

Draft DGH Action Plan to Address Racism and White Supremacy

The Department of Global Health (DGH) is committed to action to end racism and white supremacy in our department, at our institution and throughout society. We stand in solidarity with organizations and movements that share these goals. This document outlines specific actions that the department will take to dismantle racism within our institution, as part of our Diversity, Equity and Inclusion (DEI) goals. These actions were developed jointly by the DGH leadership team and the DGH DEI Committee.

Fundamentally, our ability to move forward together relies on creating an environment of trust, safety and accountability that brings an antiracist lens to every aspect of DGH life. Our desire is to enact the changes needed to ensure such an environment and to assure our community of students, staff and faculty of our commitment to action to dismantle racism and white supremacy.

Department leadership, faculty, staff and students need to work together to recognize how power, privilege, and positionality support institutional oppression and must be addressed via meaningful reflection, dialogue, and commitment to change. This journey will not be easy, but it is crucial that we, as individuals and as a community, embark on this work together in order for us to live the values we espouse and to do the work that we aim to do for the global community.

We recognize the work of many advocates for equity and racial justice in the Department, many of them Black, indigenous, and people of color (BIPOC), who have shared the ideas on which these proposals are based. We acknowledge that DGH's prior commitments in addressing issues of racism, inequity and white supremacy, as well as our actions to deliver on those commitments have not been sufficient. Effective efforts are urgently needed and will require additional commitments of human and financial resources -- time, energy, learning, funding, monitoring and evaluation. Some of these resource commitments will come from DGH leadership, others from DGH faculty, staff and students and the DEI Committee. Below we outline actions DGH leadership, in partnership with the DEI committee, has committed to taking. The DGH leadership team and the DGH DEI Committee welcome input on all aspects of this draft action plan.

Accountability to implementing change is critical. We will develop a framework to track individual and institutional commitments and progress towards priority goals. This framework will be updated on a web-based dashboard accessible to our DGH community to ensure accountability. We will also convene department-wide town halls at least semi-annually to elicit input from our community and to ensure that we are holding ourselves in DGH accountable for reporting progress towards these goals.

1. All members of the DGH leadership team will complete a rigorous antiracist leadership training program.

Current members of DGH leadership committed to initiating training and have done so. We also commit to including the completion of intensive antiracism training as part of the orientation for all new members being appointed to a leadership position in the Department. CPI leaders will also be encouraged to participate in this intensive antiracism training. We recognize that non-white members of DGH leadership have distinct needs and commit to building our collective skills to communicate these complex issues and to create diverse teams

grounded in racial equity. Training will be tailored to the positionality and needs of individual members of DGH leadership.

Next steps: The DEI Committee will assist DGH leadership in articulating a full set of core competencies that need to be addressed, and in evaluating and recommending potential training programs.

2. *DGH will engage an external consultant to guide leadership through planning and implementing a process of organizational transformation that centers antiracism in our teaching, mentoring, and research.*

It is critical that antiracism and a DEI lens be incorporated into every decision that we make as a department, as a cultural shift rather than something we do as an isolated series of activities. We will therefore incorporate antiracism and DEI goals into the development of the 2021-2024 departmental strategic plan, to ensure that we (DGH leadership, the DEI Committee, and members of the DGH community) hold ourselves accountable for specific commitments and actions.

Next steps: We have identified 6 candidate consultants and will have completed interviews with all of them by November, 2020. With input from students, staff and faculty, we will work together to select a consultant, and have an initial meeting to outline how to incorporate the consultant into our strategic planning process. We will then engage the consultant in our strategic planning sessions and efforts that will launch in late 2020.

Note: We expect DGH's work with the strategic planning consultant to yield a variety of proposed activities. Below are activities we have currently identified. Their prioritization and implementation strategy will be guided by input from the Department as well as the strategic planning process.

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

We recognize that psychosocial and emergency financial support for BIPOC students, staff, and faculty are critical and urgent needs for well-being and success. Ideally, DGH support should complement support that is available through the School of Public Health (SPH), School of Medicine (SOM), and University of Washington (UW) levels, and supplement that support where gaps exist. We recognize that we need a more systematic and comprehensive approach to caring for one another. Therefore, we will clarify what resources are available across UW, and through SPH and SOM, and try to address unmet needs.

