



COLLEGE of  
PUBLIC HEALTH

EAST TENNESSEE STATE UNIVERSITY

**2021-2026**

**Strategic DEIC Plan**



**Student Centered \* Community Focused \* Real-World Tested**

**COLLEGE of PUBLIC HEALTH  
EAST TENNESSEE STATE UNIVERSITY**

**2021-2026 Diversity, Equity, Inclusion,  
and Civility (DEIC) Strategic Plan**

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## MISSION, VISION, and CORE VALUES

### Vision

The ETSU College of Public Health is the school of choice for students who want an exceptional educational experience in a world-class environment.

### Mission

To advance health and well-being for all through innovative teaching, research, and community engagement.

### Core Values

**ALTRUISM:** Nurture altruism and empathy

**DIGNITY:** Treat all people with unwavering dignity and respect

**DIVERSITY AND INCLUSION:** Foster equity and diversity in an inclusive environment

**EXCELLENCE:** Advance excellence in teaching, scholarly activity and service to our communities and professions

**INNOVATION:** Nurture creativity and resourcefulness

**INTEGRITY:** Adhere to the highest ethical standards of honesty and fairness

**TEAMWORK:** Foster a collaborative environment that is professionally and personally rewarding

## DIVERSITY, EQUITY, INCLUSION, and CIVILITY (DEIC) COMMITTEE

In spring 2021, the Diversity & Social Justice Committee of the ETSU College of Public Health met to address issues of diversity and inclusion within the college and to lead the college in developing a plan to advance and foster a diverse and inclusive environment.

### **Name of the Committee**

We are proposing that the Diversity & Social Justice Committee be renamed as the Diversity, Equity, Inclusion, & Civility (DEIC) Committee.

### **DEIC Committee Charter**

The tasks of the DEIC Committee are derived from two main sources: 1) COPH Bylaws and 2) COPH Core Values (<https://www.etsu.edu/cph/documents/bylaws.pdf>).

*COPH Bylaws:* The Section 10.12 of the Bylaws creates the “Diversity and Social Justice Committee” and outlines that structure and its functions. The subsection 10.12.3 specifically states:

- The duties of the committee shall be:
- To advise the Dean and the Leadership Council on development and implementation of the college strategic diversity plan;
- To systematically follow college progress on the strategic goals and the objectives outlined in the diversity plan;
- To advise faculty, staff and student recruitment activities related to diversity issues;
- To interface with appropriate university, community and regional bodies to address diversity-related issues of regional importance;
- To recommend in-house lectures, seminars or other activities that focus on diversity, cultural awareness, and social justice.

*COPH Core Values:* The core values of “Dignity: Treat all people with unwavering dignity and respect” and “Diversity and Inclusion: Foster equity and diversity in an inclusive environment” form a foundation of the work of the DEIC Committee. The Committee, therefore, has the responsibility to facilitate and foster a diverse and inclusive environment for the ETSU College of Public Health’s community, including students, staff, faculty, alumni, and other patrons. The development of this strategic plan falls under this broad scope of the DEIC Committee.

### **DEIC Committee Members**

While not required, conscious efforts were made in early spring 2021 to ensure that members of the Committee are representative of the departments of the COPH (Biostatistics and Epidemiology, Community and Behavioral Health [COBH], Environmental Health [ENVH], Health Sciences [HS], and Health Services Management and Policy [HSMP]) and the various constituencies of the college (Students, Staff, and

faculty). Additionally, to ensure consistency between the COPH's work on diversity and inclusion and ETSU's Office of Equity and Inclusion, efforts were made to include a representative of the ETSU Office of Equity and Inclusion on the Committee to serve as the liaison between the COPH and the ETSU Office of Equity and Inclusion.

The following are the Committee members:

Calvin Claggett (ETSU Office of Equity and Inclusion)  
 Emmanuel Adeyemi (EPID, MPH Student)  
 Gabriela Abrego (EPID, DrPH student)  
 Gina Osbourne (Dean's Office, Staff)  
 Ginny Kidwell (TNIPH, Staff)  
 Hadii Mamudu (Chair, Faculty, HSMP)  
 Karen Ervin (Dean's Office, Staff)  
 Mildred Maisonet (EPID, Faculty)  
 Roger Blackwell (COBH, Faculty)  
 Sephora N'sapo (Undergraduate Student)  
 Suman Dalal (HS, Faculty)  
 Taylor Dula (Vice-Chair, Faculty)

To ensure continuous and uninterrupted work of the Committee, we created internal structures and standing sub-committees as follows:

- Chair: Hadii Mamudu
- Vice Chair: Taylor Dula
- Secretary: Gina Osbourne
- Program Committee: Emmanuel Adeyemi, Gabby Abrego (Chair), and Sephora N'sapo
- Staff Committee: Calvin Claggett, Gina Osbourne, Ginny Kidwell, Karen Ervin (Chair), Taylor Dula
- Students: Emmanuel Adeyemi, Gabriela Abrego (Chair), and Sephora N'sapo
- Faculty: Hadii Mamudu, Mildred Maisonet, Roger Blackwell (Chair), and Suman Dalal

These committees worked and reported to the general DEIC Committee for deliberation of delegated issues and consensual decision making.

## **Decision-making**

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The decisions of the DEIC Committee are driven by consensus. As such, we engage in dialogue and strive to achieve that.

## INTRODUCTION

The College of Public Health (COPH) at East Tennessee State University (ETSU) has completed the 2021-2026 Diversity, Equity, Inclusion, and Civility (DEIC) Plan as part of the overall Strategic Plan for years 2021-2026. The previous strategic plan articulated diversity-related goals and objectives and provided critical guidance for the 2014-2020 period. This new plan incorporates ETSU's equity and inclusion goals and objectives, as well as those provided by our accrediting bodies.

Following successful implementation of the initial plan, the college has developed the 2021-2026 Strategic DEIC Plan, with significant input of key stakeholders, and with an over-arching vision to continue to promote and celebrate diversity in teaching, research and service. The plan reflects the college mission, vision and core values and provides a roadmap for the next five years.

Similar to its predecessor, the 2021-26 plan articulates a monitoring and feedback loop for each diversity-related measure, including the position responsible for tracking the measure, the data source, and the frequency of monitoring. The college will continue to evaluate those measures at least annually.

The college DEIC Plan supports the university's Strategic Diversity and Inclusion Plan (<http://www.etsu.edu/equity/strategicplan.aspx>) which includes goals, objectives and action plans related to diversity as it pertains to 1) student access to education, including health professions education, 2) student success in completing college and advanced degrees, 3) recruitment and retention of diverse faculty, staff and students, and 4) the campus environment and climate.

## DEFINITION OF TERMS/CONCEPTS

### Key Terms/Concepts

**Diversity:** differences among people in their race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, culture, national origin and language, religious beliefs and identity, age, disability status, historical underrepresentation, refugee or immigrant status, culture, health status, community affiliation, active duty or retired military personnel, history of incarceration, and political perspective.

**Equity:** a commitment to working to challenge and respond to bias, harassment, and discrimination against people from diverse identities and backgrounds.

**Inclusion:** the process of improving the terms of participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights.

**Civility:** formal politeness behavior and speech.

**Community members and persons affected by this plan:** Any person affected, involved, or interested in the implications, results, or summarization of the presented information.

**Justice:** conformity to truth, fact, or reason

**Minority (race):** It refers to American Indian or Alaska Native, Asian, Black or African American, and Native Hawaiian or other Pacific Islander.<sup>1</sup>

**Minority (ethnicity):** It refers to Latino or Hispanic.<sup>1</sup>

**Health disparity populations:** Racial and ethnic minority populations (see above OMB directive), less privileged socioeconomic status (SES) populations, underserved rural populations, sexual and gender minorities (SGM), and any subpopulations that can be characterized by two or more of these descriptions.<sup>1</sup>

**Socioeconomic disparity populations:** Socioeconomically disadvantage persons, with emphasis on race, ethnicity, income, education, geography or area characteristics, and medical/health conditions.<sup>2,3</sup>

**Stakeholders:** Persons or groups who have an interest or concern in a project, activity, or course of action.<sup>4</sup>

## Abbreviations/Acronyms

<b>AHDs</b>	Academic Health Departments
<b>APE</b>	Applied Public Health Experience
<b>ASPPH</b>	Association of Schools and programs of Public Health
<b>ASRF</b>	Appalachian Students Research Forum
<b>BHA</b>	Bachelor of Health Administration
<b>BSEH</b>	Bachelor of Science in Environmental Health
<b>BSPH</b>	Bachelor of Science in Public Health
<b>CBL</b>	Community Based Learning
<b>CEPH</b>	Council of Education in Public Health
<b>COPH</b>	College of Public Health
<b>DEIC</b>	Diversity, Equity, Inclusion, and Civility
<b>DrPH</b>	Doctor of Public Health
<b>ETSU</b>	East Tennessee State University
<b>HED</b>	Higher Education Excellence in Diversity
<b>ILE</b>	Integrated Learning Experience
<b>MHA</b>	Master of Health Administration
<b>MPH</b>	Master of Public Health
<b>UNC</b>	University of North Carolina
<b>PHSA</b>	Public Health Student Association
<b>SWOT</b>	Strengths, Weaknesses, Opportunities, and Threats
<b>U.S.</b>	United States
<b>UT</b>	University of Tennessee



## STRATEGIC PLANNING PROCESS

On January 27, 2021, the college strategic planning workgroup presented an outline of the 2021-26 strategic planning process. As a part of this process, the Dean charged the Diversity and Social Justice Committee with conducting a comprehensive evaluation of the college 2014-20 diversity-related measures and with making recommendations, including goals, objectives and five-year targets, for the 2021-26 Strategic Plan.

