



Developing a School-Wide Policy on Diversity and Inclusion

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School of Public Health-Bloomington
Indiana University

History

- School of Health, Physical Education and Recreation established in 1946
- Became IU School of Public Health-Bloomington in 2012
- CEPH occurred in December 2014

Snapshot of School Today

- Fall 2014 total enrollment: 3,029 students with declared major
- 5 Departments with:
 - 5 Ph.D. majors
 - 8 MPH concentrations and 22 M.S. majors
 - 1 BSPH concentration and 20 B.S. majors

IU School of Public Health-Bloomington

Selected Student and Faculty Diversity Indicators 2012-2013

	Public Health Students	Total Students	Public Health Faculty	Total Faculty
Race other than Caucasian	33.0%	15.9%	35.20%	22.3%
Hispanic ethnicity	5.5%	3.2%	0.0%	1.4%
Female gender	80.4%	59.8%	61.70%	53.2%
International born	12.4%	4.5%	29.40%	7.2%
% graduate students who are first generation college students	17.0%	19.0%		
% minority student admits who matriculate	52.0%	43.0%		

SPH Diversity and Inclusion Indicators (2012-2013)

- SPH has a faculty-driven governance structure
- Additionally, staff committees and SPH Student Government
- SPH Academic Council: Single policy making body with 11 standing committees
 - Undergraduate Studies
 - Graduate Studies
 - Public Health Leadership Committee
 - Committee on Diversity and Inclusion ←
 - Committee on Student Affairs
 - Committee on Research and Creative Activity
 - Committee on Service
 - Committee on Teaching and Learning
 - Committee on Community Engagement and Workforce Development
 - Committee on Centers and Institutes
 - Committee on Budget and Planning

Governance Structure

1.8 Diversity. The school shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research, and service practices.

a) A written plan and/or policies demonstrating systematic incorporation of diversity within the school.

- i. Description of the school's under-represented populations, including a rationale for designation.
- ii. A list of goals for achieving diversity and cultural competence within the school, and a description of how diversity-related goals are consistent with the university's mission, strategic plan and other initiatives on diversity, as applicable.
- iii. Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity; the school should also document its commitment to maintaining/using these policies.
- iv. Policies that support a climate for working and learning in a diverse setting.
- v. Policies and plans to develop, review and maintain curricula and other opportunities including service learning that address and build competency in diversity and cultural considerations.
- vi. Policies and plans to recruit, develop, promote and retain a diverse faculty.
- vii. Policies and plans to recruit, develop, promote and retain a diverse staff.
- viii. Policies and plans to recruit, admit, retain and graduate a diverse student body.
- ix. Regular evaluation of the effectiveness of the above-listed measures.

Our Timeline

- January 2012: “Formal” Initiation of Self-Study
- February 2012: “Informal Freakout” about Diversity Policy
- March 2012 – March 2013: Work toward “diversity policy”
- March 2013: Realizing New Approach was Necessary
- April – May 2013: Reverse Engineering of New Policy
- May 2013: Development of New Policy
- September 2013: Approval of New Policy

- Current Priority I: Documentation of Policy Implementation and Identification of Needs

- Current Priority II: Development of Management Plan for Diversity and Inclusion

Responding to 1.8, a, iii- ix

What We Had

- Goals, Objectives and Measurable Indicators
- Efficient Data Collection and Reporting Mechanisms
- Diversity-Focused Leadership among Faculty and Staff
- Student Diversity Initiatives and Funding
- Institutional Grounding (IU)
- Diversity Values
- Diversity Efforts (dozens and dozens)



What We Needed

**Diversity Policy
Policy Management Plan**

Responding to 1.8, a, iii- ix

Mission

Objectives and
Indicators

Federal and State
Laws

Values

Activities

POLICY

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Grand Challenge: To develop diversity policies that were:

- Embedded in our governance structure,
- Embraced by our faculty, staff, students and community constituents,
- Systematically integrated into our school's core functions,
- Reflective of and responsive to our mission, values, goals, objectives, and indicators,
- Realistic and could be operationalized,
- Able to be operationalized in a way that could be documented,
- Able to be conceptualized within the context of our school-wide evaluation and planning processes, and
- Responsive to CEPH criteria.

