPH	Greater number and proportion of female faculty on SPH faculty Improved retention of female faculty
Respond to the need for high-quality mentoring of junior faculty in a way that effectively encompasses and addresses issues specific to HUG and female faculty.	Implement a comprehensive, formal, school-wide mentoring program for junior faculty Train mentors on how to carry out this activity effectively, including issues related to issues of race, gender, and even work-life balance	Retention of HUG and women faculty
Ensure that expectations for promotion and tenure are transparent and clearly communicated.	Restructure the annual review process to ensure that junior faculty have a clear understanding of promotion criteria, and are being provided with the most useful and effective feedback Provide department-specific examples of how to attain goals that are general in nature, such as ‘national recognition’ or ‘independence’ Structure the annual review process so that faculty receive feedback that is specific to how well department guidelines are or are not being met Convene a focus group of junior faculty whose goal is to provide	Retention of HUG and women faculty

	feedback and suggestions about how the annual review process can be improved; communicate the findings to chairs, and decide whether there are actionable items that can be used to improve the annual review process	
Have a clear vision of how prioritizing faculty diversity informs the tenure and promotion process	Convene a faculty committee to assess whether and how the interpretation and operationalization of tenure and promotion criteria should be broadened Study this issue from different angles, including the gathering of information about practices at other universities Bring in external speakers or consultants from other universities to provide advice and share experiences	Retention of HUG and women faculty
Ensure that service and major teaching responsibilities are distributed equitably, particularly among junior faculty.	Develop a formal accounting process of faculty service activities and commitments, and share it with the faculty Take steps to ensure that HUG and female faculty are not being 'pigeonholed' – even unintentionally – into service or advising responsibilities that are restrictive or rely on assumptions; e.g. assigning Latin/x faculty only to Latin/x advisees.	Retention of HUG and women faculty

5-b. Diversity and Inclusion in the SPH Student Body

The goal of the DIAP Student subcommittee was to develop a 5-year plan of initiatives specifically designed to attract students from underrepresented groups to the Public Health undergraduate concentration and to graduate programs in SPH, and to retain these students through a School-wide culture that promotes diversity and inclusion.

This subcommittee convened two focus group sessions including students from the SPH undergraduate concentration, and from across all masters and doctoral programs. The students responded to questions about their experiences and opinions on issues related to diversity and inclusion at the SPH, and discussed ways for attracting underrepresented groups to the SPH programs. Members from the subcommittee also held meetings with faculty directors involved with student recruitment (e.g., from the Department of Behavioral and Social sciences and the Leadership Alliance) and with staff from the Brown Center for Students of Color. In addition to providing insights on diversity and inclusion strengths and challenges at the SPH, this process also helped identify themes relevant to recruiting and retaining students from historically underrepresented groups. Six themes emerged.

A first overarching theme was the need to employ a strength-based approach (as opposed to a deficit-based approach) in diversity-related practices and discourse related to students from historically underrepresented backgrounds. SPH-wide discussions, outreach efforts, and programming to support diversity and inclusion must challenge discourses that portray students from underrepresented backgrounds as underprepared or inferior. School-wide discussions, outreach efforts, and programming must celebrate and build on the strengths and talents of students from underrepresented backgrounds, recognizing the important academic/professional contributions and perspectives that these students bring to the field of public health.

The second theme identified in relation to attracting underrepresented students was the need for access to mentorship and support from SPH faculty. Students who participated in our focus groups agreed that access to faculty is the primary strategy to attract graduate and undergraduate students to SPH, and emphasized the importance of faculty members who represent diversity in their research/career interests or in their own personal backgrounds. Indeed, students remarked on the need for representational diversity among SPH faculty members in order to reach a more diverse pool of student applicants.

Third, students indicated that faculty members who are not members of minority groups also can serve as effective mentors. They expressed a need for programs to train faculty members on providing mentorship to students from underrepresented backgrounds. Trained and skilled faculty members are needed to provide support related to tensions, pressures, and challenges that arise among underrepresented students who are navigating the “training pipeline” of graduate and undergraduate education in public health.

Fourth, students remarked on the potential benefit of peer-to-peer mentorship among SPH students, especially for those students from underrepresented backgrounds. Doctoral students who participated in the focus groups expressed a genuine interest in providing mentorship and support to students earlier in the pipeline, as this would also help more advanced students develop mentorship skills. Students expressed need for a mentorship program within SPH that combines these two priorities – mentorship from both faculty and from other students – into an integrated strategy for attracting underrepresented students.

Fifth, students stated the importance of initiating student recruitment as early as possible in the pipeline in order to produce a more diverse pool of strong applicants. This was particularly important for PH

concentrators at the undergrad level, as these students expressed a concern about not receiving enough guidance on public health careers during their early years at Brown.

Lastly, the SPH student subcommittee found that efforts to enhance the educational experiences of current underrepresented students are critical to reflect the mission of the school and to diversify the student applicant pool. Ensuring that current students have positive experiences in their SPH education can help attract similar students and increase the interest of these students across the pipeline. Students stated that the student experience is essential for developing the SPH "brand" of diversity and inclusion.

Based on these themes, specific recommendations, actions, and measurement/outcomes for attracting students from underrepresented groups are as follows:

Recommendation	**Action**	**Measurement and Outcome**
Implementation of a new Diversity & Inclusion Leadership position (e.g., Director or Assoc Dean) within SPH. This senior level position will coordinate and track various efforts for recruitment (e.g., many of those outlined below).	The school will display its commitment to the overall plan by making the investment in this new position.	Outcome assessments will be found in the university's and school's climate survey results, in the partnerships to be forged with campus and community organizations, and through the investment of time and effort by our faculty and students, to name a few.
Increase visibility of PH as a concentration among Brown undergraduates upon admissions and throughout the first two years of training (faculty, and masters and doctoral student presentations and recruitment activities).	Dissemination and outreach activities led by the proposed Diversity Officer for SPH	Monitor the number of recruitment activities, the number of undergrad academic mentors who identify potential concentrators, and number of declared concentrators.
Collaborate with minority serving institutions (MSIs) to build the recruitment pipeline - specifically with public health and social sciences departments within these institutions	Collaboration efforts led by the proposed Diversity Officer for SPH, in partnership with all program Directors of Graduate Study, Director of Undergraduate Studies, and other SPH leadership Continue to support/participate in IMSD and Leadership Alliance	Monitor the number of outreach efforts with MSIs, and the faculty mentors identified within these Monitor the number of students' referred/recruited as potential applicants from MSIs
Consider structured peer mentoring activity among graduate students – i.e. advanced grad student paired with first year.	Peer mentorship program led by the proposed Diversity Officer for SPH	Increased awareness of resources and immediate access to a community of scholars
Engage faculty and current students in recruitment efforts.	Faculty and student engagement in recruitment led by the proposed Diversity Officer for SPH in partnership	Monitor faculty and student visits and students who apply from institutions visited

	with all program Directors of Graduate Study, Director of Undergraduate Studies	
Increase community of mentors external to SPH (e.g., Diversity Advisory Board) by including a webpage that links to campus-wide resources and non-University partners	Engagement efforts led by by the proposed Diversity Officer for SPH in partnership with all program Directors of Graduate Study, Director of Undergraduate Studies, Graduate Student Council, and Department Undergraduate Group Coordinate "Meet & Greets" or other social events to build community	Monitor attendance and incorporate activity in climate assessment
Expand upon existing recruitment efforts by leveraging the Leadership Alliance, a national academic consortium that has well established relationships with minority-serving institutions	More regular and committed partnership with Medeva Ghee (Leadership Alliance) and Marlina Duncan (Graduate School) along with Diversity Officer for SPH	Number of students who participate in Alliance summer program, apply to SPH grad program and are accepted into SPH grad program
Conduct a school-wide student climate assessment	Student sub-committee members may assist in the development, execution and dissemination of results Results are reported to the Dean of Public Health and communicated to SPH Leadership for programming planning and enhancement	Existing climate assessments can serve as measurement models (Ex. Center for Race and Equity). These outcomes will be both quantitative and qualitative in nature. After initial survey, plans should be made for a follow-up assessment to measure impact of ongoing DIAP strategies.

5-c. Diversity and Inclusion in the SPH Staff

The goal of the DIAP Staff subcommittee was to formulate a plan to increase diversity and inclusion in the School of Public Health's professional staff over the next 5 years. This subcommittee convened three focus group discussions with staff across SPH Departments and Centers/Institutes, conducted a brief survey to assess staff members' perceptions about diversity and inclusion, and discussed challenges and ideas for creating a more diverse and inclusive staff.

The SPH Staff subcommittee identified three key themes related to diversity and inclusion within the SPH professional staff.

First, the subcommittee found that staff members across SPH generally agreed that the School values diversity as a principle. The Committee stated that the School needs to more actively demonstrate an explicit commitment to diversity and inclusion through hiring practices that engage a more diverse pool of applicants for staff positions, launching initiatives that foster a more inclusive environment for staff, and creating staff development goals that enhance the professional skills and opportunities for SPH staff.

Second, many SPH staff members feel that more training opportunities to promote career advancement need to be implemented. Staff members stated that systematic equity and growth opportunities are essential in order to recruit and retain a diverse staff. A consequence of the absence of staff training/advancement programs is that staff experience stagnation in their roles; many stated that their only option for advancement is to leave SPH for another position elsewhere.

Third, staff members expressed an interest in School-wide initiatives that engage with the greater Providence metropolitan community in order to create a welcoming environment and open the pipeline to support a more diverse applicant pool for staff positions (e.g., see School-wide Day of Service in Section 5.e: Programming/Community and Professional Development)

Specific recommendations, actions, and measurement/outcomes for improving diversity and inclusion among the SPH Staff are as follows:

Recommendation	**Action**	**Measurement and Outcome**
Provide additional support to diversity and inclusion among professional staff	Create mentoring program for staff Continue to encourage staff to participate in Employee Education Program (EEP) programs offered by Brown HR	Greater sense of workplace support opportunities for advancement among SPH staff
Systematic approach to retain current staff and consider staff equity and growth opportunities	Work with Brown HR to clarify and provide strategies to improve equity, make job audit process clear and accessible, make University policies about development and feedback more transparent Implement regular programming for staff development, through partnership with Brown HR	Greater sense of equity and support from the University among SPH staff

Create and seek more diversity in our applicant pool	Expand the pipeline of SPH staff applicants through more assertive outreach – including but not specific to: SPH social media, LinkedIn, community college job boards; advertising at local community-based organization, referrals through community networks Evaluate language used in our job postings to avoid phrases that might sound elitist or "exclusive"	Compare prior applications data to most recent, track results over the 5 years.
Improve community engagement/public outreach	Partnership of staff, faculty, and students to represent Brown SPH in community activities Staff will work with other members of the community (including students) to build the "pipeline" for staff	Number of staff participating in community/outreach events More diverse applicant pool
Create Staff Action Committee of Senior staff in SPH with leadership from the Dean's office.	Provide oversight and coordination of above activities	Ensure activities are executed in a timely manner

5-d. Diversity/Inclusion in the SPH Curriculum

The goal of the DIAP Curriculum subcommittee was to formulate a plan to increase diversity and inclusion in the SPH curriculum over the next 5 years. This subcommittee convened three times in April to discuss potential strategies. The planning process was as follows. First, the subcommittee reviewed strategic plans related to diversity and inclusion at other Schools of Public Health around the country, including the Harvard School of Public Health, UC Berkeley, and Columbia. The subcommittee informally consulted other students and faculty in the SPH to obtain their insights around enhancing diversity in the curriculum. One of the members (Trivedi) also served on the diversity and inclusion committee of the Department of Health Services, Policy and Practice and discussed curricular diversity/inclusion in the group. Finally, the subcommittee presented preliminary recommendations to the SPH-wide DIAP committee for discussion.

The SPH Curriculum subcommittee identified three key themes related to diversity and inclusion in the SPH curriculum.

First, students and faculty are motivated to increase diversity and inclusion in the curriculum, particularly in areas related to reducing minority health disparities and improving minority health. However, although many faculty members conduct primary research addressing minority health disparities in the United States, there is only one SPH course that includes "health disparities" in the course title (PHP 2325 Place Matters: Exploring Community-Level Contexts on Health Behaviors, Outcomes, and Disparities). The School should prioritize efforts to align faculty research in health disparities with specific courses on minority health disparities and diversity.

Second, there are a number of courses in different SPH departments that address broader principles of health disparities, diversity and inclusion as a fundamental concept (e.g., PHP 1920 Social Determinants of Health; PHP 1680I Pathology to Power: Disability, Health and Community; PHP 1070 The Burden of Disease in Developing Countries; PHP 2365 Public Health Issues in LGBT Populations), or that provide methodological approaches to study health disparities and other issues related to diversity and inclusion (e.g., PHP 2040 Applied Research Methods; PHP 2120 Introduction to Methods in Epidemiologic Research; PHP 2360 Designing and Evaluating Public Health Interventions). The SPH should build on this current selection of disparities/diversity/inclusion-related coursework, and collect systematic data on the number of courses and type of content that relate to issues of diversity and inclusion to report progress in this area.

Third, the subcommittee recognized that recommendations and strategies for improving disparities/diversity/inclusion in the curriculum must be tailored to the needs of specific departments and degree programs. The subcommittee does *not* recommend a general requirement that students must take disparities/diversity/inclusion-related coursework. However, disparities/diversity/inclusion-related coursework offerings and availability should be clearly highlighted on the SPH website, and program directors can encourage relevant courses for students with interests in these areas. Co-curricular opportunities – such as SPH-wide seminar series and community internships – can further enhance SPH students' learning experiences related to disparities/diversity/inclusion.

Finally, the subcommittee extensively discussed microaggressions in the classroom and strategies to address microaggressions when they occur. Microaggressions are defined as "a subtle but offensive comment or action directed at a minority or other nondominant group that is often unintentional or unconsciously reinforces a stereotype." Although they may not be intentional, their impact can be deeply harmful and undermine the spirit of inclusiveness that is necessary in a healthy educational environment. The committee does not have a single "solution" for microaggressions, but proposes additional programs

for faculty, teaching assistants, and staff to proactively promote an inclusive learning environment. The committee also recommends the establishment of a confidential process within SPH to report on microaggressions or bias in the classroom (mail box reviewed by Associate Dean of Diversity - SPHOfficeofDiversity@brown.edu).

Specific recommendations, actions, and measurement/outcomes for improving diversity and inclusion in the SPH curriculum are as follows:

Recommendation	**Action**	**Measurement and Outcome**
Increase the number of classes that explicitly focus on health disparities and minority populations	SPH to track number of courses that meet this criteria	Annual number of SPH courses that focus on health disparities and minority populations
Increase the number of courses with content related to diverse populations in order to integrate themes of equity, inclusion and disparities across the curriculum	SPH to track number of courses that meet this criteria	Annual number of SPH classes with content related to health disparities and minority populations
Encouraging or strongly recommending that public health students take at least one course focused on diverse populations	Identify and list relevant disparities/diversity courses on SPH website. SPH Curriculum Committee and Program Directors regularly review competencies and coursework selection related to disparities/diversity. Program Directors recommend relevant courses to students.	Enrollment in disparities/diversity-related coursework
Provide training opportunities (workshops/orientations) for SPH faculty and staff members to enhance their abilities to create an inclusive learning environment for students of all backgrounds.	SPH and Department leadership work with University resources to increase such opportunities	Number of SPH faculty/staff participating in training opportunities (workshops/seminars) to promote inclusive learning environment
Encourage a statement of diversity and inclusion in each syllabus, which reflects the faculty member's vision of promoting an inclusive learning environment.	SPH Curriculum and Graduate Studies Committees identify examples of “diversity and inclusion statements” and disseminate to departmental faculty for potential use	Number of course syllabi with diversity and inclusion statements
Increase curricular opportunities for students to work with diverse population in the local community or internships where students work with diverse populations.	Work with community partners to identify relevant opportunities at SPH. Discuss at Department/program curriculum committees and disseminate via SPH student listerve	Number of courses with such curricular offerings

Provide students with ethics training in working with diverse/vulnerable populations.	Incorporate topic in SPH Responsible Conduct in Research (RCR) course and integrate content into existing courses.	Assessment of ethics with diverse/vulnerable populations in RCR evaluation
Address microaggressions in the classroom setting.	Sponsor faculty/staff workshops related to microaggressions Discussion of microaggressions at SPH-wide faculty meeting Establish confidential SPH process for reporting such incidents	At least one discussion per year of microaggressions at SPH-wide faculty meeting
Provide more opportunities to discuss current topics in public health that impact diverse communities (eg the Flint water crisis or Ebola).	Include discussion of curricular enhancement with current topics at department and School-wide faculty meetings. Encourage faculty to incorporate relevant examples into the classroom and data science curriculum Consider SPH seminar series on health disparities, with each department hosting/sponsoring one of the sessions	SPH-wide seminars on public health issues in diverse populations

5-e. Diversity/Inclusion in SPH Programming/Community and Professional Development (PCPD)

Although appointed as separate subcommittees, members of the DIAP Programming/Community and DIAP Professional Development (PCPD) subcommittees identified substantial overlap in their group agendas and agreed to produce a unified diversity and inclusion plan encompassing Programming/Community and Professional Development activities. The PCPD subcommittee met weekly during the planning process, reviewed academic articles related to organization diversity and inclusion, and critically discussed related gaps and opportunities in SPH. The committee convened two focus groups and also collected audience feedback, via web portal, from the forum "*What is Racial Bias and What are the Implications for Public Health?*"

The DIAP PCPD subcommittee identified four key themes related to improving diversity and inclusion in SPH through strategic PCPD activities.

First, the subcommittee favors inclusive SPH-wide approaches to programming and professional development in order to promote integrated dialogue and training for all audiences within SPH – inclusive of faculty, staff, postdoctoral scholars, graduate and undergraduate students. The subcommittee recommends a suite of open and voluntary programs (workshops, seminars, trainings, mentorship/ambassador programs, forums) to encourage discussion across the various constituencies within SPH. The subcommittee identified a sincere interest among SPH members in more opportunities for engagement in topics related to diversity and inclusion, and found that members of the SPH community seek pathways and access points to create an inclusive SPH-wide community.

Second, the subcommittee noted a strong desire to develop programming content that addresses sources of diversity that extend beyond race/ethnicity, such as gender identity, sexual orientation, class, disability, religious identity, etc.

Third, the subcommittee discussed the need to leverage University resources and engage experts from across the University who sponsor programs that foster discussion about inclusion (Sarah Doyle Women's Center, Center for Students of Color, CSREA, LGBTQ Center, Student and Employee Accessibility Services, Office of the Chaplains and Religious Life, the University's Office of Diversity and Inclusion, Title IX Office, etc.). The subcommittee discussed the importance of centralizing efforts within SPH and building partnerships with other entities across the University, in order to maximize the reach of new programming and avoid silos.

Fourth, although the subcommittee identified strengths in existing coursework curricula for students (see previous section), members also identified a range of content gaps that can be remediated through programming and training efforts delivered to all members of the SPH community. These efforts include School-wide initiatives addressing social justice (including topics related to race, class, and gender politics), diversity competency trainings for staff and faculty (with targeted trainings for members of search committees and admissions committees), and enhanced trainings that complement the mandatory Title IX training content for faculty, staff and students.

Specific recommendations, actions, and measurement/outcomes for promoting diversity and inclusion in the SPH curriculum are as follows:

Recommendation	**Actions**	**Measures/Outcomes**
Enhance and centralize SPH administrative support of all diversity	Consider creating a full or part time (50%) leadership position (e.g., Director or Assoc Dean) for Diversity and Inclusion within the	Centralized resources, communications, and

and inclusion-related initiatives in the School	SPH Dean's Office; Consider creating a School-specific Office of Diversity and Inclusion - Partner regularly with the University's Office of Institutional Diversity and Inclusion (OIDI) and with the BioMed Assoc Dean of Diversity; Consider creating a "response bias team" to address reported issues of bias or microaggressions identified through new data collection approaches (i.e. new SPH climate surveys) Create a standing Diversity and Inclusion Committee that is chaired by the new position (above) and includes SPH faculty, staff and students Create a Diversity and Inclusion External Advisory Board that includes experts and partners from outside SPH	partnerships, responsive and timely programs Integrated training program of lectures, workshops, open forums on issues relevant to diversity and inclusion Associate Dean for Diversity and Inclusion conducts regular assessment to survey SPH culture/climate and needs related to diversity and inclusion
Cultural Competency Training available for all SPH community members	Diversity leadership position and the Diversity and Inclusion Committee will identify existing Cultural Competency Training and adapt/implement in SPH Incorporate diversity and inclusion programming in regular SPH activities (Orientation, Staff Development Day, Public Health Research Day, Levinger Lecture, SPH-wide faculty meetings etc.) Deliver training to faculty and staff serving on institutional committees (search committees, admissions) and serving as mentors/advisors	Training offered annually Conduct regular (e.g. annual) assessment of climate related to inclusive and culturally competent work environment, student and staff empowerment, emerging diversity and inclusion needs
Support a suite of open and voluntary programs (workshops, seminars, trainings, mentorship/ambassador programs, forums) to encourage discussion across the various constituencies within SPH	Coordinate a SPH-wide comprehensive/interdisciplinary Lecture Series that is responsive to current concerns of diversity and inclusion and employs a public health lens Organize a brown bag per semester for faculty to explore issues of diversity and inclusion Create Named awards for posters about intersections in public health and diversity and social justice, etc. at Public Health Research Day	Number of programs offered; number of students, staff, postdoctoral fellows, faculty who attend programs/activities

	Make conscious attempt to increase number of speakers from diverse backgrounds who do not necessarily conduct research on race (e.g., obesity, cancer research, mental health, etc.) Create diversity/inclusion programs with social components (lunch/dinner programs; music or performance/talent programs show) Consider strategies to incentivize participation in development and programming opportunities	
Implement a School-wide day of service	Work with community partners to identify one School-wide service theme per year	Participation in day of service
Improve SPH community engagement and regular presence at community events	Leverage and create community partnerships aimed at providing internship opportunities for students Develop a Consortium with Schools/Peers/community agencies who are engaged in diversity and inclusion programming, systematically identify community and institutional peers and determine best models/successes for diversity programs Work closely with Sheridan Center to develop engaged scholarship activities	Participation in service activities among faculty, staff, students
Disseminate information about SPH-related community outreach and engagement programs	Create a blog or “share your experiences” area on website/intranet wiki where students/faculty/staff can comment about their perspectives on coming to the school, ways to improve the programming and provide fodder for future directions Video capture and disseminate online talks/lectures related to diversity and inclusion topics SPH website Consider hosting a conference at SPH for students from a variety of schools and backgrounds to speak about issues of Diversity and Inclusion as they relate to Public Health topics	Awareness of community and outreach activities by SPH

6. Next Steps

As stated earlier, this is a living document that will evolve over time through continual discussion and identification of new priorities for SPH. The recommendations identified in this DIAP are aspirational and ambitious, and will require efforts to prioritize and operationalize these recommendations into feasible mechanisms and actions. We recognize the importance of being nimble and encouraging new ideas that will assist us in achieving our goals of improving diversity and inclusion. Inevitably, challenges and obstacles will occur that will need to be addressed throughout the process. SPH leadership is invested in efforts for critical reflection, criticism, and re-appraisal of our goals and progress.

This Diversity and Inclusion Action Report for the School of Public Health articulates our commitment to improving diversity and inclusion at student, faculty, and staff levels. Meeting diversity goals is a priority that we will continue to pursue with the acknowledgement that transformational change will take a dedicated School-wide investment of time and energy. The recommendations that follow represent the overall input and work of our Departments, Centers/Institutes and the SPH DIAP subcommittees who have put forth many important recommendations. We truly appreciate their dedication to SPH and the time they volunteered to create these recommendations. In this section we will present clear and attainable recommendations to be considered for a five-year action plan.

Overarching Recommendations

- Create a leadership position within SPH (e.g., a Director of Diversity and Inclusion, or an Associate Dean for Diversity and Inclusion, etc.) to coordinate and oversee the prioritization and implementation of the recommendations articulated in this report, including activity at School-wide and Departmental/Center/Institute levels. This new position will become a member of the Public Health Executive Committee to ensure School-wide accountability, as well as accountability at the level of Departments and Centers/Institutes.
- Appoint a SPH Diversity and Inclusion Committee comprising faculty, students, staff, and administration that will meet regularly to plan and implement initiatives to support diversity and inclusion in the School, and to offer a consultative body to SPH leadership and other University entities on matters related to diversity and inclusion in public health. This Committee will report to the newly created diversity leadership position, and will be charged with planning and execution of programming, and have an annual budget for this purpose.
- Convene a SPH Diversity and Inclusion Board comprising expert professionals who are external to SPH. This Board will work with the internal SPH Diversity and Inclusion Committee and with SPH leadership to review trends and emerging themes and opportunities related to diversity and inclusion in public health and relevant professional sectors. The Board will also serve as external monitors regarding accomplishments of diversity and inclusion goals.
- Create and maintain a robust communication plan which promotes the School's diversity activities and reports our progress within the School and the University, and to external partners.

