

**RECOMMENDATIONS OF THE  
SOCIAL JUSTICE ACTION COMMITTEE  
WORK GROUPS**

*August 11, 2020*

## INTRODUCTION

The Social Justice Action Committee (SJAC) was formed in June 2020 after Graduate School of Public Health Interim Dean Everette James asked Associate Dean for Diversity and Inclusion Noble Maseru and Faculty Diversity Committee Co-Chairs Tina Batra Hershey and Brenda Diergaarde to lead and coordinate the effort to achieve school-wide consensus on anti-racism and social justice. ***SJAC's charge is to confront systemic and structural racism at Pitt Public Health and beyond by developing systemic solutions and actionable recommendations that the school will implement to achieve social justice and racial equity and bring about transformative change.***

The SJAC Co-Chairs invited other Pitt Public Health (PPH) community members to join the leadership, forming the SJAC Leadership Team, which comprises the following members:

- Noble Maseru
- Brenda Diergaarde
- Tina Batra Hershey
- Aaron Barchowsky
- Andre Brown
- Jeanine Buchanich
- Mackey Friedman
- Tiffany Gary-Webb
- Mary Hawk
- Marian Jarlenski
- Robin Leaf
- Serwaa Omowale
- Mary Brady (administrative support)

In early July 2020, the SJAC leadership met to establish the framework and timeline<sup>1</sup> by which the committee would formulate actionable recommendations to achieve transformative change. Nine Work Groups were formed across three domains: (1) Culture, (2) HR/Hiring, and (3) Curriculum, with each domain having three subgroups: faculty, students, and staff. Invitations to participate in an SJAC Work Group were sent to PPH faculty, students, and staff via email. Respondents were randomly assigned to Work Groups, with adjustments made based on participant requests.

An SJAC Leadership Team member was assigned to each Work Group to schedule meetings and lead the first meeting to provide background and context. In addition to these nine Work Groups, a Heterogeneity Work Group, led by Associate Dean for Diversity and Inclusion Noble Maseru, was also established. This Work Group was open to all faculty, students, and staff volunteers and worked across all three domains.

Over a two-week period (July 13-24), each Work Group was requested to hold four 90-120 minute meetings, three in which to brainstorm actions and one to finalize recommendations. Each Work Group was asked to develop actionable recommendations, including accountability metrics and implementation timeline.

---

<sup>1</sup> Several members of the Leadership Team, Work Group participants, and Qualtrics commenters remarked upon the short time frame the SJAC was given to produce meaningful and actionable recommendations. Given these sentiments, additional time to refine these recommendations is advisable.

While Work Group invitations were sent out to the PPH community, it was understood that not everyone would be able to participate and provide input that way. Thus, the SJAC created a Qualtrics “Comment Box” where individuals could share their experiences and suggestions for actionable recommendations and systemic solutions, anonymously if they so desired. 27 comments were received via Qualtrics.

The SJAC Leadership Team compiled the Work Group recommendations, which are summarized below. Edits to recommendations were limited to compress similar, overlapping recommendations into one and/or editing language for clarity. Each Work Group’s full report can be found in Appendix A. Comments received via Qualtrics are listed in Appendix B. A list of Work Group members is available at Appendix C.<sup>2</sup>

Over 60 students, faculty, and staff participated in the development of these actionable recommendations. The level of consensus and collaboration, as well as the willingness to devote considerable time and energy to this work, across Work Groups and the SJAC Leadership Team is inspiring.

---

<sup>2</sup> Work Group participants were given the option to be identified in this report.

## RECOMMENDED ACTIONS

### A. CULTURE

In the past, many members of the PPH community have identified our school environment as lacking in diversity and inclusion and, in some instances, as hostile and toxic. Moreover, there has been denial and lack of attention to these issues from PPH Leadership. This has led to a culture that enables active perpetrators of racist behavior as well as silence and tolerance of racism within PPH. As a result, many faculty, staff, and students often feel that they cannot speak up for fear of ostracism or retaliation.

This culture of silence and tolerance for racism shattered during the June 2020 school-wide faculty meeting introducing the new Senior Vice Chancellor for the Health Sciences to the PPH community, where many community members voiced their disdain for our racist culture/ environment and demanded action from PPH leadership. Racism has been declared a Public Health Crisis by the American Public Health Association (APHA) and through resolutions adopted by the City of Pittsburgh and Allegheny County. Our culture at PPH must be intolerant to racism within its walls and our leadership must take direct action to create a culture and environment that is welcoming and inclusive for all.

#### A.1. Create a PPH Office of Diversity and Inclusion (PPH ODI)

The creation of an PPH office devoted to diversity and inclusion (i.e., a significant expansion from an Associate Dean of Diversity and Inclusion) was identified by multiple Work Groups as critical.

This office should include faculty as well as staff, and will have multiple functions, including:

##### **Strategy Specific to Faculty:**

- Establishing rigorous criteria for annual review of faculty with regard to service towards social change.
- Guide faculty and departments in hiring and retainment practices.
- Unify faculty for funding proposals to address racial equity. Review of grant proposals and initiatives at an early stage of development to insert or advise principal investigators with regard to an equity focus.
- Monitor R01s and other applicable NIH funded grants with the purpose of educating and assisting faculty with Diversity supplements.
- Track change over time in faculty culture.
- Create a system of Black faculty mentoring White faculty and White faculty mentoring White faculty to address anti-Black racism in day-to-day interactions and in research and teaching.
- Create a grievance process for faculty to report incidents of racism/discrimination.

##### **Strategy Specific to Staff:**

This office should include an *Equity Liaison Team* Director with a designated staff (a new hire or at least 20% more salary compensation to an existing staff member to assume this responsibility). One staff member in each department should be designated as an *Equity Ally*. The ally should receive compensation in the form of a salary increase or a non-monetary benefit (e.g., bonus day off). The *Equity Liaison Team* will work in unison with the other ODI offices at Pitt and be responsible for the following at PPH:

- Oversee/Manage the High School Student Progression to Career and/or Study Program (see Pittsburgh Public Progression Program below)
- Advocate for issues of staff advancement and equity

- Define a Staff Professional Development Pathway with benchmarks and skills that staff can follow to increase professional development and upward mobility.
- Create an onboarding training module on diversity, inclusion, social justice, and equity in the workplace. Staff should receive work release for these mandated trainings.
- Maintain and track completion of trainings/seminars that shall be offered and required annually on social justice and equity topics for existing staff. These annual requirements are distinct from the initial onboarding workshop(s) and will model CEUs. The trainings/seminars should be 'live' via Zoom or another digital platform to allow for interaction of participants. This training should have registration and attendance monitoring to track staff completion.
- Encourage and collaborate with existing PPH seminars to develop Social Justice Seminars. These seminars would be included in the trainings for staff that are allowed for work release. The Equity Liaison Team will disseminate these training opportunities and all PPH Seminars that are social justice, equity, diversity and inclusion events to staff.
- Provide additional human resources for the support of PPH faculty, junior faculty and staff of color.
- Provide increased professional development opportunities supporting advancement of Black staff and faculty.

**Timeline:** PPH Office of Diversity and Inclusion created within one year.

#### **Pittsburgh Public Progression Program**

Pitt Public Health (PPH) will develop a pipeline/pathway for local high school students to be recruited, trained, and possibly hired as well as introduce local students to Public Health as a field of study. To help correct the disturbing findings in the city-wide Gender Analysis undertaken by The University of Pittsburgh and Pittsburgh's Gender Equity Commission (GEC;

[https://www.socialwork.pitt.edu/sites/default/files/pittsburghs\\_inequality\\_across\\_gender\\_and\\_race\\_07\\_19\\_20\\_compressed.pdf](https://www.socialwork.pitt.edu/sites/default/files/pittsburghs_inequality_across_gender_and_race_07_19_20_compressed.pdf)) like "85 percent of [U.S.] cities have higher Black employment than Pittsburgh."

- PPH will establish a program where Historically Underrepresented Group (HUG) student apprentices shadow staff, gain skills, in a paid internship-type situation, where if a position is open and the fit is good the person can be hired at the end of their experience
- PPH will help organize a high school program and/or camp for local (Pittsburgh Public), socioeconomically challenged and/or HUGs. PPH will hire a staff member or appropriately compensate existing staff (with at least 10% more salary) to assume the role/responsibility of mentoring/training the student apprentices. The high school students will be introduced to Public Health as a potential course of study for college (modeling "Investing Now" in Swanson Engineering <https://www.engineering.pitt.edu/investingnow/>)
- Existing "Centers" within PPH should be engaged in the planning and implementation of this program.

**Timeline:** Implemented by March/April 2021 in time for the May/June graduation season

#### **A.2. Reshape the curriculum and other training activities to facilitate cultural competence and racial awareness among students, staff, and faculty**

The need for systemic changes to the curriculum (including content of courses and seminars, training of faculty, staff and students, and evaluation) was indicated by multiple Work Groups.

##### **Strategy:**

- Faculty and course instructors should acknowledge the "white lens" which contributes to the overreliance on course materials, public health theories, etc. that were created primarily by and for white individuals. To this end, **by Fall 2021**, all teaching faculty and course instructors should use the Keele Manifesto to undergo a process to decolonize their syllabus

[\[https://www.keele.ac.uk/equalitydiversity/equalityawards/raceequalitycharter/keeledecolonisingthecurriculumnetwork/\]](https://www.keele.ac.uk/equalitydiversity/equalityawards/raceequalitycharter/keeledecolonisingthecurriculumnetwork/).

- **By Fall 2021**, PPH should require all course instructors and researchers to address racial equity in course assignments and human subjects research, when possible.
- **Beginning immediately**, PPH researchers should address the limitations of racial equity in their research products and provide examples of how they have addressed racial equity in their research, when possible.
- **Beginning immediately**, course instructors should include examples from historically underrepresented groups in their lectures and course materials to ensure student exposure to the health strengths, challenges, and needs of these communities.
- **By Fall 2021**, PPH should provide course instructors with a guide for incorporating more course materials that focus on social justice and racial equity within the context of other public health issues, such as environmental health, infectious disease, mental health, etc.
- **By Fall 2021**, PPH should develop a school-wide initiative to increase awareness and advocacy of health and social issues, like gentrification, violence, environmental injustice, and dilapidated physical infrastructure within the greater Pittsburgh community.
- **Beginning immediately**, PPH should increase the number of opportunities for members of well-represented groups to take initiative and leadership roles in activities that promote diversity and inclusion efforts.