Next steps: We seek suggestions from BIPOC colleagues on the types of psychosocial and emergency material needs and possible mechanisms to meet those needs (e.g.: identity-based peer support, evidence-based mentoring, access to emergency funds, etc.). We will establish a working group of students, staff, and faculty, to assess and articulate needs in this area, clarify what resources are available across UW and through SPH and SOM, and propose actions for ensuring such support is available at the Department level.

4. *We will ensure that DGH curriculum is antiracist, anticolonialist and represents diversity in methods, identities and perspectives.*

This is a fundamental aspect of a premier educational program, and we will define, implement and monitor this through the DGH Curriculum Committee and Academic Programs team. All courses will be critically evaluated and updated to ensure that our curriculum infuses content on undoing racism and colonialism, and that the classroom climate is inclusive of underrepresented identities. We will incorporate having a curriculum that is antiracist, anticolonialist, and includes an intersectional analysis of oppression into the strategic planning process, ensure that such work receives additional human resources to expedite its completion, and ensure the DGH faculty, staff and leadership are held accountable to meeting these goals.

Next steps: We seek input on evidence-based pedagogical approaches, metrics for evaluation, course prioritization, timeline, and the most effective set of processes to operationalize course updates, (e.g.: supporting instructors to review their own courses, review by curriculum committee, review by third-party instructional specialists, review by students, etc.). The department has now adopted a DGH “Guidance on modifying classroom teaching and course materials to reflect EDI, anti-racism, and anti-colonialism principles” and an accompanying Course Development Planning document that were adapted from those developed by the Department of Epidemiology. These two documents have been sent to all fall quarter faculty and are being sent to winter quarter faculty for their use in updating and improving course materials. Use of these materials and any future iterations are being monitored closely by the DGH Curriculum Committee, which includes representation from faculty and students in each of our Academic Programs. The DGH Curriculum Committee October 2020 meeting will include a review of spring quarter feedback on inclusivity and classroom climate and a discussion of how to improve evaluation questions, provide timely feedback, and ensure action is taken. Additional planned 3rd-party course evaluations will target two courses per quarter in AY2020-2021. Student feedback in real time directly to the Associate Chair for Academic Programs and our Academic Program Leadership and staff on any issues arising is also strongly encouraged and welcomed.

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

Faculty: Hiring and retaining BIPOC faculty is a cornerstone of dismantling racism, inequity and white supremacy in DGH and across campus. Furthermore, it is vitally important to create a vibrant, networked community of BIPOC faculty across UW Schools and Colleges. We will ensure that faculty searches strengthen efforts to recruit and retain BIPOC faculty. We have begun working with the School of Medicine Vice Dean for Research and Graduate Education, the Basic Science Department chairs and the Dean of the School of Public Health to mobilize resources for cluster hires across health sciences, and have begun efforts to identify joint support from central UW funds, funds from the Health Sciences Deans, and funds from participating departments. We have also initiated discussions with philanthropic donors, and will pursue additional funds to support recruitment of BIPOC faculty.

Students: We commit to securing additional resources for scholarships and reduced application fees for BIPOC students. Our MPH program has used holistic admissions for almost 10 years and both PhD programs have now also adopted this approach. DGH has stopped requiring standardized testing other than the TOEFL for all of its graduate programs. Our new DrGH program will also follow this approach. We recognize that BIPOC students may experience additional hardships and stressors not faced by other students, and have established a student hardship fund to help address student needs. In addition, DFOG, the Academic Programs Leadership and Staff,

and the Global Mental Health Program are working to increase student access to counseling and other mental health resources.

Staff: We commit to updating DGH hiring practices to promote diverse staff hires. Our HR team position will work closely with the DEI committee and our central UW HR partners to ensure we are developing inclusive descriptions and advertising positions in a wide variety of channels. Additionally, we will assure that those in hiring manager positions (staff or faculty) are provided with additional training with regard to the most current toolkits and anti-implicit bias training.