Faculty DIAP Recommendations

- Ensure that faculty searches are comprehensively identifying and targeting important sources of qualified candidates
- Ensure that recruitment of HUG faculty is an institutional commitment, backed by specific actions and commitment of resources

- Ensure that Brown's and SPH's existing policies are widely communicated and used to competitive advantage in recruiting from HUG, and identify areas for improvement.
- Increase representation of women on the tenure track
- Respond to the need for high-quality mentoring of junior faculty in a way that effectively encompasses and addresses issues specific to HUG and female faculty
- Ensure that expectations for promotion and tenure are transparent and clearly communicated
- Have a clear vision of how prioritizing faculty diversity informs the tenure and promotion process
- Ensure that service and major teaching responsibilities are distributed equitably, particularly among junior faculty.

Student DIAP Recommendations

- Apply a strengths-based approach (rather than deficit-based approach) to outreach, programming and retention efforts for HUG students.
- Provide programming to enhance faculty members' ability to mentor students from diverse and underrepresented backgrounds.
- Increase visibility of Public Health as a concentration among Brown undergraduates upon admissions and throughout the first two years of training (faculty, and masters and doctoral student presentations and recruitment activities).
- Collaborate with minority serving institutions (MSIs) to build the recruitment pipeline – specifically with public health and social sciences departments within these institutions.
- Engage faculty and current students in recruitment efforts – especially those with research/career interests in disparities/diversity.
- Develop a structured peer mentoring activity among graduate students – i.e. advanced grad student paired with first year.
- Expand upon existing recruitment efforts by leveraging SPH collaborations with the Leadership Alliance and IMSD programs
- Conduct an annual school-wide student climate assessment.

Staff DIAP Recommendations

- Provide additional support to diversity and inclusion among professional staff through the creation of a mentoring program
- Continue to encourage staff to participate in Employee Education Program (EEP) programs offered by Brown HR
- Work with Brown HR to clarify and provide strategies to improve equity, make job audit process clear and accessible
- Expand the pipeline of SPH staff applicants through more outreach – including but not specific to: SPH social media, LinkedIn, community college job boards; advertising at local community-based organization, referrals through community networks
- Improve community engagement/public outreach to also to build the "pipeline" for staff
- Evaluate language used in job postings to avoid phrases that might sound elitist or "exclusive"
- Create Staff Action Committee of Sr. staff in SPH with leadership from the Dean's office to provide oversight and coordination of above activities.

Curriculum DIAP Recommendations

- Increase the number of classes that explicitly focus on health disparities and minority populations
- Increase the number of courses with content related to diverse populations in order to integrate themes of equity, inclusion and disparities across the curriculum
- Encouraging or strongly recommending that public health students take at least one course focused on diverse populations
- Encourage a statement of diversity and inclusion in each syllabus, which reflects the faculty member's vision of promoting an inclusive learning environment.
- Increase curricular opportunities for students to work with diverse population in the local community or internships where students work with diverse populations.
- Address microaggressions in the classroom setting though workshops related to microaggressions, discuss microaggressions at SPH-wide faculty meeting and establish confidential SPH process for reporting such incidents
- Provide more opportunities to discuss current topics in public health that impact diverse communities (e.g. the Flint water crisis or Ebola).

Programming and Professional Development DIAP Recommendations

- Provide training opportunities (workshops/orientations) for SPH faculty, students and staff members to enhance their abilities to create an inclusive learning environment for students of all backgrounds.
    - Cultural Competency Training
    - Ethics training for students in working with diverse/vulnerable populations.
    - Regular programming for staff development, through partnership with Brown HR
- Support a suite of open and voluntary programs (workshops, seminars, trainings, mentorship/ambassador programs, forums) to encourage discussion across the various constituencies within SPH
- Implement a School-wide day of service (service themes with connection to Diversity and Inclusion)
- Leverage and create community partnerships aimed at providing internship opportunities for students
- Develop a Consortium with Schools/Peers/community agencies who are engaged in diversity and inclusion programming, systematically identify community and institutional peers and determine best models/successes for diversity programs
- Create Named awards for posters about intersections in public health and diversity and social justice, etc. at Public Health Research Day
- Leverage relationships with existing University groups such as the Sheridan Center, Center for Race and Ethnicity and INSD to develop engaged scholarship activities
- Consider hosting a conference at SPH for students from a variety of schools and backgrounds to speak about issues of Diversity and Inclusion as they relate to Public Health topics
- Leverage and create community partnerships aimed at providing internship opportunities for students

These goals and action plan will guide the work of several school-wide committees that will oversee implementation and evaluation. The committees include but are not limited to the Diversity and Inclusion Planning Committee; Graduate Program Steering Committee; Curriculum Committee; Public Health Executive Committee; MPH Curriculum Committee; Public Health Faculty Appointments; Undergraduate Working Group; and the Graduate Student Council.

Appendices (attached)

- **A: Summary Table of Departmental, Center and Institute Recommendations and Actions**

- **B: Specific Departmental, Center and Institute Reports**
    - Department of Behavioral and Social Sciences, Chair: Christopher Kahler
    - Department of Biostatistics and Center for Statistical Sciences Joint Plan, Chair/Director: Constantine Gatsonis
    - Department of Epidemiology, Chair: Alison Field
    - Department of Health Services Policy and Practice, Chair: Ira Wilson
    - Center for Alcohol and Addiction Studies, Director: Peter Monti
    - Center for Environmental Health and Technology, Director: Karl Kelsey
    - Center for Evidence-Based Medicine, Director: Thomas Trikalinos
    - Center for Gerontology and Health Care Research, Chair: Richard Besdine
    - Institute for Community Health Promotion, Director: Matthew Mimiaga
    - International Health Institute, Director: Stephen McGarvey
    - Center for Population Health and Clinical Epidemiology, Director: Alison Field

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ACTION ITEMS		
Center/Department	**Action Area**	**Action Item**
BSS	Faculty Recruitment	Hiring of new tenure track faculty will focus heavily on recruiting applicants from diverse backgrounds
		We will begin word of mouth campaigns well in advance of advertising faculty position openings so that the possibility of job openings in the department are well known to diverse faculty nationally with whom many BSS faculty are connected.
		BSS will maintain a list of non-Brown faculty from HUGs who have working collaborations with BSS faculty and/or conduct research that is closely aligned with the mission of BSS. This list serves as a resource for recruiting speakers for our annual seminar series (see below) and for distributing job announcements
		We will continue to expand our recruitment venues, including conferences where diverse scholars attend or where the specific focus of research is with diverse populations (e.g., APHA, SBM). We will recruit faculty from high-performing scholarly programs such as: the APA Minority Fellowship Program (http://www.apa.org/pi/mfp/); Robert Wood Johnson Foundation New Connections (http://www.rwjf-newconnections.org/); Ford Foundation Fellowship Program (http://sites.nationalacademies.org/pga/fordfellowships/index.htm); various NIH institutes' minority fellowship programs. In addition we will advertise faculty positions through professional organizations such as the APHA caucuses serving HUGS; Black Psychologist Association http://www.abpsi.org/; National Latina/o Psychological Association, http://www.nlpa.ws/; American Association for University Women, www.amwa.org; American Medical Women's Association, http://www.amwa-doc.org; Association for Women in Science (AWIS), email: awis@awis.org; FASEB/ Minority Access to Research Careers (MARC) Program, http://www.faseb.org/MARC/MARC-and-Professional-Development.aspx.
		The Department will continue to encourage faculty to write diversity supplements to their NIH grants to support diverse postdocs who can transition into faculty status. The Brown University Presidential Diversity Postdoctoral Fellowship Program is another potential pipeline from which to recruit tenure track faculty from HUGs.
		Maintain a strong presence on social media of innovative on-going work of diverse faculty or research with diverse populations. Create a clear external image that highlights diversity strengths within BSS including an improved Department web presence; avoid "token" approaches that focus solely on visually obvious aspects of diversity.
		Successful recruitment also involves enhanced communication about the range of programs available through the University to support faculty, including family-friendly policies, leadership opportunities, and many programs designed to support greater inclusion (e.g., Office of Women in Science and Medicine). We plan to develop a more clear description of the attractive elements of working at Brown, including our connections with the Department of Health, Alpert Medical School, and community organizations, as well as the value that BSS and University places on social justice and engaged scholarship.
		Create and publicize a clear mission statement around diversity in BSS and make clear reference to the value of diversity in our Department's overall mission statement. An explicit statement will reflect departmental culture and values related to inclusion and family-friendly practices.
	Faculty Retention	Annual reviews of faculty will consider the level of service provided by faculty members with a particular eye towards diversity characteristics that might lead some individuals to be called on especially highly. The Chair will address cases where specific faculty members appear to be carrying extra burden, which can be a particular concern for faculty from HUGs.
		BSS will dedicate one faculty meeting each year to discussion of the evaluation and promotion process in the department. A survey will be conducted to assess the extent to which faculty view the process as transparent, equitable, and supportive.
		We will continue to advertise the Department of Psychiatry and Human Behavior's (DPHB) Diversity Mentoring Workgroup to faculty so that they can have access to a broader network of potential mentors or mentees with a specific focus on supporting diversity. BSS faculty serve in a leadership role in this program, and many have served as mentors.

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		For faculty conducting research on health disparities, we will consider providing partial summer salary for a second summer as part of tenure-track hiring packages to give the extra time needed to seek federal funding that health disparities research activities require (Dankwa-Mullan et al., 2010; Mosavel, Ahmed, Daniels & Simon, 2011, Tendulkar et al., 2011). This would be considered for new junior-level hires.
		Create a departmental fund that can help cover the costs for faculty who are initiating community-engaged research, such as funds to support presentations at community-based non-profit organizations. These funds have been set aside and will be publicized more over the next year.
	Student Recruitment	To expand and strengthen our pipeline, we plan to do strategic marketing of our PhD program at HBCUs with MPH programs, and will work with the Brown Initiative to Maximize Student Development (IMSD) program to cultivate recruits through their institutional partners.
		Work collaboratively with the Brown University Leadership Alliance to publicize opportunities for graduate training in BSS at the Leadership Alliance National Symposium and other national student conferences, such as the Annual Biomedical Conference for Minority Students (ABRCMS) and Society for Advancement of Chicanos and Native American Students in Science (SACNAS).
		Continue to engage BSS faculty as mentors for Leadership Alliance undergraduates in the Summer Research Early Identification Program, which exposes students to research and potential graduate program opportunities.
	Student Academic Support	Continuation of customized academic and professional development support via Individual Development Plans (IDPs)
		BSS has a weekly journal club that allows doctoral students to form a tight-knit network of peer support. The format for the club allows discussion of research papers and also ongoing students' work such as F31 proposals, publications, or upcoming presentations.
		To build awareness and support for students applying for grants, all doctoral students are required to take a course on grant writing, and we will offer opportunities for students to get feedback from other students and faculty members on their proposals.
		BSS will continue to support and publicize the DPHB Diversity Mentoring network. The program offers additional mentoring for trainees from HUGs and trainees whose scholarly work focusing on diversity. The program may serve as a model for expanding mentoring to include graduate students.
		BSS will continue to update and enhance its website with readily available information about diversity related programs and academic/mentoring resources. For example, we will add links to resources such as the Leadership Alliance, the IMSD program, the Brown Center for Students of Color, Sheridan Center for Teaching and Learning, etc.
	Student Financial Support	Continue to advocate to the School and University for development of financial aid opportunities for low-income Brown undergraduates to get support for completing the fifth-year master's program in BSS or other departments. Also, to compete successfully for talented HUG and first-generation applicants to masters programs, encourage fundraising to enhance scholarships to offset tuition.
		IMSD training opportunities and other career development opportunities (e.g., Sheridan Center and CareerLab) are distributed and promoted to all BSS doctoral students
		The Department will continue to highlight for faculty opportunities for writing diversity supplements to their NIH grants to support graduate students from HUGs.
		The BSS Curriculum Committee is conducting a review of curriculum during Spring 2016 to determine how and where diversity is addressed in each course. Given the nature of the work we do in BSS, there has only been one course identified (Quantitative Methods) where diversity is not a prominent topic.

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	Student Curriculum	At the level of the BSS Curriculum Committee, we will consider if at least one objective/competency could explicitly address diversity or a closely related concept such as cultural relevance, in almost every course we offer. For methodologically-based courses, this might take the form of addressing how the particular methodology being considered could be applied to a diversity topic.
		BSS will consider whether all course evaluations should have questions regarding the extent to which diversity was covered in the course and the effectiveness of those discussions.
		BSS will hold half-day retreats at the end of this semester (Spring, 2016) and during the summer for teaching faculty to share best practices on how they address diversity in their courses and conduct discussions on issues of race, ethnicity, sexual orientation, gender, and other social identifiers.
		Conduct ongoing review of the master's and doctoral degree courses, and overall curricular requirements, through the lens of diversity.
		Review transcripts of graduated students to determine electives that are chosen. Currently, one course with a primary focus on diversity is required in the BSS doctoral program. We expect to add additional courses with diversity as the primary focus in order to provide greater opportunities in this area.
		Ensure that the to-be-developed Doctoral Proseminar course includes one or more segments relevant for diversity. In addition, the Department will consider the development of a graduate course on the general topic of Community-Based Participatory Health Promotion, which would address diversity in some depth.
		Continue to consider how diversity-related course content would be enhanced when hiring new teaching faculty.
	Programming & Community	BSS hosts a lecture series known as i-BSHS, and has always emphasized health disparities as a key theme for selecting departmental lectures. We will continue this and continue to review the list of speakers each year to ensure that they represent racial, ethnic, and gender diversity at a minimum.
		BSS leaders will continue to publicize and champion diversity initiatives through its listserve and at faculty meetings.
		Elicit faculty and student perspectives on the climate of the department in regards to diversity and how this can be improved. This survey would be done every 3-5 years. The conduct of such a survey will depend on how the university and school decide to conduct such assessments.
	Professional Development	Departmental leaders set the tone for participation in continuing education by announcing and encouraging participation (e.g., Title IX trainings, DPHB Diversity Mentoring workshops).
		Faculty meetings will include a discussion of upcoming training events and also reflections from faculty who have attended recent events. These discussions will help disseminate information and encourage participation by all faculty in these events.
		BSS will work with the School to pilot seminars or a "Diversity Conversations Series" to raise awareness of and diminish micro-aggressive behavior within the academic environment and to promote culturally competent conversations among faculty, students, and staff. These events could include annual unstructured conversations that will address such themes as diversity in research scholarship, diversity and ethics, diversity and best practices and any other aspects of diversity that relate to the mission of BSS. BSS faculty have already been engaging in these conversations in collaboration with the DPHB Diversity Mentoring Workgroup.
CAAS		Revise our mission statement on the CAAS website to reflect our commitment to diversity and inclusion.
		Highlight the work of the Diversity Committee on the CAAS website (https://www.brown.edu/academics/public-health/research/alcohol-addiction-studies/commitment-diversity) to demonstrate our commitment to diversity-related initiatives and concerted efforts to increasing diversity and inclusion at CAAS.

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Center/Department	**Action Area**	**Action Item**
	Faculty Recruitment	Have a stronger presence on social media for our innovative on-going work of diverse faculty or research with diverse populations focusing on the etiology and treatment of alcohol and drug use disorders as well as their intersection with HIV/AIDS related risk. However, avoid approaches that focus solely on visually obvious aspects of diversity.
		When using word of mouth recruitment strategies during conferences, meetings, or one on one interactions with potential postdoctoral candidates, highlight the work of the Diversity Committee, including our diversity mentoring program and opportunities to write diversity supplements and receive training in cultural competency and diversity-related research topics.
		Identify potential candidates within the Department of Psychiatry and Human Behavior (DPHB) Clinical Psychology Training Program, the Brown University Medical School, the Brown Leadership Alliance and Office of Women in Medicine, and target recruitment strategies towards them through word of mouth strategies, networking opportunities and identifying potential research opportunities that may be of interest to them within the CAAS.
		Recruit using word of mouth strategies, identify and develop partnerships with Historically Black Colleges and Universities (HBCU), Hispanic-Serving Institutions, Tribal Colleges, and Women's Colleges as well as organizations and associations (e.g., Academic Physician & Scientist (APS), Lippincott Williams & Wilkins; http://www.acphysci.com/aps/app; Association of American Medical Colleges (AAMC) Faculty Roster System; American Association for University Women, www.amwa.org; American Medical Women's Association, http://www.amwa-doc.org; Association for Women in Science (AWIS), email: awis@awis.org; FASEB/ Minority Access to Research Careers (MARC) Program, http://www.faseb.org/MARC/MARC-and-Professional-Development.aspx; Darryl R. Matthews, Sr., Executive Director, National Medical Association (NMA); Student National Medical Association (SNMA); UNCF/Merck Science Initiative.
		Target conferences (e.g., National Hispanic Science Network, International Association for Cross-Cultural Psychology) as well as meetings sponsored by APA's Division 44 and 45, where diverse scholars attend or where the specific focus of research is with diverse populations for recruitment of external postdoctoral fellows.
		Recruit postdoctoral applicants from high-performing scholarly programs such as: the APA Minority Fellowship Program (http://www.apa.org/pi/mfp/); Robert Wood Johnson New Connections (http://www.rwjf-newconnections.org/); Ford Foundation Fellowship Program (http://sites.nationalacademies.org/pga/fordfellowships/index.htm); various NIH institutes' minority fellowship programs; and the Leadership Alliance's previous scholar.
		· Ensure that members of the admissions and training committees have adequate representation of diverse faculty members and continue to assure all members are provided with a clear written directive to consider diversity characteristics of prospective candidates. However, also implement a center wide policy, consistent with school-wide evaluation procedures that documents and when necessary, limits undue demands on diverse faculty members' service duties in order to be cognizant that diverse faculty can offer important contributions but are often asked to serve on multiple committees due to their diversity status, often to the detriment of their research and career productivity.
		Require members of the admissions and training committees, as well as those who engage in postdoctoral recruitment to take annual implicit bias training to become aware of possible unconscious biases that influence recruitment. The implementation and tracking of these data should be supported by school and university investments.
		Compile a running list of research projects where Diversity Supplements might be possible for postdoctoral fellows and early career faculty. Promote and encourage applying for Diversity Supplements in addition to promoting R awards as opportunities to transition from postdoctoral fellow to faculty member.
		· Increasing the value we place on mentoring, advising, committee work, and service commitment through explicit recognition in the annual evaluation process and consideration for promotion and salary increases. This value should also be reflected in school evaluation procedures.

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Center/Department	**Action Area**	**Action Item**
	Faculty Retention	Implementing a center wide and school wide policy that documents, limits, and/or explicitly recognizes (e.g., via coverage of effort) any undue demands (i.e., above the 50 hours per year guideline) on non-tenure track faculty member's service duties. Further, the center and school must be cognizant that diverse faculty can offer important contributions but are often asked to serve on multiple committees due to their diversity status, and this is often a detriment of their research and career productivity.
		Ensuring that the faculty review committee explicitly reviews service commitments across all faculty to look for those who are disproportionally burdened, and with leadership responding appropriately to restrict service burdens when these are disproportionate.
		Assigning formal mentors to early career faculty. This may require drawing from mentors from across the school as well as within the center. Mentors will be offered training in mentoring individuals of diverse backgrounds to increase sensitivity to potential diversity related issues and to appropriately facilitate any difficult conversations that may arise during the mentoring relationships
		With support from the SPH and the university, provide funding for an Early Career Investigator Diversity Award (similar to award created for DPHB; see attached) which CAAS faculty can apply for. This award will assist in the provision of research support for early career faculty of diverse backgrounds who have considerable promise and potential as Independent Investigators. The award will provide financial support for pilot research that will inform a larger research project or for training activities (e.g., attendance at a workshop) that will provide skills central to the person's research activities.
	Programming	We propose to recruit more CAAS Rounds speakers whose work addresses these aspects of diversity as they relate to the research interests of CAAS faculty and to stimulate new collaborations.
		We propose to continue to focus on recruitment of diverse speakers whose research addresses both basic behavioral sciences research as well as health disparities and health equity.
		Rather than hosting one or two series strictly focused on diversity issues, we will encourage all speakers to address diversity within their talks. To help facilitate this, we will distribute a "tip sheet" created by the Diversity Committee to all speakers and facilitators offering brief tips, guides, and resources on how to appropriately address diversity within their talks, even when diversity is not a specific focus of the talk. Further, we will offer guidance via the Diversity Committee to any speaker struggling to appropriately address or incorporate issues of diversity within their lectures and talks.
	Community	Enhance the current activities being facilitated by CAAS Rounds.
		We will continue to engage with our surrounding communities through our "Spirit of Giving" activities. We will research other community organizations that we have not previously made donations to and invite representatives from community organizations to give lectures and talks on the mission, work, and impact of their organizations.
	Professional Development	Address microaggressions, individual behaviors that reflect unconscious biases and preferences, and stereotype threat by creating professional development goals and programs where all members of CAAS are held accountable for participation. Accountability of these diversity training goals can be implemented within the annual evaluation process for faculty, evaluation of the training plans and goals for postdoctoral fellows, and annual performance appraisals for staff.
		We will also partner with the Office of Institutional Diversity and Inclusion at Brown as well as DPHB and the SPH to obtain resources to provide daylong professional development opportunities for faculty, postdoctoral fellows, and staff to engage in university-wide lecture series on implicit/unconscious bias, inclusive classrooms, and stereotype threat.
		We expect that part of our ongoing efforts to promote diversity will include a "Diversity Conversations Series" with faculty, postdoctoral fellows, staff and students. This series will consist of annual unstructured conversations that will address such themes as diversity in research scholarship, diversity and ethics, diversity and best practices and any other aspects of diversity that relate to the mission of the CAAS.

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	Tracking data	To ensure we remain on track toward accomplishing the above stated diversity goals during the next 5-year period (2017-2021), we will continue to track data on all aspects of diversity in an annual data collection effort. This includes collecting data on all aspects of diversity, in line with the SPH definition. This also includes tracking data on publications, research productivity, and service activities for each faculty member based on their diversity characteristics.
CEbM	Faculty	Y1-Y5: Help Departments identify an outstanding individual scholar from a historically underrepresented group who is expert in decision science, personalized medicine, health economic analysis or quantitative/mathematical analysis of public health policy (to recommend as a target hire) for upcoming Tenure Track positions.
		Y1-Y5: Seek to strengthen partnerships with individual faculty on campus/ in the Medical School whose work intersects with the directions of our center, and who would represent a plurality not just of perspective, but of gender or other measure of diversity for our community. Engagement strategies for the development of preliminary partnerships are articulated in 'programming' below.
		Continue informing every CEbM member, including faculty, about the professional development support that the Center offers.
		Y1-Y5: Partner with departments, the graduate school, and the Office of Diversity and Inclusion to identify non-traditional conferences/fairs/events to recruit individuals with expertise or career trajectories in the Center's area of interest: decision science, personalized medicine, health economic analysis or quantitative/mathematical analysis of public health policy.
	Programming and Community	Focus on peer-to-peer learning as an opportunity for research and administrative staff to branch out and cross train, but also to foster understanding of one another and our strengths (team building). Our focus is on creating a safe environment for people to learn.
		Y1: Advocate for amenities to be created in the building for community (foosball/pool table), perhaps change the name of the 'faculty lounge' to 'community lounge').
		TBTK (can happen every day! Center initiative to "Take Back The Kitchen", AKA: encouraging staff not to eat at desks
		Organizing and supporting [at least] quarterly Center outings that are focused on knowing and enjoying one another (e.g. Center Climbing Day, Sailing with Gaelen, BBQ in Jamaica Plain, Picnic in Swansea, Opening Convocation, graduation celebration, group attendance at lectures + "talk back" following, etc.)
		Expand upon "Research in Progress" meetings to create pathways to advanced content
		Design and adopt ground rules for facilitators of these meetings that allow for a plurality of audiences to engage, that protect the speaker, and that foster inclusive discussions
		Provide opportunity for our own community to approach advanced methods talks by external people by hosting a pre-talk that serves as an introduction for complicated papers, creating meaningful entry to content.
		Consider how to engage non-faculty in the 'introduction' session for research in progress meetings (empowering research associates and graduate students)
		Circulate a list of speakers/topics and ask for feedback from our community as we generate agendas and schedules for Research in Progress meeting series.
		To generate knowledge about programs available, create a posting board of actual events (combs the morning mail, various listservs), add a "what you don't know" exploratory item to monthly Center meeting agenda to inform each other of conferences and programs of potential interest
		Establish an annual (or semi annual) Center Service Day, providing Center and others the opportunity to volunteer in the community as a team

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		● The Center has two training initiatives (K12 and R25 or "Evidence Synthesis Academy") that can be leveraged to foster more discussion on inclusivity, or present a plurality of voices and expertise (e.g.: by inviting speakers of diverse backgrounds who are also content area experts). ○ Expand upon existing journal clubs to be more inclusive. ○ Expose K12 Scholars to dimensions of diversity and inclusivity, as these concepts intersect with patient centered outcomes and comparative effectiveness research. ○ Leverage our training program (the R25 - Evidence Synthesis Academy) to feature underutilized voices, provide opportunities for different audiences/new workforces ■ Y1 of this plan (Y3 of the Evidence Synthesis Academy): Offer flipped classrooms, identify and invite audience for training in local community via service exposures, (Americorps vistas, local recruitment for MA programs, high schools), train future students of CER/PCOR ■ Y1 of this plan (Y3 of the Evidence Synthesis Academy): Create programming in the Evidence Synthesis Academy that give voice to patient advocates and stakeholders in our research ■ Develop by Y2 of this plan - Y4 of the Evidence Synthesis Academy a summer intern program (e.g., invite High School students to shadow professionals for the summer, etc.) providing opportunity for education and outreach to communities ■ Investigate good models in the area and develop partnerships with other institutions in the area.
	Professional Development	Y1: Conduct a climate survey that analyzes if Center leadership does enough to foster a culture of professional development (focus group lead by a third party facilitator)
		Y1-Y5: design or adopt existing programs for development that focus on awareness, presence, compassion etc. Topics of interest may include culturally competent medical research, or mindfulness and self-reflexion in medical decision making.
		Y1: Explore novel models for professional development that are not part of current Center offerings (e.g., the Program in Clinical Art and Humanities, Creative Medicine Series, the Contemplative Studies Initiative, Theatre of the Oppressed) from which the Center may identify partners
		Y2: Partner in the design of a novel program, develop, financially support, and host for the Center audience.
		Y3: program evaluation and repeat
CEHT		Elizabeth Harrington has an NHLBI grant (R25?) that hosts a summer program for HUGs undergraduates at Brown. They spend 10 weeks working with a faculty mentor. Joe Braun has hosted. We might work with Beth more to identify opportunities for students to work in the SPH. In addition, the School could apply for a grant like this.
		We could have a seminar series on health disparities and have a sub-theme on environmental justice.
		We could host a panel discussion led by HUG faculty from Brown or our peer institutions to discuss their experiences in academia and the challenges they faced from biases and how they overcame them.
CGHCR	Faculty	Create and cultivate relationships with Deans and Career Advisors of Historic Black Colleges and Universities (HBCUs), Hispanic Association of Colleges and Universities (HACU) and other higher education institutions that have large numbers of different cultural, ethnic, and racial backgrounds - send recruiting teams to visit on selected institutions prior to recruiting season on a regular basis; e.g., every 2-3 years
		Actively and aggressively engage current complement of diverse faculty and staff to become ambassadors and change agents in the efforts to recruit peers to the university.
		Use our students and fellows as a potential recruitment pipeline.
		Send recruitment material to underrepresented groups and follow-up with the institutions annually.