#### **Strategy for Faculty Specific Training and Evaluation:**

- Increase resources and incentives for faculty to improve their own self-awareness and cultural humility (see Hughes V, Delva S, Nkimbeng M, Spaulding E, Turkson-Ocran RA, Cudjoe J, Ford A, Rushton C, D'Aoust R, and Han HR. Not missing the opportunity: Strategies to promote cultural humility among future nursing faculty. *J Prof Nurs*. 2020;36(1):28-33.) through access to training and other resources within PPH and the University, as well as through continuing education, and attending regional and national conferences.
- Modify the annual faculty evaluation form to include documentation of faculty efforts and progress in integrating equity and inclusion into their course syllabi, content, culture, and assignments.
  - Documentation of attendance at training in PPH and elsewhere.
  - Evidence of integration of content into syllabus and course content.
  - Evidence of integration with mentoring and advising students.
- FAPTC should include integration of equity/inclusion in “guidelines” for promotion and appointments.

**Timeline for faculty specific actions:** Beginning immediately.

#### **Strategy Specific to Staff:**

##### **Mandated Trainings and Release Time**

PPH will adopt a school-wide *Social Justice Staff Mandate* that requires all new hires and current staff to participate in *Social Justice, Equity, Diversity and Inclusion* (SJEDI) trainings throughout their time of employment at PPH. Attendance of these trainings will support the goal of making our campus safe, welcoming, and nurturing for every person.

- Newly hired staff should attend at least one SJEDI training during their provisional period as part of the hiring mandate (e.g., one of the courses through the Office of Human Resources offered as part of the *Faculty and Staff Development Program – Diversity and Inclusion Certificate* (<https://www.hr.pitt.edu/current-employees/learning-development/fsdp/diversity>) or a course created and delivered by the PPH Equity Liaison

Team, see above). This onboarding training will count toward the PPH Social Justice Staff Mandate.

- Staff are required to attend at least one SJEDI training during the academic year. Staff will be encouraged to earn the *Diversity and Inclusion Certificate*. Staff completing trainings and earning certificates, degrees, or such awards will receive PPH accolades (e.g.: congratulations notice on PPH and departmental webpages). A small monetary incentive should be considered.
- Staff will receive release time (*release time*: the time when an employee is released from normal work duties and compensated at the regular rate of pay to attend an approved training program) to attend SJEDI events and trainings such as for instance:
  - a) Pitt Annual Diversity Forum (<https://www.diversity.pitt.edu/forum2020!>)
  - b) OHR Trainings
  - c) Pitt lectures and seminars (e.g., Africana Studies, School of Social Work Center on Race and Social Problems, School of Education)
- Staff will be allowed and strongly encouraged to attend SJEDI events beyond the Social Justice Staff Mandate training (up to 4 hours per month) with release hours being granted without ramification.
- Attendance at SJEDI related events shall be tracked and used as a metric on the annual staff evaluation as a benchmark for advancement.

**Timeline for staff specific actions:** Implemented in January 2021 at the start of the Spring Term.

### A.3. Increase community engagement

#### **Strategy:**

- PPH should adopt a non-insular approach to advertising initiatives, like the Grand Rounds, and to collaborations on health-related research and programs. **Beginning immediately**, PPH should:
  - Open up the Grand Rounds events to undergraduates as a means to introduce them to possible public health career paths. If not feasible to have in-person undergraduate attendance options, Zoom or other remote options should be made available.
  - Bring in more speakers from the Pittsburgh community who are not academics or public health professionals (e.g., community leaders, community-based organizations staff, religious leaders, policy personnel, non-STEM career holders).
  - Increase the number of opportunities to expose PPH students to other non-traditional career paths (i.e., non-research/academic jobs).
  - Create a tab on the PPH website that highlights relevant non-PPH events in other academic units across the university, and create a centralized, more accessible calendar of events that can be searched and linked to personal calendars.
  - Increase the number of inter-departmental research and social interactions outside of Grand Rounds. For instance:
    - a) PPH-specific diversity in research competition/exhibition
    - b) More PPH faculty, staff, and student speakers (e.g., brown bags or One Book, One Community discussion series)
    - c) More speakers to address the intersections of departmental research and work
    - d) Mentorship town hall
    - e) More school-wide social mixers throughout the year
- **By Spring 2021**, PPH should institute a *school-wide body* tasked with creating and maintaining working relationships with Pittsburgh community members.

**Strategy Specific to Staff:**

Community engagement provides an opportunity for PPH staff to participate in programs or activities that provide experiential learning beyond PPH that can count toward the Social Justice Staff Mandate.

- Involvement and volunteerism with local communities shall be permitted, especially in light of the 2020-2021 academic year being PITT *Year of Engagement*.
  - Release hours (up to 4 hours a month) can be used.
  - Staff will notify supervisor for involvement with Pitt specific service programs (e.g., PittServes <https://www.studentaffairs.pitt.edu/pittserves/>, or Pitt Community Engagement Centers <https://cec.pitt.edu/>). Participation should be permitted when possible and supervisors should be supportive of this type of work and volunteerism. External volunteerism may require supervisor approval. Denials for volunteerism should be justified in writing to staff members. A review of a denial by the Equity Liaison Team may be requested by staff members.

**Timeline for staff specific actions:** Implemented October 1, 2020.

**A.4. Increase the representation of Black and other underrepresented minority (URM) students, staff, faculty and outside speakers.**

**Strategy:**

- **By 2021**, PPH should increase the number of scholarship opportunities for URM students.
- **Beginning immediately**, PPH should expand its recruitment efforts to include more spaces where URM are located, such as tribal colleges and other predominately minority colleges and universities, and minority-focused health conferences.
- **Beginning immediately**, PPH should increase the number of paid invitations to guest speaker from URM groups.
- **Beginning immediately**, PPH should require anti-bias training for all PPH faculty and staff participating in searches, coupled with a requirement that all departments applying for a search authorization specify in their submission how they will identify and recruit scholars of URM groups.

**Strategy Specific to Staff:**

PPH will adopt an ethnic minority candidate interview and hiring policy in the spirit of "The Rooney Rule" (see below) for all open staff positions as well as a requirement of explanation if no minority candidates were interviewed or hired. The hire rate should be reflective of local population percentages.

- PPH will not overburden staff and will be mindful of the effects of the early retirement program offered in 2020 and any other major events that leave existing staff to absorb the work of colleagues who leave PPH, regardless of the reason.
- PPH will engage with the PPH Equity Liaison Team (see above) to develop a metric to ensure pay equity - eliminating gender and race discrimination when establishing and maintaining wages. The PPH leadership will be mindful and attentive to correct the inequity faced by many staff members whom are separated into various jobs which are historically underpaid because of their gender or race.
- PPH will adopt a policy of transparency regarding the criteria/benchmarks staff must achieve in order to reach their salary mid-point and maximum pay. Staff salaries and University Salary Ranges shall be reviewed as part of the annual employee process during the next Annual Employee Review period in Spring 2021 for staff to prepare for the 2022 review process. Definitions and steps for advancement, as desired by staff, should be made clear.

- Pay increases that staff deem inequitable will be reviewed by the Equity Liaison Team at the request of the staff member
- PPH shall request data related to job classification, salary range, gender, and race specifically for staff within PPH, as well as departmental disaggregated information. This data and information should be made available to staff **by November 1, 2020**.

**The Rooney Rule**

The Rooney Rule is a National Football League policy that requires league teams to interview ethnic-minority candidates for head coaching and senior football operation jobs. It is an example of affirmative action, even though there is no hiring quota or hiring preference given to minorities, only an interviewing quota. It was established in 2003, and variations of the rule are now in place in other industries. At a Special League Meeting in 2018, the NFL's Workplace Diversity Committee presented modifications to strengthen and enhance the effectiveness of the NFL's Rooney Rule. The enhancements to strengthen the Rooney Rule include:

1. Clubs must interview at least one diverse candidate from the Career Development Advisory Panel list or a diverse candidate not currently employed by the club;
2. Clubs must continue best practice recommendation of considering multiple diverse candidates;
3. Clubs must maintain complete records and furnish to the league upon Commissioner's request;
4. If final decision-maker is involved in the beginning, he/she must be involved through the conclusion of the process.

The committee also endorsed strong accountability measures in the event clubs fail to comply or seek to evade procedures outlined in the Rooney Rule.

**Timeline for staff specific actions:** Implemented by July 1, 2021

**A.5. Obtain substantial funding to establish collaborative interdisciplinary research programs that connect faculty with diverse skills and areas of expertise who traditionally do not work together.**

The goal of this funding is to pursue impactful and creative scientific approaches to equity in public health. The funding should also support a stable training core for URM graduate students and post-docs, a community outreach core, and a faculty training core to educate faculty about critical race theory and the many ways in which public health research contributes to health equity.

**Strategy:**

- Establish a core faculty group with 1-2 members from each department in PPH, with equal representation of men and women and maximum participation of URM faculty.
- Obtain interim resources from University/SVC/PPH to support work of planning a grant proposal. This will also support development of meaningful collaborations across departments and disciplines.
- Brainstorm ideas for a compelling scientific questions and project ideas with input from the community. Discuss with NIH program officers.

**Metric:** Grant submission including faculty from multiple different departments in PPH

**Timeline:** Within 2 years

**A.6. Create a culture at PPH that rewards faculty efforts towards achieving health equity and social justice, especially in the local community.**

Although many of our faculty engage in community outreach and health equity and social justice research focused on local and broader communities, there is little reward for these efforts if they

are outside of a funded grant or initiative. The PPH culture has to reflect what our values are. Evaluations should not rely primarily on one pillar (i.e., externally-funded research).

**Strategy:**

- Explore a requirement that faculty show evidence of engagement in social change broadly defined (e.g., population level interventions, translation of scientific findings to increase equity, bringing new voices to our public health research, give voice to students who are training in scientific methods and also developing agendas around social change).
- Efforts could include rigorous research designed to deliver knowledge that will potentially lead to intervention and/or community-level equitable solutions; training of URM students at all levels (including local K-12) through after school programs, summer research; research that will address either a systemic cause or consequence of racism.
- Provide resources for outreach (funded position); facilitate clearances necessary for minors to visit the school; facilitate interactions with various departments & across the Health Sciences.
- This goal will require a change to the business model of the school. Currently, the incentives to propose and pursue high-risk, creative research with an equity focus slows down the process of submitting papers and NIH grants. Our current business model is 100% based on numbers of papers and sum of grants. If we want to shift our work (even slightly) to include an equity focus, we need to invest time to educate ourselves, make connections, build trust, and allow all members to contribute to the conversation. This time and effort should be supported by institutional resources, with the understanding that they will ultimately lead to more 'soft money' support, and maybe even commercial initiatives. It will require defined FTE support in the same range as our teaching support (5-10%).