The committee includes a diverse and representative cross-section of college students, staff, and faculty. Hadii Mamudu, Professor in Health Services Management and Policy, chaired the committee. Staff members included Calvin Claggett, Gina Osborne, Ginny Kidwell, and Karen Ervin. Student members included Emmanuel Adeyemi, Gabriela Abrego, and Sephoa N'sapo. Faculty members included: Mildred Maisonet, Roger Blackwell, Suman Dalal, and Taylor Dula.

The committee reviewed materials and data and held a series of meetings and discussions with the college and university administrators and other stakeholders. The Associate Dean for Quality and Planning and Director of Assessment served as a resource for the workgroup, providing the college performance data in the area of diversity, and attending one of the initial organizational meetings of the committee.

The committee presented the preliminary report at the college All-Hands meeting on September 24, 2021 and received feedback. In early 2022, the committee presented its recommendations, including feedback from the All-Hands meeting, to the college Leadership Council and again at the college All-Hands meeting in February 2022. The committee chair integrated the feedback into the preliminary report and submitted the final document to the dean.

### Timeline for the Development of the DEIC Strategic Plan

Figure 1 presents the graphical image of the timeline for developing this 2021-26 DEIC Plan. The work of the plan actively started in February 2021 and culminated in a final report in October 2021. In-between these two time points, extensive activities, including outreach to COPH community members and persons interested in DEIC issues in ETSU were undertaken to inform the development of this report.

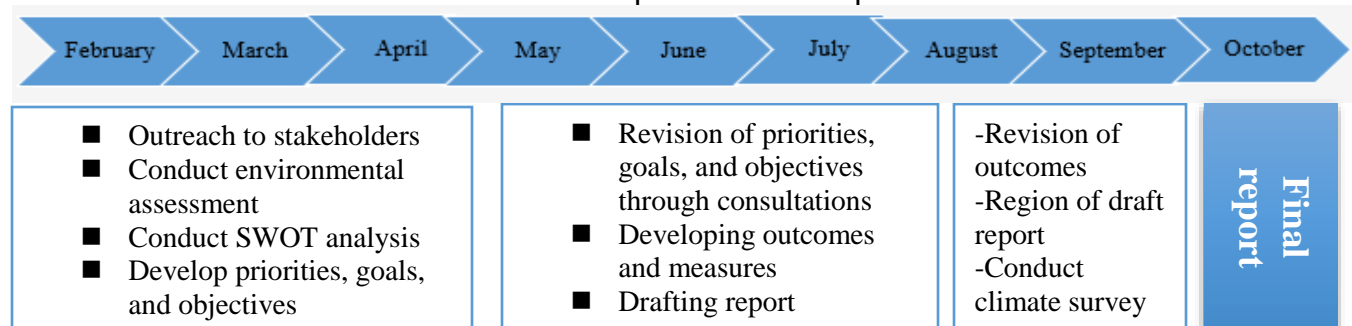


Figure 1: Timeline of events

## Overview of the Process

The development of the DEIC Strategic Plan was one of the key tasks of the DEIC Committee in spring 2021, and it involved many intensive parallel activities by individual members of the Committee and sub-committees, ranging from environmental assessments to meeting with administrative leaders within and outside of COPH. Thus, this report has input from diverse stakeholders within COPH and across ETSU (Table 1).

Table 1: Diversity, Equity, Inclusion, and Civility Strategic Plan Process		
Date	Activity	Actions
January – May, 2021	Reconstitution of the COPH DEIC Committee	<ol style="list-style-type: none"> <li>1. The College of Public Health (COPH) brings together a new Diversity and Social Justice Committee with Hadii Mamudu as the Chair</li> <li>2. Building a Diversity, Equity, Inclusion, and Civility (DEIC) Committee of all parties/groups in COPH – creating a 12-member committee, mostly comprised of volunteers.</li> <li>3. Organizing the internal structure of the DEIC Committee --- election of Vice Chair (Taylor Dula) and lead persons for Faculty (Mildred Maisonet), Staff (Karen Ervin), and Students (Gabriela Abrego); creation of subgroup for programming (student committee group); Committee Secretary (Gina Osborne).</li> <li>4. Linking COPH with ETSU – Have a liaison (Calvin Claggett) as member of the DEIC Committee to link the COPH DEIC with ETSU Office of Equity and Inclusion</li> </ol>
	Determining the Charge of the DEIC Committee	<ol style="list-style-type: none"> <li>1. Meeting with Dr. Amal Khoury, COPH Associate Dean of Quality and Planning</li> </ol>
	Outreach to/engaging interested parties/groups.	<ol style="list-style-type: none"> <li>1. Meeting with Dr. Amal Khoury</li> <li>2. Meeting with Dr. Keith Johnson, Provost for Equity and Inclusion</li> <li>3. Meeting with Calvin Claggett</li> <li>4. Meeting with COPH Leadership Council</li> <li>5. Meeting with Dr. Bethany Novotny, Director of Pride Center</li> </ol>
	Environmental Assessment	<ol style="list-style-type: none"> <li>1. Review of report for the 2014-2019 Diversity Plan of COPH: Student members, led by Gabriel Abrego</li> <li>2. Scanning Association of Schools and Programs of Public Health (ASPPH) for DEIC programs: Karen Ervin</li> <li>3. Scanning geographic space (250-mile radius) for competitor institutions with DEIC Plans: Taylor Dula</li> <li>4. Scanning Higher Education Excellence in Diversity (HED) Survey deployed by ETSU: Mildred Maisonet</li> <li>5. Scanning ETSU for DEIC programs</li> </ol>
	Workgroups	<p>Creation of four workgroups for developing the COPH DEIC Plan</p> <ol style="list-style-type: none"> <li>1. <i>Service</i>: Ginny Kidwell, Emmanuel Adeyemi., Hadii Mamudu</li> <li>2. <i>Research</i>: Mildred Maisonet, Gabriela Abrego, Suman Dalal,</li> <li>3. <i>Teaching</i>: Taylor Dula, Roger Blackwell, Sephora N'sapo</li> <li>4. <i>Administration</i>: Karen Ervin, Gina Osborne, Calvin Claggett</li> </ol>
	Data Collection	<ol style="list-style-type: none"> <li>1. Climate Survey: Mildred Maisonet (Lead), Gabriela Abrego</li> <li>2. Students Focus Group Discussion: Gabriela Abrego (Lead), Emmanuel Adeyemi, Sephora N'sapo</li> </ol>
	Writing Group	<p>Creation of a small writing group to write the plan: Gabriela Abrego, Hadii Mamudu Karen Ervin, and Taylor Dula. (Gabriela Abrego withdrew from the group at the beginning of the fall 2021 semester).</p>

