



COLLEGE of  
PUBLIC HEALTH  
EAST TENNESSEE STATE UNIVERSITY

# 2014-2019 STRATEGIC DIVERSITY PLAN



Student Centered. Community Focused. Real-World Tested.

**ETSU College of Public Health  
2014-2019 Strategic Diversity Plan  
Table of Contents**

<b>I. Mission, Vision, Core Values, and Diversity Statement.....</b>	<b>4</b>
<b>II. Diversity Planning Process.....</b>	<b>6</b>
<b>III. Diversity-related Goals, Objectives, Indicators, Targets, Monitoring and Feedback, and Baseline Data.....</b>	<b>7-10</b>
<b>A. Diversity and Social Justice Goal and Objectives.....</b>	<b>7</b>
<b>B. Diversity-Related Goals and Objectives in the area of Service and Applied Health.....</b>	<b>9</b>
<b>C. Diversity-Related Goals and Objectives in the area of Research.....</b>	<b>10</b>
<b>IV. Action Plans in Support of the Diversity Objectives.....</b>	<b>11-16</b>
<b>A. Action Plans for Diversity and Social Justice Objectives.....</b>	<b>11</b>
<b>B. Action Plans for Diversity-Related Service Objectives.....</b>	<b>14</b>
<b>C. Action Plans for Diversity-Related Research Objectives.....</b>	<b>16</b>
<b>Appendix I. Institutional Commitment to Diversity.....</b>	<b>17</b>
<b>Appendix II. Copenh Diversity-Related Competencies by Degree Program.....</b>	<b>19</b>
<b>Appendix III. Copenh Diversity-Related Courses.....</b>	<b>21</b>
<b>Appendix IV. Copenh Diversity-Related Research Projects.....</b>	<b>23</b>
<b>Appendix V. Diversity Resources.....</b>	<b>25</b>

---

## **ETSU College of Public Health**

### **2014-2019 Strategic Diversity Plan**

The inaugural strategic plan of the College of Public Health articulated diversity-related goals and objectives and provided critical guidance for the five year 2008-13 period. The final report of the 2008-13 Strategic Plan, including annual performance data for all indicators can be found here: <http://www.etsu.edu/cph/about/sp0813final.pdf>.

Following successful implementation of the initial plan, the college has developed the 2014-2019 Strategic Diversity 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 2014-19 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 Diversity Plan supports the university's Strategic Diversity 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.

## I. MISSION, VISION, CORE VALUES, and DIVERSITY STATEMENT

The college mission statement exemplifies the college commitment to diversity and social justice. Specifically, the college, as a part of its mission, commits to *“Provide students with a high quality educational experience focused on excellent teaching, research training, and practical skills to prepare them for a diverse and inter-professional workplace.”* Further, the mission statement commits *“To use our expertise to improve the health status of all people including those in underserved communities through education, evidence-based advocacy, collaborative research, and partnerships.”*

### 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 provide students a high quality educational experience focusing on excellent teaching, research training, and practical skills to prepare them for a diverse and inter-professional workforce;*
- *To advance science through research focused on identifying causes of and practical solutions to important health challenges;*
- *To create an environment that is personally and professionally rewarding for faculty, staff, and students;*
- *To use our expertise to improve the health status of all people including those in underserved communities through education, evidence based advocacy, collaborative research, and partnerships.*

### Core Values

The college has adopted diversity as a core value since its inception in 2008. After careful consideration, the core values of the college, initially developed in 2008, were re-adopted in 2013 having provided meaningful guiding principles for the college. Five of the core values directly relate to diversity.

- **Altruism:** We believe in nurturing a sense of altruism and benevolence towards the less fortunate on the part of our faculty, staff and students.
- **Community Service:** We seek to strengthen the communities we serve, including our neighborhoods, our academic community, and our professional associations, by building collaborative partnerships, taking leadership positions, and contributing our knowledge, skills, and commitment.
- **Dignity:** We treat all people with unwavering dignity and respect.
- **Diversity:** We embrace diversity and seek to attract and retain diverse faculty, staff, and student bodies.

- **Integrity:** We adhere to the highest ethical standards of honesty and fairness and we recognize that integrity and ethical behavior are essential elements of our professions.