**Metric:** Restructure faculty effort to account for effort spent engaging in social change.

**Timeline:** Beginning Academic Year 2021/2022

**A.7. Create a culture of transparency regarding racial tensions and provide support for recruiting and retaining underrepresented minorities at all levels.**

When racial tensions arise, confront them head-on and in an open way.

**Strategy:**

- Hire a new Dean who has a strong record of supporting social justice issues within academia and within the communities that it serves.
- Assess our current climate in a transparent and honest way at both the School and individual Department levels. This could take the form of a "climate survey" administered by an outside firm, or a grass-roots effort from within PPH.
- Learn from other schools within Pitt. Social Work, Education, and Engineering seem to be good examples. Invite faculty and/or diversity officers to our departmental faculty meetings. Learn from their experience how to attract and retain URM faculty, staff, and students.
- Create safe spaces for minority members of the PPH community. Embrace and talk openly about tensions when they arise.
- Encourage/facilitate one-on-one or small group engagements between faculty to learn more about one another.
- Utilize expertise within the PPH Office of Diversity and Inclusion or HR expertise to help identify pools of diverse candidates and conduct searches within those pools.

**Timeline:** Internal or external climate survey by the end of 2020; creation of safe spaces immediately.

## A.8. Student mentoring

### **Strategy:**

- Improve mentorship for Black, Indigenous, and people of color (BIPOC) students on a structural level.
  - a. Mentorship has a direct line to the faculty that PPH recruits and is affected by the school's commitment to diverse hiring practices.
    - i. Strong encouragement to continue efforts to hire staff, faculty, and postdocs who are BIPOC.
    - ii. Hiring staff, faculty, and postdocs who are BIPOC should be added to PPH's strategic plan. There is an obvious overlap of how HR/hiring decisions directly relate to mentorship and curriculum. This will naturally improve mentorship opportunities for students and postdocs of color.
  - b. Mentors typically mentor people who look like them – ensure structured mentorship, especially for students of color.
  - c. Train the trainer opportunities for faculty mentors will likely have a positive effect on students. *Prioritize seeking grants and other funding for these opportunities, particularly for faculty of color, in the 2020-2021 Academic Year.*
    - i. Increase practicum opportunities for students of color.
    - ii. Support in the thesis/essay writing process for students of color.
    - iii. Increase networking opportunities for students of color for future jobs.
  - d. Support mentorship compensation proposed by the Black student organizers.
  - e. Acknowledge the lived experiences of Black students and commit to better support for these students in PPH programs. There is a need for social support at all levels.
  - f. Evaluation of students who exit programs early is needed to understand barriers and challenges faced that affect programmatic success. *Implement this evaluation process during the 2021-2022 Academic Year, with preparation for this implementation taking place during the 2020-2021 Academic Year.*
  - g. LGBT Health Center has a mentorship model for masters' and doctoral students in the certificate that is helpful for students to succeed in programs, secure practicums and postdocs, and complete theses and essays. This model could be used for other programs, certificates, and non-certificate students. This needs to be a structured model across departments and degrees at PPH.
- Amend structures in place for students, particularly students of color, who are struggling in their programs.
  - a. A more robust ombudsman program for graduate students that reflects a diverse population with varying experiences and needs, including better advocacy for students.
  - b. Advisors should have antiracism advisory training and better mentorship skills.
  - c. "If I get in trouble, where do I go?" We need increased confidence in the process of help-seeking.
- Integration of equity/inclusion in expectations and rubrics for student evaluation of projects, practica, research, and available forums

**Timeline:** Beginning immediately

## B. HR/Hiring

It is important for PPH leadership to recognize that failure to shift the culture or under-supporting the anti-racism and social justice actions and recommendations presented below is unethical and likely to result in failure. What PPH does externally matters, but what it does internally matters *more*, because the organizational culture and environment is a reflection of PPH values.

Social Justice is a core value of public health. We at PPH must expressly fight against anti-Black racism, xenophobia and racial injustice in general and dismantle the structures and mechanisms that harm the Black community and other communities of color. PPH leadership must demonstrate that these are changes that we stand for, not merely issues we stand against; and that social justice is an integral part of PPH community's culture.

### B.1 Commitment from PPH Leadership to dedicate the appropriate resources to achieve the adopted recommendations.

#### **Strategy:**

- Develop a budget for long-term sustainment of faculty and student hiring initiatives put forth by SJAC. Resources should be committed immediately (i.e., within 6 months) to demonstrate initial investment, with a budget developed for long-term sustainment of initiatives put forth by the SJAC. This commitment to funding DEI should apply at all levels, not just entry level positions. **Timeline:** Fall 2020 – Spring 2021
- Incentivize schools or departments that enhance justice in hiring and retention. This could be done through pilot funds established for work in social justice research and practice (akin to Dean Burkes Opioid Pilot projects). **Timeline:** Fall 2020 – Spring 2021
- Dramatically increase the proportion of PPH faculty who identify as members of underrepresented groups in health sciences, both in replacement faculty searches and new faculty positions. Actively recruit Black and historically underrepresented groups as part of search processes. **Timeline:** Fall 2020 – Spring 2021
- Begin to liaise with the Office of Human Resources related to institutional barriers, such as application procedures, recruitment budgets, and valuing of education over life experience that reduce staff hiring diversity. This can begin to be accomplished via a staff position at PPH that reports directly to the University of Pittsburgh Office of Diversity and Inclusion by November 1, 2020. **Timeline:** Fall 2020 – Spring 2021
- Establish an Office of Diversity and Inclusion (ODI) within the School of Public Health with a staff and budget. **Timeline:** Fall 2020 – Spring 2021
- Allocate resources for an independent entity to report to the PPH community annual data on spending overall and per capita on all action items to improve racial/ethnic equity. Such data should be contextualized by comparisons to spending on other operational areas, or by comparison to GPSH revenue from research indirect costs. **Timeline:** August 2021 – Spring 2022
- Require all PPH to provide diversity, inclusion, implicit bias, anti-racist, cultural competency training similar to those conducted by Pitt Medical School ODI, for members of our academic community at all levels, from students, staff to faculty and

administrators, rather than one-time events or reactions to crises. **Timeline:** Fall 2020 – Spring 2021

- Associate Dean for Diversity and Inclusion will be a voting member on faculty committees and the Public Health Council, by Fall 2020. Currently, the Associate Dean for Diversity and Inclusion is the only associate dean who is not a voting member. **Timeline:** Fall 2020 – Spring 2021

## **B.2 Take actions in recruitment and mentoring to increase the diversity of the PPH community**

The following are recommended actions to increase the diversity of faculty, staff, and students at PPH.

### **Strategy:**

- Include in all job descriptions PPH's commitment to DEI objectives as a requirement, not solely a qualification for consideration. **Timeline:** Fall 2020 – Spring 2021
- Restructure rubrics for faculty advancement and promotion to recognize the value of 1) research in collaboration with URM communities; 2) service in internal diversity and inclusion initiatives; and 3a) effective recruitment and b) mentorship of URM scholars. **Timeline:** Spring 2021 – July 2021
- PPH will immediately formalize the Provost's [guidance](#) for diversity/inclusion in the faculty recruiting process. **Timeline:** Fall 2020 – Spring 2021
- Hire a PPH student recruiter who works with student affairs and whose specialty is in active recruitment approaches with historically underrepresented groups (HUGs); use this position to make sure that qualified students are able to find our post-doc and GSR opportunities, building from relationships like the Black Epi group, APHA Black Caucuses, etc. **Timeline:** Spring 2021 – July 2021
- Develop a cluster of faculty positions at the intersection of social justice and health equity research, practice, and education (**Timeline:** Spring 2021 – July 2021). Provide startup packages and 3 years of support to ensure long-term success (**Timeline:** August 2021 – Spring 2022). For cluster hires, establish an a priori mentoring group with mentors from across the university and community to support scholars. The idea is to build a supportive network in advance, reaching beyond the university. **Timeline:** August 2021 – Spring 2022
- Increase school-wide scholarship, fellowship, and internship/student research funding availability for doctoral and Master's Students who identify as members of under-represented groups; make available data on the amount of funding per capita spent for the program each year; widely advertise the program. **Timeline:** August 2021 – Spring 2022
- Ensure that the SJAC or PPH hiring committee noted elsewhere monitors progress regarding hiring and retention of HUGs at the faculty and staff levels. **Timeline:** Spring 2021 – July 2021
- Formally recognize faculty effort to recruit and mentor staff and students who identify as members of under-represented groups in health sciences. **Timeline:** Spring 2021 – July 2021

- Search committees, which themselves must be ethno-racially diverse and consisting of students and faculty should recruit ethno-racially diverse candidate pools. PPH should ensure that the Associate Dean for Faculty Affairs has the resources needed for faculty mentoring initiatives to ensure progress to tenure and address the additional burden that URM faculty carry. **Timeline:** Fall 2020 – Spring 2021
- Improve recruitment material for faculty hiring, ensuring that it is inclusive and respectful. **Timeline:** Fall 2020 – Spring 2021
- Incentive Chairs and Departments commensurately to meet the goals stated above, via a special SVCO Chair's Fund to be disbursed to PPH and then to Departments as successes are achieved on an annual basis. **Timeline:** Spring 2021 – July 2021

### **B.3. Retain and sustain the growth of current students, faculty, and staff**

The success of PPH depends on retaining and sustaining the growth of students, faculty, and staff.