April-September, 2021	Consultations	1. One-on-one meeting between Nathan Hale, the Chair of COPH Strategic Plan Committee, and Hadii Mamudu to discuss how to sync the DEIC Strategic Plan with the overall COPH 2021-2026 Strategic Plan.
		2. Series of meeting between Rachel Kellogg and Hadii Mamudu and/or Karen Ervin to discuss the current trend of DEIC issues within Council of Education in Public Health (CEPH) and ASPPH and also the DEIC outcomes and measures. Ms. Kellogg served as a resource for DEIC data for COPH.
		3. Series of meeting between Dr. Amal Khoury and Hadii Mamudu and/or Karen Ervin to verify and validate information discussed by the DEIC Committee and the measures of the outcomes
		4. The leaders of Staff Council (Gina Osborne) and Faculty Council (Jonathan Peterson) were consulted about outcomes and measures pertaining to their membership. Dr. Peterson was at that point in transition from ETSU; therefore, I did not get any input from him.
		Outreach to the new Faculty Council to address two key point: 1) Review and approval of the COPH Climate Survey; and 2) determine the proportion of faculty that will participate in DEIC programs (off- and on-campus) per year.
	Outreach to the Chair of the COPD Faculty Development Committee, Patrick Brown, to sync programs with those proposed by the DEIC Committee.	
	Outreach to the COPH Research Management Director, Hazel Robinson, to review proposed outcomes/measures for research within the college.	
Climate survey	The first-ever climate survey to understand the perspectives and experiences of member of the COPH community (students, staff, and faculty) was administered.	
<b>DEIC Committee Member:</b> <b>Students:</b> Emmanuel Adeyemi , Gabriela Abrego, and Sephora N'sapo <b>Staff:</b> Calvin Claggett (Liaison to the ETSU Office of Equity & Inclusion), Gina Osborne, Ginny Kidwell, and Karen Ervin <b>Faculty:</b> Hadii Mamudu, Mildred Maisonet, Roger Blackwell, Suman Dalal, and Taylor Dula,		

## DEIC Strategic Plan Development Committees

The COPH has four priority or functional areas, Teaching, Research, Service, and Administration. The DEIC Committee, therefore, decided that for the specific purpose of developing the 2021-2026 DEIC Strategic Plan, we should create working sub-committees that reflect these areas. These working subcommittees were tasked with using the information that the DEIC Committee has gathered, along with those that they can glean from elsewhere, to develop the DEIC goals/objectives, outcomes, measures, and action plans for the designated priority/functional areas.

### The Working Subcommittees

The following are the members of the subcommittees:

- Research Sub-Committee: Gabriela Abrego, Mildred Maisonet (Chair), and Suman Dalal
- Service Sub-Committee: Emmanuel Adeyemi, Ginny Kidwell, Hadii Mamudu
- Teaching Sub-Committee: Roger Blackwell (Chair), Sephora N'sapo, Taylor Dula (Chair),
- Administration Sub-Committee: Calvin Claggett, Gina Osborne (Chair), Karen Ervin

The output from the work of these subcommittees was presented to the DEIC committee and extensively discussed before consensus was reached and the modified outputs became part of this DEIC report.

### **The Writing Group**

A writing sub-group was created and approved by the DEIC Committee to draft the full report based on the information gathered for the DEIC Committee and subcommittees. This Writing Group was comprised of Gabriela Abrego, Hadii Mamudu, Karen Ervin, and Taylor Dula. Between May and September 2021, this Writing Group worked to produce a draft report, which was subsequently approved by the full DEIC Committee in September 2021.

### **Environmental Assessments**

These assessments involved the review of the DEIC outcomes and measures of the 2014-2019 Diversity Plan and internal/external environmental scan/assessment for the new plan by the subcommittees (Teaching, Research, Service, and Administration) and the Writing Group.

### **Review of the Outcomes and Measures of 2014-2019 Diversity Plan**

Two step-approach was adopted for reviewing the outcomes and measures of this plan. First, the students in the DEIC Committee (Gabriela Abrego, Emmanuel Adeyemi, and Sephora N'sapo) conducted a comprehensive review of the Diversity Plan (with input of Rachel Kellogg) to identify the outcomes that were achieved and those that were not achieved. The report of this assessment was submitted and presented to the general DEIC Committee. All outcome measures met or exceeded the target during at least one year from the implementation of the previous plan up until the most recent year data had been collected.

The initial comprehensive review of the 2014-2019 Diversity Plan formed the foundation of the subcommittees, which validated the work conducted by the students in the DEIC Committee (second step). In this respect, the subcommittees conducted a more focused review of the issues in the Diversity Plan pertaining to their areas of focus. These subcommittees then made assessments of the issues that should be jettisoned in light of new evidence, modified to account for the new environment and the trends in DEIC issues within higher education and the country, and provided recommendations for new issues that should be included in the 2021-2026 DEIC Strategic Plan. The findings of these subcommittees were presented to the DEIC Committee and the final decisions on these issues were based on consensus.

### **Environmental Scanning**

This scanning was the initial and formative phase of the DEIC Strategic Plan process. Extensive search was conducted to understand DEIC issues outside the COPH. The activities involved in this scanning ranged from review of ETSU's 2020-22 Equity and

Inclusion Strategic Plan<sup>5</sup> and those of other universities to a series of meetings with leaders in ETSU (including the COPH Leadership Council), focus group discussions by COPH students and COPH climate survey. The following are the specific activities undertaken by the DEIC members, either individually or as a group, to inform the development of the COPH DEIC Strategic Plan.

### *Outreach to universities*

While the strategic plan for diversity, equity, and inclusion of the University of Maryland, College Park, was accessed online and reviewed for guidance, the diversity program for the College of Nursing of the University of South Carolina, Upstate, was reviewed along with information gleaned from conversations with the Dean of the college. The main lessons learned from the review of the University of Maryland's documents was the inclusion of outreach activities to external communities and persons interested in issues of diversity, equity, and inclusion in efforts to achieve such goals within the university. Regarding the University of South Carolina's College of Nursing, the main lesson was engaging all the key components of the college in the discussion to develop an inclusive working environment and framing the issues of diversity, equity, and inclusion as an issue of "civility". As the Dean pointed out, in a civil working environment, people respect each other, there is no implicit or unconscious biases, people will tend to be inclusive and do not discriminate, and conflicts are resolved amicably. The other lesson from this review was the need to set up a framework for resolving conflicts so that people have venue(s) to report and resolve issues of discrimination, biases, harassment, and among others. This outreach provided the source for the incorporation of "civility" in the COPH's title.

### *East Tennessee State University*

A search was conducted throughout the ETSU system, including colleges and departments, to find existing strategic plans for diversity, equity, inclusion, and justice in spring 2021. As at the time of the search, the only plan that was identified was for the Intercollegiate Athletics Department. Although this plan was new, relative to the COPH 2014-2019 Diversity Plan, the main lesson was the need to streamline processes for resolving issues pertaining to diversity, equity, inclusion, and justice such that people will have venue(s) for reporting such issues. These processes involving designating person, office, or committee where people will feel protected and comfortable reporting and openly discussing such issues without fear of repercussion(s) and confident that issues discussed will be kept confidential and private.

### *Association of Schools and Programs of Public Health (ASPPH)*

The Association of Schools and Programs of Public Health (ASPPH) has a Diversity and Inclusion Advisory Committee that advises on activities to realize the benefits of diversity and inclusion in all academic public health mission areas. The committee

seeks to cultivate inclusion with a commitment to advancing diversity and inclusiveness in curricula, policies, and practices. The ASPPH website contains links to resources and information that can be used by schools and programs within the association. In this regard, the DEIC Strategic Plan aligns with that of the ASPPH.

### *ETSU's Peer Institutions (within 250 miles radius)*

As part of the environmental scan for the 2021-2026 DEIC Strategic Diversity Plan, the workgroup researched and compared other diversity plans with ETSU's peer institutions. ETSU's peer institutions were defined as competitor schools within a 250-mile radius for students and athletes and were provided by Calvin Claggett, the liaison to the ETSU Office of Equity and Inclusion. All peer institutions are public, 4-year institutions for comparison. The peer institutions are listed below.

- Appalachian State University
- University of Tennessee (UT), Chattanooga
- University of Tennessee (UT), Knoxville
- Western Carolina University
- University of North Carolina (UNC), Asheville
- Middle Tennessee State University
- Tennessee Tech University
- Virginia Tech

Based on the findings from peer institutions, only UT Knoxville had a separate diversity action plan that was not included within the university's strategic plan. UT Chattanooga and Virginia Tech had goals related to diversity, equity, and inclusion in the university strategic plan but did not have a separate plan related to diversity, equity, and inclusion specifically. A strategic plan or goals related specifically to diversity, equity, and inclusion were not found among the remaining peer institutions researched.

### *Higher Education Excellence in Diversity (HED) and HED Accredited Institutions*

The Higher Education Data Sharing Consortium (HEDS) is an independent not-for-profit corporation that was formed in 1983. HEDS develops surveys designed to help institutions assess the quality and impact of their programs as well as the strengths and weakness of their campus climate. The ETSU Office of Equity and Inclusion administered the HEDS Diversity and Equity Campus Climate Survey in spring 2021 to students, faculty, staff, and administrators. The survey explored perceptions and experiences on the following subjects: 1) the institution's climate, 2) the institution support of diversity and equity, 3) how the institution supports diversity and equity, and 4) discrimination and harassment at the institution. As of September 2021, the ETSU-wide survey data were being analyzed. The ETSU Office of Equity and Inclusion encourages its colleges to conduct their own climate surveys in support of their own strategic plans. We prepared a survey to address the diversity and equity climate within

the college. The survey was prepared by the DEIC Committee with guidance from the COPH Leadership Council members and was deployed in September 2021.