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	Students	Post recruitment material in diverse media areas (linkedin, facebook, diversity, inc., etc) for each open search.
		Contact various student organizations on mainstream campuses for suggestions on best candidates.
		Engage known colleagues at HBCUs, HACUs and other higher education institutions to assist with spreading the word to potential students and fellow applicants.
		Sponsor events with diversity-related organizations (at least once per year).
		Develop recruitment tools and video that demonstrate a welcoming and inviting environment for minority students to advance their education.
	Programming and Community	Serve as Mentors - work with area high schools promoting our goals and research interests
		Community Outreach: Career Day Fairs,
		Utilize State Officials
		Include Diversity in the university's institutional goals and have language of inclusion referenced in all university material and paraphernalia.
	Professional Development	Review best practices of leading organizations and if appropriate, implement them
		Conduct a cultural assessment of the center and department to identify shortfalls and implement a plan of correction.
		Review considerations of promotion and retention for the current diverse population.
		Mandate training for diversity and inclusion training annually
CSS/Biostatistics	Faculty	Research past and current local and national Biostatistics faculty recruitment to improve our recruitment efforts.
		Identify and reach out to institutions with diverse STEM pre and post-doctoral student populations when seeking faculty candidates. For the past five years, we have used the same list of institutjons with traditionally high representation of HUG students in our recruitment advertising for faculty positions. However, it seems that many of these institutions do not emphasize statistical or biostatistical expertise, but rather are on the list because of their diverse population base or the potential for reaching diverse populations.
		Explore creating additional non-tenure-track faculty teaching positions that focus on mentoring and training of more diverse populations and community relation building and outreach.
	Students	PhD/Master's Programs: • Reach out to alumni holding faculty positions in other colleges to encourage their students to apply to Brown, and to identify HUG students from these applicants to our admission committee. • Identify Brown HUG undergraduates with inclination and potential to pursue a graduate degree. • To ensure that HUG students can successfully complete the PhD program, apply to the BrownTogether graduate student fellowship to assist admitted HUG students with an additional year of qualifying exam preparation, and another year for NIH minority grant development, if necessary. This will be an alternative avenue to IMSD. • Tap on the channels from Leadership Alliance Consortium and the Brown-Tougaloo Partnership to recruit candidates for our Masters program. • Apply for grant funding (e.g. NSF) to start an intense training/preparation program in quantitative/statistical methods during the summer for regional HUG undergraduates to prepare them for graduate programs (refer to the summer program at http://www.edgeforwomen.org/ as an example). This program could include both Biostatistics faculty and graduate students as Instructors/Teaching Assistants. • Expand current local and international recruitment efforts by targeted outreach in collaboration with other departments in Public Health using dedicated Brown and Public Health staff and resources. • Organize targeted visits to select institutions either through faculty or student contacts.

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		Undergraduate Students • Continue to offer the First-year Seminar in statistics and allow HUG freshman who did not win a position through the lottery to enter the First-year Seminar. • Assign faculty mentors/advisors to HUG undergraduates in Statistics by participating in the Curriculum Advisor Program (CAP). • Promote the direct admission path for HUG undergraduates in Statistics, Applied Mathematics and Computer Science concentrations. • Encourage aspiring PhD students, especially HUG students, to apply for support from Brown to engage in summer research with the department via UTRA program (Undergraduate Teaching and Research Awards). • Include biostatistics courses in Public Health concentration electives to take advantage of overall SPH's effort to increase HUG student population. • Encourage faculty involvement in the Leadership Alliance.
	Curriculum	Ensuring the department's curriculum includes components related to public and/or community engagement. This could include participation in community education programs through the Swearer Center.
		Offer summer curriculum in Biostatistics targeted to local high school students
		Focus on health related applications addressing diversity and inclusion in Journal Clubs
		Partner students with public health faculty to analyze health disparity data
	Programming	Continuing to support a research, teaching, and public service agenda that is receptive to the needs of our increasingly diverse state, national, and global context.
		Teaching methods throughout the department are culturally pertinent, accessible, and inclusive for all groups.
		Presenting students from all groups, especially HUGS in the field, the chance to engage in research and other academic undertakings.
		Ensuring our faculty research programs speak to problems of equity, inclusion, and diversity as connected to our specialized field(s).
		Including speakers from diverse and historically underrepresented groups during the department's planning of lecture series, colloquia, and/or conferences.
		Focusing student research assistantships and internships on health topics related to promoting diversity and inclusion
		Partner with University outreach organizations such as STEAM and the Swearer Center
		Working with local schools to promote statistics education and activities (e.g. ASA K-12 poster contest).
		Reach out to Providence Public Schools Outreach Coordinator and the Director of the Math and Science Academy Advisory Board (may need School to do this to provide credibility)
	Staff	Ensuring that a concerted effort is made to advertise positions through more diverse channels.
		Being proactive in the establishment and use of connections with community-based organizations to facilitate a more diverse candidate pool.

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	Professional Development	• Centrally publicizing professional development resources available to our faculty, students, and staff. o Those in this volunteer position will curate and disseminate knowledge of University and School of Public Health sponsored events. They will work with the department and center to publicize and organize internal events, as well as coordinate with other departments and centers to maximize involvement. o Those in-charge of this curation will ensure all professional development opportunities cover all aspects of diversity and inclusion and reach those who will benefit most from certain opportunities (i.e. alerting faculty to inclusive classroom trainings via the Sheridan Center, sending staff notices of teamwork trainings via the Center for Learning and Professional Development (CLPD), etc.)
		Organizing and expanding events dedicated to diversity aimed at increasing inclusion. Events may include a day or week dedicated entirely to programming that promotes cultural competence, celebrates our departmental diversity, and provides a safe space to share our individual customs and traditions. Specific events may include an international pot-luck, reinitiating Brown Break events, or logistically enhancing current events to increase inclusion (i.e. use of larger rooms).
		Encouraging faculty, staff, and students to attend lectures addressing specific topics concerning issues of diversity and inclusion in STEM.
		Improving outreach with other departments and centers (i.e. CEBM, Gerontology, etc.) to learn skills and values that all Public Health disciplines offer.
		Affording our students access to our own projects that involve HUGS such as working with ACRIN biostatisticians, having ACRIN internships, engaging in departmental and center sponsored SAS training, and encouraging participation in our new consulting unit.
		Encouraging our staff to mentor, train, and work with students by creating and executing a formal plan to further integrate our Biostatistics staff and academics.
		Establishing a systemic reporting of departmental and center demographics, data, and qualitative stories that highlight our diversity.
Epidemiology	Faculty Recruitment	Targeted Searches: Outreach to list of a substantial number of individual senior scholars and leading programs approved by the relevant dean to solicit recommendations of candidates who would diversify the ethnic, racial, and gender composition of the department faculty
		Recruitment of Outstanding Individual Scholars: Review by the committee of the leading candidates in the field and comparison of the scholar in question to that pool (consider inviting some of these candidates for campus visits)
		Cluster Hiring: Recruiting simultaneously a set of outstanding scholars more likely to accept appointments at Brown as a group: Identification by the committee of the cluster of candidates and rationale for the group recruitment
		Gateway Fellowships: Presidential Diversity Postdoctoral Fellowships,
		Recruiting an outstanding scholar without and existing roster vacancy (Target of Opportunity): Department chair contacts the relevant dean and Vice President for Institutional Diversity and Inclusion to explore the possibility of at Target of Opportunity hire. The department may request permission to move forward with an individual candidate, or to undertake a Targeted Search or to participate in a Cluster Hire (see above).
	Inclusion Planning	However, a formal, revised faculty mentoring plan has been developed and will be implemented starting in the new academic year. Part of the increased mentorship and feedback will include regular teaching observations as well as acknowledgement of faculty in their annual reviews for diversity-related service and teaching.
		Retaining faculty members from diverse backgrounds is a priority. Dr. Field plans to move towards having one RA to assist 4-5 faculty with mundane, but time-consuming, tasks related to teaching and research. This would help faculty to feel less burdened and therefore more inclined to stay at Brown. The RAs could also look through Brown announcements for possible sources for pilot funding.

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ACTION ITEMS		
Center/Department	**Action Area**	**Action Item**
		Although the faculty have been having great success at getting funding, Dr. Field would like to propose additional teaching for faculty who are having trouble meeting the required funding level. She will discuss Fox whether there would be funding for developing a course focused on health disparities epidemiology, which could be open to undergraduates, as well as graduate students.
	Students and Post Docs	NIH Diversity Supplements to increase the racial and ethnic diversity of graduate students and post-doctoral trainees in the Department of Epidemiology faculty
		Create a mentoring plan template for each level of Diversity Supplement to facilitate faculty writing applications.
		identify timelines for diversity supplement submissions and how these crosswalk with Master and Doctoral admission timelines.
		Establishing relationships with promising undergraduates and masters students from historically underrepresented groups will help the Department of Epidemiology recruit these students and apply for diversity supplement funding.
		Work with programs that already exist to identify promising undergraduate students from historically underrepresented groups such as the Leadership Alliance (theleadershipalliance.org) and provide them with meaningful summer research in the Department of Epidemiology.
		Work with the Brown Tougaloo Partnership) to recruit promising students to the Epidemiology Master's program. Consider identifying students in their sophomore and junior years so that the students can engage in funded (e.g. via Leadership Alliance) summer research and create a relationship with a mentor that would foster writing a diversity supplement. Recruiting trips to Tougaloo should be sponsored at the SPH level to facilitate recruitment into all programs. Consider having an event for Tougaloo students who are at Brown for a semester exchange to introduce the SPH.
		Strengthen the relationship between Brown and Tougaloo College by creating a Faculty Fellow exchange in which a SPH advanced doctoral student is a part of the Touglaoo College faculty for a semester and teaches Introduction to Public Health. The Faculty Fellow can help identify promising undergraduate students and facilitate early connections between the undergraduate and potential Brown University faculty mentors in the students' area of interest.
		Brown-Tougaloo Partnership Faculty Teaching Fellow: doctoral candidate to teach Introduction to Public Health and Epidemiology in the Fall 2016
	Curriculum	revised working definition of a "diversity-relevant course" from the one provided by SPH. The nature of Epidemiology courses makes them all relevant to the SPH definition. The goal of the narrower definition enforces a diversity-focused method of teaching as well as requires the content to be specific in nature to meet the definition.**Epi Working Definition:** A course with content focus on, or examples with, populations/groups that are underrepresented in domestic or international contexts; or a course that aims to explore the complex dynamics of social inequity, exclusion, and difference; or a course that provides methodologic / analytic skills specifically designed or used to help students understand health issues / disparities that affect populations/groups that are underrepresented in domestic or international contexts
		AY16-17 Seminar Series: Mental and Behavioral Health: Population Approaches.
		This series will include lectures on a range of topics that appeal to our public health undergrad and grad students, with global health, health disparities and environmental topics included. In line with developing our Diversity and Inclusion Plan we also want to ensure that diversity and inclusion are addressed in the series. The 2016-2017 Seminar Series will focus on mental and behavioral health, a topic that should appeal to undergraduate and graduate students from a range of backgrounds. We will plan to have at least one speaker address health disparities by race/ethnicity and/or be a URM.
		Social and Networking/Professional Events

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		ACTION ITEMS
Center/Department	**Action Area**	**Action Item**
	Programming and Community	The department has had a "seminar and social events" committee for the past several years because social events and networking opportunities matter. These have included department happy hours after work, and student research days, which offer opportunities for presentation of student research. Next year the department is planning to institute a forum for faculty to share their current research with all Epidemiology students in order for students to learn more about what faculty are currently working on. This will provide students a more relaxed setting to learn about current faculty research, learn where faculty and student interests may overlap, and explore potential for future RAships. This event will take place at least once per academic year, beginning in September 2016. We also plan to bring in speakers focused specifically on careers in public health both academic and non-academic.
		Staff as well as students and faculty are invited to the social events and seminar series.
	Professional Development	**Ø Educating our students**
		The Cultural Competency curriculum [1] will be used to incorporate cultural competency into all new and existing courses offered through the Department. The Cultural Competency curriculum has been endorsed by the Association of Schools of Public Health. The Department Curriculum Committee will facilitate the training of faculty, instructors, TAs, etc. as they incorporate cultural competency into their new and existing courses.
		Ø Training our faculty, students, and staff
		The principles of diversity and inclusion will be incorporated into faculty, student, and staff department organized orientation programs. Refresher trainings on the principles of diversity and inclusion will be offered periodically.
		The department will organize or encourage their faculty, staff, and students to attend SPH/university-wide workshops, seminars, trainings and open forums focused on diversity, inclusion, or cultural competence. All faculty and staff will be required to attend one of the aforementioned department/SPH/university-wide activities at least annually. Department organized trainings, seminars, and workshops will:
		Assist faculty in how to review and modify their current curriculum/syllabi or to develop a new course to include cultural competency.
		Aid faculty in appropriately addressing diversity and inclusion issues that may arise via interactions in their classrooms, when advising, or from the reading materials or homework assignments.
		Demonstrate how to deal with unconscious bias, conflict, privilege, prejudice, and stereotypes as faculty
HSPP	Faculty	For research track faculty to increase under-represented groups, particularly racial/ethnic minorities:
		· Enhanced start-up package (funds) for HUG recruits
		· Create strong, explicit, detailed mentorship plan
		· Offer teaching opportunities (hybrid position) with appropriate financial support
		· Recruit for a specific area of focus, e.g. health disparities
		For tenure track faculty to increase under-represented groups, women & racial/ethnic minorities:
		· Develop a far more overt strategy to recruit under-represented groups
		· Find out why we have failed in the past: how do we appear to potential & actual applications
		o Linked-in
		o Glass door
		o Other consultants?
		· Get out to visit HBC campuses where faculty are trained
		Expand collaborative research with under-represented faculty at other institutions
		Increase our research efforts looking at health disparities, social justice, and other topics that directly impact diversity & inclusion and health policy

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ACTION ITEMS		
Center/Department	**Action Area**	**Action Item**
		Redesign our web site to advertise the breadth & scope of our research: better external image
		Spend more time developing these steps and identifying additional steps
	Students	Develop a plan of initiatives designed to attract PhD students, post-doctoral fellows, and other doctoral-level trainees from underrepresented groups to HSPP. Consider setting explicit departmental targets (e.g., enrollment targets over the next 5 years) for achieving a diverse student body.
		Review all department materials (e.g., websites, fliers, social media) to ensure that they project our vision of diversity and inclusion. For example, enhance website materials for recruitment of students to include success stories for students from underrepresented groups.
		Include a session on diversity and inclusion during orientation activities for incoming students. Consider requiring that more senior students attend the session annually.
		Create a mentoring program for students from underrepresented groups. Consider developing such a program across departments in the School of Public Health.
		Provide resources for underrepresented students to attend meetings sponsored by organizations that address diversity and inclusion. (e.g., in other fields there exist societies for underrepresented groups, such as the National Society of Black Physicists or the Society of Women Engineers).
		In consultation with other departments in the School of Public Health, develop a plan to conduct (potentially in-person) outreach efforts to Historically Black Colleges and Universities and Hispanic-Serving Institutions. We might particularly pay close attention to Tougaloo College given Brown's existing relationship with Tougaloo. The goal of such outreach would be to disseminate information about our graduate program and the application process; and increase the number of future applicants from underrepresented groups at these institutions.
		In collaboration with other School of Public Health departments, explore the development of a summer research program for undergraduate students from underrepresented minority groups. Such a program may create a pipeline of future doctoral/post-doctoral applicants to our programs.
		Consider a stipend bonus or other recruiting incentive for admitted students from underrepresented backgrounds.
		Develop a plan to ensure that Brown undergraduate and MPH minority student groups are aware of our doctoral program and have opportunities to work with faculty members on research projects and honors theses.
	Curriculum	All existing HSPP graduate course directors should attempt to add (touch in a meaningful way) diversity & inclusion through articles, content, modules, as appropriate, to their syllabi.
		Highly recommend that PHD students must take at least one graduate course that extensively addresses health disparities as an approach to better understanding diversity & inclusion. There are options available within SPH and/or in other department on campus. [There was split support for making this required or not.]
		Add an HSPP course that directly considers diversity & inclusion (or vulnerable populations) and health policy that would draw graduate students from other departments.
		· Start with a graduate seminar or offer a series of graduate seminars
		· Develop a course that addresses community engagement from health policy perspective
		Encourage graduate students to participate in/attend variety of talks, presentations, student groups across campus that address diversity & inclusion.
		Encourage graduate students to consider Tougaloo College opportunities to teach in the Gerontology Certificate program.
		Expand community engagement

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ACTION ITEMS		
Center/Department	**Action Area**	**Action Item**
	Programming and Community	· Establish a funding source for the speaker series which will allow for the recruitment of more diverse speakers from around the country
		· Better integrate community engagement and diversity into the speaker series and POPCORN
		· Develop documentation and resources to ensure that all events are not person-dependent and can be easily continued by new members of the department
		· Establish strong, collaborative ties with community-based organizations
		· Facilitate staff and faculty volunteerism in the community
		Seek additional funding for diversity & inclusion programs
		· E.g., Starr lectureship, external funding sources
		· Faculty/students leading these applications will also draft initial documentation to guide future series coordinators. Seminar leaders will also work with departmental administrators to identify flexible days and times, in order to ensure that this is not a barrier to a more diverse set of speakers. Leaders will also seek to develop metrics and approaches to maximize consideration of diversity when developing the series.
		Student/post-doc led events: POPCORN and journal club
		· Encourage awareness of existing programming and ensure that students/fellows have access to any required resources to facilitate more diverse, community-based events.
		o E.g., Sheridan Center offers about inclusive classroom environments.
		· Students and post-doctoral fellows will work to develop a list of these resources. The resources can then be publicized on the departmental website/Intranet for easy access.
		Strengthening community-based ties
		· Review and decide on the best approach for strengthening ties.
		o Include a community advisory board or other approaches for building a structure in the department which facilitates external collaboration with the community.
		o Peer to Peer learning approaches and other methods for removing barriers and facilitating safe interactions should be considered.
		· Develop and implement plans for working with community organizations, guided by the structure selected in Year 1.
		Look at private corporations for their efforts to enhance diversity, e.g., DiversityINC
		Establish an employee networking and mentorship program
		· Different employee networks to foster a diverse and inclusive environment (LGBT, Asian, Black, Hispanic, women empowerment, Veteran, etc)
		· People with diverse backgrounds involved to create understanding and inclusion. Community outreach included.
		· Create opportunities to work with co-workers in structured, year-long developmental partnerships.
		Recruitment
		· Consider approaches to stop biased hiring decisions, unconscious bias, microaggressions in the classroom & department
		· Develop/utilize alliances with professional organizations and other campus groups to promote diversity and inclusion (raise awareness)
		o E.g., Sheridan Center: Workshops and Programs, Sarah Doyle Women's Center, LGBTQ, Safe Zone, Brown Univ: DIAP Appendix C, Brown Center for Students of Color, Center for the Study of Race and Ethnicity in America: Structural Racism Lectures but, not any training.

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ACTION ITEMS		
Center/Department	**Action Area**	**Action Item**
	Professional Development	For new hires, support their early success through learning resources that focus on their unique experiences—including coaching, communication, negotiation and relationship skills. We don't focus on changing their cultural values, but on developing their skills and building cultural dexterity in all our people.
		Support existing staff to explicitly increase their inclusion & representation in departmental matters and to encourage their development
		· Learning Point training programs
		· NEAP: New Employee Advisory Program
		Publicize, encourage, allow for dept members to participate in broad range of activities that highlight, call out, address diversity & inclusion
		· Consider a diversity/inclusion portfolio or PASSPORT
		· Identify list of scheduled events, seminars, activities across Brown that address diversity & inclusion: HSPP members who attend get a "stamp", when attend X number in a year, eligible for raffle or other incentive
		· Add diversity "activity" to annual review
		· Impromptu brown bags/discussions of current events surrounding diversity/inclusion
		Designate an ombudsman for HSPP (or SPH) as someone who will hear concerns & issues
		· Ombudsman could then identify needed programs across dept/school to address the concerns they hear (anonymity is vital here)
ICHP	Programming and Community	Over the past year, ICHP has started a lecture series; we plan to continue to broaden our search for and invitation to guest speakers that include individuals from, and research topics on, diverse groups and cultural settings.
		Increase the diversity of our community partnerships
		Continue to strengthen our current involvement with local CBOs
		Establish an LGBTQ health and research division/center. This will allow us to expand our capacity for serving the LGBTQ community, afford us the opportunity to create awareness and understanding, and procure financial support to develop and test interventions to promote health and well- being among these groups.
	fessional Development and Trai	All ICHP staff and faculty will participate in inclusion and diversity training and it will be included as a performance goal in each person's annual appraisal. Supervisors will be encouraged to plan release time for staff to accomplish this. Initially, we will take advantage of university-sponsored offerings, including but not limited to Brown Safe Zone training offered by the LGBTQ Center and those provided through the University DIAP.
		Within ICHP, we currently have an NIH R25 grant, focused on training African American and other racially / ethnically diverse investigators in clinical, social science, and community engaged scholarship related to HIV. We train 10 students annually; most are doctoral students, post docs or junior faculty from communities historically underrepresented in the sciences.
IHI	Faculty	The IHI's 5-year plan to diversify faculty will engage a broad range of faculty from within Brown and outside Brown to identify members of historically underrepresented groups who could consider joining the IHI as core faculty who have their research grants administered through the IHI as well as affiliated faculty. We will also speak directly with our LMIC colleagues about ways to identify their promising students and counsel them on postdoctoral opportunities at Brown. We also identify early career LMIC scientists and involve them in our research which will allow them to spend time at Brown as Visiting Faculty and perhaps become candidates for Brown faculty positions. We will identify funding sources for these potential pathways, including NIH K43 and similar awards from the Fogarty Center, Wellcome Trust career development awards, and other government and NGO sources.

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ACTION ITEMS		
Center/Department	**Action Area**	**Action Item**
	Students	We will speak directly with our LMIC colleagues about ways to identify their promising students and counsel them on pursuing graduate degrees in public health at Brown and having IHI faculty as their primary mentors. We will continue to find ways to support such students through international individual and institutional training grants and inter-institutional collaborations such as the R24 between Brown and the University of Cape Town.
		At the undergraduate level all IHI faculty teach global health courses during which we can consciously reach out to underrepresented minority students to consider working with us in global health research.
	Programming and Community	At Brown and in Providence we will participate in the wider University and community organizations and identify underrepresented minority researchers and students who could be included in the IHI roster. With the proposed M.S. degree in Global health the IHI will have a research colloquium series that will disseminate what we do and attempt a diverse range of students and scholars.
	Professional Development	We will join in the larger efforts within the University, SPH and SPH departments.
		The IHI meanwhile will focus on identifying and recruiting Brown University students, faculty and staff from diverse backgrounds to join us in all aspects of our research activities in Providence and in the LMIC communities where we work.
		1.) American Colleges and Universities.