#### **Strategy:**

- Utilize Office of Institutional Research and Human Resources staff to help establish current racial/ethnic disparities in staff compensation at PPH. (**Timeline:** Fall 2020 – Spring 2021) Evaluations should compare compensation within the relevant field of science by rank, gender, race, ethnicity, and country of origin. **Timeline:** Spring 2021 – July 2021
- Work with the Office of Human Resources to develop a flexible HR system that allows funded projects (soft money) to have more input in wages for staff on those projects. **Timeline:** Spring 2021 – July 2021
- Liaise with the Office of Institutional Research to access data exploring equity within pay structures (race, gender, etc.) and make reports transparent. Such data should be used to make decisions towards continuous quality improvement as it relates to social justice. **Timeline:** Fall 2020 – Spring 2021
- Hold faculty search committees and departments accountable to increase the hiring and retention of URM faculty as well as those from HUGs in appointment, tenure stream and especially tenure-track positions by 10% within the next three years. **Timeline:** Fall 2020 – Spring 2021
- Enact the Commitment to Zero Tolerance of Harassment and Discrimination [policy](#) adopted by Association of Schools and Programs of Public Health. Under this policy, institutions work toward strategies to combat harassment and discrimination that become embedded in institutional culture. **Timeline:** Fall 2020 – Spring 2021
- PPH should prioritize faculty applicants with demonstrated expertise in issues that surround marginalized communities. **Timeline:** Fall 2020 – Spring 2021
- Develop internal networking mechanism for new URM faculty that is financially supported. **Timeline:** Spring 2021 – July 2021

- Ensure diversity in search committees that include HUGs and non-traditional members; consider adding members chosen blindly, not picked or voted upon. **Timeline:** Fall 2020 – Spring 2021
- Appoint a school wide committee with effort attached to review job announcements for faculty and staff as well as places where announcements are posted. **Timeline:** Spring 2021 – July 2021
- Support administrative and diversity supplements and increase the number of successful applications by hiring a grant writer dedicated to these efforts to enhance the pipeline of HUG students and postdoc trainees. A baseline percentage of supplements would need to be established, with continuous monitoring and benchmarks set. **Timeline:** Spring 2021 – July 2021
- Recognize and support efforts of students/staff/faculty to organize and represent themselves. Voluntarily recognize unions and other social justice organizations. **Timeline:** Spring 2021 – July 2021
- Develop methods for rewarding staff service, where possible given funding compliance, on social justice activities (e.g., participating on the SJAC), including incorporating acknowledgement of this work into annual reviews. **Timeline:** Spring 2021 – July 2021
- Appoint a school-wide committee *with effort attached* to review job announcements for faculty and staff as well as places where announcements are posted. This committee should be comprised of 2 faculty, 2 staff, 2 students who have undergone training and have exposure to successful models. The aim is to standardize these processes so that hiring plans that embrace diversity, equity, and inclusion become the norm and those with hiring responsibilities know how to do this well (not reinventing the wheel with each new hire). **Timeline:** Spring 2021 – July 2021

**Timeline:**

- For HUGs mentoring: 75% of staff and faculty with supervisory responsibility are trained within one year.
- For cluster hiring: Recruit and hire 5 scholars within 3 years.
- For increased recruitment of HUGs at faculty, staff, and student levels: increase by 27% in 3 years (baseline information needed).
- For school-wide committee to review job announcements for faculty and staff as well as places where announcements are posted:
  - Committee is operational by 9/1/2020
  - All faculty and staff with hiring responsibilities trained on policy by 9/30/2020
  - Committee reviews posts and provides written feedback within two weeks of receipt
  - Committee develops a template and/or flowchart for posts by 10/31/2020
  - Committee is charged with reviewing hiring stats on an ongoing basis
  - Provisional targets for increase in HUGs hiring: 25% increase in 2 years, 30% increase in 5 years; Provisional target percentage is 14% (baseline is 15 HUG faculty/156 non-HUG faculty). Baseline numbers for staff and students to be determined)

**B.4 Evaluation and Metrics**

It is critical to evaluate and collect data regarding PPH actions related to this Action plan.

**Strategy:**

- Incorporate 360 reviews of all individuals in supervisor roles, which are anonymous to remove potential conflict. This will require a new evaluation system to be developed by either internally or through external vendor, as well as administrative time to monitor the process and make reports. **Timeline:** August 2021 – Spring 2022
- Establish school-wide committee to review postings, recruitment efforts, and evaluation of candidates (see above) **Timeline:** Fall 2020 – Spring 2021
- Perform an external evaluation (i.e., Health Sciences Diversity Office) of the PPH administration actions and policies (going back to the last five years) for identifying specific areas for increasing and sustaining diversity and inclusion. **Timeline:** August 2021 – Spring 2022
- Starting with 2021 faculty evaluations, formally recognize faculty members' track record of recruiting and mentoring staff and students who identify as members of under-represented groups in health sciences; and conducting research and practice in collaboration with URM communities. This change should be implemented by requiring the reporting of this information on faculty evaluation and promotion materials and restructuring faculty promotion and advancement rubrics to acknowledge and incentivize the value of these efforts. **Timeline:** Spring 2021 – July 2021
- Work with the Title IX Office to collect and release an annual report on discriminatory conduct and conduct yearly evaluations of student, staff, and faculty experiences with discrimination at PPH. **Timeline:** August 2021 – Spring 2022
- Establish a permanent PPH community review body by January 2021 consisting of students and faculty that will be held accountable and regularly evaluated by an external committee, including the department chairs and PPH Dean – that will assess and comment on the schools anti-racist climate and racial equity standing. **Timeline:** August 2021 – Spring 2022
- Associate Dean for Diversity and Inclusion to oversee the collection and provision of data on the racial/ethnic composition of the PPH faculty (by rank) staff (by rank), and student populations (by degree program). The report will be made available to the PPH community annually. Resources will be made available for an independent body to conduct the Report on the Associate Dean for Diversity and Inclusion's behalf. **Timeline:** Spring 2021 – July 2021
- Establish the [standard of evidence-based DEI techniques](#) in candidate evaluation including blinding, removal of years of experience, etc. Establish clear and transparent policies that acknowledge commitment to DEI in hiring across all levels. **Timeline:** Spring 2021 – July 2021
- Allocate resources for an independent entity to field, analyze, and report on an annual qualitative survey (or focus group) to assess progress on HR/hiring and diversity in PPH, including issues of both recruitment and retention. **Timeline:** Spring 2021 – July 2021

- Determine percentage of diversity expected in 5 years and create an annual report to measure progress towards meeting this goal. **Timeline:** Spring 2021 – July 2021
- Provisional targets for increase in HUGs hiring: 25% increase in 2 years, 30% increase in 5 years; Provisional target percentage is 14% (baseline is 15 HUG faculty/156 non-HUG faculty). Baseline numbers for staff and students to be determined)
- Track the success and failures of the initiatives, with the results openly communicated to the PPH Community. This will require administrative time to track and make reports. **Timeline:** August 2021 – Spring 2022

## **B.5 Training and Mentoring**

### **Strategy:**

- Deans and Chairs must commit to a personally active role including a public pledge regarding personal responsibility and awareness of DEI-related issues and personnel management training and/or mentorship so that leadership is seen to be actively engaged in the processes. *Leadership* must be accountable for success and failures. **Timeline:** Spring 2021 – July 2021
- Commit funds to the development of training that all supervisors must undergo on an annual basis that sets forth best practices in DEI hiring. **Timeline:** August 2021 – Spring 2022

## **B.6 Scholarship**

### **Strategy:**

- Create a visiting faculty position and hire a noted scholar for 2-3 years and use that person to attract and recruit other people. **Timeline:** Spring 2021 – July 2021
- Restructure faculty hiring rubrics alongside the restructured faculty promotion rubrics to deemphasize the importance of journal publications and research conferences, while increasing value of experiences such as service, educational talks, town halls, and other commitments that involve the community. **Timeline:** Spring 2021 – July 2021
- In order to advance recruitment efforts, offer an annual research award (and cash prize) for outstanding scholarship in a diversity-relevant topic such as intersectionality, racial inequality, etc. **Timeline:** Fall 2020 – Spring 2021
- A fellowship program where applicants are those who specialize in topics and research the university does not currently address. **Timeline:** Spring 2021 – July 2021
- Develop an HR ombudsman position for faculty members to ensure scholarly independence and prevent undue influence from the PPH/Department administration. **Timeline:** August 2021 – Spring 2022
- Increase incentives to conduct research on social/ political/economic issues related to race and gender, which are currently undervalued in NIH research. **Timeline:** Spring 2021 – July 2021

## **B.7 PPH community – recruitment and retention**

**Strategy:**

- PPH, through PPH ODI, to facilitate the collection, analysis, and dissemination of data on faculty, staff, and student recruitment and retention at PPH on an annual basis through public report.
  - a. Public statement or report from PPH on evolving plan to increase diversity among faculty, students, and staff and the ways in which PPH plans to address the need to foster a supportive environment for a diverse PPH community.

**Timeline:** Data to be collected and reported out on an annual basis.

**Resources Required:** Budget for PPH ODI Staff to conduct this work.

- PPH to offer at least 14 full scholarships per year for incoming and continuing full-time and part-time PPH or PPH dual-degree students from underrepresented backgrounds through an application to include no less than one short essay about the contributions of the individual to an antiracist environment at PPH.

*Scholarships* to include tuition and stipend (equivalent to GSR or GSA) for entirety of applicants' enrollment in PPH program. Each department will offer two scholarships.

*Underrepresented background* to be determined by combination of NIH guidelines on underrepresented populations in biomedical research

(<https://nmlm.gov/sites/default/files/gmr/images/All%20of%20Us%20Research%20Program%20Underrepresented%20in%20Biomedical%20Research%20definitions%20-%20May%202018%20%281%29.pdf>) and demographic data collected by PPH through the ODI.

**Timeline:** Scholarships to be offered beginning in the 2021-2022 Academic Year.

**Resources Required:** 14 Full scholarships for the duration of the scholastic program, based on the 7 public health programs and one doctoral and one Master's student funded per department.

## C. Curriculum

The US higher education system is rooted in white supremacy and racism against people of color. Thus, confronting systemic and structural racism in PPH curriculum is not a "quick fix" that can occur by only reviewing syllabi, although that is an important step. We must: critically examine our educational programming; add anti-racism and cultural humility competencies to our accreditation and strategic planning; engage with our local school community to build trust in public health and develop youth learning experiences; and provide training and educational resources regarding diversity, equity, inclusion, and anti-racism for faculty, students, and staff. Taking these steps will help PPH recruit and retain diverse students, faculty, and staff.

### C.1. Review and update current curriculum

PPH needs a systems-level change that implements anti-racism work into the core of the school's mission and educational programming at every level.

**Strategy:**

#### C.1.a. Review

- Curriculum across all departments and school-level PUBHLT courses should be reviewed and updated with the intention of promoting anti-racism in public health education, practice, and research through the integration of discussions and learning materials in each course where appropriate.
  1. There should be an outside evaluation of current curriculum to add inclusion, anti-racism, etc. to all courses where appropriate.
    - a. Provide recommendations to faculty regarding specific courses and suggestions for incorporating anti-racism knowledge to the current pedagogy.
    - b. Please see the following model used by other schools as an example: <https://socialwork.nyu.edu/a-silver-education/social-justice-inclusion-and-belonging/action-against-racism.html>

**Timeline:** This evaluation should be completed during the 2020-2021 Academic Year.

2. All Departments must work with the PPH ODI Staff person to review Core Competencies through CEPH and to identify: (1) opportunities for additional anti-racist work, (2) areas where the competencies fall short, and (3) areas of the curriculum that require the addition of explicit anti-racist content.

