

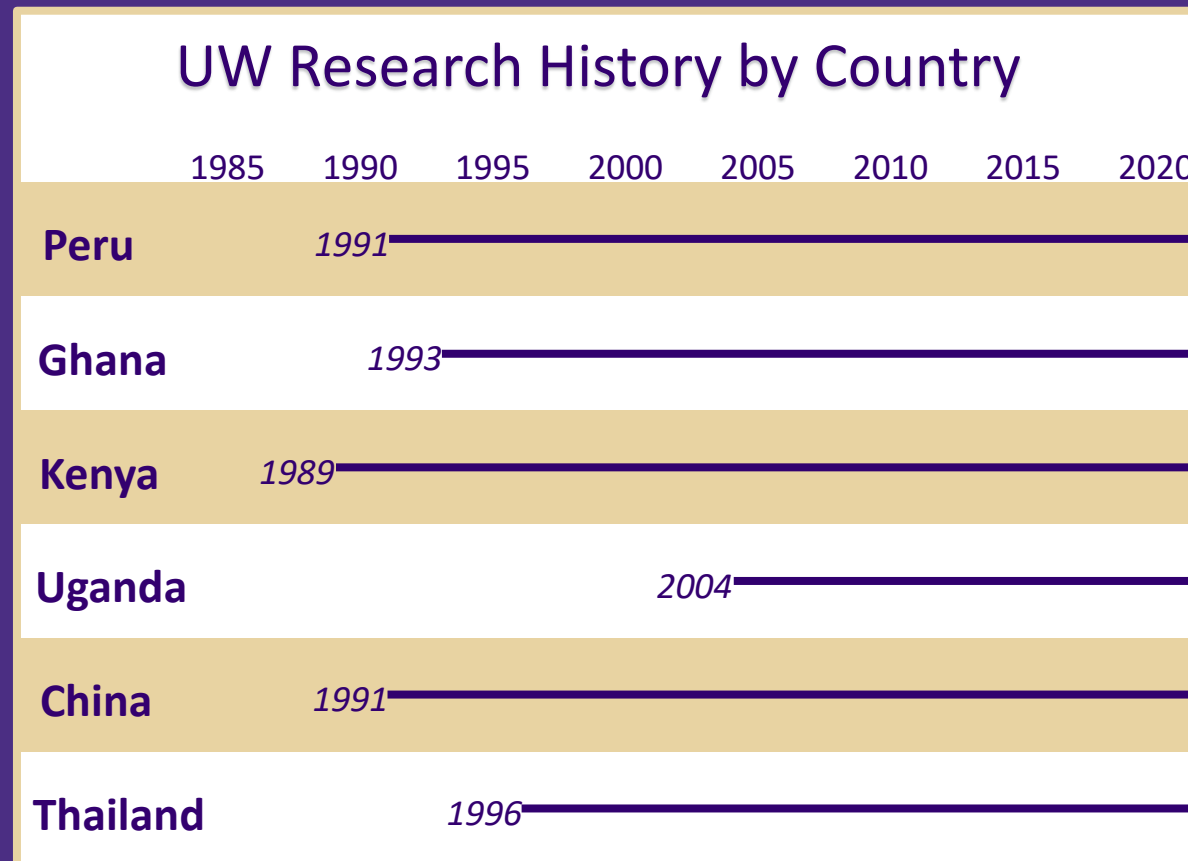
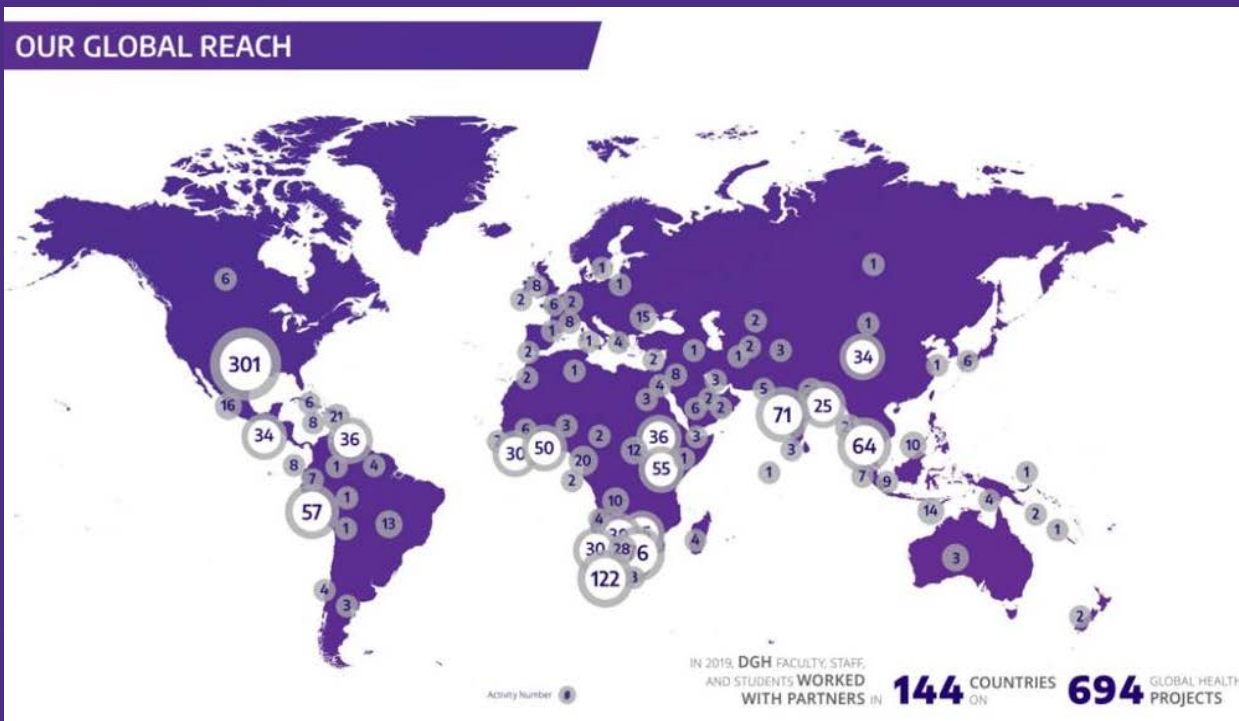