### *Series of Meetings with key stakeholders at ETSU*

Central to the environment assessment for this DEIC Strategic Plan was to understand the DEIC situation with ETSU. In this process, the DEIC Committee had meetings with the following people in ETSU:

- COPH Associate Dean for Quality and Planning (Dr. Amal Khoury)
- ETSU Provost for Equity and Diversity (Dr. Keith Johnson)
- ETSU Intercollegiate and Athletics Department (Mr. Calvin Claggett)
- ETSU Pride Center (Dr. Bethany Novotny)
- COPH Leadership Council

These series of meetings showed that the atmosphere surrounding DEIC issues at ETSU has become favorable and receptive to issues relating to diversity, equity, inclusion, and justice, along with institutional changes. These institutional changes included the elevation of the status of the Office of Equity and Inclusion, the creation of a Provost position responsible for diversity, equity, inclusion, and justice issues at ETSU, and the proliferation of diversity committees throughout the colleges and departments of ETSU. With such changes within ETSU and nationwide that are favorable and receptive to DEIC issues, the COPH Associate Dean for Quality and Planning tasked the DEIC Committee to be “ambitious” with this DEIC Strategic Plan while being “realistic” in terms of the resources and capacity of COPH to achieve the DEIC goals and objectives.

### *Students’ Focus Group Discussion*

The student members of the DEIC Committee (undergraduate, masters, and doctoral), acting as representatives for students within the COPH, engaged in discussions with students in order to gauge their priorities and feedback for potential objectives, insights, and feedback on previous objectives in the plan. The discussions were held at the end of March 2021 through the beginning of April and were reserved for student discussions only. The student representatives held the meeting and shared previous objectives identified as important objectives to address. Additionally, the representatives presented draft objectives that were written prior to these discussions to gain feedback from students from the COPH. Themes from these discussions emerged. As a result, the student representatives aggregated the information in a document and shared it with the DEIC Committee in order to integrate objectives into the strategic plan.

### *Climate Survey*

Led by Mildred Maisonet with the support of Gabriela Abrego, a Climate Survey was developed for the DEIC Committee to review and approve. The proposed survey instrument went through several iterations of review by the DEIC Committee before it was approved by consensus. The approved instrument was submitted to the COPH Leadership Council, and after couple of rounds of revisions, the Leadership Council approved the final instrument for the COPH community. Thus, on September 22, 2021, the survey was deployed for the college.

### **Strengths, Weaknesses, Opportunities and Threats for DEIC Issues in COPH**

This analysis was initially conducted by Hadii Mamudu, DEIC Committee Chair, and submitted to the DEIC Committee for review and approval. Each item in each of the quadrant of this SWOT analysis was extensively discussed in a candid environment and included in Table 2 based on consensus. Subsequently, the completed SWOT analysis was submitted to Rachel Kellogg, who reviewed and provided suggestions. The revised SWOT analysis was submitted to the general DEIC Committee for final approval. Thus, Table 2 is the result of work within and outside the DEIC Committee, including the students' focus group discussions.



**Table 2: SWOT Analysis for COPH [Diversity, Equity, Inclusion, Civility]**

<b>Internal</b>	<p style="text-align: center;"><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>■ Leadership Council's strong support for issues of diversity, equity, inclusion, and social justice</li> <li>■ Existence of Diversity and Social Justice Committee</li> <li>■ Existence of 2014-19 Diversity Strategic Plan</li> <li>■ Diversity, equity, and inclusion incorporated into the College of Public Health (COPH) 5-year Strategic Plan, 2021-26</li> <li>■ COPH leadership engaged in issues of diversity, equity, and inclusion with East Tennessee State University (ETSU), Council of Education in Public Health (CEPH) and the Association of Schools and Programs of Public Health (ASPPH)</li> </ul>	<p style="text-align: center;"><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>■ Need for assessment of opinions of the COPH faculty, staff, and students on issues of diversity, equity, inclusion, civility, and social justice</li> <li>■ Limited diversity in the staff population and undergraduate student population</li> <li>■ Limited awareness/familiarity with system and processes for addressing issues of diversity, equity, inclusion, and social justice</li> <li>■ No student organization in the COPH dedicated to cultural issues, diversity/equity/inclusion.</li> <li>■ No gender-neutral restroom in old Lamb Hall</li> <li>■ Difficulty in navigating parts of the campus in wheelchair for people with disabilities</li> </ul>
<b>External</b>	<p style="text-align: center;"><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>■ ETSU Office of Equity and Inclusion's Diversity/Equity/Inclusion Plan</li> <li>■ Higher Education Excellence in Diversity (HED) Award's resources</li> <li>■ COPH Leadership Council's commitment to issues of diversity, equity, inclusion, and social justice</li> <li>■ Increasing emphasis on issues of diversity, equity, and inclusion by public health organizations, including CEPH and ASPPH.</li> <li>■ Establish an office (or person) to serve as the liaison between COPH and ETSU Office of Equity and Inclusion, CEPH, ASPPH etc.</li> <li>■ Availability of guest lecturers, alumni, preceptors, etc. who come from diverse backgrounds or who are doing work focused on health equity/cultural competence in the community</li> <li>■ Intentional inclusion issues of diversity, equity, inclusion, and social justice in CPH curricula</li> <li>■ Engage COPH student organization(s) in</li> </ul>	<p style="text-align: center;"><b>Threats:</b></p> <ul style="list-style-type: none"> <li>■ The general community's attitudes towards issues of diversity, equity, inclusion, and social justice</li> <li>■ The socio-political culture of the region</li> <li>■ The population distribution of the region</li> <li>■ Generally lower education of region</li> <li>■ Lack of training on issues of diversity, equity, inclusion, and social justice</li> <li>■ Lack of resources (finance, scholarships etc.) to recruit and retain faculty, staff, students for health/socioeconomic disparity populations</li> </ul>
<p><b>ASPPH</b>-Association of School and Programs of Public Health  <b>CEPH</b>-Council of Education in Public Health  <b>COPH</b>-College of Public Health  <b>DEIC</b>-Diversity, equity, inclusion, and civility  <b>ETSU</b>-East Tennessee State University  <b>HED</b>-Higher Education Excellence in Diversity (Award)</p>		

## THE DIVERSITY, EQUITY, INCLUSION, & CIVILITY (DEIC) STRATEGIC PLAN

### Preamble

The committee developed a preamble for diversity, equity and inclusion in the College of Public Health as follows:

*Determined* to give priority to diversity, equity, inclusion and civility as a public health issue,

*Acknowledging* that structural/systemic racism exists,

*Recognizing* that discrimination of any kind has adverse health and public health outcomes,

*Acknowledging* that diversity, equity, inclusion, and civility should be incorporated into all aspects of the College of Public Health,

*Recognizing* that diverse, equitable, inclusive, and civil environment are central to the College of Public Health mission, vision, and values,

*Upholding* the constitutional right of everyone to the pursuit of life, liberty, and happiness,

*Acknowledging* disparities in health outcomes and risks exist across race/ethnicity, socioeconomic status, and geographic spaces,

*Sharing* concern that historical disadvantage of segments of the population impacts health outcomes/risks and equity,

Do hereby adopt the following goals for our 2021-26 Diversity, Equity, Inclusion and Civility Plan.

**These goals and corresponding objectives and indicators, as well as supporting Action Items, are incorporated in detail in the College's 2021-26 Strategic Plan.**

## GOALS, OBJECTIVES, AND OUTCOME MEASURES

### Diversity, Equity, Inclusion, & Civility (Domain 7 of College Strategic Plan)

**Goal 1: Foster a culture and environment that celebrate diversity, equity, inclusion, civility (DEIC), and encourage cultural awareness.**

**Objective 1: Expand College of Public Health visibility, accomplishments, and partnerships in DEIC.**

Outcome Measure	Data Source	Responsible	Frequency	Targets	Baseline and progress data
7.1.1.a Strengthen the College's web presence for diversity-related issues	College website	DEIC Committee	Semester	Update College's diversity presence annually	The university has a strong presence in diversity, equity, and inclusion. The college has also maintained a web presence. The college has developed a <u>website</u> dedicated to DEI plans and initiatives within the college. This page includes information on the college DEI plan, grants, resources, courses and related content.
7.1.1.b Rename the College Diversity and Inclusion Committee and the associated website as Diversity, Equity, Inclusion and Civility.	Leadership Council Minutes	Leadership Council	Once	Completion by the end of spring semester 2023	The Committee has been created and formally approved by the College. The renaming of the Committee was formalized by the vote to approve the new college by-laws and governance document at the All-Hands Meeting 9/9/2022.