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reverse engineer (*transitive verb*) :

to study the parts of (something) to see how it was made and how it works so that you can make something that is like it

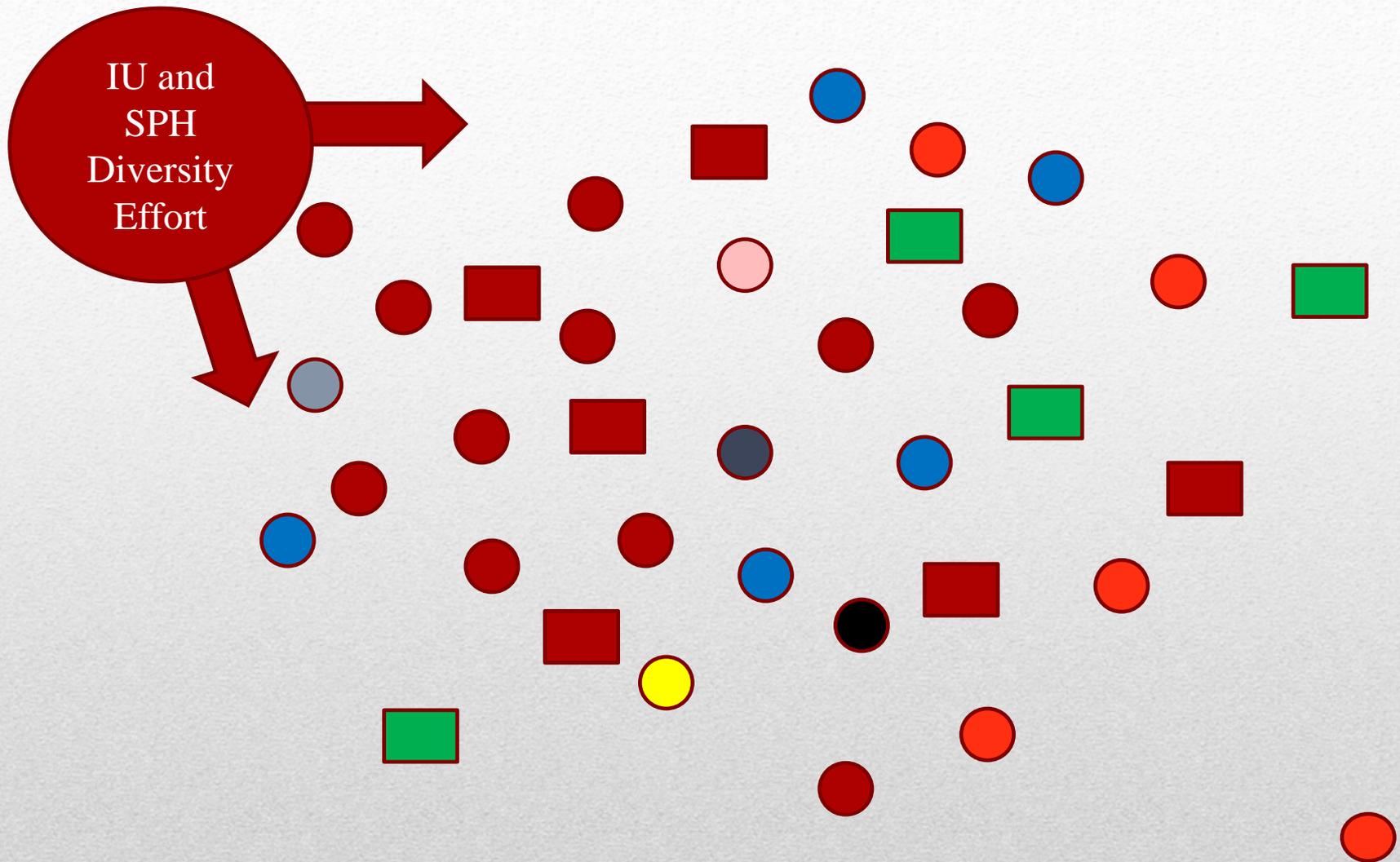
reverse engineering (*noun*):

to disassemble and examine or analyze in detail (as a product or device) to discover the concepts involved in manufacture usually in order to produce something similar

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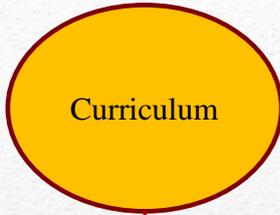