# **Enhancing Equity & Strengthening Partnership through an Anti- racism, Anti-colonialism Lens**

DEPARTMENT OF GLOBAL HEALTH



# Context - global partnerships



# Context - US

> 2020 - a year of national mobilization to fight systemic anti-Black racism



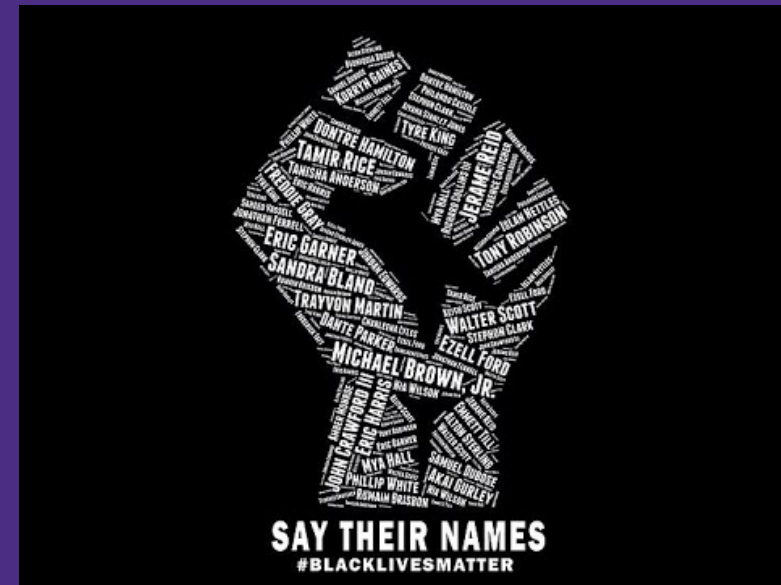
The NEW ENGLAND JOURNAL of MEDICINE

Perspective  
JULY 16, 2020

**Stolen Breaths**  
Rachel R. Hardeman, Ph.D., M.P.H., Eduardo M. Medina, M.D., M.P.H., and Rhea W. Boyd, M.D., M.P.H.

In Minnesota, where black Americans account for 6% of the population but 14% of Covid-19 cases and 33% of Covid-19 deaths, George Floyd died at the hands of police.