**Timeline:** Review to begin in January 2021 and to conclude in Summer 2021.

**Resources Required:** One staff person hired by Health Sciences ODI to facilitate this work until PPH ODI in place.

3. The curriculum review should be continuous and ongoing.
  - a. All PPH departments must collaborate with PPH ODI on a semesterly basis to conduct mandatory departmental/department-wide review of all curricula and support materials offered by the departments.

**Timeline:** Reviews should take place in the summer for fall courses, fall for spring courses, and spring for summer courses. Expedited review should be offered for courses that repeat within one year, with no significant change to the curriculum. First review should take place in Spring 2021.

**Resources Required:** Budget to support the work of the full-time paid Curriculum Review Liaison and the paid PPH graduate students.

- b. Course evaluation methods, such as items in OMET, should be improved for all courses. At least one question should be added to the OMET forms sent to students at the end of each semester, where students can provide feedback on the curriculum and anti-racism work.

**Timeline:** Question to be added to the OMET scheduled for dissemination during the Fall 2020 term.

**Resources Required:** Coordination with the Associate Dean for Academic Affairs and Educational Programs staff from the Office of Student Affairs for the addition of a question to the OMET.

### C.1.b. Content

- Add anti-racism public health as a new core competency/objective for PPH, incorporating outside evaluation feedback.
  - b. Examples:
    - i. Anti-racism training modules for all staff and faculty
    - ii. Course for credit specifically focused on anti-racism and equity in public health
    - iii. Updated evaluations of faculty/courses with specific questions about anti-racism learning and activities
    - iv. Provide at least two electives run by PP faculty or adjunct faculty that emphasize social justice, racial and gender equity work as core components of the course in relation to the department.

**Timeline:** This competency/objective should be added throughout the 2020-2021 Academic Year to be used as a competency/objective beginning in the 2021-2022 Academic Year.

**Resources Required:** Budget to support faculty and staff time and efforts in updating introductory courses. Research and resources related to specific past racist actions within each public health field.

- Increase the diversity of each department's curriculum by providing at least two electives run by PPH staff or non-PPH members that emphasize social justice, racial and gender equity work as core components of the course in relation to the department.
- Include anti-racist material in Core Curriculum introductory courses, which are required for all PPH students.
  - c. Explicitly discuss the use of race in research, including the implications of failure to use racially diverse samples and the issue of past flawed studies that were influenced by racist attitudes, but may still inform beliefs and practice in the present.
  - d. Openly address the need to collect data on race and the implications of a failure to do so.
  - e. Acknowledge the socially constructed nature of race and contrast this with the tendency to treat it as biological in research; examine other methods for addressing race in research aside from treating it as a categorical variable.

**Timeline:** Content to be added to introductory courses by Spring 2021.

**Resources Required:** Budget to support faculty and staff time and efforts in updating introductory courses.

- Departments, in coordination with PPH ODI, should include content naming past racist actions committed in their field as part of introductory courses. This should address what happened in the past, how it informs the present, and what it means for the future.
  - a. Directly address the impact of past and current racist/discriminatory actions, including how this informs many communities' distrust toward the field of public health/medicine.
  - b. Include discussion of acts committed against people with a disability, people living with a diagnosis of HIV/AIDS, incarcerated people, people with a diagnosis of a mental health condition or with substance use disorders, people with intellectual and developmental disabilities, and other marginalized groups.

- c. Move toward conversations about solutions and concrete actions that public health practitioners and researchers can take to challenge the status quo and actively foster equity.
- d. Include course content on prominent figures in public health history who were BIPOC, LGBTQIA+, or members of other historically marginalized groups.
- e. The content described above should be included in PUBHLT 2033, Foundations in Public Health, and/or in any current courses as relevant; and should result in the development a Public Health History course, as a schoolwide required course or strongly encouraged elective.

**Timeline:** Content naming past racist actions committed in their field should be incorporated into 50% of introductory courses by Spring 2021 and 100% of introductory courses by Fall 2021. Content to be added to PUBHLT 2033 and other current courses by Fall 2021. New Public Health History course to be developed for the 2021-2022 academic year.

**Resources Required:** Budget to support faculty and staff time and efforts in updating existing courses. Faculty and administrative support in the development of a new course.

- In courses where it is relevant, examine racism as a social determinant of health and address the impact of treating race itself as the determinant of health rather than examining systemic racism.

**Timeline:** Content to be added to two courses by Spring 2021 and to other courses as relevant by Fall 2021.

**Resources Required:** Budget to support faculty and staff time and efforts in updating existing courses.

- Add module(s) on cultural humility. See Hughes V, Delva S, Nkimbeng M, Spaulding E, Turkson-Ocran RA, Cudjoe J, Ford A, Rushton C, D'Aoust R, and Han HR. Not missing the opportunity: Strategies to promote cultural humility among future nursing faculty. J Prof Nurs. 2020;36(1):28-33.) and social justice to PUBHLT 2033, Foundations in Public Health
- Integrate content on cultural humility and social justice to PUBHLT 2035 Applications in Public Health.
- Instructors should provide content notes when class sessions will contain material that could be difficult for members of marginalized groups (e.g., discussions about past transgressions or depictions of violence).
  - a. Include a brief description of the content and its form (e.g., class discussion, written material, video).
  - b. Allow students to step away as needed and offer alternative assignments if missing this content will affect a student's grade.
  - c. Create space and offer resources, when possible, that will allow more students to engage with the material by providing an opportunity for debriefing afterward.

**Timeline:** Content notes to be provided beginning in Fall 2020. Space/resources for safe discussion and debriefings to be added by Spring 2021.

**Resources Required:** None for content notes. As needed: staff to provide support for faculty in cultivating safe classroom discussions and to assist in locating resources that can be offered to students.

- More coursework should be developed and offered on topics related to human rights, beginning with a solid foundation in theory before moving on to practical skills and training.
  - a. Cross-list courses to develop a Public Health and Human Rights track for students.
    - i. This may include (but need not be limited to) courses within the Graduate School of Public and International Affairs; School of Social Work; School of Law; and departments/programs within the Dietrich School of Arts & Sciences such as Anthropology, Political Science, and Sociology.
    - ii. This process will strongly benefit from consultation with the University Center for International Studies, the Center for Bioethics & Health Law, the Graduate Program for Cultural Studies, and other centers/institutes within the University.

**Timeline:** Cross-list a minimum of 3 courses from other graduate schools by Spring 2021. Develop a Public Health and Human Rights track and/or certificate program by the 2021-2022 academic year.

**Resources Required:** Coordination with other graduate schools and programs. Budget and administrative support for the development of a track/certificate.

- b. Develop a Public Health Ethics and Human Rights course within PPH.

**Timeline:** Course to be developed by the 2021-2022 academic year.

**Resources Required:** Budget, faculty, and administrative support for the development of a new course and track/certificate program.

- Increase the percentage of Grand Rounds events offered on topics related to equity, justice, inclusion, and/or antiracism.
  - a. Code events as meeting this criterion.
  - b. Student requirement: One out of two of the Grand Round events that a student attends (in fulfillment of the requirement) must be on these topics.
  - c. 50% of Grand Rounds events offered each semester must be on these topics.
  - d. 25% of Grand Rounds events offered each semester must specifically address race and racism in public health. This may include a focus on intersecting identities, e.g., health care discrimination against Black transgender women.

**Timeline:** With recognition that, due to the ongoing pandemic, many events may be cancelled at the beginning of and throughout the 2020-2021 academic year, efforts to increase the number of events offered on these topics should begin as soon as possible. If virtual Grand Rounds events are to be accepted as meeting PPH's requirement, 50% of the options should be on these topics (with 25% on race and racism) by Spring 2021. The requirement for in-person Grand Rounds should begin at such time as it becomes safe to hold in-person events. Student requirement to begin with students who matriculate in Spring 2021.

**Resources required:** Budget to support staff in coding Grand Rounds events and adjusting student requirements. Staff to ensure that events on these topics are scheduled, including a budget for attracting speakers if needed.

- Expand the "One Book, One Community" program at PPH to include one book, at least two journal articles, and at least two documentaries related to anti-racism, diversity, equity, and inclusion. All materials should be updated on an annual basis.

One Book, One Community has had almost no writers of color and has not focused on anti-racism in public health. The request by students to read non-white writers for this school-wide initiative has been made for several years.

- a. Materials for the “One Book, One Community” should be added to the evolving open access bank of materials available to students, staff, and faculty through the PPH website.
- b. PPH should host at least two lectures per year that focus on the topics and themes raised in the One Book, One Community materials. These lectures may be included in Grand Rounds but would not be required to be included.
- c. Starting with the 2020-2021 Academic Year, the One Book, One Community should focus on books written by authors of color for the next three years (at least), and should prioritize anti-racism, social justice, and other aspects of health equity.
- d. There may be opportunity to partner with other schools or explore expanding the One Book, One Community read-along initiative to include all the health sciences schools.

**Timeline:** One Book, One Community materials to be provided to all students free of charge by June 2021. Lectures to begin during the 2021-2022 Academic Year.

**Resources Required:** Books, journal articles and/or media provided to all students for free and speakers’ honorarium.

- All faculty who teach introductory coursework will be encouraged to include materials related to the “One Book, One Community” materials selected by PPH leadership in collaboration with the PPH ODI.
  - a. The Curriculum Review Liaison and paid graduate students will develop and compile sample curriculum components as resources for professors
  - b. PPH ODI will pay graduate students to organize and facilitate at least two discussion groups centered around the “One Book, One Community” readings.

**Timeline:** Professors and instructors of introductory courses to incorporate “One Book, One Community” resources into all introductory courses by August 2021. PPH ODI to host discussion groups beginning in September 2021.

**Resources Required:** Books, journal articles and/or media provided to all students for free and speakers’ honorarium.

## C.2. Community engagement

### **Strategy:**

- PPH should advocate for the addition of anti-racism competencies university-wide and add this action to the new Student Affairs Antiracism, Diversity, Equity, and Inclusion Action Plan: <https://www.studentaffairs.pitt.edu/dean/diversity-equity-and-inclusion-action-plan/student-affairs-action-plan/>
  - a. Currently, there is no formal accountability system in place to ensure that suggested updates to courses are carried out. An additional anti-racism lens into curriculum is needed.
  - b. PPH, upon adopting an anti-racism core competency/objective, should offer transparency about the process and lessons learned with the goal of making anti-racism work a university-wide competency.