7.1.1.c Strengthen the College's partnership with ETSU's Office of Equity and Inclusion	Leadership Council Minutes	DEIC Committee	Annual	The college will continue to support and actively participate in ETSU Office of Equity & Inclusion activities.	<p><b>Baseline</b> Dr. Hadii Mamudu currently serves as the COPH liaison. He or another college delegate will work with the Office of E&amp;I at least through 2026 The college has supported the first two ETSU Equity and Inclusion Conferences. The college has co-sponsored the first Health, Equity and Inclusion lecture (Dr. Cara James) in an ongoing series.</p> <p><b>2021-22</b>  The college supported the 3th Annual ETSU Equity and Inclusion Conference</p> <p><b>2022-23</b>  The college co-sponsored the Second Annual Health, Equity and Inclusion Lecture featuring Dr. James Hildreth The college supported the 4<sup>th</sup> Annual ETSU Equity and Inclusion Conference</p>	
<b>Objective 2: Integrate DEIC into professional development and other activities of members of the College of Public Health</b>						
7.1.2.a Number of in-house seminars or lectures open to the public that feature speakers or topics that focus on	Dean's office records	DEIC Committee	Annual	At least two in-house events per year	17-18	<p>LVPH Thomas Shapiro: Toxic: Economic Inequality Meets Racial Justice</p> <p>BWTE Ronda Chafin: Hunger Free Northeast Tennessee</p>
					18-19	<p>LVPH Georges C. Benjamin: Creating the Healthiest Nation</p> <p>LVPH Daniel Martinez Garcia: The 5<sup>th</sup> Justice, Humanities, and Health Lecture</p>

diversity, equity, inclusion, cultural awareness, and/or social justice		H4H Dr. Nathan Hale  H4H Dr. Katie Baker, Mary Ann Littleton, Erin Mauck, Ivey Click, Julia Dodd
	19- 20	LVPH Mandy Harvey: The 9 <sup>th</sup> Evening of Health, Wellness, and the Arts  LVPH Crystal Chissell: Climate Solutions as Health Solutions.  H4H Dr. Sylvester Orimaye  H4H Dr. Kate Beatty, Liane Ventura  H4H Dr. Mike Smith
	20- 21	LVPH Dr. Cara James: Understanding Health Disparities and What it Takes to Achieve Health Equity  LVPH Dr. Mona Hanna-Attisha: What the Eyes Don't See  H4H Dr. Catherine Vladutiu  H4H Dr. Corrine Rocca  H4H Dr. Patricia O'Campo  H4H Dr. Nancy Fleischer
	21- 22	LVPH Dasho Karma Ura: Gross National Happiness  LVPH Sam Quinones: America and Hope in the Time of Fentanyl and Meth: One Reporter's Story  H4H Dr. Chloe Bird

					H4H Dr. Cynthia H Chuang
					22-23 LVPH Authors of Appalachian Health: Understanding Health in Appalachia  LVPH James E.K. Hildreth: An Immunological Paradox Explained: HIV as Trojan Exosome
7.1.2.b Promote awareness of processes for resolving issues pertaining to diversity, equity, and inclusion in the college and university.	DEIC membership roster	DEIC Committee	Annual	The DEIC committee will maintain representation from multiple departments. Committee members will act as liaisons, sharing updates from the committee with their respective departments annually	2021-22: Committee includes faculty, staff and student representation from multiple departments
7.1.2.c Faculty / staff will be periodically informed about	Agenda of "All Hands"	Dean and DEIC Committee	At least biannually	100%	2020-21: All-Hands Meeting with contributions from Dr. Michelle Byrd in Sept 2020 addressed student wellness; ADAA presented on student academic misconduct

resources and services within the University related to harassment, unfair treatment, and related issues.	and other meetings				<b>2022-23: Title IX and Clery Act training with Marlina Rogers at Sept 2022 All-Hands College Meeting</b>
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**Goal 2: Increase the representation and success of underrepresented populations.**

**Objective 1: Increase representation in the College of Public Health for students, faculty, and staff**

7.2.1.a Recruitment events designed to market our programs to priority underrepresented populations	OSS Records	Assistant Dean for Student Services, College Recruiter	Annual	Continue to expand recruitment efforts and student services to reach students from Central Appalachia / Tennessee and members of racial / ethnic minorities	2021-22: 73 recruitment events in diverse locations / venues 2022-23: 32 recruitment events in diverse locations / venues (as of October 2022)
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7.2.1.b Equity in progression to graduation	OSS Records	OSS, Dean	Annual beginning in 2022-23	Evaluate progression to graduation and investigate and address any variation across demographic groups (example: race/ethnicity, gender)	Fall 2022: Data services manager has begun a preliminary analysis to be reviewed more thoroughly by the DEIC Committee and Leadership Council in AY 2022-23	
7.2.1.c Recruitment of, and supporting the career success of, diverse faculty and staff	Office of the Dean	DEIC Committee, Leadership Council		Increase representation above baseline	<b>Proportion of faculty members who are members of racial/ethnic minority groups</b> <i>Includes tenured and tenure-track faculty</i>	
					Fall 2020: 26%	<b>Fall 2022: 30%</b>
					Fall 2021: 25%	
					<b>Proportion of faculty members who are women</b> <i>Includes full-time faculty</i>	
Fall 2020: 42%	<b>Fall 2022: 48%</b>					
Fall 2021: 41%						
7.2.1.d Maintain an environment that is inclusive	College Climate Survey	DEIC Committee, Leadership Council	Biannual	Vast majority of college members report that	<b>2021</b> College Climate Survey: 7.7% answered “no” to the question “Do you believe the College of Public Health comprises a diverse community where everyone is welcome?”	



and rewarding for college members				the college environment is diverse / welcoming		
<b>Goal 3: Foster diversity, equity, and inclusion in research and service</b>						
Objective 1: Actively engage faculty and students in research and service related to health and socioeconomic disparities and DEIC locally, regionally, and nationally						
7.3.1.a Proportion of Integrated Learning Experience (ILE) (dissertations) in the DrPH program that address health and socioeconomic disparities in Appalachia or other underserved populations	ILE chairs/students/ coordinators	DEIC Committee	Annual (AY)	50% or more	AY 19-20: 67% AY 20-21: 60%	AY 21-22: 71%
7.3.1.b Scholarly projects (including	FARs	Associate Dean for Research, Director of Research	Annual	Anticipate a 10% increase over baseline	2020-21 (Projects were classified post-hoc in 2020-21; reporting mechanisms were created for faculty to classify projects on their 2021-22 FARs;	

externally-funded and internally funded grants/contracts, publications, presentations) by faculty and staff that address issues of health and socioeconomic disparities in Appalachia or other underserved populations		Operations, Chairs		over the next five years	<p>numbers below include projects with known classification)</p> <p>Publications: 32 of 64</p> <p>Grants/contracts: 28 of 37</p> <p>Presentations: 17 of 24</p> <p><b>Total: 62%</b></p>	
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**Objective 2:** Highlight research and service that involve health and/or socioeconomic disparities of groups locally, regionally, and nationally

7.3.2.a Highlight research and service addressing diversity, cultural awareness, and/or social justice on	College Diversity Webpage	Assistant Dean for Assessment & Accreditation, Webmaster	Semester	Updates to college DEI webpage every semester	At baseline, the college has a webpage devoted to DEIC content that will be regularly updated
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college DEI webpage					
7.3.2.b Highlight research and service addressing diversity, cultural awareness and/or social justice via news articles and social media	College News Page	Webmaster	Ongoing	Systematically include DEIC content in news articles and social media posts	At baseline, the college develops a News article for major grants, publications and/or awards/recognitions and includes these in the Month-in-Review newsletter, the college's News page, and multiple social media outlets
<b>Goal 4: Foster diversity, equity, and inclusion in teaching</b>					
Objective 1: Promote curricula that build competence in cultural awareness and DEIC both in the classroom and in community based learning					
7.4.1.a Percent of employers who rank "Effectiveness of college programs in preparing graduates to meet community needs" as	Employer Survey	Leadership Council	Biannual	90%	2020 Survey: 98% (n=60 employers) rated employees as "good," "very good," or "excellent"