The truth is black people cannot breathe because as many mourn George Floyd, we also mourn Breonna Taylor and Tony McDade, and the nearly 1000 people who are killed by police each



# Outline

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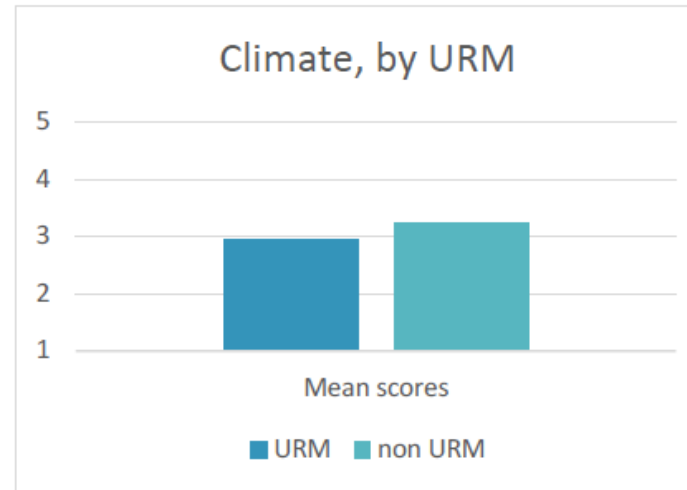
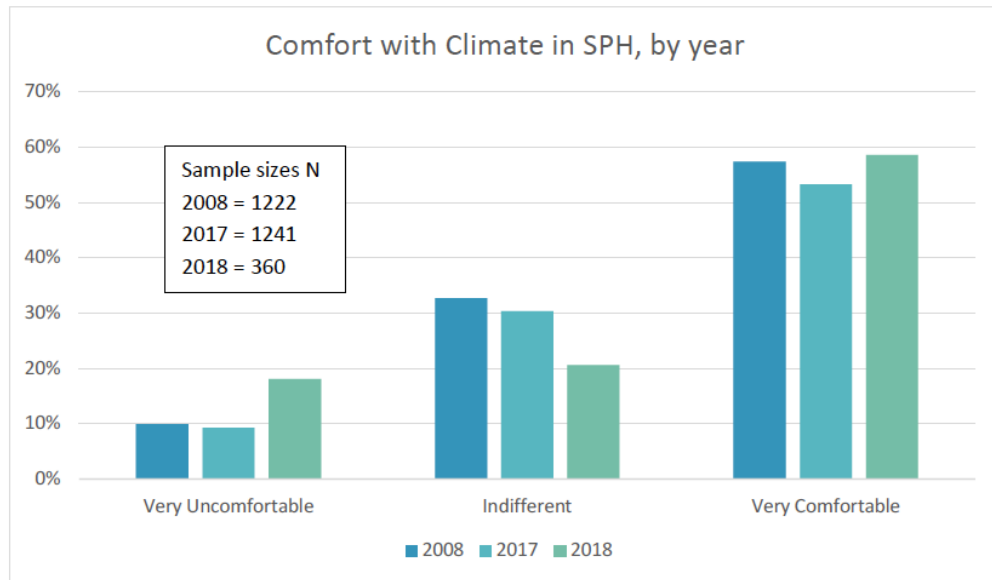
- > Context
- > DGH actions in 2019-2020
  - Equitable partnerships
  - Anti-racism
- > Next steps, discussion



UW Medicine Healthcare worker March for Justice

# Context – UW School of Public Health (SPH) climate survey (2018)

Chart 3. SPH Climate, by year



*Underrepresented respondents (Black, Latinx, American Indian/Alaska Native, Pacific Islander) rate the SPH climate lower than non-URM respondents.*

*“SPH leadership should treat students, especially students of color, with respect and professionalism.”  
– 2018 SPH Climate Survey*