Three additional core values are:

- **Education:** We recognize that our greatest obligation is to assure that our students develop the knowledge, practical skills, and life-long learning habits, to allow them to take their place among the leaders of their professions.
- **Research:** We are committed to conducting basic and applied research to advance the science base for public health decision-making and to promote community health and development.
- **Teamwork:** All parts of the College—students, faculty and staff—enjoy a close-knit relationship and opportunities for formal and informal interpersonal exchange.

#### Diversity Statement

The College of Public Health and East Tennessee State University aspire to be institutions that celebrate diversity by welcoming all students, faculty, administrators and staff as respected and valued participants in their educational mission. The College of Public Health is committed to the university's goal of preparing students to become productive, enlightened citizens who actively serve their communities and the world. As such, the college promotes an environment where people honor one another as individuals, value differences and the special gifts each of us bring to the community, and respect the right of others as human beings inclusive of race, gender, ethnicity, cultural background, sexual orientation/gender identity, class, age, disability, religion and national origin.

## II. STRATEGIC DIVERSITY PLANNING PROCESS

On January 27, 2012, the college Leadership Council held a retreat to outline the 2014-19 strategic planning process. As a part of this process, the dean created the Diversity and Social Justice Workgroup and charged it with conducting a comprehensive evaluation of the college 2008-13 diversity-related measures and with making recommendations, including goals, objectives and five-year targets, for the 2004-19 Diversity Plan.

The workgroup included a diverse and representative cross-section of college faculty, staff and students. Karen Ervin, Assistant Dean for Finance and Administration, chaired the workgroup. Faculty members included: Arsham Alamian, Edward Onyango, Chris Pritchett, and Liang Wang. Staff members included Rickie Carter and Ginny Kidwell. Student members included Billy Brooks, Carter Florence, and Beth O'Connell.

The dean charged the workgroup to respond to three questions:

- 1) What policies and plans should we adopt to recruit, develop, and retain a diverse faculty, staff and student body?
- 2) What policies and plans should we adopt to maintain curricula that build competency in diversity and culture?
- 3) How do we integrate social justice/ethics learning objectives, related to course content, across the curriculum?

Throughout 2012, the workgroup reviewed materials and data and held a series of meetings and discussions with university administrators and other stakeholders. The associate dean for quality and planning served as a resource for the workgroup, providing the college performance data in the area of diversity, attending the initial organizational meeting of the workgroup, and facilitating the process.

The workgroup submitted its preliminary report to the dean in December 2012. In early 2013, the workgroup presented its recommendations to the college Leadership Council and at the college-wide faculty and staff meeting and sought feedback. The workgroup chair integrated the feedback into the preliminary report and submitted the final document to the dean in spring 2013.

The workgroup recommendations formed the basis of the college 2014-19 Strategic Diversity Plan. The 2014-19 plan articulates one over-arching diversity goal, four diversity objectives, and supporting action plans. For each objective, the plan articulates one or more outcome measures/indicators, and for each indicator, a monitoring and feedback loop, including the position responsible for tracking the measure, the data source, and the frequency of monitoring.

