

**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

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.¹

Minority (ethnicity): It refers to Latino or Hispanic.¹

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.¹

Socioeconomic disparity populations: Socioeconomically disadvantage persons, with emphasis on race, ethnicity, income, education, geography or area characteristics, and medical/health conditions.^{2,3}

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

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. Hadio 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.

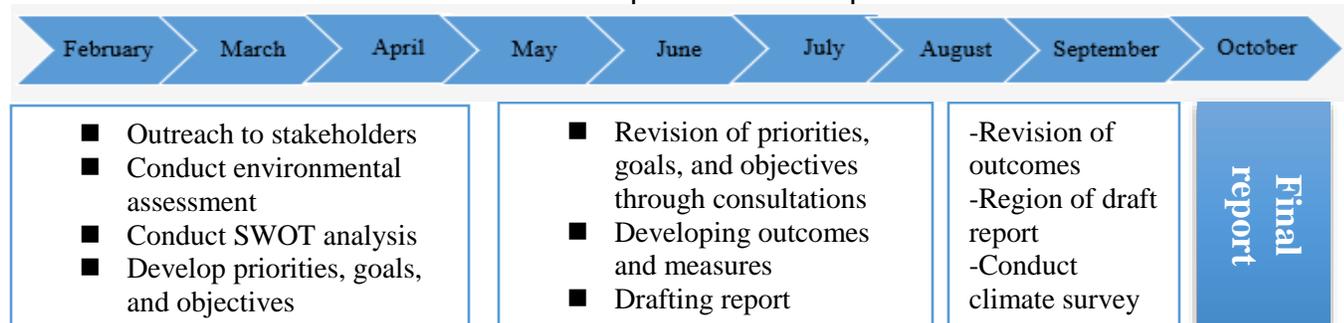


Figure 1: Timeline of events

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>Baseline Dr. Hadii Mamudu currently serves as the COPH liaison. He or another college delegate will work with the Office of E&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>2021-22 The college supported the 3th Annual ETSU Equity and Inclusion Conference</p> <p>2022-23 The college co-sponsored the Second Annual Health, Equity and Inclusion Lecture featuring Dr. James Hildreth The college supported the 4th Annual ETSU Equity and Inclusion Conference</p>	
Objective 2: Integrate DEIC into professional development and other activities of members of the College of Public Health						
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	LVPH Thomas Shapiro: Toxic: Economic Inequality Meets Racial Justice BWTE Ronda Chafin: Hunger Free Northeast Tennessee
					18-19	LVPH Georges C. Benjamin: Creating the Healthiest Nation LVPH Daniel Martinez Garcia: The 5 th Justice, Humanities, and Health Lecture

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 th 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				2022-23: Title IX and Clery Act training with Marlina Rogers at Sept 2022 All-Hands College Meeting
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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	Proportion of faculty members who are members of racial/ethnic minority groups <i>Includes tenured and tenure-track faculty</i>	
					Fall 2020: 26%	Fall 2022: 30%
					Proportion of faculty members who are women <i>Includes full-time faculty</i>	
					Fall 2020: 42%	Fall 2022: 48%
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	2021 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		
Goal 3: Foster diversity, equity, and inclusion in research and service						
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>Total: 62%</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
Goal 4: Foster diversity, equity, and inclusion in teaching					
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%	2020-21 graduates: 92% (preliminary)
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)	2021-22 Survey: 97% (n=126)

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">2021-22</td> <td data-bbox="1207 558 1375 623">42%</td> <td data-bbox="1375 558 1528 623">70%</td> </tr> </tbody> </table>				MPH	DrPH	2020-21	45%	60%	2021-22	42%	70%	
	MPH	DrPH															
2020-21	45%	60%															
2021-22	42%	70%															

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.

REFERENCES

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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 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. 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) 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.