## **Context – UW SPH climate survey qualitative study (2019)**

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- > DGH DEI committee members (Claire Gwayi-Chore & Renee Heffron) conducted qualitative study to supplement 2018 quantitative findings**

### **Results re: current learning climate**

- Women, POC, LBGTQIA more frequently perceived climate as “uncomfortable”
- Lack of diversity
- UW SPH operates with an inherent structural hierarchy that perpetuates White privilege

### **Recommendations and top priorities**

- Develop DEI competency through robust training
- Diversify faculty, staff, student populations
- Redesign representative, inclusive curriculum
- Provide academic, professional, emotional, psychological support for marginalized or underrepresented groups

# **Context – UW diversity, equity, inclusion programs**

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## **> UW Diversity Blueprint**

### **DIVERSITY GOALS, RECOMMENDED PRIORITIES AND SUGGESTED ACTION STEPS**

**GOAL 1: Cultivate an inclusive campus climate**

**GOAL 2: Attract, retain, and graduate a diverse and excellent student body**

**GOAL 3: Attract and retain a diverse faculty**

**GOAL 4: Attract and retain a diverse staff**

**GOAL 5: Assess tri-campus diversity needs**

**GOAL 6: Improve accountability and transparency**

# Context – UW diversity, equity, inclusion programs

## > SPH EDI Roadmap

### Proposed School-Wide Goals

#### **Goal 1: Organizational Structure**

To establish an organizational structure for the SPH EDI Committee that ensures representation across departments and interdisciplinary programs; involves faculty, staff and students; and engenders a sense of shared commitment, responsibility and participation across the School.

#### **Goal 2: Curricula and Training**

To develop and implement multifaceted, evidence-based education and training for students, staff and faculty so they are able to 1) recognize the means by which social inequities and racism, generated by power and privilege, undermine health and 2) identify public health approaches to eliminating race-based inequities.

#### **Goal 3: Recruitment**

To actively develop and implement innovative approaches to improve our recruitment and hiring of diverse faculty and staff, and our recruitment and matriculation of students.

#### **Goal 4: Retention and Promotion**

To develop and execute comprehensive and sustainable activities to retain and promote a diverse faculty, staff and student body.

#### **Goal 5: Climate**

To cultivate an institutional climate that welcomes diversity, supports and promotes inclusion, and provides safer learning, mentorship and work environments that allow students, staff and faculty to deconstruct individual, interpersonal and institutional barriers to equity.

#### **Goal 6: Data**

To collect, collate, analyze and disseminate data that can be used to develop metrics to measure outcomes in a timely fashion, and establish accountability and transparency.

## > School of Medicine (SOM)

### CENTER FOR HEALTH EQUITY, DIVERSITY & INCLUSION

PARTNERSHIPS &  
COLLABORATIONS

PRE-HEALTH  
PROGRAMS

PATHWAYS &  
ELECTIVES

MEDICAL  
STUDENTS

FACULTY DIVERSITY  
RESOURCES

RESIDENTS &  
FELLOWS

### HEALTHCARE EQUITY BLUEPRINT

**VISION: Be a national model for healthcare equity and reduce disparities in healthcare delivery**

#### **OBJECTIVE 1:**

Increase diversity, increase cultural humility and reduce implicit bias in the healthcare workforce.

#### **OBJECTIVE 2:**

Engage communities we serve as partners in assessing and addressing healthcare equity.

#### **OBJECTIVE 3:**

Deploy targeted quality improvement and healthcare services to meet the needs of marginalized populations.