Increasing diversity among our faculty, staff and students is a critical component of this plan. Over the next several months, we will work with the DEI Director and the DEI Consultant to outline a clear plan to improve recruitment and retention of more diverse faculty, staff and students.

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

We must incentivize and reward individual staff and faculty actions that build an inclusive, antiracist Department (e.g.: strong mentoring of trainees from underrepresented groups, development of antiracist curricula, advocacy and leadership in systems change), and hold faculty and staff accountable for actions that undermine the kind of antiracist culture that we want to establish. We are updating our Faculty Appointments & Promotions (A&P) Guidelines to incorporate specific metrics to hold our faculty accountable. We have initiated discussion with the SPH Dean's office to clarify and improve the utility of DEI evaluation questions in staff reviews. Potential mechanisms include clarification and expansion of DEI elements in faculty and staff annual reviews, student teaching evaluations, and peer evaluations, as well as continuing to support anonymous incident reporting. We are in the process of developing a "staff handbook" for use in onboarding and ongoing refresher training and will work with the DEI committee and UW HR to fully leverage the opportunities to weave antiracism into the fabric of how staff work together (and with faculty and students) and hold each other accountable.

Next steps: We welcome suggestions on mechanisms through which individual actions can be evaluated and incentivized, (e.g.: annual review, peer evaluations, student teaching evaluations, etc.). Department leadership and the DEI committee will draft metrics for evaluation which will be incorporated into the annual evaluation process beginning in AY2021.

7. We will ensure that DEI/antiracist perspectives are incorporated into all major decisions in the department. DGH leadership will appoint a DGH DEI Director who will be a member of the leadership team.

In order to center antiracism and DEI work in DGH operations, we will strengthen representation of DEI perspectives in department leadership. The DEI director will be a senior faculty or staff member. The DGH DEI Director will chair or co-chair the DEI Committee. This person will be a bridge between DGH leadership and the DEI committee and will be given space and time to raise concerns within DGH leadership. The DEI Director will also serve on the Department Appointments and Promotions Committee as an ex-officio member to ensure that DEI is a key component of all appointment and promotion discussions and decisions. If the DEI Director is eligible, the Appointments and Promotions Committee will be encouraged to consider appointing the DEI Director as a

voting member of the Committee. The DEI Director will be a funded position with a level of support similar to that provided for other director positions in our departmental leadership group (20%). DGH leadership and the DEI committee have drafted a position description for this role and are currently beginning the process of identifying and selecting a candidate.

Next steps: We welcome additional input on organizational strategies to represent DEI perspectives in all leadership decisions. We also welcome suggestions for the DEI director position description and nominations for the role.

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

Antiracism is a life-long, active process that requires iterative reflection, action and growth. The Department will reinforce expectations by the SPH and SOM to participate in School and University-level trainings. Additionally, DGH will host additional Department-level opportunities for students, staff and faculty to grow their antiracism understanding and skills. We will track participation and include it in the assessment of DEI contributions in faculty and staff reviews, just as we do for other critical competencies (e.g.: ethics, clinical care, etc.). In addition, the DGH DEI committee will be allocated an annual budget to use at their discretion to plan and facilitate DEI-related departmental events and activities.

Next steps: Department leadership and the DEI committee will establish a department-wide working group to liaise with SPH training development and arrange training events in DGH. We are considering formal facilitated trainings as well as study groups to share resources and reflect together. We welcome input on the use of identity-caucusing in these activities.

9. *DGH leadership will advocate to UW leadership and elected officials on issues that align with social justice movements relevant to public health, globally and locally, including those addressing systemic racism and police violence.*

DGH has endorsed, as an organization, the American Public Health Association (APHA) statement on police violence as a public health issue and the petition for UW to divest from Seattle Police Department and reimagine UW Police Department. We are committed to using the voice of the Department to effect positive change. We are also committed to addressing restrictive policies and laws that limit our ability to pursue such advocacy as a State institution. We will articulate a departmental roadmap for advocacy as part of our strategic planning process. We will 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. Where policies are restrictive, we are supportive of advocating with UW leadership about the role of UW faculty and staff in community advocacy.