**Timeline:** Information sharing should occur during and at the completion of the 2020-2021 Academic Year to ensure substantive university-wide changes for the 2021-2022 Academic Year.

- All PPH departments should collaborate with local public schools (at the elementary and secondary levels) to implement at least one experiential learning class session during each semester's coursework to encourage community trust in public health and a diverse learning/teaching experience for faculty, students, and staff.
  - a. Paid graduate student coordinators will build and expand relationships with Pittsburgh-area schools and support curriculum development for experiential days.  
Example topics include:
    - i. Citizen Science Days:
      - 1. Environmental Health Projects: [Crowd the Tap](#), [Debris Tracker](#), [I See Change](#), [Globe at Night](#)
      - 2. Genetics/Biology: [Stall Catchers](#), [EteRNA](#), [Foldit](#)
    - ii. CDC Resources for Teachers and Students:  
<https://www.cdc.gov/careerpaths/resources.html>
  - b. PPH may offer workshops at area schools run by faculty, staff, and students, similar to Plunge days, to support community involvement in public health projects and activities.
  - c. PPH should consider community outreach hours as a valid practicum component.

**Timeline:** Departmental relationships with local public schools to begin Fall 2020 with a roll out of experiential days in Fall 2021.

**Resources Required:** Paid graduate student coordinators, transportation and meals for participants if during the day, project-based materials and incentives.

## **CONCLUSION AND NEXT STEPS**

The overwhelming response of the PPH community in coming together to participate in the SJAC is a sign of things to come. Over 60 faculty, staff and students volunteered their time over one month to develop these actionable recommendations, with the expectation of forthright dedication given to implementation. The SJAC requests several next steps for purposes of transparency and commitment to change:

1. A formal written response to this report, including specific commitments to action items, from PPH leadership by August 25.
2. A formal meeting between the SJAC Leadership Team with Senior Vice Chancellor for Health Sciences Dr. Anantha Shekhar to present these actionable recommendations.
3. A plan for transparency and timely dissemination of this report to the PPH community.
4. A community-wide PPH Town Hall meeting to have a dialogue to share what took place and discuss next steps and timeline for actions.
5. Adequate staff support and resources for the office of the Associate Dean for Diversity and Inclusion to develop a strategy for implementation and to work with various school entities to implement these recommendations.

We appreciate this opportunity to confront systemic and structural racism at PPH and beyond by developing actionable recommendations to achieve social justice and racial equity. It is clear that the PPH community is ready for change. Now, it is up to PPH leadership to provide support to students, faculty, and staff so that such change can take place.

## Appendix A – Work Group Full Reports

---

### Work Groups

#### 1. Culture

- a. Students
- b. Staff
- c. Faculty

#### 2. HR/hiring

- a. Students
- b. Staff
- c. Faculty

#### 3. Curriculum

- a. Students
- b. Staff
- c. Faculty

#### 4. Heterogeneity work group (across all domains and groups)

## Recommendations from the Student Culture SJAC Workgroup

1. GSPH should reshape the curriculum and other academic activities and products (e.g., research, speakers, etc.) to facilitate cultural competence and racial awareness among faculty, staff, and students in the school
  - a. Faculty and course instructors should acknowledge the “white lens” which contributes to the overreliance on course materials, public health theories, etc. that were created primarily by and for white individuals. To this end, by Fall 2021, all teaching faculty and course instructors should use the Keele Manifesto to undergo a process to decolonize their syllabus.
  - b. By Fall 2021, GSPH should require all course instructors and researchers to address racial equity in course assignments and human subjects research, when possible. This includes paying particular attention to “invisible minorities” (e.g., racial/ethnic minorities who only comprise a small percent of the US and/or GSPH population such as American Indians/ Alaskan Natives/ Pacific Islanders, individuals with disabilities, etc.) in our curriculum and research.
  - c. Beginning immediately, GSPH researchers should address the limitations of racial equity in their research products and provide examples of how they’ve addressed racial equity in their research, when possible.
  - d. By Fall 2021, GSPH should provide course instructors with a guide for incorporating more course materials that focus on social justice and racial equity within the context of other public health issues, such as environmental health, infectious disease, mental health, etc.
  - e. By Fall 2021, GSPH should develop a school-wide initiative to increase awareness and advocacy of health and social issues, like gentrification, violence, environmental injustice, and dilapidated physical infrastructure within the greater Pittsburgh community.
  - f. Beginning immediately, GSPH should increase the number of opportunities for members of well-represented groups to take initiative and leadership roles in activities that promote diversity and inclusion efforts.
2. GSPH should adopt a non-insular approach to advertising initiatives, like the Grand Rounds, and to collaborations on health-related research and programs.
  - a. Beginning immediately, GSPH should open up the Grand Rounds events to undergrads as a means to introduce them to possible public health career paths. If not feasible to have in-person undergraduate attendance options, Zoom or other remote options should be made available.
  - b. Beginning immediately, GSPH should increase the number of non-GSPH speakers whose topical areas are relevant to the GSPH community (e.g., geographical location as a risk factor).
    - i. Bring in more speakers from Pittsburgh community who are not academics or public health professionals (community leaders, community-based organizations staff, religious leaders, policy personnel, non-STEM career holders).
    - ii. Increase the number of opportunities to expose GSPH folks to other non-traditional career paths (i.e., non-research/academic jobs).
    - iii. Create a tab on the GSPH website that highlights relevant non-GSPH events in other academic units across the university.

- iv. Create a centralized, more accessible calendar of events that can be searched and linked to personal calendars. The my.pitt screen and mobile app may be a good resource for this.
  - v. Increase the number of inter-departmental research and social interactions outside of Grand Rounds. Examples include:
    1. GSPH-specific diversity in research competition/exhibition
    2. More GSPH faculty, staff, and student speakers (e.g., brown bags or One Book, One Community discussion series)
    3. More speakers to address the intersections of departmental research and work
    4. Mentorship town hall
    5. More social mixers throughout the year
3. GSPH should increase representation of all under-represented minority (URM) students, faculty, staff, and guest speakers, especially those who are not traditionally considered in diversity and inclusion efforts (e.g., American Indian, Alaska Native, Pacific Islander), and ensure parity with their representation in US population.
- a. By 2021, GSPH should increase the number of scholarship opportunities for URM by 25%.
  - b. Beginning immediately, GSPH should expand its recruitment efforts to include more spaces where URM are located, such as tribal colleges and other predominately minority colleges and universities, and minority-focused health conferences.
  - c. Beginning immediately, GSPH should increase the number of paid invitations to guest speaker from URM groups.
  - d. By Spring 2021, GSPH should institute of school-wide body tasked with creating and maintaining working relationships with Pittsburgh community members.
  - e. Beginning immediately, course instructors should include examples from invisible minority communities in their lectures and course materials to ensure student exposure to the health strengths, challenges, and needs of these underrepresented communities.

## Recommendations from the Staff Culture SJAC Workgroup

**OVERVIEW** *(Please note, these are not listed in a prioritized order. The committee/working group values each of these five points.)*

1. **Mandated Trainings and Release Time**
2. **Staff Service and Community Engagement**
3. **Diversity Hiring and Pay Equity**
4. **Pitt Public Health Office of Diversity and Inclusion (PPH Equity Liaison Team)**
5. **Pittsburgh Public Progression Program**

- **Mandated Trainings and Release Time** - *The intention of this committee/working group is that this become effective for the Spring Term in January 2021.*  
**Pitt Public Health will adopt a school-wide “Social Justice Staff Mandate” (SJSM) that requires all new hires and current staff to participate in social justice, equity, diversity, and inclusion (SJEDI) trainings throughout their time of employment at Pitt Public Health. To be clear, these types of social justice related events/training is by no means one-size-fits-all; they are challenging, and will necessarily move participants through stages of vulnerability, productive discomfort, and reflection. Participation in these trainings will support the goal of making our campus truly safe, welcoming, and nurturing for every person of color on campus—students, postdocs, preceptors, staff, and faculty alike.**
  - Newly hired staff are required to attend at least one SJEDI training **during their provisional period as part of the hiring mandate** (ex: Power and Privilege or one of the courses through the Office of Human Resources (OHR) offered as part of the *Faculty and Staff Development Program – Diversity and Inclusion Certificate (FSDP DICP)* (<https://www.hr.pitt.edu/current-employees/learning-development/fsdp/diversity>) **OR** a course created and delivered by the Pitt Public Health (PPH) Equity Liaison Team—(description later in document)). This onboarding training will count toward the PPH SJSM.
  - Current staff are required to attend at least one SJEDI training during the academic year. Staff will be encouraged to earn the *FSDP DICP*. Staff completing trainings and earning certificates, degrees, or such awards will receive PPH accolades (ex: congratulations notice on PPH and departmental webpages). A small monetary incentive should be considered.
  - Staff will receive release time (“release time” is the time when an employee is released from normal work duties and compensated at the regular rate of pay to attend an approved training program) to attend SJEDI events and trainings (such as examples that follow here):
    - Pitt Annual Diversity Forum (<https://www.diversity.pitt.edu/forum2020!>)
    - OHR Trainings
    - Pitt lectures (ex: Africana Studies, School of Social Work Center on Race and Social Problems, School of Education, etc.)
  - Staff shall be allowed (and strongly encouraged) to attend SJEDI events beyond the SJSM training (up to 4 hours per month) with release hours being granted.
  - Attendance at SJEDI related events shall be tracked (staff should keep the original program or flyer and give a copy to their supervisor or department administrator for their staff file) and used as a metric on the annual staff evaluation as a benchmark for advancement.
- **Staff Service and Community Engagement** - *The intention of this committee/working group is that this become effective October 1, 2020.*

**Community Engagement provides an opportunity for PPH staff to participate in programs or activities that provide experiential learning beyond the Graduate School of Public Health that can count toward the SJSM.**

- Involvement and volunteerism with local communities shall be permitted, especially in light of the 2020-2021 academic year being PITT YEAR OF ENGAGEMENT.
  - Release hours (up to 4 hours a month) can be used.
  - Staff will notify supervisor for involvement with Pitt specific service programs (ex: PittServes <https://www.studentaffairs.pitt.edu/pittserves/>, or Pitt Community Engagement Centers <https://cec.pitt.edu/>). Participation should be permitted when possible and supervisors should be supportive of this type of work and volunteerism. External volunteerism may require supervisor approval. Denials for volunteerism should be justified in writing to staff members. A review of a denial by the Equity Liaison Team may be requested by staff members.
- **Diversity Hiring and Pay Equity** - *The intention of this committee/working group is that this become effective by July 1, 2021.*