# Outline

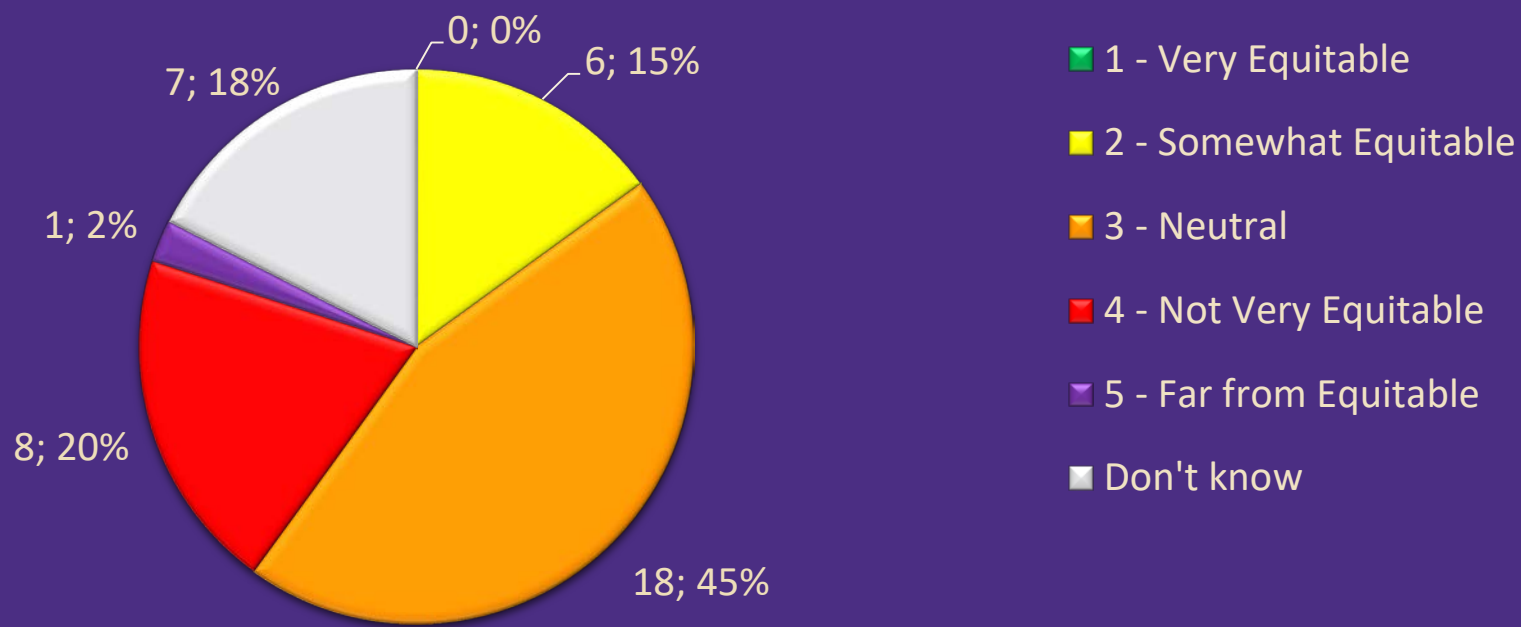
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- > Context
- > DGH actions in 2019-2020
  - Equitable partnerships
  - Anti-racism
- > Next steps, discussion

# Equitable partnerships

## > February 2020 DGH survey & listening session

How well you think DGH is doing in terms of equity of our partnerships?  
(N=39)



# **Equitable partnerships – listening session themes**

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- > **What do equitable partnerships look like?**
  - Need for partner input on definition
  - Power-sharing (idea development, funding, decision-making, authorship)
- > **What do we need to change to achieve our vision?**
  - Diversity in DGH leadership
  - Increase grant spending at partner institutions
  - Incentivize projects centering partner agendas
- > **What barriers do we face?**
  - Faculty advancement criteria & focus on individual success disincentivize true power sharing
  - Global North funding restrictions – PI citizenship, capacity-building on research grants
- > **What DGH strengths & resources can we leverage?**
  - Status as advocates to funders
  - Deepen training & mentoring programs

# Equitable partnerships – Individual Center Assessments Initiated

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- > Need partner input on how to strengthen equity and anti-colonialism in our partnerships

## International Training and Education Center for Health (I-TECH)

- > Understanding DEI across our network - Eastern Europe, Caribbean, sub-Saharan Africa, South Asia
- > Envisioning our role in a rapidly changing global health environment
  - Many country offices transitioning from UW entities to independent organizations in I-TECH network

## Global Center for Health of Woman, Adolescents and Children (Global WACH)

- > Mandatory training on regional history & culture for all new team members
- > Guidelines for equitable grant-writing, authorship, presentation, budgeting
- > Advocacy to donors/sponsors about anti-colonialist approaches and funding policy changes