“high” or “highest”						
7.4.1.a Percent of employers who rank college graduates as “high” or “highest” in “ethics and social responsibility”	Employer Survey	Leadership Council	Annual	90%	2015 Survey: 97% (n=77 employers) * 2018 Survey: 97% (n=72 employers) * 2020 Survey: 100% (n=60 employers) rated employees as “good,” “very good,” or “excellent” in ethical decision-making  *In these years, employers were asked to rate the “honesty/integrity” of their hires.	
7.4.1.b Percent of alumni who report being very satisfied or somewhat satisfied with “The College of Public Health's commitment to matters of equity, diversity, and inclusion”	Alumni Survey (BSPH, MPH, DrPH)	DEIC Committee, Leadership Council	Annual	At least 90%	2019-20 graduates: 91%	<b>2020-21 graduates: 92% (preliminary)</b>
7.4.1.c Percent students who report “program helped me	Student Exit Survey	DEIC Committee,	Annual	90%	2018-19 Survey: 94% (n=97) 2019-20 Survey: 95% (n=106)	<b>2021-22 Survey: 97% (n=126)</b>

embrace diversity and treat all people with dignity and respect”		Leadership Council			2020-21 Survey: 98% (n=125)												
7.4.1.d Proportion of APEs that incorporate at least one competency related to health and/or socioeconomic disparities or issues of diversity, equity, inclusion, cultural awareness, and social justice	REDCap competency selection forms	Departmental Professional Advisors (DPAs), and departmental reps in DEIC Committee	Annual (AY)	Substantial	<table border="1"> <thead> <tr> <th data-bbox="1066 425 1207 493"></th> <th data-bbox="1207 425 1375 493">MPH</th> <th data-bbox="1375 425 1528 493">DrPH</th> </tr> </thead> <tbody> <tr> <td data-bbox="1066 493 1207 558">2020-21</td> <td data-bbox="1207 493 1375 558">45%</td> <td data-bbox="1375 493 1528 558">60%</td> </tr> <tr> <td data-bbox="1066 558 1207 623"><b>2021-22</b></td> <td data-bbox="1207 558 1375 623"><b>42%</b></td> <td data-bbox="1375 558 1528 623"><b>70%</b></td> </tr> </tbody> </table>				MPH	DrPH	2020-21	45%	60%	<b>2021-22</b>	<b>42%</b>	<b>70%</b>	
	MPH	DrPH															
2020-21	45%	60%															
<b>2021-22</b>	<b>42%</b>	<b>70%</b>															

## ACTION ITEMS

**Goal 1: Foster a culture and environment that celebrate diversity, equity, inclusion, and civility (DEIC), and encourage cultural awareness**

**Objective 1: Expand the College of Public Health visibility, accomplishments, and partnerships in DEIC.**

**Outcome:** Strengthen the College's web presence for diversity-related issues

**Outcome:** Change the name of the Diversity & Social Justice Committee to the Diversity, Equity, Inclusion, and Civility (DEIC) Committee

**Outcome:** Strengthen the College's partnership with ETSU's Office of Equity and Inclusion

**Action Item:** Include a representative from the Office of Equity & Inclusion on the college's DEIC Committee

**Action Item:** Maintain faculty liaison with Office of Equity & Inclusion

**Action Item:** Continue to sponsor and support events offered by the university

**Objective 2: Integrate DEIC into professional development and other activities of members of the College of Public Health.**

**Outcome:** Offer in-house seminars or lectures open to the public that focus on diversity, equity, inclusion, cultural awareness, or social justice

**Action Item:** Continue to host LVPH Health, Equity, and Inclusion lecture each year and focus on assuring diversity of presenters and topics in other LVPH events.

**Action Item:** Plan and host additional trainings through other venues (e.g. Health for Her)

**Action Item:** Maintain broad representation on the DEIC Committee

**Action Item:** Promote and support university-level faculty/staff training events related to diversity, civility, etc.

**Action Item:** DEIC Day, a celebration of faculty/staff/student scholarly activities devoted to health equity, diversity, inclusion, and culture.

**Outcome:** Promote awareness of processes for resolving issues pertaining to diversity, equity, and inclusion in the college and university

**Action Item:** Faculty and staff will continue EverFi training through the university related to Title IX, discrimination, etc.

**Action Item:** College will designate an ombudsman to help resolve conflicts and advocate for equity and inclusion within the college.

**Outcome:** Faculty / staff will be periodically informed about resources and services within the University related to harassment, unfair treatment, and related issues.

**Action Item:** Faculty and staff will continue EverFi training through the university related to Title IX, discrimination, etc.

**Action Item:** Include guest speaker on relevant topic at one All-Hands College Meeting per year.

## **Goal 2: Increase the representation and success of underrepresented populations**

### **Objective 1: Increase representation in the College of Public Health for students, faculty, and staff**

**Outcome:** Recruitment events market our programs to priority underrepresented populations

**Action Item:** The majority of all student recruitment activities will be focused on Central Appalachia and Tennessee.

**Action Item:** At least 3 recruitment events per year will be focused on schools, locations, community colleges and other organizations serving prospective students who are members of racial/ethnic minority groups

**Action Item:** Work with the Office of Equity and Inclusion to consult and coach efforts to increase enrollment of under-represented students.

**Action Item:** Include, in student orientation materials, information about the Mary B. Jordan Multicultural Center, the Dr. Patricia Robertson Pride Center, the Women and Gender Resource Center, and other campus resources.

**Action Item:** Align college activities with the university's [Moonshot for Equity](#) initiative

**Action Item:** Examine graduate admissions processes among all departments and solicit feedback from consultant to increase equity and decrease implicit bias within admissions processes.

**Outcome:** Equity in progression to graduation

**Action Item:** Evaluate progress through to graduation across demographic groups; investigate disparities and address them

**Outcome:** The college recruits and supports the career success of diverse faculty and staff

**Action Item:** All external faculty and staff searches will be placed in locations with appropriately diverse readership. They will, additionally, follow all university rules and guidelines, including those related to assuring appropriate diversity and inclusion.

**Action Item:** Departments will support conference participation and career development opportunities, especially for younger/early career faculty

**Action Item:** Develop a plan (as a collaborative effort among department chairs, center directors, the Associate Dean for Global and Community Engagement, and the Associate Dean for Research) to maximize the chance for “early success” for incoming faculty.

**Action Item:** Work with the Office of Equity and Inclusion in the periodic evaluations of faculty and staff experiences

**Action Item:** Support faculty participation in [Inclusive Excellence](#) Training.

**Action Item:** Make incoming faculty aware of the Multicultural Center, the Pride Center, the Women’s Resource Center, the Language and Culture Resource Center, and other opportunities for involvement and support

**Action Item:** Each search committee will include at least one voting staff member

**Outcome:** Maintain an environment that is inclusive and rewarding for college members



**Action Item:** DEIC committee conducts College Climate Survey every 2 years; improvements are implemented based on survey results



**Outcome:** Increase proportion of DrPH dissertations that address diversity, equity, inclusion, cultural awareness, and/or social justice

**Action Item:** DrPH advisory committee chairs work with students to explore ways to incorporate DEI competency/competencies into their dissertation projects.

**Outcome:** Increase proportion of scholarly projects that health and socioeconomic disparities in Appalachia or other underserved populations

**Action Item:** Establish an award for the most impactful scholarly project addressing health equity/inclusion each academic year

**Action Item:** Establish an award for the best faculty/student collaboration focused on health equity/inclusion each academic year

**Objective 2: Highlight research and service that involve health and/or socioeconomic disparities of groups of individuals locally, regionally, and nationally.**

**Outcome:** Highlight research and service addressing health and socioeconomic disparities in Appalachia or other underserved populations on the college's DEI website

**Outcome:** Highlight research and service addressing health and socioeconomic disparities in Appalachia or other underserved populations via news articles and social media

**Action Item:** Promote diversity-focused research on website and in Month-in-Review emails

**Action Item:** Highlight DEIC-related research and other activities on CPH Diversity website

**Action Item:** Develop semi-annual newsletter highlighting DEIC-related research and other activities in the college

**Action Item:** Celebrate faculty/student projects on the college's social media pages

#### **Goal 4: Foster equity, diversity, and inclusion in teaching.**

##### **Objective 1: Promote curricula that build competence in cultural awareness and DEIC in the classroom and in community-based learning.**

**Outcome:** Maintain percent of employers who rate "Effectiveness of college programs in preparing graduates to meet community needs" as "high" or "highest"

**Outcome:** Maintain percent of employers who rate graduates as "high" or "highest" in "ethics and social responsibility"

**Outcome:** Alumni report satisfaction with college's commitment to DEI

**Outcome:** Alumni report that their program helped them embrace diversity and treat all people with dignity and respect

**Action Item:** Promote curricula in all public health degrees that build competence in cultural awareness and social justice

**Action Item:** Focus groups will be conducted in 2022-23 to gather suggestions for improvement from students. These responses will be reviewed with qualitative data from the 2021 College Climate Survey conducted by the DEIC committee.