APPENDIX B

APPENDIX B.

Diversity and Inclusion Action Plan (DIAP)
Department of Behavioral and Social Sciences

Describe the procedures for generating information for this departmental plan and the types of individuals involved in generating this information.

- In 2014, the Department of Behavioral and Social Science (BSS) generated a self-study for the University Review; diversity was one of the three key questions addressed in our self study. At that time, a working group consisting of five BSS faculty met on multiple occasions, examined department data, and created recommendations, which were forwarded to the Chair and shared at BSS faculty meetings.
- These recommendations have led to a variety of initiatives in the year since, described in bullets below; new actions that we plan to initiate as a result of the current review are flagged as such.
- To create this DIAP, the Department Chair (Kahler) reviewed the previously generated recommendations to identify those that were most relevant for this template and worked with the BSS Doctoral Program Director (Carey) to create an initial draft. The draft was then reviewed and edited by the BSS Executive Committee (Kahler, Carey, Barnett, and Mimiaga).
- These draft recommendations were discussed at a BSS faculty meeting and additional input incorporated by Drs. Carey and Kahler.
- BSS students participated in discussions of school-wide plans, from which we will draw suggestions.

Faculty

Recruitment: Develop a 5-year diversity plan that includes specific efforts that may reasonably expect to result in the filling at least one authorized roster vacancy using one or more of the following approaches: targeted search, recruitment of an outstanding individual scholar, cluster hiring, or gateway fellowship (see attached "Approaches to Diversity Hiring" for details)

- BSS is the only science department on campus in which a majority of faculty are women. Two out of the last three tenure track hires have been women. Four of our last five promotions have been of women. We will continue to monitor promotions of faculty to ensure that we do not see a gap in promotion success.
- Hiring of new tenure track faculty will focus heavily on recruiting applicants from diverse backgrounds. We have a track record of success in this area. Three of the seven tenure-track faculty members in BSS are from historically underrepresented groups (HUGs). Both of the most recent hires in BSS were filled with faculty from HUGs. Including an emphasis on health disparities and on certain skills, such as community engagement, in all position advertisements helps attract diverse applicants.
- (NEW ACTION) We will begin word of mouth campaigns well in advance of advertising faculty position openings so that the possibility of job openings in the department are well known to diverse faculty nationally with whom many BSS faculty are connected.
- (NEW ACTION) BSS will maintain a list of non-Brown faculty from HUGs who have working collaborations with BSS faculty and/or conduct research that is closely aligned with the mission of BSS. This list serves as a resource for recruiting speakers for our annual seminar series (see below) and for distributing job announcements.
- We will continue to expand our recruitment venues, including conferences where diverse scholars attend or where the specific focus of research is with diverse populations (e.g., APHA, SBM). We will recruit faculty from high-performing scholarly programs such as: the APA Minority Fellowship Program (http://www.apa.org/pi/mfp/); Robert Wood Johnson Foundation New Connections (http://www.rwjf-newconnections.org/); Ford Foundation Fellowship Program (http://sites.nationalacademies.org/pga/fordfellowships/index.htm); various NIH institutes' minority fellowship programs. In addition we will advertise faculty positions through professional

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organizations such as the APHA caucuses serving HUGS; Black Psychologist Association http://www.abpsi.org/; National Latina/o Psychological Association, http://www.nlpa.ws/; American Association for University Women, www.amwa.org; American Medical Women's Association, http://www.amwa-doc.org; Association for Women in Science (AWIS), email: awis@awis.org; FASEB/ Minority Access to Research Careers (MARC) Program, http://www.faseb.org/MARC/MARC-and-Professional-Development.aspx.

- The T32 training programs through CAAS and the R25 at ICHP, as well as other T32s at Brown, stress recruitment of fellows from HUGs. These programs provide opportunities for the department to add exceptionally well-prepared faculty from HUGs to the research faculty track. The Department will continue to encourage faculty to write diversity supplements to their NIH grants to support diverse postdocs who can transition into faculty status. The Brown University Presidential Diversity Postdoctoral Fellowship Program is another potential pipeline from which to recruit tenure track faculty from HUGs.
- Maintain a strong presence on social media of innovative on-going work of diverse faculty or research with diverse populations. Create a clear external image that highlights diversity strengths within BSS including an improved Department web presence; avoid “token” approaches that focus solely on visually obvious aspects of diversity.
- (NEW ACTION) Successful recruitment also involves enhanced communication about the range of programs available through the University to support faculty, including family-friendly policies, leadership opportunities, and many programs designed to support greater inclusion (e.g., Office of Women in Science and Medicine). We plan to develop a more clear description of the attractive elements of working at Brown, including our connections with the Department of Health, Alpert Medical School, and community organizations, as well as the value that BSS and University places on social justice and engaged scholarship.
- (NEW ACTION) Create and publicize a clear mission statement around diversity in BSS and make clear reference to the value of diversity in our Department’s overall mission statement. An explicit statement will reflect departmental culture and values related to inclusion and family-friendly practices.

Retention: Retention of diverse faculty is another major priority in this area. This goal is supported by broad actions to support the development of all faculty and by specific support for work on health disparities and community-engaged research since such work has particular challenges and may be particularly likely to be central to the work of faculty and students from HUGs.

- (NEW ACTION) Annual reviews of faculty will consider the level of service provided by faculty members with a particular eye towards diversity characteristics that might lead some individuals to be called on especially highly. The Chair will address cases where specific faculty members appear to be carrying extra burden, which can be a particular concern for faculty from HUGs.
- (NEW ACTION) BSS will dedicate one faculty meeting each year to discussion of the evaluation and promotion process in the department. A survey will be conducted to assess the extent to which faculty view the process as transparent, equitable, and supportive.
- The mentoring system in BSS has been expanded to encourage junior faculty to have secondary mentors and to discuss progress with mentors twice a year. This helps ensure that faculty have multiple perspectives on their progress and adequate mentoring resources.
- We will continue to advertise the Department of Psychiatry and Human Behavior’s (DPHB) Diversity Mentoring Workgroup to faculty so that they can have access to a broader network of potential mentors or mentees with a specific focus on supporting diversity. BSS faculty serve in a leadership role in this program, and many have served as mentors.
- (NEW ACTION) For faculty conducting research on health disparities, we will consider providing partial summer salary for a second summer as part of tenure-track hiring packages to give the extra time needed to seek federal funding that health disparities research activities

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require (Dankwa-Mullan et al., 2010; Mosavel, Ahmed, Daniels & Simon, 2011, Tendulkar et al., 2011). This would be considered for new junior-level hires.

- (NEW ACTION; RECOMMENDED SCHOOL-WIDE ACTION) Create a departmental fund that can help cover the costs for faculty who are initiating community-engaged research, such as funds to support presentations at community-based non-profit organizations. These funds have been set aside and will be publicized more over the next year.

Students

Develop a 5-year plan of initiatives specifically designed to attract students from underrepresented groups to your undergraduate concentration and your graduate program(s)

Recruitment

- BSS has had considerable success recruiting a diverse body of masters and doctoral students. In our Masters in Behavioral and Social Health Sciences Program, 19.5% of students have been from HUGs. In the doctoral program, the applicant pool for the years 2014, 2015, and 2016 was comprised of 15%, 38%, and 30% of applicants from HUGs, respectively. Enrolled students from HUGs were 1/3, 33%; 1/3, 33%; and 3/5, 60%, respectively, for those years. As a result, in Fall 2016, 5 of 11 (45%) doctoral students will be from HUGs. Our success in this area will likely make BSS a particularly attractive option for applicants from HUGs. We feature information about current students on our departmental website to accurately represent the BSS student community.
- (NEW ACTION) To expand and strengthen our pipeline, we plan to do strategic marketing of our PhD program at HBCUs with MPH programs, and will work with the Brown Initiative to Maximize Student Development (IMSD) program to cultivate recruits through their institutional partners.
- (NEW ACTION) Work collaboratively with the Brown University Leadership Alliance to publicize opportunities for graduate training in BSS at the Leadership Alliance National Symposium and other national student conferences, such as the Annual Biomedical Conference for Minority Students (ABRCMS) and Society for Advancement of Chicanos and Native American Students in Science (SACNAS).
- Continue to engage BSS faculty as mentors for Leadership Alliance undergraduates in the Summer Research Early Identification Program, which exposes students to research and potential graduate program opportunities.

Academic Support

- BSS masters and doctoral programs have been and will continue to utilize Individual Development Plans (IDPs) to customize academic and professional development activities that will maximize preparation and readiness of trainees from HUGs.
- BSS has a weekly journal club that allows doctoral students to form a tight-knit network of peer support. The format for the club allows discussion of research papers and also ongoing students' work such as F31 proposals, publications, or upcoming presentations.
- To build awareness and support for students applying for grants, all doctoral students are required to take a course on grant writing, and we will offer opportunities for students to get feedback from other students and faculty members on their proposals.
- BSS will continue to support and publicize the DPHB Diversity Mentoring network. The program offers additional mentoring for trainees from HUGs and trainees whose scholarly work focusing on diversity. The program may serve as a model for expanding mentoring to include graduate students.
- (NEW ACTION) BSS will continue to update and enhance its website with readily available information about diversity related programs and academic/mentoring resources. For example, we will add links to resources such as the Leadership Alliance, the IMSD program, the Brown Center for Students of Color, Sheridan Center for Teaching and Learning, etc.

APPENDIX B

Financial Support

- (NEW ACTION. RECOMMENDED SCHOOL-WIDE) Continue to advocate to the School and University for development of financial aid opportunities for low-income Brown undergraduates to get support for completing the fifth-year master's program in BSS or other departments. Also, to compete successfully for talented HUG and first-generation applicants to masters programs, encourage fundraising to enhance scholarships to offset tuition.
- BSS has established collaboration with the IMSD program; we nominate student eligible for IMSD support; 2 out of our 6 current students have been invited to become IMSD trainees
- IMSD training opportunities and other career development opportunities (e.g., Sheridan Center and CareerLab) are distributed and promoted to all BSS doctoral students
- The Department will continue to highlight for faculty opportunities for writing diversity supplements to their NIH grants to support graduate students from HUGs.

Curriculum

Develop a 5-year plan that includes the treatment of diversity in the department's undergraduate and graduate courses, as relevant to your discipline

- The BSS Curriculum Committee is conducting a review of curriculum during Spring 2016 to determine how and where diversity is addressed in each course. Given the nature of the work we do in BSS, there has only been one course identified (Quantitative Methods) where diversity is not a prominent topic.
- (NEW ACTION) At the level of the BSS Curriculum Committee, we will consider if at least one objective/competency could explicitly address diversity or a closely related concept such as cultural relevance, in almost every course we offer. For methodologically-based courses, this might take the form of addressing how the particular methodology being considered could be applied to a diversity topic.
- (NEW ACTION. RECOMMENDED SCHOOL-WIDE) BSS will consider whether all course evaluations should have questions regarding the extent to which diversity was covered in the course and the effectiveness of those discussions.
- (NEW ACTION) BSS will hold half-day retreats at the end of this semester (Spring, 2016) and during the summer for teaching faculty to share best practices on how they address diversity in their courses and conduct discussions on issues of race, ethnicity, sexual orientation, gender, and other social identifiers.
- (NEW ACTION) Conduct ongoing review of the master's and doctoral degree courses, and overall curricular requirements, through the lens of diversity. That view can include discussion of whether "diversity" is a broader concept than "cultural competence." BSS incorporates a broad perspective on diversity that includes gender identity, race/ethnicity, sexual identity and orientation, socioeconomic position, and religious and subcultural practices. Furthermore our discipline regularly considers methodologies such as sampling and representation, cultural tailoring and cultural competence of measurement and intervention, and analytic strategies that acknowledge individual and subgroup differences. Actions taken will depend on the results of such an examination.
- (NEW ACTION) Review transcripts of graduated students to determine electives that are chosen. Currently, one course with a primary focus on diversity is required in the BSS doctoral program. We expect to add additional courses with diversity as the primary focus in order to provide greater opportunities in this area.
- (NEW ACTION) Ensure that the to-be-developed Doctoral Proseminar course includes one or more segments relevant for diversity. In addition, the Department will consider the development of a graduate course on the general topic of Community-Based Participatory Health Promotion, which would address diversity in some depth.

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- Continue to consider how diversity-related course content would be enhanced when hiring new teaching faculty.

Programming and Community

Develop a 5-year plan of programming that includes the level of attention to diversity in the department's programming (lectures, colloquia, etc.) that is appropriate to your discipline

- BSS hosts a lecture series known as i-BSHS, and has always emphasized health disparities as a key theme for selecting departmental lectures. We will continue this and continue to review the list of speakers each year to ensure that they represent racial, ethnic, and gender diversity at a minimum.
- BSS leaders will continue to publicize and champion diversity initiatives through its listserve and at faculty meetings.
- (NEW ACTION. RECOMMENDED SCHOOL-WIDE) Elicit faculty and student perspectives on the climate of the department in regards to diversity and how this can be improved. This survey would be done every 3-5 years. The conduct of such a survey will depend on how the university and school decide to conduct such assessments.

Professional Development

Develop a 5-year plan to educate your department's faculty, staff, and students about issues related to diversity and inclusion (e.g., unconscious bias, inclusive classrooms, etc.)

- Departmental leaders set the tone for participation in continuing education by announcing and encouraging participation (e.g., Title IX trainings, DPHB Diversity Mentoring workshops).
- (NEW ACTION) Faculty meetings will include a discussion of upcoming training events and also reflections from faculty who have attended recent events. These discussions will help disseminate information and encourage participation by all faculty in these events.
- (SCHOOL-WIDE ACTION) BSS will work with the School to pilot seminars or a "Diversity Conversations Series" to raise awareness of and diminish micro-aggressive behavior within the academic environment and to promote culturally competent conversations among faculty, students, and staff. These events could include annual unstructured conversations that will address such themes as diversity in research scholarship, diversity and ethics, diversity and best practices and any other aspects of diversity that relate to the mission of BSS. BSS faculty have already been engaging in these conversations in collaboration with the DPHB Diversity Mentoring Workgroup.

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DIVERSITY AND INCLUSION ACTION PLAN FOR THE CENTER FOR ALCOHOL AND ADDICTION STUDIES

The central mission of the Center for Alcohol and Addiction Studies (CAAS) is to conduct collaborative research that will lead to more effective treatment for individuals with alcohol and drug use disorders, and to create a nationwide program in addiction education and training for psychologists, physicians, medical students, and health care professionals. Within this mission, we strive to foster a diverse and inclusive environment where faculty, postdoctoral fellows, interns, students, and staff feel accepted and respected regardless of race, sex, age, religion, national and ethnic origin, disability, veteran status, socioeconomic background, sexual orientation, gender identity and gender expression.

While CAAS has made progress in regards to creating and fostering a diverse and inclusive environment, the results fall short of our Center's, School's, and University's aspirations. To meet these aspirations, we have developed a set of concrete and achievable goals to work towards in the next 5-year period (2017-2021). These goals fall within three categories:

1) **Recruitment and retention** of faculty, with a focus on recruitment of a pipeline of faculty via an exceptional and qualified postdoctoral applicant pool, and retention of excellent and diverse faculty who are leaders in addressing alcohol and drug use disorders and related sequelae.
2) Enhancement of **cultural competence development** opportunities for all faculty, postdoctoral fellows, students, and staff with the mission of promoting and fostering an authentic culture that is sensitive to diversity issues and supportive of diverse opinions.
3) Enhance **research foci, curriculum development, and other professional and educational programming** to address the many aspects of diversity while showcasing our specialty research areas.

To develop a list of actions within each of these categories, a committee was formed consisting of non-tenure track research faculty, postdoctoral fellows, and staff. The CAAS Diversity and Inclusion Action Plan (DIAP) Planning Committee was chaired by Lynn Hernandez (Assistant Professor) and included Sara Becker (Assistant Professor), Suzanne Colby (Professor), Caroline Kuo (Assistant Professor), Molly Magill (Assistant Professor), Ethan Mereish (Senior Postdoctoral Fellow), and Stephane Andrade (Research Assistant). Once the committee was formed, a draft of the CAAS DIAP was developed by implementing the following steps:

1. An initial draft of the CAAS DIAP was developed by the Chair of the planning committee and Co-Chair of the Diversity Committee, Lynn Hernandez. This draft was informed by Brown's DIAP and review of existing literature on best practices in recruitment and retention and cultural competence faculty development.
2. Once an initial draft was developed. It was circulated among CAAS DIAP committee members who suggested edits as well as made recommendations based on the specific needs the committee felt existed within CAAS.
3. Once a draft was developed and reviewed by all CAAS DIAP planning committee members, it was presented to CAAS postdoctoral fellows. CAAS postdoctoral fellows

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provided feedback on the draft as well as identified other key areas to address within the DIAP. Revisions were then made to the draft to reflect this feedback.

4. Following this first set of revisions, a second draft was presented to CAAS faculty during a monthly faculty meeting. Faculty provided feedback as well as identified key areas that should be addressed within the DIAP. A second set of revisions was made to the DIAP to reflect feedback from the faculty.
5. A final revised draft of the CAAS DIAP containing feedback from both postdoctoral fellows and faculty was circulated and approved by all CAAS DIAP planning committee members and submitted for approval by the CAAS Center Director, Dr. Peter Monti.

Throughout the process of developing the CAAS DIAP, it was made clear that this plan cannot be implemented without resources provided by the School of Public Health (SPH) and/or the University. Unlike academic departments, research centers in SPH have no "hard money" resources to allocate to important initiatives such as this one. Contributions from the SPH and the University would not only support research faculty and CAAS to continue the proposed efforts, but it would also minimize undue burden on research faculty, including those of diverse backgrounds who are continuously called upon to foster such initiatives. What follows are a set of current and planned actions within the three identified priority areas that if implemented successfully, will foster a more diverse and inclusive research, teaching, and learning environment at CAAS. What follows are a set of current and planned actions within the three identified priority areas that if implemented successfully, will foster a more diverse and inclusive research, teaching, and learning environment at CAAS.

RECRUITMENT AND RETENTION

CAAS seeks to identify, recruit, and retain individuals from groups that have been historically underrepresented in higher education. Recruitment of a broadly inclusive faculty and postdoctoral class must be combined with effective measures to retain them. The summary below outlines the actions CAAS is committed to implementing to increase both the recruitment and retention of faculty and postdoctoral fellows, specifically those from historically underrepresented groups (HUGs).

Recruitment of Diverse Faculty and Postdoctoral Fellows

Goal 1: Given that many faculty at CAAS have been recruited from our T32 postdoctoral program, efforts to increase the diversity of our faculty will be directed at diversifying the CAAS pipeline via initial recruitment of diverse postdoctoral candidates. In order to ensure that CAAS continues to attract exceptional, diverse faculty, short and long-term strategies should focus on targeted recruitment of postdoctoral fellows of diverse backgrounds and/or who conduct research focused on addressing health disparities affecting diverse populations. Strategies should include both departmental and school-wide investment and focus on internal and external recruitment strategies.

Action 1: Enhance our external presence to clearly highlight the diversity of our center as well as our center's commitment to promoting an inclusive environment that values diversity of opinions.

- Revise our mission statement on the CAAS website to reflect our commitment to diversity and inclusion. Explicitly state that within our central mission, we strive to foster

a diverse and inclusive environment where faculty, postdoctoral fellows, interns, students, and staff feel accepted and respected regardless of race, sex, age, religion, national and ethnic origin, disability, veteran status, socioeconomic background, sexual orientation, gender identity and gender expression.

- (*Current Action*) Highlight the work of the Diversity Committee on the CAAS website (https://www.brown.edu/academics/public-health/research/alcohol-addiction-studies/commitment-diversity) to demonstrate our commitment to diversity-related initiatives and concerted efforts to increasing diversity and inclusion at CAAS.
- Have a stronger presence on social media for our innovative on-going work of diverse faculty or research with diverse populations focusing on the etiology and treatment of alcohol and drug use disorders as well as their intersection with HIV/AIDS related risk. However, avoid approaches that focus solely on visually obvious aspects of diversity.
- When using word of mouth recruitment strategies during conferences, meetings, or one on one interactions with potential postdoctoral candidates, highlight the work of the Diversity Committee, including our diversity mentoring program and opportunities to write diversity supplements and receive training in cultural competency and diversity-related research topics.

Action 2: Conduct aggressive outreach to facilitate internal and external recruitment of diverse postdoctoral fellows. While directing efforts to increase the representation of HUGs faculty, we also want to ensure that race and ethnicity are not the only criteria used for diversity recruitment. Instead, we want to assure that recruitment efforts are inclusive of race, ethnicity, sex, religion, socio-economic background, sexual orientation, gender identity, physical ability, age and other aspects of identity given that a fully diverse faculty will attract HUGs representation.

- (*Current Action*) Identify potential candidates within the Department of Psychiatry and Human Behavior (DPHB) Clinical Psychology Training Program, the Brown University Medical School, the Brown Leadership Alliance and Office of Women in Medicine, and target recruitment strategies towards them through word of mouth strategies, networking opportunities and identifying potential research opportunities that may be of interest to them within the CAAS.
- (*Current Action*) Recruit using word of mouth strategies, identify and develop partnerships with Historically Black Colleges and Universities (HBCU), Hispanic-Serving Institutions, Tribal Colleges, and Women's Colleges as well as organizations and associations (e.g., Academic Physician & Scientist (APS), Lippincott Williams & Wilkins; http://www.acphysci.com/aps/app; Association of American Medical Colleges (AAMC) Faculty Roster System; American Association for University Women, www.amwa.org; American Medical Women's Association, http://www.amwa-doc.org; Association for Women in Science (AWIS), email: awis@awis.org; FASEB/ Minority Access to Research Careers (MARC) Program, http://www.faseb.org/MARC/MARC-and-Professional-Development.aspx; Darryl R. Matthews, Sr., Executive Director, National Medical Association (NMA); Student National Medical Association (SNMA); UNCF/Merck Science Initiative.
- Target conferences (e.g., National Hispanic Science Network, International Association for Cross-Cultural Psychology) as well as meetings sponsored by APA's Division 44 and

45, where diverse scholars attend or where the specific focus of research is with diverse populations for recruitment of external postdoctoral fellows.

- Recruit postdoctoral applicants from high-performing scholarly programs such as: the APA Minority Fellowship Program (http://www.apa.org/pi/mfp/); Robert Wood Johnson New Connections (http://www.rwjf-newconnections.org/); Ford Foundation Fellowship Program (http://sites.nationalacademies.org/pga/fordfellowships/index.htm); various NIH institutes' minority fellowship programs; and the Leadership Alliance's previous scholar.
- Ensure that members of the admissions and training committees have adequate representation of diverse faculty members and continue to assure all members are provided with a clear written directive to consider diversity characteristics of prospective candidates. However, also implement a center wide policy, consistent with school-wide evaluation procedures that documents and when necessary, limits undue demands on diverse faculty members' service duties in order to be cognizant that diverse faculty can offer important contributions but are often asked to serve on multiple committees due to their diversity status, often to the detriment of their research and career productivity.
- Require members of the admissions and training committees, as well as those who engage in postdoctoral recruitment to take annual implicit bias training to become aware of possible unconscious biases that influence recruitment. The implementation and tracking of these data should be supported by school and university investments.
- (*Current Action*) Compile a running list of research projects where Diversity Supplements might be possible for postdoctoral fellows and early career faculty. Promote and encourage applying for Diversity Supplements in addition to promoting R awards as opportunities to transition from postdoctoral fellow to faculty member.

Retention of Diverse Faculty

Recruitment of a broadly inclusive faculty must be combined with effective measures to retain them. Under soft money constraints, CAAS has made concerted efforts to retain diverse postdoctoral fellows who have been promoted to faculty, however representation of diverse faculty at CAAS is still lower than we would like it to be. In line with Brown's DIAP, our goal is to double the number of diverse faculty, specifically those from HUGs, at CAAS within the next five years. Below are actions to achieve this goal.

Goal 2: With the support of the School of Public Health (SPH), CAAS will implement active strategies to retain current diverse faculty and ensure that these faculty thrive, feel valued, and are supported within the faculty promotion pipeline.

Action 1: CAAS is a 100% soft money research environment and service commitments outside of the allotted 50 hours per year can significantly impede on research productivity and decrease the chances of guaranteeing further external funding. This, along with the extra demands for mentoring, committee memberships, and other service related commitments that diverse faculty encounter can significantly affect our ability to retain diverse faculty. Taking this into consideration, we will retain research faculty from diverse backgrounds or faculty conducting research with diverse populations (as this diverse research portfolio increases the diversity of our postdoctoral candidate pool) by:

- Increasing the value we place on mentoring, advising, committee work, and service commitment through explicit recognition in the annual evaluation process and

consideration for promotion and salary increases. This value should also be reflected in school evaluation procedures.