# Outline

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- > Context
- > DGH actions in 2019-2020
  - Equitable partnerships
  - **Anti-racism**
- > Next steps, discussion

# **DGH anti-racism plan**

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- > Developed by DEI Committee and Department leadership**
- > Department input**
  - Anonymous surveys
  - Department Town Hall presentation and discussion
  - Key stakeholder interviews
- > 9 Action Items in the following areas:**
  - Strategic Planning
  - Leadership
  - Resources, support, training
  - Curriculum
  - Hiring and Retention
  - Evaluation and Metrics
  - Advocacy

# **1. All members of DGH leadership will complete a rigorous antiracist leadership training program.**

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- > **Current members of DGH leadership team initiated self-guided training in September 2020.**
- > **We will include antiracism training as part of the orientation for all new leadership members.**

## **2. DGH will engage an external consultant to guide leadership through planning and implementing a process of organizational transformation.**

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- > Incorporate antiracism and DEI goals into the development of the 2021-2024 departmental strategic plan.
- > Current status: consultant engagement in process



### **3. We will increase availability of resources in the department to support our Black, Indigenous and People of Color (BIPOC) colleagues.**

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- > Psychosocial and emergency financial support for BIPOC students, staff, and faculty.
- > Clarify what resources are available across UW, and through SPH and SOM; try to address unmet needs.

## **4. We will ensure that DGH curriculum is anti-racist, anti-colonialist and represents diversity in methods, identities and perspectives.**

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- > All courses will be critically evaluated and updated to infuse content on undoing racism and colonialism and create an inclusive climate.
- > Incorporate having a curriculum that is antiracist and anticolonialist into strategic planning process.
- > Current status: DGH Curriculum Committee and Academic Programs and DEI Committee have developed and disseminated guidance materials for instructors

## **5. We will intensify efforts to increase the number of BIPOC faculty, staff and students in the Department of Global Health.**

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- > Update processes for faculty & staff hiring
- > Work with School of Medicine, School of Public Health, UW, Health Sciences Deans, philanthropy to support cluster hires

## **6. We will develop clear, enforceable guidelines for evaluations of DEI contributions in faculty and staff merit reviews.**

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- > Update our Faculty Appointments & Promotions (A&P) Guidelines to incorporate specific metrics to hold our faculty accountable
- > Improve DEI evaluation for staff reviews

## **7. We will appoint a DGH DEI Director to the leadership team, to incorporate DEI and antiracism into all major decisions.**

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- > **The DGH DEI Director (20% FTE) will chair or co-chair the DEI Committee and will also serve on the Department Appointments and Promotions Committee.**
- > Current status: job description developed, application open. Interim appointed.

## **8. We will provide department-wide antiracism training and learning opportunities.**

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- > DGH will reinforce expectations by SPH and SOM to participate in School and University-level trainings.**
- > DGH will host additional Department-level opportunities for students, staff and faculty to grow their antiracism understanding and skills.**
- > DGH DEI committee will be allocated an annual budget to use at their discretion to plan and facilitate DEI-related departmental events and activities.**

## **9. DGH leadership will advocate to UW leadership and elected officials on issues that align with social justice movements relevant to public health.**

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- > Develop a clear set of guidelines to support students, faculty and staff in participating in advocacy as individuals and agents of the University, while being clear about the scope that is legally permissible as a State institution.**
- > Example: DGH has endorsed, as an organization, the APHA statement on police violence as a public health issue and the petition for UW to divest from SPD and reimagine UWPD.

# **QUESTIONS FOR THE EXTERNAL ADVISORY BOARD**

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**Given your experiences in other institutions working to become anti-racist & anti-colonialist**

- > Are we being bold enough? What areas or strategies are we missing?**
- > What successful examples of power-sharing in North-South partnerships can we draw on?**
  - What would be effective ways to engage our partners in shaping the conversation?**
- > Faculty diversity requires new resources in order to broaden searches beyond fully funded internal candidates. What strategies can DGH use to address this issue?**