History of Position

Shared with Departments

Needed to Systematically Link to Governance, Evaluation, and Planning

Needed to Situate at Level of School with Direct Report to Dean's Office



Courses across departments

Lack of integration

Movement toward integrated curriculum



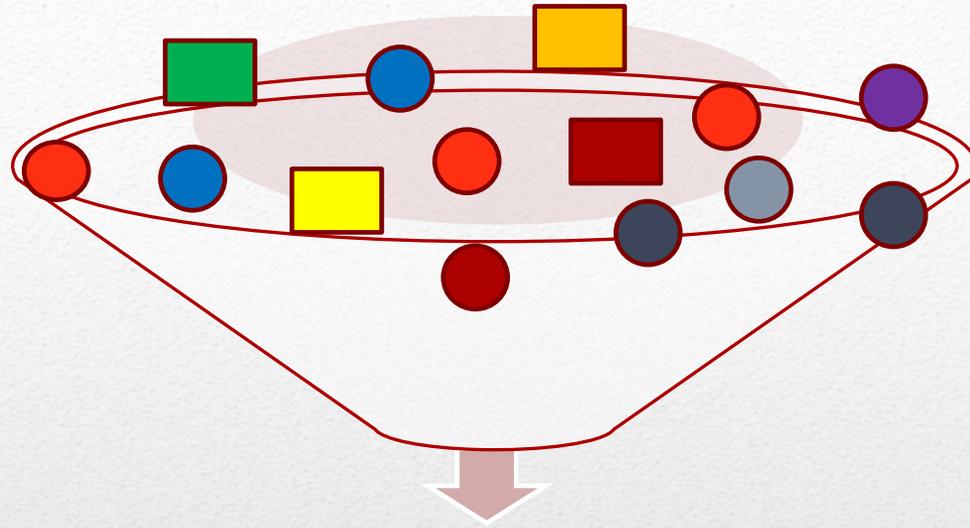
Disconnect between "center faculty" and others, particularly students

Diversity focus

Need for governance connection

Need for integration into curriculum

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Recruit
and Retain

Work and
Learn

Engage
and
Challenge





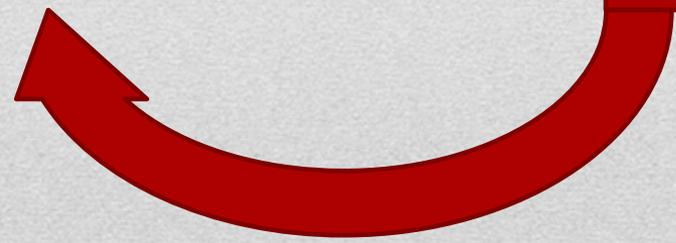
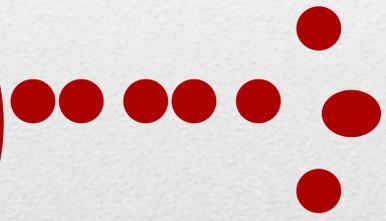
Recruit and Retain



Work and Learn



Engage and Challenge



Responding to 1.8, a, iii- ix



IU School of Public Health-Bloomington Policy on Diversity and Inclusion

I. Recruit and Retain

Policies pursuant to the **recruitment and retention** of a diverse and multicultural community of students, faculty, and staff are crucial for building a vibrant School of Public Health-Bloomington community.

- The school shall adhere to all IU policies and procedures related to the recruitment and retention of a diverse student body, faculty, and staff.
- The school shall retain a full-time Director of Diversity and Inclusion who will coordinate diversity recruitment and retention activities and facilitate the school's plan to ensure adherence to this policy.
- The school shall actively pursue campus and university opportunities that assist with the recruitment and retention of diverse faculty and staff.
- The school shall foster relationships with campus entities that are dedicated to the needs of diverse faculty, staff, and students.
- The school shall develop, implement and evaluate innovative recruitment efforts and events for diverse students.
- The school shall maintain appropriate objectives and measurable recruitment and retention indicators that are evaluated annually.
- The school shall pursue strategies that ensure all faculty and staff have awareness of, and access to, school, campus, university, and community resources that seek to support professional success and personal well-being.

SPH Policy on Diversity and Inclusion: Recruit and Retain

II. Work and Learn

Within the classroom, in hallways and offices, and on the campus, inclusion policies develop opportunities for students, faculty, and staff to **work and learn** in a diverse setting.

- The school shall foster the development and success of centers, institutes, and auxiliaries that provide unique opportunities for understanding and responding to the needs of diverse communities.
- The school shall maintain, as a core component of its faculty governance process, a standing committee of the SPH Academic Council that is charged with developing strategies related to student, faculty, and staff diversity and with evaluating the effectiveness of those strategies.
- The school shall proactively and responsibly address identity-based grievances, issues of injustice or incivility, or lack of cultural competence to ensure that the SPH maintains an environment that is most advantageous for teaching, learning, research, and service for students, faculty, and staff.