- Implementing a center wide and school wide policy that documents, limits, and/or explicitly recognizes (e.g., via coverage of effort) any undue demands (i.e., above the 50 hours per year guideline) on *non-tenure track* faculty member's service duties. Further, the center and school must be cognizant that diverse faculty can offer important contributions but are often asked to serve on multiple committees due to their diversity status, and this is often a detriment of their research and career productivity.
- Ensuring that the faculty review committee explicitly reviews service commitments across all faculty to look for those who are disproportionally burdened, and with leadership responding appropriately to restrict service burdens when these are disproportionate.
- Assigning formal mentors to early career faculty. This may require drawing from mentors from across the school as well as within the center. Mentors will be offered training in mentoring individuals of diverse backgrounds to increase sensitivity to potential diversity related issues and to appropriately facilitate any difficult conversations that may arise during the mentoring relationships.

Action 2: With support from the SPH and university, **c**reate new internal funding opportunities and formalized support for diverse faculty. Data highlight the additional barriers historically underrepresented minority researchers encounter when successfully applying for NIH funding, specifically R mechanisms. Further, many faculty of diverse backgrounds are also engaging in community engaged research and research populations that are much more difficult to recruit and work with. Community engagement can be especially challenging and time consuming. This may mean delaying the application of typical benchmarks such as publications, grant writing, etc.

- With support from the SPH and the university, provide funding for an Early Career Investigator Diversity Award (similar to award created for DPHB; see attached) which CAAS faculty can apply for. This award will assist in the provision of research support for early career faculty of diverse backgrounds who have considerable promise and potential as Independent Investigators. The award will provide financial support for pilot research that will inform a larger research project or for training activities (e.g., attendance at a workshop) that will provide skills central to the person's research activities.

PROGRAMMING AND COMMUNITY

Programming at CAAS

The research foci of our faculty address many aspects of diversity. These research areas include health equity, health disparities and underserved communities. For example, CAAS faculty direct their research efforts toward understanding and addressing the developmental, biological, social, cultural, and environmental factors contributing to alcohol and drug use behaviors, disorders and treatment outcomes. Within CAAS, faculty members engage in research collaborations with marginalized populations, including persons living with HIV, LGBTQ+, veterans, communities in developing countries, low-income communities, prisoners, racial/ethnic minorities and at-risk youth. While our research is strong in the aforementioned aspects of diversity, there are other

areas of diversity where we should grow our diversity-related research efforts including religion, gender identity/gender expression, and aging populations.

Goal 3: To expand faculty research efforts to address underrepresented aspects of diversity – religion, gender identity/gender expression, and aging populations.

Action 1: We propose to recruit more CAAS Rounds speakers whose work addresses these aspects of diversity as they relate to the research interests of CAAS faculty and to stimulate new collaborations.

Action 2: We propose to continue to focus on recruitment of diverse speakers whose research addresses both basic behavioral sciences research as well as health disparities and health equity.

Action 3: Rather than hosting one or two series strictly focused on diversity issues, we will encourage all speakers to address diversity within their talks. To help facilitate this, we will distribute a "tip sheet" created by the Diversity Committee to all speakers and facilitators offering brief tips, guides, and resources on how to appropriately address diversity within their talks, even when diversity is not a specific focus of the talk. Further, we will offer guidance via the Diversity Committee to any speaker struggling to appropriately address or incorporate issues of diversity within their lectures and talks.

Community

CAAS currently has multiple activities that help build a sense of community among members of CAAS and the School of Public Health. First, CAAS currently hosts a monthly breakfast to facilitate "getting to know" you sessions among new and existing members. Second, in addition to providing an array of lectures and talks on a weekly basis to both CAAS and the School of Public Health, CAAS Rounds also offers and encourages the opportunity for students, staff, postdoctoral fellows and faculty to network and collaborate on existing and new research topics. Finally, members of CAAS also engage in "giving back to the community" activities as every year, two CAAS rounds sessions are dedicated to creating exposure to community organizations as well as making donations to such organizations. To date, donations have been made to Youth Pride, Inc.; Operation Stand-Down; Department of Children, Youth and Families; AIDS Project RI, Foster Forward, etc. We will continue to engage in these activities and host these events for all members of CAAS as well as the School of Public Health to participate in. We will also enhance these activities in the following ways:

Goal 4: To enhance community at CAAS through opportunities that encourage communication and collaboration across the School of Public Health, Brown, and Providence, and engage our surrounding communities.

Action 1: Enhance the current activities being facilitated by CAAS Rounds.

- Originally, the central mission of CAAS Rounds was to facilitate networking across the School of Public Health, the Brown community as well as surrounding research departments, centers, and labs conducting research relevant to the CAAS main research interests. To facilitate this networking, attendees were asked to introduce

themselves as well as identify their affiliation before asking questions or making comments to the speakers. We will encourage such introductions in future CAAS Rounds by offering instructions at the beginning of each Q&A session.

- (Current Action) We will continue to engage with our surrounding communities through our "Spirit of Giving" activities. We will research other community organizations that we have not previously made donations to and invite representatives from community organizations to give lectures and talks on the mission, work, and impact of their organizations.

PROFESSIONAL DEVELOPMENT

We aim to create an environment where diversity thrives and every member of the CAAS feels respected and valued, regardless of age, race, class, ethnicity, sexual orientation, political orientation, nationality, religion, veteran status, gender identity, or disability status. To do this, we must create a community that works actively to counteract inequity and injustice and that promotes, among all, an attitude of mutual respect.

While in the past, we have been able to partner with the DPHB training program and the Diversity Committee to offer training specific to cultural competence and diversity sensitivity, to date, the CAAS does not have any center wide programming or training related to diversity of its own. While we believe that this is an important component of diversity that CAAS is currently lacking, there are no directed funds available within CAAS to support these types of efforts. This is a significant challenge to implementation of this training. However, with appropriate funding from the SPH and the University, we are committed to the following actions:

Goal 3: Through collaboration with the SPH or appropriate financial support from the University, we propose to implement a diversity training infrastructure within the CAAS.

Action 1: Address microaggressions, individual behaviors that reflect unconscious biases and preferences, and stereotype threat by creating professional development goals and programs where all members of CAAS are held accountable for participation. Accountability of these diversity training goals can be implemented within the annual evaluation process for faculty, evaluation of the training plans and goals for postdoctoral fellows, and annual performance appraisals for staff.

- In the past, these seminars have been mostly attended by individuals of diverse backgrounds or those who are already working towards building their cultural confidence. Our goal is to increase the number of members of the CAAS leadership and senior faculty who attend these seminars in order to provide a model for culturally responsive behavior.
- We will also partner with the Office of Institutional Diversity and Inclusion at Brown as well as DPHB and the SPH to obtain resources to provide daylong professional development opportunities for faculty, postdoctoral fellows, and staff to engage in university-wide lecture series on implicit/unconscious bias, inclusive classrooms, and stereotype threat.
- We expect that part of our ongoing efforts to promote diversity will include a "Diversity Conversations Series" with faculty, postdoctoral fellows, staff and students. This series will consist of annual unstructured conversations that will address such themes as

diversity in research scholarship, diversity and ethics, diversity and best practices and any other aspects of diversity that relate to the mission of the CAAS.

TRACKING DATA ON RECRUITMENT AND RETENTION

To ensure we remain on track toward accomplishing the above stated diversity goals during the next 5-year period (2017-2021), we will continue to track data on all aspects of diversity in an annual data collection effort. This includes collecting data on all aspects of diversity, in line with the SPH definition. This also includes tracking data on publications, research productivity, and service activities for each faculty member based on their diversity characteristics.

The CAAS DIAP is expected to evolve as it is implemented and as circumstances require. This plan outlines a vision for how CAAS can develop best practices and serve as a leader in promoting a more diverse and inclusive approach to conducting cutting research on the etiology and effective treatment of alcohol and drug abuse behaviors.

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Center for Environmental Health and Technology

School of Public Health Diversity and Inclusion Action Plan (DIAP) Worksheet for Departments and Research Centers

Information and recommendations put forward in this worksheet will be used to complete the unified School-wide DIAP. In addition to describing goals and activities at the School level, the School-wide DIAP will also provide unique information, recommendations, and activities that will occur within specific Departments or Centers.

Describe the procedures for generating information for this worksheet (e.g., committees, open discussions) and the types of individuals involved in generating this information (students, staff, faculty).

1. Elizabeth Harrington has an NHLBI grant (R25?) that hosts a summer program for HUGs undergraduates at Brown. They spend 10 weeks working with a faculty mentor. Joe Braun has hosted. We might work with Beth more to identify opportunities for students to work in the SPH. In addition, the School could apply for a grant like this.
2. We could have a seminar series on health disparities and have a sub-theme on environmental justice.
3. We could host a panel discussion led by HUG faculty from Brown or our peer institutions to discuss their experiences in academia and the challenges they faced from biases and how they overcame them.

Faculty

- Develop a 5-year diversity plan that includes specific efforts to increase diversity and inclusion in your Center - particularly members of historically underrepresented groups - through one or more of the following approaches: targeted search, recruitment of an outstanding individual scholar, cluster hiring, or gateway fellowship (see attached "Approaches to Diversity Hiring" for details)

Agree with all of the above!

Students

- Develop a 5-year plan of initiatives specifically designed to attract students and post-doctoral fellows/trainees from underrepresented groups to become involved research initiatives in your Center

We recruit within the Dept.

Programming and Community

- Develop a 5-year plan of programming that includes the level of attention to diversity in the Center's programming (lectures, colloquia, etc.) that is appropriate to your discipline

See above

Professional Development

- Develop a 5-year plan to educate your Center's faculty, staff, and students about issues related to diversity and inclusion (e.g., unconscious bias, inclusive classrooms, etc.)

See above

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School of Public Health Diversity and Inclusion Action Plan (DIAP) Worksheet for Departments and Research Centers
Center for Evidence-based Medicine (CEbM)

Information and recommendations put forward in this worksheet will inform the School-wide DIAP. In addition to describing goals and activities at the School level, the School-wide DIAP will also provide information, recommendations for Center policies, and activities that will occur within specific Departments or Centers.

Describe the procedures for generating information for this worksheet (e.g., committees, open discussions) and the types of individuals involved in generating this information (students, staff, faculty).

Processes

- March 15, 2016: At an All Center (Faculty/Staff/Student) meeting, leadership introduced the work of the Center-specific Diversity and Inclusion Plan and asked our center membership to consider a series of questions
- April 5, 2016: the full Center held a discussion about inclusivity, barriers and access points to discussions and development, and what the Center could do independently from the school or the department
- April 11, 2016: a draft of this worksheet was circulated for feedback then finalized by the Center Director.

Participants

- **Faculty:** Ethan Balk**,** Issa Dahabreh, Chris Schmid, Tom Trikalinos
- **Staff:** Gaelen Adam, Sarah Aneyci, Mengyang Di, Chris Halladay, Jens Jap, Valerie Langberg, Jenna Legault, Bob Medeiros, Jenni Quiroz, Bryant Smith, Stacey Springs
- **Students:** Alex Ellis, Iman Saeed
- **K12 Scholars:** Agustin Yip, Andrew Zullo

Faculty

Develop a 5-year diversity plan that includes specific efforts to increase diversity and inclusion in your Center - particularly members of historically underrepresented groups - through one or more of the following approaches: targeted search, recruitment of an outstanding individual scholar, cluster hiring, or gateway fellowship (see attached "Approaches to Diversity Hiring" for details)

Faculty positions are associated with Departments, but Centers play an important role in determining need for faculty hires, and enabling such hires, especially for positions in the Research Track. This is because most Research Track positions are (a) identified based on Centers' research portfolia and, (b) are seed-funded and further supported mainly through Centers' funds.

With respect to CEbM, concepts of Diversity and Inclusion are included among the many attributes we consider when identifying prospective faculty. From the Center's perspective, primary emphasis is given to alignment with the Center's mission and research focus.

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The following summarizes the role of the Center in faculty recruitment and support.

#	**Description**	**Explanation**	**Considerations related to Diversity and Inclusion**
1	Area of inquiry	What is the scientific/research need that the faculty hire will aim to cover	Not directly relevant
2	Identification of pool	Where we advertise the position, who we target for a hire. The Department is responsible for these actions, but the Center may offer to aid the Department with administrative support (e.g., preparation of drafts of job descriptions, logistical support, as needed) and funds (e.g., for advertisements, travel of faculty to advertise positions).	The Center commits to support the Department to 1. Ensure a truly broad outreach 2. Be responsive to questions from all applicants, providing accurate information in a timely, and inviting manner 3. Reassure all applicants about the process The Center considers its responsibility to observe the Department's implementation of pertinent processes, and providing feedback for the Department's consideration, as needed.
3	Decisionmaking criteria for selection of faculty	The Center does not have an official role in the selection of faculty. However, Center faculty are on the Search Committee, and convey the Center's priorities.	Departmental criteria take effect. In practice, Center priorities are accounted in the decisionmaking process by the School's committees. With respect to HUGs, the Center does not set targets for a minimum number of faculty or staff members
4	Post-hire support	The Center supports the needs of its faculty, provided that they pertain to areas of inquiry within the Center's mission	For all staff, including faculty: ● The Center is expected to ○ treat all members fairly ○ foster an inclusive, safe, open environment ● The Center aims to provide Programming and Professional Development opportunities to ○ increase awareness and knowledge about Diversity Inclusion and Social Justice, ○ enable actions that are congruent with the Center's

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			stated mission and goals of social justice.

We submit the following plan with the understanding that we are not autonomous in the selection of new faculty colleagues:

- Y1: Understand the 5-year plan of Departments in which Center faculty have academic positions (Biostatistics and Health Services, Policy and Practice), to better align the Center's actions with respective Departmental plans and actions.
- Y1-Y5: Participate actively in academic department (Biostatistics and Health Services, Policy and Practice) faculty search committees, adhere to both departments' Diversity and Inclusion Action Plans, the School's and the University's recommendations.
- Y1-Y5: Help Departments identify an outstanding individual scholar from a historically underrepresented group who is expert in **decision science, personalized medicine, health economic analysis or quantitative/mathematical analysis of public health policy** (to recommend as a **target hire**) for upcoming Tenure Track positions.
    - By Q4 of FY17, faculty who affiliate with the Center will compile a list of targets, either organizations whose membership to explore, graduate students/rising stars, or stars in the field who would fall under the HUG categories, or represent gender diversity (currently, all Center-affiliated faculty are male).
    - Center faculty will assume active ambassadorial roles in engaging people from the aforementioned targets
    -
- Y1-Y5: Seek to strengthen partnerships with individual faculty on campus/ in the Medical School whose work intersects with the directions of our center, and who would represent a plurality not just of perspective, but of gender or other measure of diversity for our community. Engagement strategies for the development of preliminary partnerships are articulated in 'programming' below.
- Y1-Y5: Continue informing every CEbM member, including faculty, about the professional development support that the Center offers. For example, we provide funding for members of Center to engage in professional development (see appendix 1). Opportunities for disseminating this information include during the orientation of new affiliates, annually in full-staff meetings, and in the Center Handbook.

Students

Develop a 5-year plan of initiatives specifically designed to attract students and post-doctoral fellows/trainees from underrepresented groups to become involved research initiatives in your Center

Per available funding, the Center appoints research assistants from the School's graduate programs (most commonly Biostatistics/HSR). We have in the recent past also hired hourly students via open call for research project assistance, resulting in MPH students. It is perhaps of note that we have also hired these same students as regular staff following their completion of degree program. Our 'applicant pool' for appointed research assistants and [later] student-turned-staff research associates is limited to the students who are accepted and matriculate into graduate degree

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programs. Our ability to increase diversity among the students we engage is limited by the characteristics of the student pool.

- Y1: Know and understand (seek training on) the 5-year plan of Departments from which we hire students (most commonly, Biostatistics and Health Services, Policy and Practice)
- Y1-Y5: Participate actively in academic department (Biostatistics and Health Services, Policy and Practice) graduate admissions processes, adhere to both departments' Diversity and Inclusion Action Plans.
- Y1-Y5: Partner with departments, the graduate school, and the Office of Diversity and Inclusion to identify non-traditional conferences/fairs/events to recruit individuals with expertise or career trajectories in the Center's area of interest: **decision science, personalized medicine, health economic analysis or quantitative/mathematical analysis of public health policy**.
- Y1-Y5: Continue informing every CEbM member, including student research assistants,about the professional development support that the Center offers. For example, we provide funding for members of Center to engage in professional development (see appendix 1). Opportunities for disseminating this information include during the orientation of new affiliates, annually in full-staff meetings, and in the Center Handbook.
- See Programming and Community for engagement of post-doctoral scholars/associates (beyond recruitment)

Programming and Community

Develop a 5-year plan of programming that includes the level of attention to diversity in the Center's programming (lectures, colloquia, etc.) that is appropriate to your discipline

The development of "Community" pertains to (a) the current composition of our Center and how inclusive and respectful we are with one another and (b) the communities that our Center operates in.

Y1-Y5, to foster our **Center's** community:

- Focus on peer-to-peer learning as an opportunity for research and administrative staff to branch out and cross train, but also to foster understanding of one another and our strengths (team building). Our focus is on creating a safe environment for people to learn.
    - Support presentations on research topics of wide interest to engage all staff and faculty.
- Physical space plays a role in the reinforcement of barriers (nowhere to go to interact with one another in our suite, which is problematic for community building).
    - Y1: Advocate for amenities to be created in the building for community (foosball/pool table), perhaps change the name of the 'faculty lounge' to 'community lounge').
    - TBTK (can happen every day! Center initiative to "Take Back The Kitchen", AKA: encouraging staff not to eat at desks
    - Organizing and supporting [at least] quarterly Center outings that are focused on knowing and enjoying one another (e.g. Center Climbing Day, Sailing with Gaelen, BBQ in Jamaica Plain, Picnic in Swansea, Opening Convocation, graduation celebration, group attendance at lectures + "talk back" following, etc.)
- Expand upon "Research in Progress" meetings to create pathways to advanced content

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- Faculty and trainers invited to deliver talks in this series make a commitment not to exceptionalize content
- Design and adopt ground rules for facilitators of these meetings that allow for a plurality of audiences to engage, that protect the speaker, and that foster inclusive discussions
- Provide opportunity for our own community to approach advanced methods talks by external people by hosting a pre-talk that serves as an introduction for complicated papers, creating meaningful entry to content.
- Consider how to engage non-faculty in the 'introduction' session for research in progress meetings (empowering research associates and graduate students)
- Circulate a list of speakers/topics and ask for feedback from our community as we generate agendas and schedules for Research in Progress meeting series.

- Other areas where communications can be improved (school wide/center wide)
  - To generate knowledge about programs available, create a posting board of actual events (combs the morning mail, various listservs), add a "what you don't know" exploratory item to monthly Center meeting agenda to inform each other of conferences and programs of potential interest
  - Advocate that department/Center mailing lists not privilege restricted membership so that all members of the community have opportunities to know about programs. Students turned regular staff research associates note that they have lost access to knowing about department events that are of interest.

To grow our impact on the broader **community**:

- Establish an annual (or semi annual) Center Service Day, providing Center and others the opportunity to volunteer in the community as a team
- The Center has two training initiatives (K12 and R25 or "Evidence Synthesis Academy") that can be leveraged to foster more discussion on inclusivity, or present a plurality of voices and expertise (e.g.: by inviting speakers of diverse backgrounds who are also content area experts).
  - Expand upon existing journal clubs to be more inclusive.
  - Expose K12 Scholars to dimensions of diversity and inclusivity, as these concepts intersect with patient centered outcomes and comparative effectiveness research.
  - Leverage our training program (the R25 - Evidence Synthesis Academy) to feature underutilized voices, provide opportunities for different audiences/new workforces
    - Y1 of this plan (Y3 of the Evidence Synthesis Academy): Offer flipped classrooms, identify and invite audience for training in local community via service exposures, (Americorps vistas, local recruitment for MA programs, high schools), train future students of CER/PCOR
    - Y1 of this plan (Y3 of the Evidence Synthesis Academy): Create programming in the Evidence Synthesis Academy that give voice to patient advocates and stakeholders in our research
    - Develop by Y2 of this plan - Y4 of the Evidence Synthesis Academy a summer intern program (e.g., invite High School students to shadow professionals for the summer, etc.) providing opportunity for education and outreach to communities

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- Investigate good models in the area and develop partnerships with other institutions in the area.

Professional Development

Develop a 5-year plan to educate your Center's faculty, staff, and students about issues related to diversity and inclusion (e.g., unconscious bias, inclusive classrooms, etc.)

As a Center, we actively encourage all staff and faculty to engage in professional development that is meaningful for them (see appendix 1) and have created a policy to support financially the pursuits of our faculty and staff. We can review as a Center whether our process for requesting funds inadvertently poses structural obstacles to the use of said funds.

At annual performance appraisal, the Center Director and Manager identify training goals and help staff identify opportunities; we review and discuss anew at mid-year review of goals. Staff actively pursue and have our support to pursue degree programs, clinical career development programs, flexible working schedules to accommodate learning, etc.

Faculty have monthly one-on-one meetings with the Center Director to provide mentorship and guidance. We will explore faculty interest in developing new mentorship structures that would support the strategic career trajectories of our team. (e.g.: identify a mentor outside of the unit/School/Brown and provide opportunities to engage).

- Y1: Conduct a climate survey that analyzes if Center leadership does enough to foster a culture of professional development (focus group lead by a third party facilitator)
- Y1-Y5: design or adopt existing programs for development that focus on awareness, presence, compassion etc. Topics of interest may include culturally competent medical research, or mindfulness and self-reflexion in medical decision making.
- Y1: Explore novel models for professional development that are not part of current Center offerings (e.g., the Program in Clinical Art and Humanities, Creative Medicine Series, the Contemplative Studies Initiative, Theatre of the Oppressed) from which the Center may identify partners
- Y2: Partner in the design of a novel program, develop, financially support, and host for the Center audience.
- Y3: program evaluation and repeat

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APPENDIX 1

Center for Evidence-based Medicine Faculty and Staff Development Policy

PURPOSE

The CEbM Faculty and Staff Development Fund is aimed at supporting professional development by providing incremental assistance towards research and conference related travel, research supplies, professional society membership publication fees, and other related expenses.

ELIGIBILITY

All CEbM **Faculty** who do not have GIP funds or who have exhausted said funds may request support. Faculty who have applied for and exhausted funds from other sources (i.e. Faculty Travel Fund, Salomon Research funds, OVPR Research funds), are especially encouraged to apply.

All CEbM **staff** who have completed one year of service and who work at least 67% time. For research oriented staff, eligible requests should be related to their development as researchers or research area and in concert with the mission of the Center. Non-research staff should justify their request along the lines of skill and other career development.

BUDGET

All requests will be considered on a case by case basis. The amounts awarded may range from $50 and $1000 and previous support does not affect eligibility for future support. There is no 'per person' budget and funds do not roll from year to year. Funds may only be used during the beneficiaries' terms of appointment or employment at the Center.

PROCESS

All requests must be approved by the Center Director and Manager. Please submit a memo with anticipated budget and business purpose to the Center Director and Manager. Once the activity has been approved, to receive reimbursement for completed travel or other activities, CEbM faculty and staff should submit a memo to the Center Manager that outlines the dates of travel, days away, location, and activity, OR purpose of expense and include all receipts. For travel to present at conferences, as a condition of reimbursement, the traveler should also write a summary of the activity that could be posted on the Center's website news feed.

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School of Public Health Diversity and Inclusion Action Plan (DIAP) Worksheet for Departments and Research Centers

Center for Gerontology and Health Care Research

Information and recommendations put forward in this worksheet will be used to complete the unified School-wide DIAP. In addition to describing goals and activities at the School level, the School-wide DIAP will also provide unique information, recommendations, and activities that will occur within specific Departments or Centers.

Describe the procedures for generating information for this worksheet (e.g., committees, open discussions) and the types of individuals involved in generating this information (students, staff, faculty).

- Processes: Open discussion meetings:
- Executive Committee meeting
- Investigator meeting
- Staff meeting
- Participants: Senior/Junior Faculty, all staff
- **Community Forums and Stakeholder meetings**

Faculty

- Develop a 5-year diversity plan that includes specific efforts to increase diversity and inclusion in your Center - particularly members of historically underrepresented groups - through one or more of the following approaches: targeted search, recruitment of an outstanding individual scholar, cluster hiring, or gateway fellowship (see attached "Approaches to Diversity Hiring" for details)

Create and cultivate relationships with Deans and Career Advisors of Historic Black Colleges and Universities (HBCUs), Hispanic Association of Colleges and Universities (HACU) and other higher education institutions that have large numbers of different cultural, ethnic, and racial backgrounds - send recruiting teams to visit on selected institutions prior to recruiting season on a regular basis; e.g., every 2-3 years.

Actively and aggressively engage current complement of diverse faculty and staff to become ambassadors and change agents in the efforts to recruit peers to the university.

Use our students and fellows as a potential recruitment pipeline.