### III. DIVERSITY-related GOALS, OBJECTIVES, INDICATORS, TARGETS, MONITORING AND FEEDBACK, AND BASELINE DATA

#### A. Diversity and Social Justice Goal and Objectives

<b>DIVERSITY Goal D.1 Foster a culture and environment that celebrate diversity and encourage cultural awareness and social justice.</b>																					
<b>Objective D.1.1 Weave cultural awareness and social justice into the fabric of the college.</b>																					
<b>Outcome Measure/Indicator</b>	<b>Data Source</b>	<b>Party Responsible</b>	<b>Frequency of Monitoring</b>	<b>Target</b>	<b>Baseline Data</b>																
D.1.1.a Transition the Diversity and Social Justice Workgroup into a standing committee of the college	College bylaws	Dean	Annual	By 2015	The Dean created and charged the Diversity and Social Justice Workgroup in 2012. The workgroup submitted its report and recommendations in 2013.																
D.1.1.b Create a web presence for diversity-related issues	College website	Diversity and Social Justice Workgroup	Semester	By 2014	The university has always had a strong diversity presence. The college will also create a diversity web presence.																
D.1.1.c Designate a liaison between the college and the Office of Equity and Diversity	Leadership Council minutes	Diversity and Social Justice Workgroup	Annual	By 2014	The college has effectively collaborated with the Office of Equity and Diversity staff. In addition, the college has designated a liaison with the Office of Equity and Diversity																
<b>Objective D.1.2 Increase the diversity of college faculty, staff and students.</b>																					
D.1.2.a Proportion of new faculty hires who are women	Human Resources Files	Assistant dean finance & admin	Annual	50%	2011-12: 33% 2012-13: 100% 2013-14: 50% (Preliminary)																
D.1.2.b Proportion of non-white primary faculty	Human Resources Files	Assistant dean finance & admin	Annual	25%	Fall 11: 32% Fall 12: 27% Fall 13: 25%																
D.1.2.c Proportion of incoming graduate students from Appalachia	SOPHAS	Data services manager; R&R Committee	Annual	50% or more	2010/11: 64% 2011/12: 73% 2012/13: 74% 2013/14: 79%																
D.1.2.d Proportion of incoming students who are members of racial/ethnic minority groups	SOPHAS (Graduate), ETSU Banner (UG)	Data services manager; R&R Committee	Annual	10% or more	<table border="1"> <thead> <tr> <th></th> <th>Grad</th> <th>BS</th> <th>College</th> </tr> </thead> <tbody> <tr> <td>2010/11</td> <td>18%</td> <td>10%</td> <td>12%</td> </tr> <tr> <td>2011/12</td> <td>14%</td> <td>19%</td> <td>18%</td> </tr> <tr> <td>2012/13</td> <td>15%</td> <td>15%</td> <td>15%</td> </tr> </tbody> </table>		Grad	BS	College	2010/11	18%	10%	12%	2011/12	14%	19%	18%	2012/13	15%	15%	15%
	Grad	BS	College																		
2010/11	18%	10%	12%																		
2011/12	14%	19%	18%																		
2012/13	15%	15%	15%																		

					2013/14			15%
D.1.2.e Proportion of college staff who are women and/or minority	Human Resources Files	Assistant dean finance & admin	Annual	50% or more	Fall 11: 80%	Fall 12: 80%	Fall 13: 80%	
<b>Objective D.1.3 Promote curricula that build competence in cultural awareness and social justice both in the classroom and in community-based learning.</b>								
D.1.3.a Degree programs with one or more competencies addressing diversity and culture issues	Degree Program Competency matrixes	Chairs, program coordinators, Academic dean	Annual	Every degree program	All but one degree program have competency(ies) addressing diversity, culture, or social justice issues			
D.1.3.b Percent employers who rank "Effectiveness of college programs in preparing graduates to meet community needs" as "high" or "highest"	Employer Survey	Associate dean quality & planning	Annual	90%	2011 Survey: 94% (n=53 employers) 2012 Survey: not conducted, biannual survey 2013 Survey: 92% (n=54 employers)			
D.1.3.c Percent employers who rank college graduates as "high" or "highest" in "ethics and social responsibility"	Employer Survey	Associate dean quality & planning	Annual	90%	2011 Survey: not collected 2012 Survey: not conducted, biannual survey 2013 Survey: 96% (n=54 employers)			
D.1.3.d Percent alumni who report competence to "interact and communicate with diverse individuals and communities"	Alumni Survey (BSPH, MPH, DrPH)	Associate dean quality & planning	Annual	Average score of 3.5 (1 – 4 scale)	2011 Survey: 3.5 (n=72 alumni) 2012 Survey: 3.6 (n=42 alumni) 2013 Survey: 3.5 (n=56 alumni)			
D.1.3.e Percent students who report "program helped me embrace diversity and treat all people with dignity and respect"	Student Exit Survey	Associate dean quality & planning	Annual	90%	2011-12 Exit Survey: 90.5% (n=84 graduating students) 2012-13 Exit Survey: 94.1% (n=104 graduating students) 2013-14 Exit Survey: 95% (n=108 graduating students)			
<b>Objective D.1.4 Ensure that faculty, staff and student development incorporate issues of diversity, social justice and ethics.</b>								
D.1.4.a. Number of in-house seminars that focus on diversity, cultural awareness and social justice	Dean's office records	Diversity and Social Justice Workgroup	Annual	At least one lecture or event each year	2011-12: 2 (LVPH Stan Brock, LVPH Paul Brooks) 2012-13: 2 (LVPH Reed Tuckson, Konglai Zhang) 2013-14: 2 (LVPH Jonathan Wolff, LVPH John Hoffman)			

In addition, the college 2014-19 Strategic Plan articulates additional diversity-related goals and objectives in the areas of service and research, as follows.