**PPH will adopt an ethnic diversity candidate interview and hiring policy in the spirit of "The Rooney Rule" (appended below) for all open staff positions as well as a requirement of explanation if no ethnically diverse candidates were interviewed or hired. The hire rate should be reflective of local population percentages. It is worth noting that the COVID-19 pandemic and budget cuts will most likely affect women of color the most. "The average woman must work far into the next year to earn what the average man earns the previous year." (Based on 2019 U.S. Census data on median earnings for full-time, year-round workers detailed on <http://www.equalpaytoday.org/equalpaydays>.) Further, "women and minorities are better represented in higher education non-exempt staff positions than they are in professional and administrative positions." (Based on The College and University Professional Association for Human Resources, survey from 2019-2020 <https://www.cupahr.org/wp-content/uploads/surveys/Results/2020-Staff-Report-Overview.pdf> - from article: <https://www.insidehighered.com/quicktakes/2020/06/03/survey-higher-ed-staffing-levels>.) Locally, "Pittsburgh's White women make only 78 cents to every dollar Pittsburgh's White men make. Likewise, Pittsburgh's AMLON [Asian, Multiracial, Latinx, Other, and Native American) women make only 59 cents and Pittsburgh's Black women make only 54 cents to every dollar Pittsburgh's White men make. Moreover, Pittsburgh's Black women are five times more likely to live in poverty than Pittsburgh's White men." (As found in a city-wide Gender Analysis undertaken by The University of Pittsburgh and Pittsburgh's Gender Equity Commission ([https://www.socialwork.pitt.edu/sites/default/files/pittsburghs\\_inequality\\_across\\_gender\\_and\\_race\\_07\\_19\\_20\\_compressed.pdf](https://www.socialwork.pitt.edu/sites/default/files/pittsburghs_inequality_across_gender_and_race_07_19_20_compressed.pdf)))**

  - PPH will be mindful not to overburden existing staff long-term with the work of colleagues who leave PPH as the result of the early retirement program offered in 2020 or any other unforeseen events in the future. The addition of responsibilities given to staff MUST be addressed as a matter of work redistribution and compensation increase (BEYOND the traditionally offered cost of living adjustment) during the next employee evaluation session, especially considering there is no increase being offered for the 2020-2021 fiscal year.
  - PPH will engage with the PPH Equity Liaison Team (see below) to develop a metric to ensure pay equity - eliminating gender and race discrimination when

- establishing and maintaining wages. One method is to compare scope of work, experience, and salary among similar jobs within Pitt and external to Pitt to identify gaps in pay equity.
- PPH shall supply staff with data related to job classification, salary range, gender, ethnicity, and race specifically for staff within the Graduate School of Public Health. This information will mimic the demographic data included in the University of Pittsburgh Annual Fact Book (<https://pre2.ir.pitt.edu/wp-content/uploads/2020/05/Fact-Book-2020.pdf> 2020) and in the Mean and Median Salaries of Full-Time Employees Report (<https://www.utimes.pitt.edu/sites/default/files/043020/Mean%20and%20Median%20Salaries%20of%20FT%20Employees%20FY%202019.pdf>), both published by the Office of Institutional Research, as this disaggregated data will help staff and supervisors in the annual evaluation and compensation discussions. ***This data and information should be made available to staff by November 1, 2020.***
  - PPH will adopt a policy of transparency regarding the criteria/benchmarks staff must achieve in order to reach their salary mid-point and maximum pay. **Staff salaries and University Salary Ranges shall be reviewed as part of the annual employee process** to begin at the NEXT ANNUAL EMPLOYEE REVIEW PERIOD IN SPRING 2021 for staff to prepare for the 2022 review process. Definitions and steps for advancement, as desired by staff, should be made clear.
  - Pay increases that staff deem inequitable will be reviewed by the Equity Liaison Team at the request of the staff member
  - The leadership will be mindful and attentive to correct the inequity faced by many staff members whom are separated into various jobs which are historically underpaid because of their gender or race.
  - PPH will require anti-bias training for all PPH faculty and staff participating in searches, coupled with a requirement that all departments applying for search authorization specify in their submission how they will identify and recruit scholars of color.
- **Pitt Public Health Office of Diversity and Inclusion (PPH Equity Liaison Team) - *The intention of this committee/working group is that this become effective by Spring Term 2021***  
**PPH will establish an Office of Diversity and Inclusion comprised of an Equity Liaison Team Director with a designated staff (this will be a new hire or will provide at least 20% more salary compensation to an existing staff to assume this role/responsibility). The Equity Liaison Team will serve as a staff advocate on social justice issues including pay equity and advancement. The school will designate one existing staffer in each department as an Equity Ally. This ally role should receive compensation in the form of salary increase or non-monetary benefit (ex: bonus day off).**
    - The Equity Liaison Team, being comprised of the Liaison and the Departmental Equity Allies will work in unison with the other ODI offices on Pitt campus and oversee the following at Pitt Public Health:
      - Oversee/Manage High School Student Progression to Study Program (see Pittsburgh Public Progression Program below).
      - Oversee/Manage High School Student Progression to Work/Train Program (see Pittsburgh Public Progression Program below)
      - Advocate for issues of advancement and equity (ex: detrimental power structure imbalances, pay inequity reviews, volunteer/training denials,

excessive job responsibility, work distribution concerns, and injurious hierarchy issues).

- Define a Staff Professional Development Pathway with benchmarks and skills that, if so desired, staff could achieve to increase professional development and upward mobility (ex: FSDP DICP see above).
- Create an onboarding training module on diversity, inclusion, social justice, and equity in the workplace. Staff shall receive work release for these mandated trainings.
- Maintain and track completion of SJSJ trainings/seminars that shall be offered and required annually (edited, revised, and updated as needed with new information) on social justice and equity topics for existing staff. Dates will be offered through the months of July and August prior to the beginning of the academic year. These annual requirements are distinct from the initial onboarding workshop(s) and will model CEUs. The format of the events will benefit staff in cross-departmental relationship building. These trainings/seminars should be 'live' via Zoom or digital platform to allow for interaction of participants. This training will have registration and attendance monitoring to track staff completion.
- Encourage and collaborate with existing school seminars to develop Social Justice Seminars, whereby a percentage (10% for example) of existing seminars with Social Justice/Equity/Public Health as the focus. These would be included in the trainings for staff that are allowed for work release. This team/office will advertise these seminars to staff beyond current channels of notification – to include alerts directed specifically to staff and faculty through the school. The Equity Liaison Team will serve as a center point for disseminating these opportunities to staff and to amplify PPH Seminars that are social justice, equity, diversity and inclusion events.
- Provide additional human resources for the support of PPH faculty, junior faculty and staff of color. Consider consulting university staff and professional coaches who are trained to address the unique demands and pressures faced by faculty and staff of color. It should not fall solely to faculty and staff of color to mentor and support one another.
- Provide increased professional development opportunities supporting advancement of staff and faculty of color.
- **Pittsburgh Public Progression Program** - *The intention of this committee/working group is that this become effective by March/April 2021 in time for the May/June graduation season.*

**PPH will centralize a progression program for local (Pittsburgh Public) high school students to be recruited, trained, and possibly hired (see Diversity Hiring above) as well as introduce local students to Public Health as a field of study. To help correct the disturbing findings in the city-wide Gender Analysis undertaken by The University of Pittsburgh and Pittsburgh's Gender Equity Commission ([https://www.socialwork.pitt.edu/sites/default/files/pittsburghs\\_inequality\\_across\\_gender\\_and\\_race\\_07\\_19\\_20\\_compressed.pdf](https://www.socialwork.pitt.edu/sites/default/files/pittsburghs_inequality_across_gender_and_race_07_19_20_compressed.pdf)) like "85 percent of [U.S.] cities have higher Black employment than Pittsburgh."**

- PPH will establish a program, perhaps collaborating with an existing program (ex. <https://www.youthenrichmentservices.org/>, <http://www.cotraic.org/>, etc.) where Historically Underrepresented Group (HUG) student apprentices shadow staff, gain skills, in a paid internship-type situation, where if a position is open and the fit is good the person can be hired at the end of their experience.

- PPH will help organize a HS program and/or camp for local (Pittsburgh Public), socioeconomically challenged and/or HUGs. PPH will hire a staff member or appropriately compensate existing staff (with at least 10% more salary) to assume the role/responsibility of mentoring/training the student apprentices. The high school students will be introduced to Public Health as a potential course of study for college (modeling “Investing Now” in Swanson Engineering <https://www.engineering.pitt.edu/investingnow/>)
- Involvement of “Centers” in PPH should be engaged in the planning and implementation of this program to support these goals (centers listed below).

## **Rooney Rule**

The Rooney Rule is a National Football League policy that requires league teams to interview ethnic-minority candidates for head coaching and senior football operation jobs. It is an example of affirmative action, even though there is no hiring quota or hiring preference given to minorities, only an interviewing quota. It was established in 2003, and variations of the rule are now in place in other industries.

At the Special League Meeting today (Dec. 12, 2018) the NFL's Workplace Diversity Committee presented modifications to strengthen and enhance the effectiveness of the NFL's Rooney Rule. These policy enhancements are part of the League's ongoing commitment to diversity and inclusion.

"Since the inception of the Rooney Rule, we have seen the rule adopted across business sectors and considered an industry best practice to increase diversity," said NFL Commissioner Roger Goodell. "The policy updates made today will bolster the current Rooney Rule requirements and are intended to create additional opportunities for diverse candidates to be identified, interviewed, and ultimately hired when a vacancy becomes available."

The enhancements to strengthen the Rooney Rule include:

1. Clubs must interview at least one diverse candidate from the Career Development Advisory Panel list or a diverse candidate not currently employed by the club;
2. Clubs must continue best practice recommendation of considering multiple diverse candidates;
3. Clubs must maintain complete records and furnish to the league upon Commissioner's request; and
4. If final decision-maker is involved in the beginning, he/she must be involved through the conclusion of the process.

The committee also endorsed strong accountability measures in the event clubs fail to comply or seek to evade procedures outlined in the Rooney Rule.