Students

- Develop a 5-year plan of initiatives specifically designed to attract students and post-doctoral fellows/trainees from underrepresented groups to become involved research initiatives in your Center

Send recruitment material to underrepresented groups and follow-up with the institutions annually.
Post recruitment material in diverse media areas (linkedin, facebook, diversity, inc., etc) for each open search.
Contact various student organizations on mainstream campuses for suggestions on best candidates.
Engage known colleagues at HBCUs**,** HACUs and other higher education institutions to assist with spreading the word to potential students and fellow applicants.
Sponsor events with diversity-related organizations (at least once per year).
Develop recruitment tools and video that demonstrate a welcoming and inviting environment for minority students to advance their education.

Programming and Community

- Develop a 5-year plan of programming that includes the level of attention to diversity in the Center's programming (lectures, colloquia, etc.) that is appropriate to your discipline

Serve as Mentors - work with area high schools promoting our goals and research interests
Community Outreach: Career Day Fairs,
Utilize State Officials

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Include Diversity in the university's institutional goals and have language of inclusion referenced in all university material and paraphernalia.

Professional Development

- Develop a 5-year plan to educate your Center's faculty, staff, and students about issues related to diversity and inclusion (e.g., unconscious bias, inclusive classrooms, etc.)

Review best practices of leading organizations and if appropriate, implement them
Conduct a cultural assessment of the center and department to identify shortfalls and implement a plan of correction.
Review considerations of promotion and retention for the current diverse population.
Mandate training for diversity and inclusion training annually

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Center for Statistical Sciences

School of Public Health Diversity and Inclusion Action Plan (DIAP)
Worksheet for Departments and Research Centers

Information and recommendations put forward in this worksheet will be used to complete the unified School-wide DIAP. In addition to describing goals and activities at the School level, the School-wide DIAP will also provide unique information, recommendations, and activities that will occur within specific Departments or Centers.

Describe the procedures for generating information for this worksheet (e.g., committees, open discussions) and the types of individuals involved in generating this information (students, staff, faculty).

Process

- February, 2016: The need to form DIAPs was discussed and approved at Departmental and Center meetings. It was agreed that a joint committee for the Department of Biostatistics and the Center for Statistical Sciences would be the most effective and efficient way to proceed. The Chair of the joint committee was selected and the committee formed from volunteers selected from faculty, students, and staff.
- March 1, 2016: The first Dept./Center DIAP Committee meeting was held, and sub-committees for each component of the plan were formed.
- March 2 – 23, 2016: Dept./Center DIAP Sub-committees met to identify goals and efforts already in-place dedicated to increasing diversity and a shared sense of inclusion.
- March 24, 2016: The second Dept./Center DIAP Committee meeting was held, and sub-committees for each component of the plan presented their progress which was housed on a collaborative google drive folder.
- April 13, 2016: A draft of the Dept./Center DIAP worksheet was circulated to the whole committee and Department Chair/Center Director for input and edits.
- April 15, 2016: A draft of the Dept./Center DIAP was finalized and approved by the Department Chair/Center Director.

Participants

Faculty: Chris Schmid – Chair, Hana Lee, Adam Sullivan, Zhijin (Jean) Wu
Staff: Denise Arver, Brittany Pailthorpe, Helga Marques
Students: Marisa Millenson (Undergrad rep), Iman Saeed (MS rep), Mun Sang Yue (PhD rep)
Sub-Committee Breakdowns:
Faculty: Chris Schmid, Denise Arver
Students: Hana Lee, Mun Sang Yue,
Curriculum: Adam Sullivan, Marisa Millenson
Programming: Jean Wu, Iman Saeed
Professional Development: Chris Schmid, Brittany Pailthorpe
Staff: Helga Marques, Denise Arver

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Center for Statistical Sciences

Diversity and inclusion are important issues for Biostatistics. As a Department and Center, we have a diverse faculty, staff and student population by gender and ethnic background, However this diversity does not extend fully to all officially designated historically underrepresented groups (HUG). The suggestions in this DIAP aim to both increase the proportion of individuals from HUG groups and enhance the sense of community among department members over the next five years. We will strive to acknowledge, enhance and celebrate our diversity.

Faculty

Develop a 5-year diversity plan that includes specific efforts to increase diversity and inclusion in your Department or Center - particularly members of historically underrepresented groups - through one or more of the following approaches: targeted search, recruitment of an outstanding individual scholar, cluster hiring, or gateway fellowship (see attached "Approaches to Diversity Hiring" for details)

The Biostatistics faculty of 13 members is fairly diverse in terms of gender (5/14 female) and ethnic origin(6 countries represented among 14 faculty members However, we have had difficulty in recruiting candidates from HUGS groups. In our last Departmental tenure-track search carried out in 2014-2015, 99 of 109 (90%) of applicants were White or Asian and only 4 (4%) were Black or Hispanic. The remainder had unknown origin. In a teaching track search at the same time, all 21 applicants were White or Asian. This is not surprising given that a survey of new doctoral graduates in the Mathematical Sciences for 2012-2014 records 485 new PhDs awarded in Biostatistics of which 21 (4.3%) are Black/African American, 12 (2.5%) are Hispanic/Latino and 4(0.8%) are Native American or Pacific Islander. Nevertheless, several options exist to attempt to improve our recruitment pool:

- Research past and current local and national Biostatistics faculty recruitment to improve our recruitment efforts.
- Identify and reach out to institutions with diverse STEM pre and post-doctoral student populations when seeking faculty candidates. For the past five years, we have used the same list of institutjons with traditionally high representation of HUG students in our recruitment advertising for faculty positions. However, it seems that many of these institutions do not emphasize statistical or biostatistical expertise, but rather are on the list because of their diverse population base or the potential for reaching diverse populations.
- Explore creating additional non-tenure-track faculty teaching positions that focus on mentoring and training of more diverse populations and community relation building and outreach.

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Center for Statistical Sciences

Students

Develop a 5-year plan of initiatives specifically designed to attract students and post-doctoral fellows/trainees from underrepresented groups to become involved research initiatives in your Center

The national pool of graduate students in Statistics/Biostatistics has low HUG representation. In addition to the lack of racial/ethnic diversity noted above in the survey of new doctoral graduates, data from NSF in 2009 indicate among 5459 Masters degrees awarded in Mathematics/Statistics, 140 (2.6%) were given to Black, 158 (2.9%) to Hispanic and 8 (0.1% to American Indian/Alaska Native persons for a total of less than 6%.

Our own graduate program has had a student body of between 2% and 5% minority students over 2012-2015, albeit with only 1 or 2 students per year. Our specific goals and suggestions are presented here for each graduate program and for the undergraduate concentration.

1. PhD/Masters Programs

Coordination of efforts to attract and recruit HUG applicants are needed at the University, Graduate School, and Department level. These efforts are hampered by the voluntary nature of race/ethnicity information in the admission application form, which makes it hard to identify potential HUG candidates. However, the need for systematic outreach and recruitment efforts is clear and can include the following:

- Reach out to alumni holding faculty positions in other colleges to encourage their students to apply to Brown, and to identify HUG students from these applicants to our admission committee.
- Identify Brown HUG undergraduates with inclination and potential to pursue a graduate degree.
- To ensure that HUG students can successfully complete the PhD program, apply to the BrownTogether graduate student fellowship to assist admitted HUG students with an additional year of qualifying exam preparation, and another year for NIH minority grant development, if necessary. This will be an alternative avenue to IMSD.
- Tap on the channels from Leadership Alliance Consortium and the Brown-Tougaloo Partnership to recruit candidates for our Masters program.
- Apply for grant funding (e.g. NSF) to start an intense training/preparation program in quantitative/statistical methods during the summer for regional HUG undergraduates to prepare them for graduate programs (refer to the summer program at http://www.edgeforwomen.org/ as an example). This program could include both Biostatistics faculty and graduate students as Instructors/Teaching Assistants.
- Expand current local and international recruitment efforts by targeted outreach in collaboration with other departments in Public Health using dedicated Brown and Public Health staff and resources.
- Organize targeted visits to select institutions either through faculty or student contacts.

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2. Undergraduate Students

- Continue to offer the First-year Seminar in statistics and allow HUG freshman who did not win a position through the lottery to enter the First-year Seminar.
- Assign faculty mentors/advisors to HUG undergraduates in Statistics by participating in the Curriculum Advisor Program (CAP).
- Promote the direct admission path for HUG undergraduates in Statistics, Applied Mathematics and Computer Science concentrations.
- Encourage aspiring PhD students, especially HUG students, to apply for support from Brown to engage in summer research with the department via UTRA program (Undergraduate Teaching and Research Awards).
- Include biostatistics courses in Public Health concentration electives to take advantage of overall SPH's effort to increase HUG student population.
- Encourage faculty involvement in the Leadership Alliance.

Curriculum

Develop a 5-year plan that includes the treatment of diversity in the department's undergraduate and graduate courses, as relevant to your discipline

Biostatistics is at the very core of all Public Health Research. Given the mathematical nature of Biostatistics it is generally not viewed as a subject matter that deals directly with diversity and inclusion. However, any research that is done regarding health disparities and diversity needs Biostatistics to explore and understand the complex relationships.

Our Department aims to have multiple courses that consider examples and data sets which have diversity and inclusion data collected. Use of these data sets for notes, labs and problem sets will allow these courses to examine statistical concepts needed to understand complex diverse relationships and give students the skills and practice needed to explore and understand diversity and disparity data. This will also benefit students by giving them access to real world data rather than typical textbook data sets.

Other potential initiatives to promote diversity and inclusion in our curriculum include:

- Ensuring the department's curriculum includes components related to public and/or community engagement. This could include participation in community education programs through the Swearer Center.
- Offer summer curriculum in Biostatistics targeted to local high school students
- Focus on health related applications addressing diversity and inclusion in Journal Clubs
- Partner students with public health faculty to analyze health disparity data

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Center for Statistical Sciences

Programming

Develop a 5-year plan of programming that includes the level of attention to diversity in the department's programming (lectures, colloquia, etc.) that is appropriate to your discipline

Our programming Department and Center goals include:

- Continuing to support a research, teaching, and public service agenda that is receptive to the needs of our increasingly diverse state, national, and global context.
- Teaching methods throughout the department are culturally pertinent, accessible, and inclusive for all groups.
- Presenting students from all groups, especially HUGS in the field, the chance to engage in research and other academic undertakings.
- Ensuring our faculty research programs speak to problems of equity, inclusion, and diversity as connected to our specialized field(s).
- Including speakers from diverse and historically underrepresented groups during the department's planning of lecture series, colloquia, and/or conferences.
- Focusing student research assistantships and internships on health topics related to promoting diversity and inclusion
- Partner with University outreach organizations such as STEAM and the Swearer Center
- Working with local schools to promote statistics education and activities (e.g. ASA K-12 poster contest).
- Reach out to Providence Public Schools Outreach Coordinator and the Director of the Math and Science Academy Advisory Board (may need School to do this to provide credibility)

Staff

Develop a 5-year plan of programming that includes the level of attention to diversity in the department's staff hiring.

The applicant pools for the last two open positions within the Department have had limited HUG representation and point to the need to expand recruitment efforts in garnering interest by more diverse populations. Of the 73 applicants for the administrative position, 10 (13.6%) self-identified as Black/African American and 3 (4%) American Indian or Alaska Native and 2 (2.7%) as Hispanic or Latino. The applicants for the professional staff position were less diverse with 2 (6%) identifying as Black/African American, 1 (3%) as American Indian or Alaska Native and 1 (3%) identifying as Hispanic or Latino.

Our Departmental and Center goals include:

- Ensuring that a concerted effort is made to advertise positions through more diverse channels.
- Being proactive in the establishment and use of connections with community-based organizations to facilitate a more diverse candidate pool.

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Center for Statistical Sciences

As will be discussed in the next section, it is also imperative that staff be involved in professional development opportunities for diversity and inclusion especially given the longevity of Brown employees. We must continue to challenge and educate our staff.

Professional Development

Develop a 5-year plan to educate your department's faculty, staff, and students about issues related to diversity and inclusion (e.g., unconscious bias, inclusive classrooms, etc.)

Approach diversity and inclusion, as it relates to professional development, holistically rather than as a series of isolated training exercises. Our faculty, students, and staff need to better aware of present and future opportunities for professional development surrounding diversity and inclusion. Our Department and Center will work to systematically publicize available resources, facilitate a greater variety of events and professional opportunities, and improve collaboration with other department and centers.

Our Department and Center goals include:

- Centrally publicizing professional development resources available to our faculty, students, and staff.
    - Those in this volunteer position will curate and disseminate knowledge of University and School of Public Health sponsored events. They will work with the department and center to publicize and organize internal events, as well as coordinate with other departments and centers to maximize involvement.
    - Those in-charge of this curation will ensure all professional development opportunities cover all aspects of diversity and inclusion and reach those who will benefit most from certain opportunities (i.e. alerting faculty to inclusive classroom trainings via the Sheridan Center, sending staff notices of teamwork trainings via the Center for Learning and Professional Development (CLPD), etc.)
- Organizing and expanding events dedicated to diversity aimed at increasing inclusion. Events may include a day or week dedicated entirely to programming that promotes cultural competence, celebrates our departmental diversity, and provides a safe space to share our individual customs and traditions. Specific events may include an international pot-luck, reinitiating Brown Break events, or logistically enhancing current events to increase inclusion (i.e. use of larger rooms).
- Encouraging faculty, staff, and students to attend lectures addressing specific topics concerning issues of diversity and inclusion in STEM.
- Improving outreach with other departments and centers (i.e. CEBM, Gerontology, etc.) to learn skills and values that all Public Health disciplines offer.

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Center for Statistical Sciences

- Affording our students access to our own projects that involve HUGS such as working with ACRIN biostatisticians, having ACRIN internships, engaging in departmental and center sponsored SAS training, and encouraging participation in our new consulting unit.
- Encouraging our staff to mentor, train, and work with students by creating and executing a formal plan to further integrate our Biostatistics staff and academics.
- Establishing a systemic reporting of departmental and center demographics, data, and qualitative stories that highlight our diversity.

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DRAFT

DEPARTMENT OF EPIDEMIOLOGY
(Affiliated research centers: IHI, CPHCE, CEHT)

DIVERSITY AND INCLUSION ACTION PLAN
April 15, 2016

I. Introduction -- Process and Participants

II. Historical Background

III. Faculty

IV. Students and Postdocs

V. Curriculum

VI. Programming and Community

VII. Professional Development

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I. Process and Participants

Process

The Department of Epidemiology is very supportive of a greater focus on diversity and inclusion of students, faculty, and course content and delivery. However, there is agreement among the faculty that the process is hindering our ability to develop a strong plan. We unanimously feel that we need guidance from the school in understanding how effective plans have been developed at other institutions, how cultural competencies should be addressed, and how much flexibility there is in defining diversity and inclusion. Therefore, although we have met the Brown deadline for developing a diversity and inclusion plan, it should be taken as a work in progress or a first step, rather than a finalized plan.

We recognize that, in order to have a truly diverse and inclusive academic community, we must also work toward broadening participation of many other members of our diverse communities. These include, but are not limited to, communities based on ethnicity, race, gender identity, sexual orientation and identification, class, economic circumstance, religion/creed, disability status, geography, and military veteran status. We are confident that the investments we have made, and, as outlined in this plan, that we will continue to make, in key identity centers and in student support services will help make Brown as inclusive as possible to our entire community. At the same time, we recognize the need to learn more about the prevalence of the concerns raised by students and others in the Brown community so that we can set adequate goals and measure progress towards meeting those goals. A priority in the coming year, therefore, will be to collect comprehensive quantitative and qualitative information on the climate of inclusivity in the Department. This work will be part of a larger set of planning processes over the coming year to address the very real challenges of diversity and inclusion.

The Chair, Alison Field, is a member of the university wide advisory board on diversity and inclusion, and the administrator, Dawn Goodman, is a member of the school-wide diversity and inclusion action plan (DIAP) committee, and a member of the sub-committee focusing on faculty. She has attended several of the trainings, lunches and workshops offered as has the academic coordinator, Kate Petterson. Administrators and faculty will continue to attend diversity-related trainings as they are offered.

Opportunities for training are also available from the Sheridan center. Faculty will be encouraged to attend trainings, such as “Facing Difficult Conversations”, and seek guidance from the Sheridan Center on incorporating health disparities and cultural competencies into their lectures.

Participants:

The goal is to have the entire department contribute to our long-term diversity and inclusion plan. This means that faculty, students, staff and community partners will be involved in focus groups, conversations and meetings. In the short timeline provided, the department focused on current efforts and had faculty-wide conversations in our already-established committees and their monthly meetings. The Advisory group to the Chair was tasked with contributing to specific parts of the plan proposal and to oversee the creation and integration of the plan. There is a google drive that members have access to that contains all of the documents related to the SPH diversity planning and the department documents. In addition to the Advisory committee,

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the Curriculum committee chaired by former department chair, Stephen Buka, had meetings focused on diversity in the curriculum (see curriculum section); the Admissions committees and the graduate program directors, and the Seminar committees all provided documentation on current efforts and visions for diversity and inclusion in all of our activities going forward.

In our next steps, a diversity-action committee may be put in place to focus on these efforts.

Advisory Committee:
Alison Field, Chair
David Savitz, Professor (Tenured)
Annie Gjelsvik, Assistant Professor (Teaching Scholar)
Chanelle Howe, Assistant Professor (Tenure-Track)
Charles Eaton, M.D., Professor of Family Medicine and Epidemiology (Secondary, Hospital-Based)
Dawn Goodman, Staff Member (SPH Committee)

Curriculum Committee
Stephen Buka, Chair
Annie Gjelsvik, MPH Representative
Joseph Braun, Master's program
Eric Loucks, Doctoral program
Yen Tsung Huang
Ilana Gareen
Daniel Escudero, doctoral student
Kate Petterson, staff

Students (on the SPH committee and Staff subcommittee):
Anna Wentz, Doctoral Student in Epidemiology (SPH Committee)
Shannon Holly, Master's Student in Epidemiology (SPH Committee)

Contributors
Deborah Pearlman, Associate Professor of the Practice of Epidemiology (SPH Committee) and seminar chair for AY 15-16
Steve McGarvey, IHI Director
Karl Kelsey, Environmental Health / CEHT and PhD Admissions Chair
Stephen Buka -- Search AAR, Curriculum Chair, AY16-17 Seminars, Founding Chair
Tongzhang Zheng – Chair, Master's admissions
Joe Braun – Master's Director, Post Docs
Eric Loucks – Director, Graduate Program
Kate Petterson – Academic program coordinator for PhD and ScM programs, seminar series coordinator

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II. Historical Background

We will provide the department with some historical data prepared by the Office of Institutional Research to guide your discussions with regard to racial and ethnic diversity.

Dawn contacted OIR --waiting for the historical data from them; the OIR is developing dashboards for each department (Margot Saurette.) The historical data provided below is from the department self-study (Fall 2014).

The Department of Epidemiology is under new leadership as of December 1, 2015. Alison Field, ScD, came from the Harvard Medical School and Harvard School of Public Health to Brown. Increasing diversity in the faculty and student body, as well as increasing and strengthening the ties between the hospital and community with our department, are among her top priorities for the next five years.

Department Mission and Vision
The mission of the Department of Epidemiology is to educate new scientists and conduct original research to advance knowledge of the causes, prevention and treatment of disease and disability at the population level. To achieve this mission, members of the department employ sophisticated study designs, statistical analyses, field investigations, and laboratory techniques to: 1) fully characterize disease distribution (geographic, ecological, and social); 2) uncover the causes of the disease and methods of transmission; and 3) investigate measures for control and prevention. Our vision is to educate and train outstanding students to become leaders in research on the determinants of population health as well as advocates for translation of this research into practice.

History of Epidemiology at Brown University
Brown's Department of Epidemiology was established in 2011 as an extension of the prior Section of Epidemiology within the Department of Community Health. While the department currently includes 16 primary appointments and 35 affiliated faculty members this mostly reflects growth since 2005. Between 1986 and 2005 there were four Brown faculty members with doctoral training in epidemiology: Alan Morrison (1982-1992 deceased); Sally Zierler (1985 – 2008 emerita); Kaye Dickersin (1999 – 2005 became Center director at Hopkins), Kate LaPane (2000 – 2008 became Chair at VSU). The Environmental Health section was created in 2013 and there are currently 4 full time faculty who reside in the Center for Environmental Health & Technology, and one (David Savitz) who has a major focus on environmental health, but is also the OVPR.

The Department Self Study completed in the fall of 2014, addressed the issue of diversity in the faculty: **"**In terms of gender, 23% (3) of the 13 tenure track faculty are female, in contrast to 83% of the 6 faculty in the remaining categories of primary faculty (research track, research scholar and teaching scholar). Women comprise 40% of the remaining faculty categories (e.g., adjunct and secondary appointments); overall 41% of the total faculty are female. This indicates an under-representation of females among tenure track faculty, which should be addressed in future hiring efforts. In terms of race/ethnicity, the tenure track faculty includes 2 Asian (15%) and one African American (8%) member, while the remaining faculty members are 8% Asian and 0%

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African American. In addition, there is one Hispanic/Latino member of the department. Regardless of track there are few under-represented minorities within the department, which should also be addressed in future hires."

The doctoral degree program was officially initiated in 1986, however, only 10 epidemiology PhDs were completed prior to 2005, many in the area of health services research. The department currently has 24 doctoral students, including 2 who defended and will graduate May 2016 and 2 who are "all but defense" status; we anticipate 5 incoming students for AY16-17. The program currently has 4 URMs (5 self-identified) with another potential URM joining us AY16-17.

The master's program has 8 ScM students, including 1 second year and 7 first year, and hopes to have at least 10 incoming for AY16-17. The program currently has 1 URM with another potential 1 URM joining us in AY16-17. Note: the program has in addition, one student who is from Nigeria but does not meet the definition of URM as he is a foreign citizen.

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III. Faculty *(Field)*

- *Develop a 5-year diversity plan that includes specific efforts that may reasonably expect to result in the filling at least one authorized roster vacancy through one or more of the following approaches: targeted search, recruitment of an outstanding individual scholar, cluster hiring, or gateway fellowship (see attached "Approaches to Diversity Hiring" for details)*
- *Also consider non-tenure-track faculty (for Centers)*

Goals

In the next five years we expect to have 2-3 additional or replacement hires. By that time the Hassenfeld Birth Cohort will have started, thus potentially helping us to attract epidemiologists with an interest in health disparities and/or physical and mental health in minority populations. Having an endowed chair in health disparities research might be another way to attract more URMs to apply to openings in the Brown University Department of Epidemiology.

Current status of primary faculty in Epidemiology

An open-rank faculty search was opened upon the arrival of the new chair, Alison Field, ScD, for the replacement of Elizabeth Triche. Dr. Field has also given the approval to recruit one reproductive and perinatal epidemiologist. The department currently has 13 tenure-line faculty (6 Full Professors, 2 Associate Professors, and 5 Assistant Professors). Out of those 13 faculty only two are female, and currently the only *senior* tenured female faculty member is the Chair. The department had three female teaching faculty leave in the last two years (1 senior teaching scholar, 1 tenured and 1 untenured). This imbalance represents one of the challenges the department is addressing in the hiring of new faculty making diversity and inclusion a top priority. Further emphasizing this imbalance is that the majority of current doctoral students are female.

The department also has 6 more primary appointments (2 research scholars, 1 teaching scholar and 1 research). The other two appointments are not full time campus based. Out of these 6 faculty, 5 are female, but only one female is a senior rank.

Current Searches

Open-Rank Search for Reproductive Epidemiology (PH185) Opened November 2015

This faculty search, PH-185, is an Open Rank Search focusing on Reproductive and Perinatal Epidemiology. The composition of the search committee was deliberately made up of both senior and junior, male and female and different tracks including a hospital-based faculty. The search committee consists of two males (senior, tenured) and three females (junior, clinical and senior) all with foci in reproductive, pediatric and/or maternal and child health epidemiology and all with appointments in epidemiology and some with appointments in pediatrics. For finalist interviews, the committee included a wide range of faculty to include hospital, campus and community partners, both male and female and minorities. The intention of this search is to identify one faculty position in Epidemiology – Assistant Professor, Associate Professor or Full Professor (tenure-track or tenured) in the School of Public Health/Department of Epidemiology. One of the priorities the committee identified was the need for women, URMs and junior faculty in the department, and focused efforts on increasing the pool to include URMs. The criteria for a

successful finalist discussed by the committee and determined to be a candidate who has: a research focus in reproductive epidemiology and has published and funding in this area; teaching experience; and, the ability to teach a course in reproductive epidemiology as well as have potential collaborators at Brown.

The diversity definition and goals laid out by the university and by the SPH, focus on groups identified in the plan document as Historically Underrepresented Groups (HUGs)—as well as women in STEM and Asian American and Pacific Islanders (AAPI) in the humanities and social sciences. These groups have been identified by the U.S. Department of Education as groups that continue to have limited participation at the graduate and faculty levels in higher education. These include those who self-identify as American Indian, Alaskan Native, African American, Hispanic or Latino, and Native Hawaiian and/or Pacific Islander.