***B. DIVERSITY-RELATED GOALS and OBJECTIVES in the area of SERVICE and APPLIED PUBLIC HEALTH***

<b>Service Goal S.1 Expand applied/hands-on learning opportunities that enhance the practical skills of students and community benefit.</b>					
<b>Objective S.1.1 Increase community-based learning courses and other applied learning opportunities.</b>					
<b>Outcome Measure/Indicator</b>	<b>Data Source</b>	<b>Party Responsible</b>	<b>Frequency of Monitoring</b>	<b>Target</b>	<b>Baseline Data</b>
S.1.1.a Number of public health degree programs that include at least one required community-based learning course (in addition to field experience)	Course catalogs	Chairs, Service and Applied Public Health Workgroup	Annual	All public health degree programs include at least one required CBL (community-based learning) course	All public health degree programs currently require a field experience/internship. The new CBL course will be in addition to the internship.
S.1.1.b Number of Academic Health Departments (AHDs)	Leadership Council minutes	Dean	Annual	Develop at least one additional AHD	2 AHDs (Sullivan County Health Department; North East Regional Health Office)
S.1.1.c Number of non-academic (non-credit bearing) applied/hands-on learning opportunities	Dean's office records	Dean, undergraduate coordinator	Annual	1 or more per year	2012-13: 1 (Tortilla Experience) 2013-14: 2 (Tortilla Experience, Refugee Experience)
<b>Goal S.2 Contribute faculty and student expertise to strengthen our communities and professions.</b>					
<b>Objective S.2.1 Contribute faculty expertise to strengthen our communities and professions.</b>					
S.2.1.a Proportion of faculty who participate in one or more community service and/or health advocacy activity consistent with their professional position	Faculty Survey	Chairs, Associate dean quality & planning	Annual	80%	2010/11: 68% 2011/12: 73% 2012/13: 80%
<b>Objective S.2.2 Encourage student engagement in community service and advocacy activities.</b>					
S.2.2.a Student-led community health service and advocacy activities	PHSA records	PHSA advisor	Semester/ Annual	6 activities per year	CY11: 6 CY12: 7 CY13: 11

**C. DIVERSITY-RELATED GOALS and OBJECTIVES in the area of RESEARCH**

<b>Research Goal R.1 Actively engage faculty and students in the conduct and dissemination of collaborative research that is focused on important health challenges globally, nationally and in the Appalachian communities.</b>					
<b>Outcome Measures/Indicators</b>	<b>Data Source</b>	<b>Party Responsible</b>	<b>Frequency of Monitoring</b>	<b>Target</b>	<b>Baseline Data</b>
<b>Objective R.1.2 Maintain a substantive inter-professional and community-based research effort using community-based research methodology where possible in investigations.</b>					
R.1.2.b Proportion of externally funded <i>public health</i> grants that are community-based.	Faculty Survey	Research dean, chairs	Annual	substantial	2010-11: 46% 2011-12: 77% 2012-13: 67%

## IV. ACTION PLANS

### A. *ACTION PLANS for DIVERSITY and SOCIAL JUSTICE OBJECTIVES*

**DIVERSITY GOAL D.1: Foster a culture and environment that celebrate diversity and encourage cultural awareness and social justice.**

**Objective D.1.1 Weave cultural awareness and social justice issues into the fabric of the college.**

Outcome Measures/Indicators:

**D1.1.a Transition the Diversity and Social Justice Workgroup into a standing committee of the college.**

**D1.1.b Create a web presence for diversity-related issues.**

**D1.1.c Designate a liaison between the college and the Office of Equity and Diversity.**

Action Items:

- Revise college by-laws in AY 2014-15 to transition the Diversity and Social Justice Workgroup into a standing committee of the college.
- Expand the diversity presence on the college website to include the university diversity statement, college diversity plan, link to the Office of Equity and Diversity, links to campus student and cultural organizations, bulletin board to advertise upcoming cultural events.
- Create a diversity and culture-designated bulletin board on the main floor of Lamb Hall.
- Designate an individual to act as liaison between the college and the Office of Equity and Diversity to facilitate communication and information sharing.
- Include the university's diversity statement on all course syllabi.