**Action Item:** DEIC Committee will recruit at least one more student representative within the 2022-23 AY and/or appoint a liaison between the Student Council and the DEIC Committee.

**Outcome:** At least 50% of MPH students and 75% of DrPH students incorporate at least one competency related to diversity, equity, inclusion in APE by 2026

**Action Items:** Faculty DPAs and MPs encourage students to consider ways to incorporate relevant competencies into APE projects

**Action Items:** Field coordinator works with research centers / institutes and other college faculty and staff to develop additional partnerships and MOUs with organizations that support underserved populations

## CONCLUSION

This COPH 2021-26 DEIC Strategic Plan is a culmination of eight months of extensive work that involved the engagement with interested parties/groups (except community and alumni) in enhancing and facilitating diversity, equity, inclusion, civility, and justice in the COPH, ETSU, states of Tennessee, and nationwide. This extensive work resulted in the identification of goals and specific objectives to create a welcoming and conducive working environment at the COPH for all, including staff, faculty, students, and patrons to teach and learn in a “World Class Environment” [Vision of COPH] and pursue life (health), liberty, and happiness [U.S. Constitution] regardless of any ascribed characteristics such as race/ethnicity, sex/gender, ability/disability, age, religion, political views/orientations, national origin, and socioeconomic status. Ultimately, it is the hope of the DEIC Committee that the advancement this environment at COPH will simultaneously translate into the highest attainable health [WHO Constitution] and health equity among staff, faculty, students, and patrons of the COPH as well as the entire ETSU community.

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## APPENDIX I. INSTITUTIONAL COMMITMENT to DIVERSITY

The university's Strategic Diversity Plan (<http://www.etsu.edu/equity/strategicplan.aspx>) includes goals, objectives and action plans related to diversity as it pertains to 1) student access to education, including health professions education, 2) student success in completing college and advanced degrees, 3) recruitment and retention of diverse faculty, staff and students, and 4) the campus environment and climate.

Three university-level committees routinely address diversity-related matters: 1) the ETSU Commission for Women Standing Committee 2) the Disability Issues Standing Committee and 3) the International Advisory Council. The charge and makeup of each committee can be found at: <http://www.etsu.edu/universitygovernance/committees>.

The university has policies in place to support a climate free of harassment and discrimination that values and respects diversity. ETSU's Office of Equity and Diversity monitors and assures that all ETSU members are protected by EEOC, Title VI and IX laws, the Americans with Disabilities Act, and the university's Affirmative Action Plan. To quote Policy PPP-04, Equal Employment Opportunity, Affirmative Action and Discrimination (<http://www.etsu.edu/humanres/documents/PPPs/PPP-04-EEO-AAD.pdf>):

*“ETSU will not discriminate against any employee or applicant for employment because of race, color, religion, ethnic or national origin, sex, disability, age, veteran status, or sexual orientation/gender identity. Similarly, the University shall not, on the basis of a protected status, subject any student to discrimination under any educational program. No student shall be discriminatorily excluded from participation in nor denied the benefits of any educational program on the basis of a protected status. ETSU specifically finds that diversity of students, faculty, administrators and staff is a crucial element of the educational process and reaffirms its commitment to enhancing education through affirmative action to increase diversity at all levels.”*

Title VI of the Civil Rights Act prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance (42 U.S.C. § 2000d). Tennessee Board of Regents (TBR) institutions fully comply with Title VI and Regulations. The university has specific policies to support employees or students who wish to file grievances related to discrimination issues. Racial, sexual, and other harassment, as well as hate crimes and other bias-related incidents are reported to the special assistant to the president for equity and diversity. The process for filing an internal complaint concerning potential violations of the Civil Rights Act is found here: <http://www.etsu.edu/humanres/documents/PPPs/ppp-30.pdf>.

ETSU maintains two online training programs intended to promote a respectful work environment: means of recognizing and avoiding sexual harassment, employment discrimination, and associated legal issues. The programs outline the current laws on sexual harassment and employment discrimination and ETSU's policies and procedures for reporting incidents. These training modules help ETSU to meet its legal requirements (Titles VII & IX of the Civil Rights Act of 1972; Tennessee Code Annotated 49-7-122, 1993; Title VI; TBR Policy P-080) that all employees receive periodic training.

The website for the training and a letter from the President outlining the policy are found at: <http://www.etsu.edu/humanres/td/training/required.aspx>.

It is the policy of the university that neither its students nor its employees be discriminated against on the basis of that individual's sexual orientation. This policy helps ensure that equitable and consistent standards of conduct and performance are applied and only relevant factors are considered. The policy (PPP-62) can be found at this link: <http://www.etsu.edu/humanres/relations/PPP62.aspx>.

The university provides faculty and staff the opportunity to complete SafeZone training, a program through the Tennessee Equality Project for celebrating diversity with the intention of protecting civil rights for the LGBTQ community. This program allows employees of the university who have gone through a short orientation to identify their offices/work spaces by means of a symbol placed on their door or other convenient location as safe zones for members of the LGBTQ community. College faculty and staff who have recently completed this training include: R. Carter, C. Casto, A. Hagaman, M. Quinn, and J. Stork.

All course syllabi include a uniform diversity statement to communicate to students about policies against discrimination. The statement is as follows:

*“East Tennessee State University is an AA/EEO employer and does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Special Assistant to the President for Equity and Diversity and Title IX Coordinator and may be contacted at: 206 Burgin E. Dossett Hall, Johnson City, TN 37614, 423-439-4211, [equity@etsu.edu](mailto:equity@etsu.edu) or via this webpage: <http://www.etsu.edu/equity/compliance.aspx>. Additionally, the Title IX Coordinator is designated to monitor and oversee Title IX complaints.”*

The university has a strong commitment to service-learning and community service and was recognized on the President’s Higher Education Community Service Honor Roll in 2013. The mission of the Office of Service-Learning is “To make service an integral part of students’ education by providing hands-on learning opportunities, expanding students’ knowledge of social issues, fostering a sense of civic responsibility and social justice, and creating an expectation of service as an intentional part of the collegiate experience” <http://www.etsu.edu/coe/chs/servicelearning/>. The university maintains a Service-Learning/Community Service Standing Committee. The dean of the college serves on this committee.

The university is committed to recruiting, retaining and promoting a diverse faculty, staff and student bodies. ETSU’s Office of Equity and Diversity enforces policies and procedures for recruiting faculty and is led by the Special Assistant to the President for Equity and Diversity, Ms. Mary Jordan. Her office has put forward affirmative action plans for women and minorities and for persons with disabilities and qualified veterans. The manual that contains all policies related to the hiring and promotion of a diverse faculty is PPP-35 is provided at this link: [http://www.etsu.edu/humanres/documents/PPPs/PPP-35-Guidelines\\_Appendices.pdf](http://www.etsu.edu/humanres/documents/PPPs/PPP-35-Guidelines_Appendices.pdf). Section IV articulates the legal basis for affirmative action procedures, section V offers affirmative action procedures and guidelines related to hiring, section IX covers the

Americans with Disabilities Act, and the appendices offer various supporting checklists and documents.



## APPENDIX II College of Public Health DIVERSITY-RELATED COURSES

The college offers several courses that are either devoted to, or address, diversity, social justice, and cultural competence. Tables 9 and 10 offer several of those courses, at the bachelor's and graduate levels, respectively, including brief course descriptions, and whether the course is required or elective.

Table 9. Bachelor's Courses Devoted to, or Addressing, Diversity, Social Justice, and Cultural Competence		
Course Rubric, Number, Title, and Credit Hours	Course Description	Required or Elective Course?
COBH 2000 Essentials  (3 credits)	Teaches the essential skills and strategies necessary to improve and advance low-resource settings. Provides an overview of selected international health needs and current improvement strategies. Topics range from micro-economics, malaria control, and global resources to construction of water filters, cook stoves/food preservation, sanitary toilets, and basic shelters.	Core course required of all BSPH students effective 2015. Elective course for BSPH students till 2014.
HSMP 2100 Health Systems  (3 credits)	Studies health systems in the United States and other countries, with emphasis on such management issues as the ability to deliver health-related services, their cost and their operations within a legal framework. Included in the topics are discussions of such major developments as prepaid group practice, managed care, national health insurance, planning for health care and an overview of the issues associated with these developments.	Core course required of all BSPH students effective 2015. Required course of BSPH Health Administration Concentration students until 2014.
HSMP 3210 - Legal and Ethical Issues in Healthcare  (3 credits)	Investigates legal and regulatory standards and ethical dilemmas confronting health care organizations and professionals.	Required course of BSPH Health Administration Concentration students effective 2015.
COBH 3330 Cultural Competence and Spirituality in Health Care	Recognizes that the effectiveness of health care services increases when the cultural and spiritual traditions of the patient are addressed. Offers an orientation to the practices and concerns of diverse cultural and religious groups.	Core course required of all BSPH students until 2014. Required of BSPH Community Health

(3 credits)		Concentration students effective 2015.
COBH 4707 International Health (3 credits)	Designed to provide a fuller understanding of the patterns of medical care delivery and public health practices and the factors that inhibit or enable their applications among community groups and organizations around the world.	Elective course for BSPH and other bachelor's students.
COBH 4957 Social Justice (3 credits)	Inter-professional course offered jointly by the College of Public Health and the Department of Philosophy and Humanities. Covers the history of social justice from the philosophy perspective and reviews the social determinants of health and leading health challenges. Students engage in individual and group projects and significant discussions on current health issues.	Elective course for BSPH and other bachelor's students.