Members of the Brown community contributed significant input in the form of questions, comments, and new proposals to improve hiring practices, accelerate the timeline for doubling faculty from historically underrepresented groups, develop a more expansive view of faculty diversity, and provide better mechanisms to address pipeline and retention issues. Calls to engage students (both undergraduates and graduates) in faculty hiring committee's emphasized making the hiring process more transparent and. Departments asked for administrative guidance and support, perhaps through the Office of the Dean of the Faculty, to coordinate cluster hires across departments and across disciplines. There were several suggestions to improve the pipeline of faculty from Historically Underrepresented Groups (HUGs), including the use of the Target of Opportunity program to hire faculty members at the associate, assistant, and research professor ranks, and to leverage post-doctoral positions for hires into tenure track position

Summary of outreach conducted:

- The advertisement/job description was placed in SPER, SER Job Boards, Academic Keys, Epi LinkedIn Epidemiology Monitor, American Journal of Epidemiology, Epidemiology, Environmental Health Perspectives, Academic Keys, Higher Education Recruitment Consortium (HERC), SER LinkedIn Group, SACNAS, MinorityPostDoc.org
- Recruitment letters and calls were sent to Chairs of Epidemiology departments and to the **protected groups list** on the VP/Diversity Website. Direct outreach via email and phone was conducted by members of the Epidemiology faculty to peers in the field.

Specific outreach focused on increasing pool diversity includes:

- Annie Gjelsvik sent an email with the position description to Wendy White at Tougaloo College and to Adolfo Correa the head of the Jackson Heart Study and a professor at the University of Mississippi.
- Annie sent the job posting to Amy Nunn. She is the head of an R25 (The Brown Initiative in HIV and AIDS Clinical Research for Minority Communities) that has recruited many URM students for the Summer Institute. We asked her to send it to the networks she has through that effort.
- Alison spoke with Shiriki Kumanyika, PhD, MPH, past President of the APHA, to discuss ways to reach minority candidates. Based on her advice the following additional outreach:
    a. The ad was sent to SAAPHI (Society of African American Public Health Issues Committee Chairs) and the Black Caucus of Health Workers

b. Alison contacted her colleague, Lauren Wise, who is a reproductive epidemiologist working on the Black Women's Health Study
c. Alison reached out to programs with strong clinical epi training, more African Americans may be in clinical vs. observational epi
d. Advertise in SACNAS (Society for the Advancement of Chicanos/Hispanics and Native Americans)
e. Alison reached out to senior people in social epi (Sandro Galea, Dean of the Boston University School of Public Health; Lisa Berkman, Director, Harvard Center for Population and Development Studies at the Harvard T.H. Chan School of Public Health; Ichiro Kawachi, Chair of the Department of Social and Behavioral Sciences at the Harvard T.H. Chan School of Public Health; Arline Geronimus, Faculty member in the Center on Race, Ethnicity, Culture, and Health at the University of Michigan School of Public Health; Pat Ocampo, a social epidemiologist in the Center for Research on Inner City Health at St. Michael's Hospital) to do outreach to broaden the pool of job applicants to include epidemiologists who do health disparities related to reproductive or perinatal epidemiology, which we assumed would have more URMs than some other areas of epidemiology.

- The AAR for the search, contacted Liza Cariaga-Lo, Vice President for Academic Development, Diversity and Inclusion to seek additional guidance on attracting high-quality URM candidates, and to discuss the diversity of the current pool. He also sought to clarify the method of identifying URMs in order to actively recruit and interview these candidates if they met the criteria for a successful applicant.
- The Chair requested an extra finalist slot for one URM candidate who came to visit despite her junior standing in comparison to other candidates.

Challenges and Limitations:

a. The use of internet (google) to identify the status of candidates is discouraged, so unless a candidate self-identifies as a URM, it is difficult to identify or target recruits.
b. The outreach yielded a low pool of URM candidates: out of 28 applicants only 3 were identified as URMs (11%). All 3 of the self-identified were Black or African American.
c. It is unclear if the URM candidate who visited campus for a job talk and interviews, meets the qualifications of a "HUG" because she is a Black woman who was born in Botswana rather than the United States.
d. Without the ability to open more faculty searches, it will be impossible to achieve hire more increase the faculty with Target of Opportunity, it limits the strength of the mandate.
e. Out of the 3 URMs, one did not complete his application and had only 1 publication in reproductive or perinatal epidemiology, and one was very early in her postdoc career (only 3 publications) so were not competitive and thus they were not invited to interview.

Strengths and opportunities:

a. 75% of the pool was female (21 applicants out of 28) and 4 out of 5 finalists who have been invited to interview are women.

b. Dr. Phiri's, the URM applicant born in Botswana, visit was very well-received, and regardless of the search outcome, has produced potential ties and collaborations.
c. The process of interviewing candidates specifically included students who represent a diverse group (at least 4 of our students attending each lunch meeting are URMs) and solicited their feedback to be considered in the final decision-making process. Inclusion of students increases the transparency and engages these important stakeholders more directly in the process of identifying their future teachers, advisors, and mentors. One proposal could be to have students provide a ranking of the applicants, which could be part of the portfolio considered by the search committee.
d. Hospital-based faculty representing the research foci of the candidates were invited to interview and/or attend the recruitment dinners in order to broaden the feedback and outreach for candidates.
e. One of the applicants was invited to give a talk and meet with specific faculty as a potential joint appointment with the Department of Pediatrics. The proposed appointment in Epidemiology would be a 25 FTE who could strengthen the ties with the hospital, put grants through the department to form collaborative research efforts, and mentor students and trainees.
f. As stated in our goals, in the next five years we expect to have 2-3 additional or replacement hires. By that time the Hassenfeld Birth Cohort will have started, thus potentially helping us to attract epidemiologists with an interest in health disparities and/or minority health. Having an endowed chair in health disparities research might be another way to attract more URMs to apply to openings in the Brown University Department of Epidemiology.

- *Plan specifically for deliberate, active outreach to leading scholars, departments, and institutions with networks of diverse potential candidates; Define the scope of the position as broadly as possible; Seek formal support when relevant of other units on campus with research and teaching interests in diversity; Take special care to include candidates on the short list who would diversify the department even if the scholarship of those candidates might not appear to fall squarely within the scope of the advertised position*

The department and related centers plan to utilize several other approaches outlined in the University Diversity and Action Inclusion Plan.

a. **Targeted Searches:** Outreach to list of a substantial number of individual senior scholars and leading programs approved by the relevant dean to solicit recommendations of candidates who would diversify the ethnic, racial, and gender composition of the department faculty
b. **Recruitment of Outstanding Individual Scholars:** Review by the committee of the leading candidates in the field and comparison of the scholar in question to that pool (consider inviting some of these candidates for campus visits)

c. **Cluster Hiring: Recruiting simultaneously a set of outstanding scholars more likely to accept appointments at Brown as a group:** Identification by the committee of the cluster of candidates and rationale for the group recruitment
d. **Gateway Fellowships:** Presidential Diversity Postdoctoral Fellowships,
e. **Recruiting an outstanding scholar without and existing roster vacancy (Target of Opportunity):** Department chair contacts the relevant dean and Vice President for Institutional Diversity and Inclusion to explore the possibility of at Target of Opportunity hire. The department may request permission to move forward with an individual candidate, or to undertake a Targeted Search or to participate in a Cluster Hire (see above).

Inclusion Planning

As stated in the introduction, efforts on inclusion and retention will be a focus going forward in the planning and implementation stages. However, a formal, revised faculty mentoring plan has been developed and will be implemented starting in the new academic year. Part of the increased mentorship and feedback will include regular teaching observations as well as acknowledgement of faculty in their annual reviews for diversity-related service and teaching.

Retaining faculty members from diverse backgrounds is a priority. Dr. Field plans to move towards having one RA to assist 4-5 faculty with mundane, but time-consuming, tasks related to teaching and research. This would help faculty to feel less burdened and therefore more inclined to stay at Brown. The RAs could also look through Brown announcements for possible sources for pilot funding.

Although the faculty have been having great success at getting funding, Dr. Field would like to propose additional teaching for faculty who are having trouble meeting the required funding level. She will discuss Fox whether there would be funding for developing a course focused on health disparities epidemiology, which could be open to undergraduates, as well as graduate students.

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IV. Students and PostDocs

- *Develop a 5-year plan of initiatives specifically designed to attract students from underrepresented groups to your undergraduate concentration and your graduate program(s)*
- *Also consider post-doctoral fellows/trainees*

Goals

In our program statement for the Graduate council review that took place in March 2016, the programs identified increasing diversity at the faculty and student level as a top priority for recruitment and growth. To increase the yield of URM matriculates we have taken advantage of existing funding opportunities, including the Biomed Initiative to Maximize Student Development (IMSD). We also use the Presidential Fellowship as a mechanism to recruit highly qualified URM students. Future aspirations include engaging in outreach with national minority organizations and advertising our PhD program more broadly at historically black colleges and universities. Our goals also include implementing a 5-year BA/ScM that would help us identify and recruit promising URM undergrads into the epi ScM program. This program would also help socioeconomically since it would make the ScM less expensive for the student.

The ScM program instituted a funding model for prospective sponsors of student RAships. This increases the likelihood of attracting top students from diverse backgrounds, and addresses the socioeconomic issues of having to fund the high cost of tuition and living at Brown.

This academic year (AY15-16), 30 out of **109 doctoral applicants** self-identified as URMs. As stated in the introduction, the doctoral program currently has 5 URMs (out of 24 with active status) with another potential URM joining us AY16-17. The master's program currently has 1 URM (out of 8 active status) with another potential 1 URM joining us in AY16-17.

Graduate Programs Admission Plan for diversity and inclusion *(Kelsey, Zheng)*

The doctoral program admissions committee of the Department of Epidemiology recognizes that inclusiveness and excellence are interdependent. While the admissions process is the entry point for new scholars, we also recognize that the responsibility for diversity and inclusiveness falls to everyone in the Department. Consequently, practices and plans for diversity and inclusion in admissions are developed and put into practice by all, with the committee acting at the initial entry step of the process.

While addressing our process, it is important to note that conceptualizing diversity solely as a numerical goal of diverse students will not succeed in transforming the institution into a vibrant community that embeds diversity and inclusion. We are committed both as a team of student evaluators and as a faculty to the creation of a Department that embodies these values. We see the admissions process as one of many components of our overall strategy for creating our desired community.

The most recent admissions cycle found the Department in receipt of 109 applicants for the Ph.D. program. Of these 109 total applicants, we accepted a total of 7 applicants; currently 4 have been admitted with a potential fifth. In the applicant pool, 30 individuals self-identified as underrepresented minorities (URM). The committee carefully reviewed all applications, of

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course, and made special efforts as a team to review the URM candidates thoroughly. We accepted 2 of the 30 URM applicants; subsequently one has declined our offer and the second remains undecided.

We received 26 applications to our ScM program and accepted 18. In the applicant pool, 3 individuals self-identified as underrepresented minorities (URM). The committee carefully reviewed all applications, of course, and made special efforts as a team to review the URM candidates thoroughly. We accepted 1 of the 3 URM applicants; this person is still considering our offer.

Two Proposals to increase diversity in students and post-doctoral fellows *(Annie Gjelsvik)*

1. NIH Diversity Supplements to increase the racial and ethnic diversity of graduate students and post-doctoral trainees in the Department of Epidemiology faculty – DRAFT PROPOSAL:

NIH Diversity Supplements to increase the racial and ethnic diversity of graduate students and post-doctoral trainees in the Department of Epidemiology faculty.
For complete information please see the program announcement: http://grants.nih.gov/grants/guide/pa-files/PA-15-322.html.

The NIH seeks to support institutions in diversifying their student and faculty populations by increasing the participation of individuals from racial and ethnic groups that have been shown by the National Science Foundation to be underrepresented in health-related sciences on a national basis. The following racial and ethnic groups have been shown to be underrepresented in biomedical research: Blacks or African Americans, Hispanics or Latinos, American Indians or Alaska Natives, and Native Hawaiians and other Pacific Islanders.

These are the same groups that the Department of Epidemiology is particularly interested in recruiting as graduate and post-doctoral students in order to increase diversity within the department.

Individual(s) who hold an active grant or cooperative agreement are encouraged to work with their organizations to develop applications for diversity supplement support of eligible students and faculty.

A parent award may support more than one individual on a supplement; however, each request must be strongly justified and include assurances that each candidate will receive appropriate mentoring. Appointment of more than one individual to a single award above the high school or undergraduate level depends on the nature of the parent grant, the circumstances of the request, and the program balance of the NIH awarding component. Candidates may receive support from only one administrative supplement at a time, but may be supported by more than one supplement during the development of their research careers. Support under the supplement is not transferable to another individual or transportable to another institution.

Diversity Supplement applications only receive administrative review by the awarding Institute or Center, and do not receive peer review.

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Diversity supplements can support high school students, undergraduate students, Baccalaureate and Master's degree holders, graduate (pre-doctoral) and health professional students and individual in postdoctoral training, and investigators developing independent research careers.

Information on Institute requirements and staff contacts can be found here:
http://grants.nih.gov/grants/guide/contacts/PA-15-322_contacts.html

The Department of Epidemiology is particularly interested in using these supplements to increase the diversity of the graduate students and post-doctoral trainees. As such supplements to support graduate and health professional students (PhD candidates and master's candidates) and individuals in postdoctoral training would be most appropriate**.**

Proposed Department of Epidemiology DIAP action item: Create a mentoring plan template for each level of Diversity Supplement to facilitate faculty writing applications.

Identifying potential eligible diversity supplement candidates

A barrier to applying for diversity supplements is that the candidate must be identified prior to applying for the supplement and the supplement cannot be transferred to a different individual. The PI/mentor and the Diversity Supplement candidate must work together to prepare the application. This is difficult in instances in which there is no existing relationship between the candidate and the PI/mentor.

***Proposed Department of Epidemiology DIAP action item*:** identify timelines for diversity supplement submissions and how these crosswalk with Master and Doctoral admission timelines.

Establishing relationships with promising undergraduates and masters students from historically underrepresented groups will help the Department of Epidemiology recruit these students and apply for diversity supplement funding.

***Proposed Department of Epidemiology DIAP action item*:** Work with programs that already exist to identify promising undergraduate students from historically underrepresented groups such as the Leadership Alliance (theleadershipalliance.org) and provide them with meaningful summer research in the Department of Epidemiology.

***Proposed Department of Epidemiology DIAP action item*:** Work with the Brown Tougaloo Partnership) to recruit promising students to the Epidemiology Master's program. Consider identifying students in their sophomore and junior years so that the students can engage in funded (e.g. via Leadership Alliance) summer research and create a relationship with a mentor that would foster writing a diversity supplement. Recruiting trips to Tougaloo should be sponsored at the SPH level to facilitate recruitment into all programs. Consider having an event for Tougaloo students who are at Brown for a semester exchange to introduce the SPH.

***Proposed Department of Epidemiology DIAP action item*:** Strengthen the relationship between Brown and Tougaloo College by creating a Faculty Fellow exchange in which a SPH advanced doctoral student is a part of the Touglaoo College faculty for a semester and teaches Introduction to Public Health. The Faculty Fellow can help identify promising undergraduate students and facilitate early connections between the undergraduate and potential Brown University faculty mentors in the students' area of interest.

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2. Brown-Tougaloo Partnership Faculty Teaching Fellow: doctoral candidate to teach Introduction to Public Health and Epidemiology in the Fall 2016. – DRAFT PROPOSAL

Brown University and Tougaloo College have had an academic partnership since 1964. As a part of this partnership the Faculty Fellows Program is designed to offer advanced doctoral candidates at Brown the opportunity to teach undergraduate courses at Tougaloo College in Tougaloo, Mississippi. The program aims to develop competency in undergraduate teaching, fully immerse graduate students in faculty life, gain experience delivering instruction at a small historically black college, and to enhance core curricular offerings at Tougaloo College by offering courses usually found at larger research institutions.

As part of this program we are seeking an advanced School of Public Health doctoral candidate to teach Introduction to Public Health and Epidemiology (NSD211) in Fall 2016. Introduction to Public Health and Epidemiology is taught every Fall to approximately 16 sophomore – seniors. The class is the first of four courses required for the 12 Jackson Heart Study scholars. This course covers core areas of public health such as history and policy, epidemiology, health services organizations, environmental health, research design, biostatistics, health behavior and community health. The course typically involves some guest lectures from Jackson Heart Study investigators.

The Faculty Fellow will be expected to be a full member of the Tougaloo College community for the semester he or she is in residence. This includes holding office hours, attending faculty meetings (non-voting), and participating in campus events such as Founders' Week, professional development such as the Faculty/Staff Institute, and research colloquia and seminars (for example Jackson Heart Study research colloquia and seminars). The Tougaloo College Fall semester is from mid-August through mid-December. The Faculty Fellow will be connected with the public health research community in Mississippi. For instance, Faculty Fellows involved in chronic disease research will be connected with the Jackson Heart Study Centers.

Faculty Fellows would be mentored by Dr. Wendy White at Tougaloo College and Dr. Annie Gjelsvik at Brown University. Mentorship would include help in adapting the current NSD211 course syllabus while still maintaining required course competencies, help with developing an additional course to offer, assistance in connecting with public health researchers doing research in Mississippi in the faculty fellow's field, and mentorship while in Mississippi on undergraduate teaching.

Other teaching and/or Mississippi-based research

The Faculty Fellow will be expected to either teach one additional course that he or she develops in consultation with Dr. Wendy White or participate in ongoing research with a Brown School of Public Health faculty member in Mississippi.

Funding

The Faculty Fellow would receive his or her usual stipend as well as funds for housing and travel. There would be no cost to the home department for the doctoral candidate to participate in the program. The details of funding are still being determined.

Proposed Selection Process

Advanced doctoral candidates (those who have completed all course work) will submit a CV, cover letter, letter of recommendation from his or Graduate Program Director, and a one page statement that includes the course proposal (not a full syllabus), evidence of teaching experience,

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and (if desired) proposed Mississippi-based public health research to both annie_gjelsvik@brown.edu and wwhite@tougaloo.edu. .Selection will be made by Don Operario (Associate Professor of Behavioral and Social Sciences and Associate Dean for Academic Affairs**),** Annie Gjelsvik (Assistant Professor of Epidemiology – Teaching Scholar track), Wendy White (Deputy Director – JHS – UTEC and vice chair of Tougaloo's Brown-Tougaloo Partnership Committee), and Elise Morse-Gagne (Assistant Professor of Linguistics and Chair of Tougaloo's Brown-Tougaloo Partnership Committee).

Future program expansion

Considerations for future program expansion include: 1) expanding the program to other courses such that more than one faculty fellow from the School of Public Health has the opportunity to participates each year, and 2) expanding the program so that Brown post docs could also participate.

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V. Curriculum *(Buka)*

- *Develop a 5-year plan that includes the treatment of diversity in the department's undergraduate and graduate courses, as relevant to your discipline*

Goals:

The department curriculum committee (from curriculum co. meeting 3-14-16) has proposed a revised working definition of a "diversity-relevant course" from the one provided by SPH. The nature of Epidemiology courses makes them all relevant to the SPH definition. The goal of the narrower definition enforces a diversity-focused method of teaching as well as requires the content to be specific in nature to meet the definition.

SPH definition: A course with content focus on populations/groups that are underrepresented in domestic or international contexts; or a course that aims to explore the complex dynamics of social inequity, exclusion, and difference; or a course that provides methodological/analytic skills for students to understand health issues in populations/groups that are underrepresented in domestic or international contexts.

Epi Working Definition: A course with content focus on, **or examples with,** populations/groups that are underrepresented in domestic or international contexts; or a course that aims to explore the complex dynamics of social inequity, exclusion, and difference; or a **course that provides methodologic / analytic skills specifically designed or used to help students understand health issues / disparities that affect populations/groups that are underrepresented in domestic or international contexts**

This definition was proposed and discussed at a recent faculty meeting among the core teaching faculty. Several concerns and future points for discussion were raised. One concern echoed the statements in the university DIAP: "The need for professional development/training programs to promote cultural competency and foster a safe learning environment for all students, staff, faculty, and administrators at Brown, particularly those with marginalized identities."

The questions and processes raised follow:

1. *Identify current courses – what meets the definition NOW and how do we confirm? Where is the threshold?*
2. *Do we want to have diversity as an explicit goal going forward as part of our course content?*
3. *All courses should be "culturally competent". Look at ASPH protocol and other institutions—this should be a school-wide initiative and SPH curriculum-wide effort.*
4. *Every course in Epi could theoretically go under the SPH definition by the nature of Epidemiology which is to study disparities in health across race, gender, socioeconomic status, environmental influences, and other contexts.*
5. *Next Step: if course should be on the list, why and expectations*
6. *Two issues: Science (Diversity) and Cultural Competence (Inclusion)*
7. *Use official definition of cultural competency*

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8. *Epi faculty feel that this should be a coordinated effort with SPH Curriculum Committee, needs to come down from school level.*

The following are the courses that meet the SPH definition, and most likely the revised EPI definition:

PHP0610	Community Engaged Public Health (A. Gjelsvik)*
PHP0850	Foundations of Epidemiology (S. Buka)
PHP2250	Advanced quantitative methods in Epi research (C. Howe)
PHP2260	Applied Epidemiologic Analysis Using SAS (C. Howe)
PHP1700	Occupational Health (K. Kelsey)
PHP2180	Interpretation and application of Epidemiology (D. Savitz)
PHP1910	Senior Seminar (E. Loucks)
PHP1920	Social Determinants of Health (E. Loucks)
PHP2220H	HiV Epi (B. Marshall)
PHP1854	ID Epi (B. Marshall)
PHP1070	Burden of Disease (S. McGarvey)
PHP1500	Global Health Nutrition (S. McGarvey)
PHP0320	Intro to Public Health (A. Harrison)
PHP2170	Injury as a Public Health Problem (Ranney/Mello)
PHP2220E	Epi of Cardiometabolic Health (S. Liu)

**no plans currently to offer again*

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VI. Programming and Community

- *Develop a 5-year plan of programming that includes the level of attention to diversity in the department's programming (lectures, colloquia, etc.) that is appropriate to your discipline*

Goals
To include programming that not only addresses topics on diversity and inclusion, but also includes speakers that represent a diverse community.

History of Epidemiology Programming
Our formalized seminar series began in 2009, although the section/department has offered seminar on epidemiology topics since its inception in 2005. The 2009/10 focus was on "Society, Human Biology and Health" and focused on health disparities. The lectures included topics on how differences in maternal care can modify cognitive development, the effects of area-level factors such as neighborhood-level socioeconomic position, access to healthy foods, and proximity to traffic, on influencing risk for cardiovascular disease, and the special role of early childhood development as a determinant of health. The AY10-11 series focused on "Methodological Issues in global health research." The AY11-12 was an interdisciplinary series and topics included diversity-related issues, one example being the seminar on "Research findings from the Black Women's Health Study." The AY12-13 series focused on "Early life influences on adult health and disease" and topics concentrated on early determinants of health. The AY13-14 series focused on Environmental determinants of health, and the AY14-15 focused on Cardio metabolic health which included lectures on how cardio-metabolic diseases adversely affect the economic fates of families, communities, and societies and explored the causes, prevention and implications of cardio metabolic diseases.

The Epidemiology faculty and related centers are involved in teaching and lecturing at the department, university and community level. These include Dr. Zheng's (CEHT) "China Symposium" co-sponsored with the Watson Institute last year. Dr. Simin Liu was awarded the Brazil Collaborative Award for "A Brown-Brazil Initiative in Cardio-metabolic Health with Initial Emphasis on Improving Physical Activities in Brazilian Population." Dr. Lurie has been a key speaker in several symposiums and lectures on global health issues (i.e. the Zika Virus panel) and with Dr. McGarvey, Director of IHI, is central to many global health themed programming. Dr. Stephen Buka, was co-chair of the pilot TRI-Lab (2013-2014) focused on the topic of healthy early childhood development with Elizabeth Burke-Bryant, Executive Director, Rhode Island KIDS COUNT. *(more to be added here)*

Planning and Process for Developing Lectureship Series and Events
All the seminars are focused on partnerships with the campus and the community to ensure a broad appeal across the Brown Community and Rhode Island Community. They attract students and faculty within the School of Public Health, Research, campus-based departments and programs, Hospital-based and Bio-Med, Global Health (The Watson Institute, International Health Institute, the Global Health Initiative), as well as the Rhode Island Department of Health. We invite clinical and research faculty from the affiliated hospitals and send seminar flyers out to key personnel in these departments, centers, and programs and ask them to post flyers and send them out to their listserv subscribers. Our faculty members also have appointments or roles

in most of these departments and programs and will be encouraged to promote the seminar series. Because of Epidemiology's interdisciplinary nature, our seminars will always appeal to and engage a broad audience. This partnership- and interdisciplinary-focus will remain specifically in the plans for all future lectureship series and department-sponsored events.

Also, because representation matters, we not only focus on topics that embrace diversity, but invite speakers from diverse backgrounds and areas. This is evident in our past and current series, and will be a focused goal of planning future series and events.