**Objective D.1.2: Increase the diversity of college faculty, staff and students.**

Outcome Measures/Indicators:

**D.1.2.a Proportion of new faculty hires who are women.**

**D.1.2.b Proportion of non-white primary faculty**

Action Items for D.1.2.a and D.1.2.b

- Continue to conduct faculty searches in collaboration with the Office of Equity and Diversity.

- Charge faculty search committees that include women and minority representation. Share the diversity targets with the search committees.
- Draft faculty job ads that demonstrate commitment to diversity (i.e. include the college and university's diversity statement).
- Advertise job ads in venues that target women and minority candidates.
- Develop a mentoring program that connects junior and senior women faculty and junior and senior minority faculty to encourage retention.
- Ensure an environment that supports work-life balance.

#### **D.1.2.c Proportion of incoming graduate students from Appalachia**

#### **D.1.2.d Proportion of incoming students who are members of racial/ethnic minority groups**

##### Action Items for D 1.2.c and D1.2.d

- Establish the Recruitment and Retention Taskforce as a standing committee of the college.
- Reach out to regional HBCUs at least once every year.
- Increase active participation of the college in social media.
- Re-vamp and continuously improve the college website with emphasis on diversity.
- Continue participation in SOPHAS.
- Enhance awareness of the college programs across the university campus and to regional community colleges and universities.

### **Objective D.1.3: Promote curricula that build competence in cultural awareness and social justice both in the classroom and in community-based learning.**

#### Outcome Measures/Indicators:

**D.1.3.a Degree programs with one or more competencies addressing diversity and culture issues**

**D1.3.b Percent employers who rank “Effectiveness of college programs in preparing graduates to meet community needs” as “high” or “highest”**

**D1.3.c Percent employers who rank college graduates as “high” or “highest” in “ethics and social responsibility”**

**D1.3.d Percent alumni who report competency to “interaction and communicate with diverse individuals and communities”**

**D1.3.e Percent students who report “program helped me embrace diversity and treat all people with dignity and respect”**

#### Action Items:

- Program coordinators and/or dept. chairs incorporate diversity/culture competencies, as needed, and map to course(s) and/or other learning experiences. Instructors integrate into course syllabi.
- Ensure coverage of social justice and ethics in core courses at all degree levels: Cultural Competency (BSPH), Intro to Public Health (HSCI), Public Health Law (ENVH), Philosophy of Public Health (masters), and Leadership, Policy & Ethics (doctoral).
- Implement ESSENTIALS as a core course in the new BSPH curriculum effective 2015.
- Maintain diversity in field internship sites including by organizational type (public health agencies, community-based organizations, etc..) and by geographic location (urban, rural, developing countries)
- Continue to assure student access to community service opportunities through PHSA (Public Health Student Association) and other student organizations.
- Continue to assure student access to seminars and other professional development activities that incorporate issues of diversity and social justice.

**Objective D.1.4: Ensure that faculty, staff and student development incorporate issues of diversity, social justice and ethics.**

Outcome Measures/Indicators:

**D.1.4.a. Number of in-house seminars that focus on diversity and social justice.**

Action Items:

- Continue Leading Voices in Public Health lecture series with at least one lecture or event per year focused on diversity, social justice and ethics.

***B. ACTION PLANS for DIVERSITY-RELATED SERVICE OBJECTIVES***

**SERVICE GOAL S.1: Expand community-based problem-solving to advance student learning and community benefit.**

Community-based learning is an important goal of the college. Both students and the workforce desire learning experiences that involve practical hands on/experiential application of knowledge, integration across public health disciplines, and community-based problem-solving. Thus CBL needs to also be a departmental and faculty priority.