Table 10. Graduate Courses Devoted to, or Addressing, Diversity, Social Justice, and Cultural Competence		
Course Rubric, Number, Title, and Credit Hours	Course Description	Required or Elective Course?
HSMP 5010 Foundations of Public Health  (3 credits)	Provides an introduction to public health practice, including an overview of the profession and science of public health and factors related to human health. Topics may include history, values, functions and essential services of public health, public health methods and sciences, key health indicators, levels of prevention, determinants of population health, health inequities, global burdens of disease, and ecological perspectives of health.	Core course required of all MPH and MHA students. Waived for students with a degree from a CEPH accredited program.
COBH 5250 Community-Based Methods in Public Health  (4 credits)	Introduces the main methods of community-based health research including assessment, planning, and evaluation of community-based programs and services. Students gain knowledge and skills related to social, cultural, behavioral, and environmental foundations of public health, the use of qualitative data collection and analysis methods, and planning of evidence-based interventions using appropriate communication strategies to improve health impacts and outcomes. Students gain the opportunity to effectively perform in interprofessional teams through translation of these foundational public health strategies and principles into real-world public health practice.	Core course required of all MPH students.
COBH 5125 Rural Health Research and Practice  (3 credits)	Inter-professional course with nursing, medicine, public health and other disciplines is the first of a two-semester series of courses which allows students to develop an understanding of rural health issues using community based participatory research methodology. Student and faculty teams partner with rural communities to assess health priorities and develop plans to address identified needs.	Either COBH 5125, or its equivalent, COBH 5120, is required of MPH Community Health Concentration students.

<p>COBH 5135 Rural Health Projects (3 credits)</p>	<p>Inter-professional teams of students develop a community-based health proposal in collaboration with their rural community partners. Through implementing and evaluating the proposed community-based project, students gain hands-on experience in using participatory methods to promote the health of a selected rural population.</p>	<p>Either COBH 5135, or its equivalent, COBH 5130, is required of MPH Community Health Concentration students.</p>
<p>COBH 5707 International Health (3 credits)</p>	<p>Provides an overview of the patterns of health care delivery, public health practice, and the factors that inhibit or enable their applications among community groups and organizations around the world.</p>	<p>Elective course for MPH and other graduate students.</p>
<p>COBH 5957 Social Justice (3 credits)</p>	<p>Inter-professional course offered jointly by the College of Public Health and the Department of Philosophy and Humanities. Covers the history of social justice from the philosophy perspective and reviews the social determinants of health and leading health challenges.</p>	<p>Elective course for MPH and other graduate students.</p>
<p>COBH 6110 Social and Behavioral Determinants of Health and Disease (3 credits)</p>	<p>Presents an in-depth analysis of factors contributing to health and disease in populations, including lifestyle, personality and cognitive processes, cultural and spiritual forces, socioeconomic status, age, race, gender, and environmental exposure. Students explore relationships of these health determinants within the context of selected social and behavioral theories.</p>	<p>Core course required of all DrPH students.</p>
<p>HSMP 6130 Public Health Leadership, Policy Development, and Ethics (3 credits)</p>	<p>Addresses the conceptual, methodological, and ethical foundations of public health leadership leading to the development and analysis of public health policy at the federal, state, and local levels.</p>	<p>Core course required of all DrPH students.</p>

## **APPENDIX III. College of Public Health DIVERSITY-RELATED RESEARCH PROJECTS**

The college faculty and students are engaged in several research projects that include aims related to diversity and social justice. These are listed on the college diversity webpage, but briefly, they include a rural telemedicine cardiovascular disease project, an inter-professional prescription drug abuse prevention study, studies on chronic diseases that impact minorities at a differential rate, and a school-based obesity prevention program in rural Appalachia. Each of these projects had a component of the work that was focused on diversity and included students in research process. See <http://www.etsu.edu/cph/about/diversitygrants.aspx> for descriptions of these and other diversity-related projects.

## APPENDIX IV. DIVERSITY-RELATED RESOURCES

**HEED Award** (<https://www.insightintodiversity.com/about-the-heed-award/>) is opened to all colleges and universities across the U.S. and Canada, and measures an institution's level of achievement and intensity of commitment in regard to broadening diversity and inclusion on campus through initiatives, programs, and outreach; student recruitment, retention, and completion; and hiring practices for faculty and staff.

**DISCOVER ETSU** (<http://www.etsu.edu/equity/programs/discover/default.aspx>) is a recruitment program that invites 11th and 12th grade high school students, from underrepresented minority groups and socioeconomically disadvantaged students, onto campus for a weekend in the fall and spring semesters. The visit includes a campus tour, an opportunity to meet ETSU faculty, staff and students and learn about admissions, financial aid, scholarships, housing, and campus life. The program is free to the students and their guests.

**QUEST for Success** (<http://www.etsu.edu/equity/programs/questprogram.aspx>) is a college transition program designed to help underrepresented students become acclimated to campus life while building a network of friends, faculty, and staff to assist them through their college journey. The program seeks to increase underrepresented minority student participation in all academic opportunities involving leadership, study abroad, research, and internships thereby integrating them into the institution both academically and socially. In addition, students meet regularly throughout the year, and each meeting is geared towards one of following development areas: *personal development, interpersonal development, organization development, and career transitioning*.

### **Student Diversity Educators**

(<http://www.etsu.edu/equity/programs/diversityed/default.aspx>) supports a group of student peer educators who are passionate about social justice and equality. The program helps to further the development of students' competence and capability of facilitating dialogue and education around issues of oppression and diversity.

### **ETSU's BEST - Bucs Empowering the Students of Tomorrow**

([http://www.etsu.edu/equity/programs/etsu\\_best/default.aspx](http://www.etsu.edu/equity/programs/etsu_best/default.aspx)) is a mentoring program committed to empower incoming first-year underrepresented students beyond the mere college experience. From their acceptance to ETSU to their graduation and beginning of their career, they will be assigned the BEST mentor, the BEST role-model, the BEST motivator and the BEST peer to guide, to advise, to inspire, and to experience with them the realization of their potentials.

In addition to the Office of Equity and Diversity, multiple offices, organizations and events on campus are devoted to supporting a diverse student body. Below, several are offered, with their associated websites:

**International Programs and Services** (<http://www.etsu.edu/honors/international/>) provides a range of support services for international students, including the ETSU International Friendship Families Program. The office also facilitates study abroad and exchange programs.

**Disability Services** (<http://www.etsu.edu/students/disable/>) provides services to support students with disabilities in educational and other campus activities.

**Women's Resource Center** (<http://www.etsu.edu/wrcetsu/>) enhances the university climate regarding through educational and cultural events, services, and policies and procedures.

**Office of Multi-Cultural Affairs** (<http://www.etsu.edu/students/multicult/>) promotes a culturally diverse campus community and offers year round programs to expose students to other cultures and ethnicities.

**African and African American Studies** (<http://www.etsu.edu/afam/>) organizes public lectures and cultural activities and publishes a quarterly newsletter.

## APPENDIX V. THEMES FROM STUDENTS' FOCUS GROUP DISCUSSIONS

### Themes:

More confidence is needed in the College supporting issues around Diversity, Equity, and Inclusion.

More safe spaces needed to speak about issues involving harassment, discrimination, and bias.

Recruitment needed for gender and sexual minorities as well as spaces dedicated to navigating resources and initiatives for LGBT+ community within the College

There is a need for engagement in the College for DSJ/DEI activities outside of the focus of targets and a strategic plan.

More transparency of what the committee is doing to the general College community (emails, social media).

There should be more buy in from faculty in creating an inclusive environment for students without fear of repercussions.

College needs to address unintentional sexism and require mandatory training for allyship, sexism and sexual harassment.