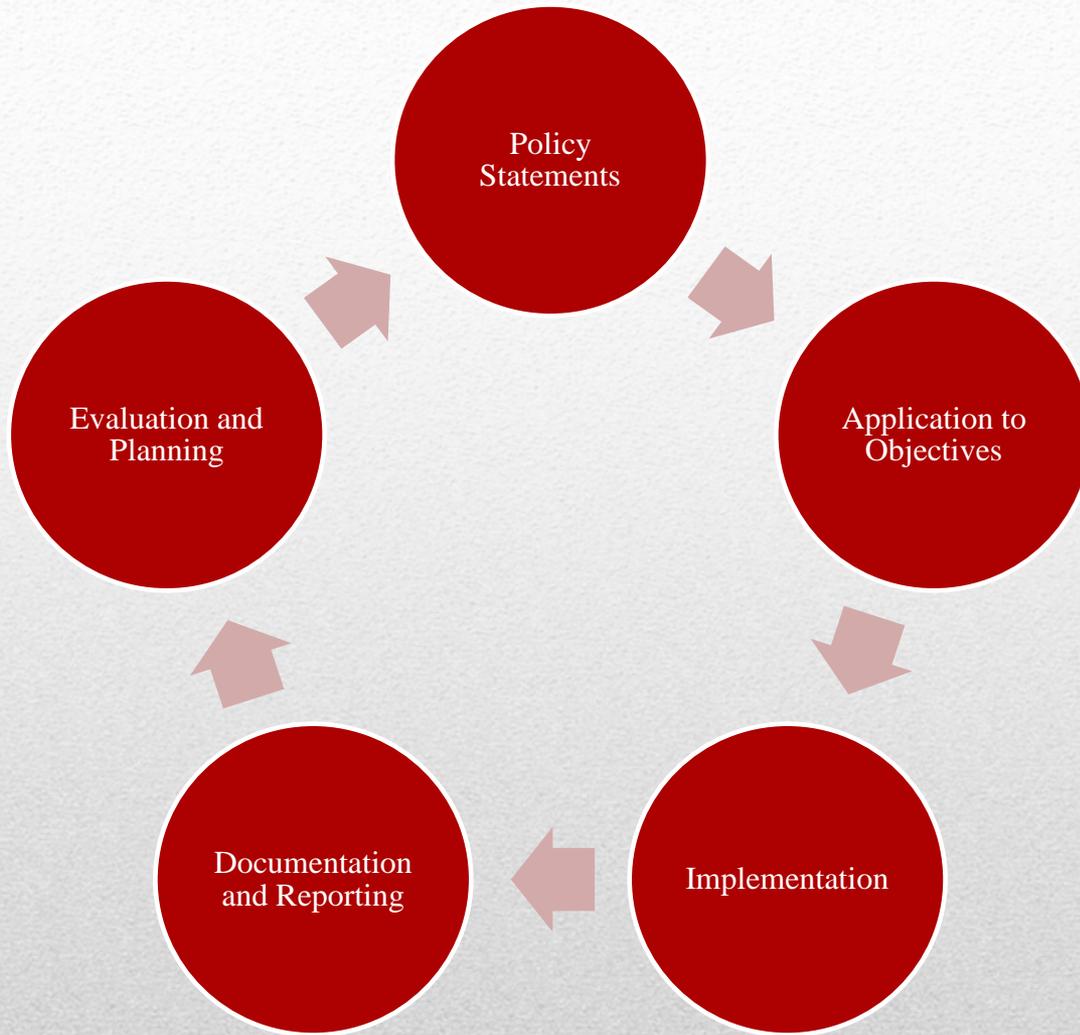
SPH Policy on Diversity and Inclusion: Work and Learn

III. Engage and Challenge

Curricular and co-curricular opportunities to **engage and challenge** students, faculty, and staff in learning varied perspectives of domestic and global social equity and social justice are supported through the following policies:

- The school shall pursue the development of academic programs (e.g., degrees, majors, minors, certificates) that help to support the development of a public health workforce that is prepared to address the needs of diverse communities.
- The school shall facilitate opportunities for students to gain varied perspectives of domestic and global diversity, inclusion, and social justice.
- The school shall continue to pursue the development of courses that provide for students to gain varied understandings of social and health disparities in both domestic and global settings.
- The school shall encourage all faculty to imbed into coursework, research, and teaching, issues of social and health disparities present in all populations.

SPH Policy on Diversity and Inclusion: Engage and Challenge



Management Plan

- Diversity and Inclusion on Today's Campus
- Objectives, Measurable Indicators, Targets

- Policy Overlap in Context of CEPH Requirements
- Policy Maintenance

- "Faculty Rights" and Diversity and Inclusion Matters

- Creativity Management
- Reporting, Evaluation, and Planning

- Effectiveness

Continuing Challenges