**Objective S.1.1 Increase the number of community-based learning opportunities.**

Outcome Measure/Indicator:

**S.1.1.a Number of public health degree programs that include at least one required community-based learning course (in addition to field experience)**

Action Items (details in Workgroup's report, page 5)

- Implement the Skills and Encounters courses as a part of the new BSPH curriculum.
- Provide faculty development opportunities in CBL.
  - ✓ Re-configure the Faculty Development Committee to include expertise in CBL.
  - ✓ Charge the Committee to develop an operational definition of community-based learning (what it includes? What formats? Activities?), and a CBL course proposal form including a CBL course syllabus.
  - ✓ Charge the Committee to conduct an annual CBL faculty development training session. Training offered in-person and archived to make it accessible throughout the year.
  - ✓ Committee to invite, evaluate and approve proposals for CBL courses.

**S1.1.b Number of Academic Health Departments**

Action Item:

- Disseminate teaching and learning opportunities available through the AHDs.

**S.1.1.c Number of non-academic applied/hands-on learning opportunities**

Action Items:

- Continue non-academic, short-term, hand-on activities (e.g. Tortilla Experience, Refugee Camp Experience, 1-week ESSENTIALS).

**SERVICE GOAL S.2 Contribute faculty and student expertise to strengthen our communities and professions.****S.2.1 Contribute faculty expertise to strengthen our communities and professions**Outcome Measures:**S.2.1.a Proportion of faculty who participate in one or more community service and/or health advocacy activity consistent with their professional expertise**Action Items:

- Charge the Community Service and Applied Public Health Workgroup to develop a better definition of community health-related service and advocacy, and disseminate definition to faculty (see Workgroup Report pages 7 – 9).
- Revise departmental workload policies to require community service and link to T&P guidelines. (Per university policy, workload policies are to be reviewed and, as needed, revised, every 5 years.)
- Include community service as part of the Faculty Activity Plans.

**S.2.2 Encourage student engagement in community service and advocacy activities.**Outcome Measures/Indicators:**S.2.2.a Student-led community health service and advocacy activities**Action Items:

- Continue to support PHSA and other student organizations.
- Better capture student-led initiatives, particularly those that are not sponsored by PHSA, e.g., via Exit Survey.
- Charge the Community Service and Applied Public Health Workgroup to explore feasibility of a community service graduation requirement. Workgroup to benchmark to other universities.

***C. ACTION PLANS for DIVERSITY-RELATED RESEARCH OBJECTIVES***

**RESEARCH GOAL R.1: Actively engage faculty and students in the conduct and dissemination of collaborative research that is focused on important health challenges in the Appalachian communities, nationally and globally.**

**Objective R.1.2 Maintain a substantive inter-professional and community-based research effort using community-based research methodology where possible in investigations**

Outcome Measures/Indicators:

**R.1.2.b Proportion of externally funded public health grants that are community-based.**

Action Items for ALL Research Objectives:

- Develop and implement an incentive program to recognize and reward excellence in research.
- The RDC will explore and recommend departmental policy that defines research productivity (funding, proposals, publications, etc..) by research percent effort of workload.
  - Faculty with higher percentage research workloads will be expected to generate more grant submissions.
  - Minimal expectation is at least one state or foundation proposal as PI per year.
- Revise departmental workload policies, using RDC-recommended framework, to clearly define expectations for research productivity by research percent effort of workload.
- More tightly align expectations for research productivity, including coverage of at-risk salary, with tenure and promotion criteria.
- Develop and implement a policy for third-year review of tenure-track faculty aimed at providing constructive communication and additional mentoring of pre-tenure faculty.

## 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 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 COMPETENCIES BY DEGREE PROGRAM**

The college is committed to building competency in diversity and culture through its curricula. The competency sets of the college degree programs emphasize diversity and cultural awareness. Table 1 lists the diversity-related competencies by degree program and the courses that those

competencies are mapped to.