Current Seminar Series for AY15-16: An Integrated and Epidemiological Life-Course Approach to the Health of Women.
This year's theme focused on Women's Health, and the recognition that women's health outcomes vary according to individual and contextual factors (economic adversity, race, ethnicity, institutionalized racism**.** Women's health researchers have identified numerous contributing mediators and utilized multiple methodologies to examine the intersection of race and gender disparities, compounded by the impact of social determinants, on women's health. We have thematically chosen speakers who cover turning points in the lives of women from disparities in birth outcomes to the impact of social and economic advantages and disadvantages over the life course on health disparities at older ages. We also invited leading researchers who are investigating the joint effect of gender and social inequality on women's health in the U.S. and internationally. The depth and breadth of the invited speakers were to attract a diverse and multidisciplinary audience. Lectures addressed gender and social inequality over the life course; race, racism, and women's health; the impact of social and economic advantages and disadvantages over the life course on health disparities at older ages; and current findings and future directions for epidemiologic research on race, class, sexual identity and women's health. For example, Ana Abraido-Lanza focused specifically on "Health behaviors and acculturation among Latinas" and the seminar with speaker Beth Sundstrom which was co-sponsored with the IMSD program focused on "reproductive justice and women's voices."

AY16-17 Seminar Series: Mental and Behavioral Health: Population Approaches.
This series will include lectures on a range of topics that appeal to our public health undergrad and grad students, with global health, health disparities and environmental topics included. In line with developing our Diversity and Inclusion Plan we also want to ensure that diversity and inclusion are addressed in the series. The 2016-2017 Seminar Series will focus on mental and behavioral health, a topic that should appeal to undergraduate and graduate students from a range of backgrounds. We will plan to have at least one speaker address health disparities by race/ethnicity and/or be a URM.

Social and Networking/Professional Events
The department has had a "seminar and social events" committee for the past several years because social events and networking opportunities matter. These have included department happy hours after work, and student research days, which offer opportunities for presentation of student research. Next year the department is planning to institute a forum for faculty to share their current research with all Epidemiology students in order for students to learn more about what faculty are currently working on. This will provide students a more relaxed setting to learn about current faculty research, learn where faculty and student interests may overlap, and explore

potential for future RAships. This event will take place at least once per academic year, beginning in September 2016. We also plan to bring in speakers focused specifically on careers in public health both academic and non-academic.

Staff as well as students and faculty are invited to the social events and seminar series.

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VII. Professional Development *(Howe)*

- *Develop a 5-year plan to educate your department's faculty, staff, and students about issues related to diversity and inclusion (e.g., unconscious bias, inclusive classrooms, etc.)*

Mission Statement: To build a Department of Epidemiology where all faculty, staff, and students are knowledgeable concerning issues related to diversity and inclusion as well as culturally competent.

Goals

- Each member of the department is knowledgeable concerning issues related to diversity and inclusion
- Each member of the department is culturally competent

Definitions

Diversity is used to describe differences by racial/ethnic group and gender where those who self-identify as members of a historically underrepresented racial/ethnic group (i.e., American Indian, Alaskan Native, African *American*, Hispanic or Latinx, and Native Hawaiian and/or Pacific Islander) as well as women are adequately represented among the differing racial/ethnic groups and genders. *(Adapted from the "How we define diversity and inclusion" section of the Introduction of the Brown Pathways to diversity document)*

Inclusion relates to ensuring that all Department faculty, students, and staff "are well equipped with the resources and tools needed for success" and "have full confidence that they are valued and respected members" of the Department. *(Adapted from the "How we define diversity and inclusion" section of the Introduction of the Brown Pathways to diversity document)*

Cultural Competency refers to "the active, intentional, and ongoing engagement with diversity to increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions [2]". *(This definition is from: www.aamc.org/culturalcompetenceinmedicineandpublichealth)*

Educating relates to the Department's formal course curriculum that is offered through our masters and doctoral degree programs.

Training focuses on the various informal educational experiences for each of the Department's faculty, students, and staff.

Strategies for achieving goals

Overview

- Educating our students
  - The Cultural Competency curriculum [1] will be used to incorporate cultural competency into all new and existing courses offered through the Department. The Cultural Competency curriculum has been endorsed by the Association of

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Schools of Public Health. The Department Curriculum Committee will facilitate the training of faculty, instructors, TAs, etc. as they incorporate cultural competency into their new and existing courses.

- Training our faculty, students, and staff
  - The principles of diversity and inclusion will be incorporated into faculty, student, and staff department organized orientation programs. Refresher trainings on the principles of diversity and inclusion will be offered periodically.
  - The department will organize or encourage their faculty, staff, and students to attend SPH/university-wide workshops, seminars, trainings and open forums focused on diversity, inclusion, or cultural competence. All faculty and staff will be required to attend one of the aforementioned department/SPH/university-wide activities at least annually. Department organized trainings, seminars, and workshops will:
    - Assist faculty in how to review and modify their current curriculum/syllabi or to develop a new course to include cultural competency.
    - Aid faculty in appropriately addressing diversity and inclusion issues that may arise via interactions in their classrooms, when advising, or from the reading materials or homework assignments.
    - Demonstrate how to deal with unconscious bias, conflict, privilege, prejudice, and stereotypes as faculty

Timeline for implementing strategies

<u>By the end of Year 1</u>

- Educating our students
  - The Department Curriculum Committee will review all new and existing courses offered by the department to check whether they incorporate cultural competency into their curriculum/syllabi. The curriculum will work with faculty to incorporate cultural competency content to their course syllabi and teaching materials.

- Training our faculty, students, and staff
  - Faculty, staff, and student department organized orientation programs will begin including the principles of diversity and inclusion in their content. The desired content of department organized workshops, seminars, and trainings will be articulated and potential facilitators will be identified. Relevant workshops, seminars, and trainings currently or to be offered by the SPH or university will be identified. Two workshops, seminars, or trainings will be offered through the department or recommended for attendance. The number of potential facilitators will be increased through development of a program to "train the trainers."

<u>By the end of Year 3</u>

- Educating our students

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- Fifty percent of current department courses will have incorporated cultural competency into their course content.

- Training our faculty, students, and staff
  - All faculty, staff, and student department organized orientation programs will have incorporated the principles of diversity and inclusion into their content. Two workshops, seminars, or trainings will be offered by the Department for its members annually. The "train the trainers" program will be offered annually.

By the end of Year 5

- Educating our students
  - One hundred percent of current department courses will have incorporated cultural competency into their course content.

- Training our faculty, students, and staff
  - Three workshops, seminars, or trainings will be offered by the Department for its members annually.

References

1.) Expert Panel on Cultural Competence Education for Students in Medicine and Public Health (2012). Cultural competence education for students in medicine and public health: Report of an expert panel. Washington, D.C.: Association of American Medical Colleges and Association of Schools of Public Health

2.) Milem,J., Chang, M., & Antonio,A. (2005). Making diversity work on campus: A research-based perspective. Washington, D.C.: Association of American Colleges and Universities.

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School of Public Health Diversity and Inclusion Action Plan (DIAP) Worksheet for Departments and Research Centers

Information and recommendations put forward in this worksheet will be used to complete the unified School-wide DIAP. In addition to describing goals and activities at the School level, the School-wide DIAP will also provide unique information, recommendations, and activities that will occur within specific Departments or Centers.

Describe the procedures for generating information for this worksheet (e.g., committees, open discussions) and the types of individuals involved in generating this information (students, staff, faculty).

- Processes
  - HSPP Chair, Ira Wilson, invited, by email and at the HPSS department meeting (March 2), department members including faculty, post-docs, and graduate students to participant on the departmental DIAP committee
  - Theresa Shireman agreed to head up the committee
  - First meeting of DIAP committee occurred on March 24: individuals attended by phone or in person
    - Committee members were pointed to Brown's "Pathways" document for background on DIAP
    - Timeline for departmental DIAP reviewed
    - Reviewed worksheet for SPH
    - Set up subcommittees for each of the main topics to be completed
    - Subcommittees asked to develop 5-year plans by April 5
      - Participants assigned to subcommittees as follows

Subcommittee	People
Faculty	Megan, Ira, Sarah Gordon
Students (Post-Doc & Graduate)	Audrey, Issa, Amal
Curriculum	Brianna, Cynthia, Theresa
Programming and community	Bart, Jessica, Sarah Aneyci
Professional development	Jenni, Lisa, Theresa

    - Subsequent meeting scheduled for April 7
  - Subcommittees provided written response to DIAP Chair (Theresa) by April 5
  - An overview of the committee and subcommittees reviewed at the HSPP departmental meeting, April 6
  - HSPP DIAP reconvened on April 7, from 12noon-2pm with in-person and conference call participants
    - Collated but unedited document containing all subcommittees' reports shared in advance of the meeting
    - During the meeting, the committee attempted to highlight 4-5 action steps for each subcommittee to include in the final recommendations from HSPP

    - Those recommendations are summarized here
- There was general consensus that much more time is needed to fully articulate an adequate and appropriate plan to address issues of diversity & inclusion in the department. In addition, there appears to be much duplication across/within the SPH on this matter.
- Summarized 5-year recommendations captured in this document and shared with the HSPP DIAP prior to submission to Don Operario. (*in progress*)

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Faculty (HSPP) 5-year action plan:

1. For research track faculty to increase under-represented groups, particularly racial/ethnic minorities:

- Enhanced start-up package (funds) for HUG recruits
- Create strong, explicit, detailed mentorship plan
- Offer teaching opportunities (hybrid position) with appropriate financial support
- Recruit for a specific area of focus, e.g. health disparities

2. For tenure track faculty to increase under-represented groups, women & racial/ethnic minorities:

- Develop a far more overt strategy to recruit under-represented groups
- Find out why we have failed in the past: how do we appear to potential & actual applications
    - Linked-in
    - Glass door
    - Other consultants?
- Get out to visit HBC campuses where faculty are trained

3. Expand collaborative research with under-represented faculty at other institutions

4. Increase our research efforts looking at health disparities, social justice, and other topics that directly impact diversity & inclusion and health policy

5. Redesign our web site to advertise the breadth & scope of our research: better external image

6. Spend more time developing these steps and identifying additional steps

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Students (HSPP) 5-year action plan:

1. Develop a plan of initiatives designed to attract PhD students, post-doctoral fellows, and other doctoral-level trainees from underrepresented groups to HSPP. Consider setting explicit departmental targets (e.g., enrollment targets over the next 5 years) for achieving a diverse student body.

2. Review all department materials (e.g., websites, fliers, social media) to ensure that they project our vision of diversity and inclusion. For example, enhance website materials for recruitment of students to include success stories for students from underrepresented groups.

3. Include a session on diversity and inclusion during orientation activities for incoming students. Consider requiring that more senior students attend the session annually.

4. Create a mentoring program for students from underrepresented groups. Consider developing such a program across departments in the School of Public Health.

5. Provide resources for underrepresented students to attend meetings sponsored by organizations that address diversity and inclusion. (e.g., in other fields there exist societies for underrepresented groups, such as the National Society of Black Physicists or the Society of Women Engineers).

6. In consultation with other departments in the School of Public Health, develop a plan to conduct (potentially in-person) outreach efforts to Historically Black Colleges and Universities and Hispanic-Serving Institutions. We might particularly pay close attention to Tougaloo College given Brown's existing relationship with Tougaloo. The goal of such outreach would be to disseminate information about our graduate program and the application process; and increase the number of future applicants from underrepresented groups at these institutions.

7. In collaboration with other School of Public Health departments, explore the development of a summer research program for undergraduate students from underrepresented minority groups. Such a program may create a pipeline of future doctoral/post-doctoral applicants to our programs.

8. Consider a stipend bonus or other recruiting incentive for admitted students from underrepresented backgrounds.

9. Develop a plan to ensure that Brown undergraduate and MPH minority student groups are aware of our doctoral program and have opportunities to work with faculty members on research projects and honors theses.

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Curriculum (HSPP) 5-year action plan:

1. All existing HSPP graduate course directors should attempt to add (touch in a meaningful way) diversity & inclusion through articles, content, modules, as appropriate, to their syllabi.

2. Highly recommend that PHD students must take at least one graduate course that extensively addresses health disparities as an approach to better understanding diversity & inclusion. There are options available within SPH and/or in other department on campus. [There was split support for making this required or not.]

3. Add an HSPP course that directly considers *diversity & inclusion (or vulnerable populations) and health policy* that would draw graduate students from other departments.
    - Start with a graduate seminar or offer a series of graduate seminars
    - Develop a course that addresses community engagement from health policy perspective

4. Encourage graduate students to participate in/attend variety of talks, presentations, student groups across campus that address diversity & inclusion.

5. Encourage graduate students to consider Tougaloo College opportunities to teach in the Gerontology Certificate program.

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Programming and Community (HSPP) 5-year action plan

1. Expand community engagement
   - Establish a funding source for the speaker series which will allow for the recruitment of more diverse speakers from around the country
   - Better integrate community engagement and diversity into the speaker series and POPCORN
   - Develop documentation and resources to ensure that all events are not person-dependent and can be easily continued by new members of the department
   - Establish strong, collaborative ties with community-based organizations
   - Facilitate staff and faculty volunteerism in the community

2. Seek additional funding for diversity & inclusion programs
   - E.g., Starr lectureship, external funding sources
   - Faculty/students leading these applications will also draft initial documentation to guide future series coordinators. Seminar leaders will also work with departmental administrators to identify flexible days and times, in order to ensure that this is not a barrier to a more diverse set of speakers. Leaders will also seek to develop metrics and approaches to maximize consideration of diversity when developing the series.

3. Student/post-doc led events: POPCORN and journal club
   - Encourage awareness of existing programming and ensure that students/fellows have access to any required resources to facilitate more diverse, community-based events.
     - E.g., Sheridan Center offers about inclusive classroom environments.
   - Students and post-doctoral fellows will work to develop a list of these resources. The resources can then be publicized on the departmental website/Intranet for easy access.

4. Strengthening community-based ties
   - Review and decide on the best approach for strengthening ties.
     - Include a community advisory board or other approaches for building a structure in the department which facilitates external collaboration with the community.
     - Peer to Peer learning approaches and other methods for removing barriers and facilitating safe interactions should be considered.
   - Develop and implement plans for working with community organizations, guided by the structure selected in Year 1.

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Professional Development (HSPP) 5-year action plan

1. Look at private corporations for their efforts to enhance diversity, e.g., DiversityINC

2. Establish an employee networking and mentorship program
   - Different employee networks to foster a diverse and inclusive environment (LGBT, Asian, Black, Hispanic, women empowerment, Veteran, etc)
   - People with diverse backgrounds involved to create understanding and inclusion. Community outreach included.
   - Create opportunities to work with co-workers in structured, year-long developmental partnerships.

3. Recruitment
   - Consider approaches to stop biased hiring decisions, unconscious bias, microaggressions in the classroom & department
   - Develop/utilize alliances with professional organizations and other campus groups to promote diversity and inclusion (raise awareness)
     - E.g., Sheridan Center: Workshops and Programs, Sarah Doyle Women's Center, LGBTQ, Safe Zone, Brown Univ: DIAP Appendix C, Brown Center for Students of Color, Center for the Study of Race and Ethnicity in America: Structural Racism Lectures but, not any training.

4. For new hires, support their early success through learning resources that focus on their unique experiences—including coaching, communication, negotiation and relationship skills. We don't focus on changing their cultural values, but on developing their skills and building cultural dexterity in all our people.

5. Support existing staff to explicitly increase their inclusion & representation in departmental matters and to encourage their development
   - Learning Point training programs
   - NEAP: New Employee Advisory Program

6. Publicize, encourage, allow for dept members to participate in broad range of activities that highlight, call out, address diversity & inclusion
   - Consider a diversity/inclusion portfolio or PASSPORT
     - Identify list of scheduled events, seminars, activities across Brown that address diversity & inclusion: HSPP members who attend get a "stamp", when attend X number in a year, eligible for raffle or other incentive
     - Add diversity "activity" to annual review
     - Impromptu brown bags/discussions of current events surrounding diversity/inclusion

7. Designate an ombudsman for HSPP (or SPH) as someone who will hear concerns & issues
   - Ombudsman could then identify needed programs across dept/school to address the concerns they hear (anonymity is vital here)

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Institute for Community Health Promotion (ICHP)
(Soon to be the Center for Health Equity Research)
Diversity Plan

Just as Brown University does, ICHP underscores diversity as an institutional priority directly related to our mission to improve health, especially in underserved populations, by conducting interdisciplinary research and education to empower individuals, providers, organizations, and communities to practice and promote healthier behaviors and environments.

The nature of our research and the populations we serve positions us well to foster relationships in diverse and marginalized populations, both here in Southeastern New England and in resource limited settings across the globe. Our continued goals are to foster an inclusive, diverse Center with respect to undergraduate and graduate student advisees, post-doctoral trainees, faculty, and staff—ensuring strong representation of groups that have been historically under-represented in higher education, and encompassing age, class, culture, race/ethnicity, gender identity, gender expression, immigration status, national origin, religion and spirituality, sex and sexual identity.

Over the next five years, we will continue to prioritize our reach and understanding of these populations and communities in our research, and among our students, staff and faculty.

Because most faculty recruitment and student admissions decisions are through the academic departments, our emphasis here is on Staff hiring (including post-doctoral trainees), Programming and Community, and Professional Development. Similarly, though, when ICHP is able to make decisions regarding faculty recruitment and student admissions our diversity and inclusion principles apply.

Programming & Community

Over the past year, ICHP has started a lecture series; we plan to continue to broaden our search for and invitation to guest speakers that include individuals from, and research topics on, diverse groups and cultural settings.

- We currently have community partnerships with a number of local community organizations that serve diverse and marginalized populations. Some of these are:
    - Project Weber
        - A CBO focused on harm reduction for male and transgender female sex workers and other at risk individuals in Providence.
        - Services include: HIV & Hep-C testing & counseling, peer support groups, street outreach, substance addiction counseling, overdose prevention, needle exchange, condom distribution and PrEP services, housing and healthcare referrals, food/shelter and community education regarding HIV/STI prevention.
    - Center for South East Asians (CSEA)
        - A CBO focused on providing community, social and education services, such as:

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- Parent engagement, the Southeast Asian Commission, seatbelt outreach and awareness, Get Out The Vote, homeownership education, and financial empowerment.
- Family Care Community Partnership(FCCP), Victims Assistance program, Volunteer Income Tax Assistance(VITA), Affordable Care Act Assistance(ACA), and Meals On Wheels(MOW).
- English as a Second Language classes (ESL), citizenship class, External Diploma Program (EDP), and the Summer Youth Learning program.

Additional local organizations we partner with:

- RI Department of Health
- Youth Pride Inc.
- John Snow Incorporated
- The Fenway Institute, Fenway Health
- AIDS Action, Boston
- Sidney Borum Health Center
- AIDS Care Ocean State
- Faith in Action (coalition of 100 African American clergy who work together to fight HIV in the Deep South)
- Central Falls /Pawtucket Health equity zone (focuses on reducing health disparities among Latinos and other immigrants).
-

In addition, ICHP faculty oversees the management and operations of Brown University School of Public Health's Community Advisory Board, which is made up of members from a diverse group of local social service agencies. We also operate the "Food On The Move" program, which strives to bring healthy fruits and vegetables too low-income residents, many of whom are Latino or Black; we have served over 5,000 individuals since September 2015.

Looking ahead: Over the next 5 years, we plan to:

- Increase the diversity of our community partnerships
- Continue to strengthen our current involvement with local CBOs
- Establish an LGBTQ health and research division/center. This will allow us to expand our capacity for serving the LGBTQ community, afford us the opportunity to create awareness and understanding, and procure financial support to develop and test interventions to promote health and well- being among these groups.

Hiring Staff and Post-Doctoral Trainees (and when appropriate, Faculty and Students)

- Individuals within ICHP represent those from a variety of diverse backgrounds and experiences. We strive to hire research staff representative of the populations served by our research, wherever possible. Because we receive numerous applicants for staff and other positions,

initially, individuals are generally phone screened prior to offering an in-person interview, making it difficult to gauge whether we are reaching a diverse pool of potential hires. To ensure this happens, we plan to identify and reach out to community partners (see above) and contacts when recruiting as well as our professional networks that focus on underserved/underrepresented populations. These include but are not limited to:

- AACORN (African American Collaborative Obesity Research Network)
- Programs to Increase Diversity Among Individuals Engaged in Health-Related Research (PRIDE)
- The Bill & Melinda Gates Foundation
- Society of Behavioral Medicine
- AJPH LGBT Caucus
- The Robert Wood Johnson Foundation
- NORMAN

Professional Development and Training Opportunities

- All ICHP staff and faculty will participate in inclusion and diversity training and it will be included as a performance goal in each person's annual appraisal. Supervisors will be encouraged to plan release time for staff to accomplish this. Initially, we will take advantage of university-sponsored offerings, including but not limited to Brown Safe Zone training offered by the LGBTQ Center and those provided through the University DIAP.
- Within ICHP, we currently have an NIH R25 grant, focused on training African American and other racially / ethnically diverse investigators in clinical, social science, and community engaged scholarship related to HIV. We train 10 students annually; most are doctoral students, post docs or junior faculty from communities historically underrepresented in the sciences.

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DRAFT

International Health Institute (IHI)

DIVERSITY AND INCLUSION ACTION PLAN
May 6, 2016

Introduction: The International Health Institute (IHI) supports increasing the diversity and inclusion of students and faculty in our global health related research. We have many collective person-years of research and training experiences in low and middle income countries (LMICs) and with domestic U.S. research organizations. These have almost always involved working with a diverse set of people of different national citizenship, ethnicities, sexual identities and social class and occupational backgrounds. Almost all of our work involves developing strong and long-lasting connections to residential communities, LMIC institutions and governmental and non-governmental organizations.

These LMIC experiences have provided tremendous opportunities to learn about diversity and inclusion in those 'other' settings and to try to work toward increasing diversity and inclusion. We recognize that there is much to do to attain diverse and inclusive communities in the settings we work. But as guests in those different communities and organizations we rarely have power to do so. We continually learn new ways to carefully use influence there. Almost always this is accomplished through trustful and authentic partnerships with key individuals who have informal and sometimes formal leadership roles.

Here at Brown University there is also substantial work needed to achieve wider participation of members of diverse ethnic, social class sexual and religious communities. The IHI's plans are guided by a recent Science article "*A recipe for change: Creating a more inclusive academy*". B Mitchneck, JL Smith, M Latimer (email: bethm@email.arizona.edu). Science 08 Apr 2016: 352, (6282); pp. 148-149. DOI: 10.1126/science.aad8493ciel. The key points from that article are to establish six activities and evaluate their effect on increasing diversity: 1) *'learn the social science research'; 2) 'leaders must understand the context and be accountable for diversity and inclusion'; 3)'seek external catalyzing resources'; 4) 'focus at the department level'; 5)' collect and publicly share data'; and 6)'policy change is critical'*. We think these activities can provide a guide for Brown SPH-wide actions and plans.

Following these suggested activities from the scholarly literature the IHI will discuss and identify among the faculty and affiliated students the concrete diversity and inclusion goals. l

Faculty: The IHI's 5-year plan to diversify faculty will engage a broad range of faculty from within Brown and outside Brown to identify members of historically underrepresented groups who could consider joining the IHI as core faculty who have their research grants administered through the IHI as well as affiliated faculty. We will also speak directly with our LMIC colleagues about ways to identify their promising students and counsel them on postdoctoral

opportunities at Brown. We also identify early career LMIC scientists and involve them in our research which will allow them to spend time at Brown as Visiting Faculty and perhaps become candidates for Brown faculty positions. We will identify funding sources for these potential pathways, including NIH K43 and similar awards from the Fogarty Center, Wellcome Trust career development awards, and other government and NGO sources.

Students: The IHI's 5-year plan to diversify students obviously must be implemented through discussions with the leadership of the several graduate degree programs. We will speak directly with our LMIC colleagues about ways to identify their promising students and counsel them on pursuing graduate degrees in public health at Brown and having IHI faculty as their primary mentors. We will continue to find ways to support such students through international individual and institutional training grants and inter-institutional collaborations such as the R24 between Brown and the University of Cape Town.
At the undergraduate level all IHI faculty teach global health courses during which we can consciously reach out to underrepresented minority students to consider working with us in global health research.

Programming and Community: As describe in the introduction we have the unique opportunity to identify faculty and students in the communities of our LMIC partnerships. At Brown and in Providence we will participate in the wider University and community organizations and identify underrepresented minority researchers and students who could be included in the IHI roster. With the proposed M.S. degree in Global health the IHI will have a research colloquium series that will disseminate what we do and attempt a diverse range of students and scholars.

Professional Development: the IHI is too small to develop its own 5-year plan for our education in issues related to diversity and inclusion such as unconscious bias, inclusive classrooms, framing of questions, and sensitivity to ethnic, gender and cultural differences. We will join in the larger efforts within the University, SPH and SPH departments.

The IHI meanwhile will focus on identifying and recruiting Brown University students, faculty and staff from diverse backgrounds to join us in all aspects of our research activities in Providence and in the LMIC communities where we work.
1.) American Colleges and Universities.