<b>Table 1 Diversity-Related Competencies by Degree Program</b>		
<b>Degree</b>	<b>Diversity-Related Competencies</b>	<b>Course(s) Addressing Competencies</b>
BSPH	<ul style="list-style-type: none"> <li>-Recognize the roles of history, power, privilege and structural inequality in producing health disparities.</li> <li>-Differentiate between the availability, acceptability, and accessibility of health care across diverse populations.</li> <li>-Recognize social justice and human rights principles when addressing community needs.</li> <li>-Promote high standards of personal and organizational integrity, compassion and respect for all people. Embrace a definition of public health that captures the characteristics of the field and how these contribute to professional practice.</li> <li>-Recognize how gender, race, poverty, history, migration and culture are important in the design of interventions within public health systems.</li> </ul>	HSMP 3200 Health Svcs Admin COBH 4030 Community Health COBH 4607 Gerontology & Health COBH 3330 Cultural Competence
BSHS	<ul style="list-style-type: none"> <li>-Recognize and discuss current public health issues and needs, and how cultural, behavioral, economic and societal factors impact the health status of a population.</li> </ul>	EPID 3080 Prin of Epidemiology COBH 1020 Intro Pub Health
BSEH	<ul style="list-style-type: none"> <li>-Identify the sociological, economic, political, legal, and ethical complexity of current environmental issues.</li> </ul>	ENVH 3010 Human Ecology ENVH 3100 Wastewater ENVH 4000 PH Law ENVH 4357 Toxicology ENVH 4080 Env Health Practice
MPH	<ul style="list-style-type: none"> <li>-Demonstrate cultural sensitivity, initiative and leadership skills for building teams.</li> <li>-Demonstrate ethical choices, values and professional practices implicit in public health decisions.</li> </ul>	ENVH 5100 Env Hlth I COBH 5200 Soc & Beh Hlth EPID 5400 Epidemiology I HSMP 5500 Hlth Serv Admin HSMP 5020 Phil of Pub Hlth
DrPH	<ul style="list-style-type: none"> <li>-Demonstrate ability to influence health policy and program decision-making by scientific evidence, stakeholder input, public opinion data, and social justice.</li> <li>-Integrate appropriate cultural and health literacy concepts into communication and marketing initiatives.</li> <li>-Demonstrate ability to develop collaborative partnerships with community stakeholders, policy makers, and relevant groups.</li> <li>-Assess sociocultural, environmental, and behavioral influences on the health of diverse populations.</li> <li>-Demonstrate ability to engage communities in the implementation of evidence-based, culturally appropriate policies, programs, and services.</li> </ul>	ENVH 5870 PH Law ENVH 5640 Env Risk Assessment COBH 6110 Soc/Bhv Det HSMP 6130 Lead/Policy/Ethics COBH 6150 Eval Rsch COBH 6160 Systems App
PhD in Environmental Health Sciences	<ul style="list-style-type: none"> <li>Graduates will be able to accomplish at least one of the following:               <ul style="list-style-type: none"> <li>-Investigate environmental conditions that may affect a community's health status, and provide technical assistance and leadership to address the concerns of communities.</li> <li>-Develop and implement effective strategies and programs for the maintenance of health and the prevention and management of disease and injury.</li> <li>-Develop effective environmental health policies.</li> </ul> </li> </ul>	ENVH 6960 Dissertation

---

	-Collaborate and work with communities for the promotion of health and the prevention and control of disease.	
--	---	--

**APPENDIX III. 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 2 and 3 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.

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 (3 credits)	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 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.

<b>Table 3. Graduate Courses Devoted to, or Addressing, Diversity, Social Justice, and Cultural Competence</b>		
<b>Course Rubric, Number, Title, and Credit Hours</b>	<b>Course Description</b>	<b>Required or Elective Course?</b>
HSMP 5020 Philosophy of Public Health (1 credit)	Introduces the foundational principles and philosophy of public health practice.	Core course required of all MPH students.
COBH 5200 Social and Behavioral Foundations of Public Health (3 credits)	Reviews the concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems. Social, cultural, economic and environmental factors are discussed as the fundamentals of public health at the various governmental and community levels.	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.
COBH 5135 Rural Health Projects (3 credits)	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.	Either COBH 5135, or its equivalent, COBH 5130, is required of MPH Community Health Concentration students.
COBH 5707 International Health (3 credits)	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.	Elective course for MPH and other graduate students.
COBH 5957 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.	Elective course for MPH and other graduate students.
COBH 6110 Social and Behavioral Determinants of Health and Disease (3 credits)	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.	Core course required of all DrPH students.
HSMP 6130 Public Health Leadership, Policy Development, and Ethics (3 credits)	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.	Core course required of all DrPH students.

---

**APPENDIX IV. 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 V. DIVERSITY-RELATED RESOURCES

**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/multcult/>) 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.