**PITT PUBLIC HEALTH CENTERS:**

**Behavioral and Community Health Sciences**

CENTER FOR AGING AND POPULATION HEALTH  
CENTER FOR HEALTH EQUITY  
CENTER FOR LESBIAN, GAY, BISEXUAL AND TRANSGENDER HEALTH RESEARCH  
CENTER FOR SOCIAL DYNAMICS AND COMMUNITY HEALTH  
CONCEPT MAPPING INSTITUTE  
EVALUATION INSTITUTE FOR PUBLIC HEALTH

**Biostatistics**

NRG ONCOLOGY STATISTICS AND DATA MANAGEMENT CENTER  
UPMC HILLMAN CANCER CENTER  
CENTER FOR OCCUPATIONAL BIostatISTICS AND EPIDEMIOLOGY (COBE)

**Environmental & Occupational Health**

CENTER FOR THE ENVIRONMENTAL BASIS FOR HUMAN DISEASE  
CENTER FOR FREE RADICAL AND ANTIOXIDANT HEALTH  
CENTER FOR HEALTHY ENVIRONMENTS AND COMMUNITIES  
CENTER FOR LUNG REGENERATION

**Epidemiology**

CENTER FOR AGING AND POPULATION HEALTH  
DIABETES PREVENTION SUPPORT CENTER  
EPIDEMIOLOGY DATA CENTER  
PHYSICAL ACTIVITY RESOURCE CENTER FOR PUBLIC HEALTH

**Health Policy & Management**

CENTER FOR BIOETHICS AND HEALTH LAW  
CENTER FOR PUBLIC HEALTH PRACTICE  
CENTER FOR RESEARCH ON HEALTH CARE  
HEALTH POLICY INSTITUTE

**Human Genetics**

**Infectious Diseases & Microbiology**

MIDATLANTIC AIDS EDUCATION AND TRAINING CENTER  
HIV PREVENTION AND CARE PROJECT  
PITT MEN'S STUDY  
TELEHEALTH AETC APPALACHIAN PROJECT  
PROJECT SILK

## Recommendations from the Faculty Culture SJAC Workgroup

### I. Our Charge (a preamble to the nuts and bolts)

We are a group of 7 faculty, 3 men and 4 women. One of us is Black. Our charge is to offer ideas on faculty culture as one piece of the larger question of anti-Black racism in our institution and in our work as public health scientists. We as a School need to spend time defining and understanding what our culture is, and the ways in which it is perpetuating anti-Black racism, specifically, and how it also excludes other underrepresented minorities (URM). From here, our goal is to offer effective ways to transform our institution in small and big ways such that we are a model of what anti-racism looks like and how it works. Some of our guiding principles:

1. Meaningful change in culture cannot happen in the scope of 4 meetings (6 hours) and according to a few recommendations. Our charge is to propose a longer-term process. This starts with getting to know each other and forming a community at GSPH. For most of us currently, our interactions with our colleagues are minimal and limited to work-related conversations.
2. It is helpful to talk about change in culture with an end goal and visual image in mind. The City of Pittsburgh is 23% Black. Our vision and goal are that the composition of GSPH will be at least 23% Black at all levels from leadership to faculty to staff and to the student population. This is not from a 'do gooder' or only a 'diversity and inclusion' point of view that we make this recommendation. We believe that this is essential to the quality and integrity of our work as an educational and scientific institution. By not having the voices and perspectives and scholarship of Black scientists and students, we are limiting the quality of our research and teaching, and our ability to prevent disease in the population.

We also acknowledge that not all problems related to racial bias are automatically solved with representation of Black people at all levels. Even as we improve representation at GSPH, we want to keep a focus on equity and justice as parallel but separate efforts.

3. We acknowledge that it is going to take a few years at a minimum to achieve our goal (#2). What can we do in the meantime as a predominantly White and Asian faculty to change faculty culture? In our conversation, we are trying to address change at the macro level (which can end up in a few short-term recommendations) as well as micro level changes. These are the 'grassroots' cultural changes that require an on-going conversation and stronger relationships than our culture currently supports. We also acknowledge that we do not want to burden our Black faculty/staff/students to "educate" us.
4. We acknowledge that anti-Black racism is not the only 'ism' that we must address. However, we feel that by focusing our current efforts on anti-Black racism, we can avoid dilution of our efforts. We also acknowledge that anti-Black racism is fundamental to U.S. culture and history and therefore requires a deeper level of introspection and active engagement to undo. Our recommendations are aimed at improving culture and increasing inclusivity in general, which will benefit all under- URM and other groups (e.g., LGBT+) and ultimately, our entire community including White and Asian members.

The question then becomes what are the micro and macro level changes to shift our current cultural norms to new cultural norms? The new norm is that we do not conduct our work in classrooms or committees or contexts where we are not talking and working together as an inter-racial community. Currently, the cultural norm is to meet and to work in groups that lack Black voices and perspectives. This is currently considered acceptable and normal as it is reflected in our local government, our residential communities, and in our children's schools. As

a microcosm of our larger society and an incubator of change, can GSPH become a model of how to change this norm?

## II. Our Recommendations

### 1. **Macro-Level: Create a Racial Equity Office that would exist at the level of the Dean's office.**

This would be a collection of faculty-level scholars and administrators. This office could have several functions including:

- Review of grant proposals and initiatives at an extremely early stage of development to insert or advise principal investigators with regard to an equity focus. The current model is the CRAB (community research advisory board) which plays an important role in the design of research recruitment. We can extend the model of the CRAB 'further upstream' to inspire an equity lens in research beyond recruitment. Research that can contribute to equity is not limited to community-engaged research or social epidemiology. An equity lens can be applied to basic biologic or mechanistic research as well.
- Establishing rigorous criteria for annual review of faculty in regards to service towards social change (see below).
- Guide faculty in hiring and retainment practices (see below).
- Unify faculty for funding proposals to address racial equity (see below).
- Monitor R01s with the purpose of educating and assisting faculty with Diversity supplements (see below).
- Be in ongoing conversation with members of our SJAC subcommittee of 6 and others on the faculty who want to help the work of this office/institution, and to track change over time in faculty culture.
- Create a system of Black faculty mentoring White faculty and White faculty mentoring White faculty to address anti-Black racism in our day-to-day interactions and in our research and teaching.

The caveat is that we believe much of the change we are proposing needs to be 'grassroots' and decentralized down to the level of the Department and the individual in order to have a lasting impact. The creation of offices and institutions within institutions is risky as it could lead to more conversations 'behind closed doors' and in small groups, and without full transparency and inclusion and accountability. What can we do to establish this office so this does not happen? We can use models from other Schools within Pitt (for example, the School of Education and the School of Social Work) as models for this office.

*Metric:* Establishment of GSPH office of racial equity with the functions listed above.

*Timeline:* Within one year.

### 2. **Macro-level: Obtain substantial funding to establish collaborative interdisciplinary research programs that connect faculty with diverse skills and areas of expertise who traditionally do not work together.**

The goal of the funding would be to pursue impactful and creative scientific approaches to equity in public health. The funding should also support a stable training core for URM graduate students and post-docs, a community outreach core, and a faculty training core to educate faculty about critical race theory and the many ways in which public health research contributes to health equity.

The last P50 submitted by GSPH faculty in 2019 (to NIEHS and NIMHD) had many strengths and received a good score. The team of investigators was racially diverse. However, there was no community formed around the proposal. We only met once as a group of investigators and we did not read and comment on each other's drafts. Everything was funneled through one PI. After submitting the grant, the conversation went to zero. This is a cultural norm as we are all too busy chasing deadlines and meeting goals, and when the funding doesn't come, we abandon projects and collaborations. Can we learn from this example, and other examples of funded P50's in the past (e.g. Healthy Black Families)?

*Strategy:*

- Establish a core faculty group with 1-2 members from each department in GSPH, with equal representation of men and women and maximum participation of URM faculty.
- Obtain interim resources from University/SVC/school to support work of planning a funding proposal. This will also support development of meaningful collaborations across departments and disciplines.
- Brainstorm ideas for a compelling scientific questions and project ideas with input from the community. Discuss with NIH program officers.

*Metric:* Funding submission including faculty from all departments in GSPH

*Timeline:* Within 2 years

Related to the above recommendation, we also encourage that all recipients of R01 grants be queried within the first year of funding regarding plans and opportunities to submit a NIH Diversity Supplement. As part of this query, the faculty member could receive templates of successful supplements, titles of projects, success rates, all to stimulate their thinking. These supplements are generally funded and are a nice way to get 'more hands-on deck' quickly and easily, and to increase representation.

**3. Macro-level: Create a culture at GSPH that rewards faculty efforts towards achieving health equity and social justice, especially in the local community.**

Although many of our faculty engage in community outreach and health equity and social justice research focused on local and broader communities, there is little reward for these efforts if they are outside of a funded grant or initiative. Our culture has to reflect what our values are. Evaluations cannot just rely primarily on one pillar (externally-funded research).

*Strategy:*

- Explore a requirement that faculty show evidence of engagement in social change broadly defined (i.e. population level interventions, translation of scientific findings to increase equity, bringing new voices to our public health research, give voice to students who are training in scientific methods and also developing agendas around social change).
- Efforts could include rigorous research designed to deliver knowledge that will potentially lead to intervention and/or community-level equitable solutions; training of URM students at all levels (including local K-12) through after school programs, summer research; research that will address either a systemic cause or consequence of racism.

- Provide resources for outreach (funded position); facilitate clearances necessary for minors to visit the school; facilitate interactions with various departments & even across Health Sciences.
- This goal will require a change to the business model of the school. Currently, the incentives to propose and pursue high-risk, creative research with an equity focus slows down the process of submitting papers and NIH grants. Our current business model is 100% based on numbers of papers and sum of grants. If we want to shift our work (even slightly) to include an equity focus, we need to invest time to educate ourselves, make connections, build trust, and allow all members to contribute to the conversation. This time and effort should be supported by institutional resources, with the understanding that they will ultimately lead to more 'soft money' support, and maybe even commercial initiatives. It will require defined FTE support in the same range as our teaching support (5-10%)

*Metric:* Restructure faculty effort to account for effort spent engaging in social change.

*Timeline:* Beginning of FY22

**4. Macro to micro-level: Create a culture of transparency regarding racial tensions and provide support for recruiting and retaining URMs at all levels.**

When racial tensions arise, confront them head-on and in an open way. We are linking this recommendation on transparency in how conflicts are dealt with to our recommendation on providing support for faculty in hiring and retaining non-white staff and post-docs. These two recommendations are linked in that there are examples in our past of when non-white faculty and staff left our institution in unfortunate circumstances and the experience and the learning was not shared. This sends a signal that we are not an open and supportive community, and we avoid conflict and suppress information when it is not flattering.

This is important in the process of change in faculty culture. It should be ok to show weakness and admit that we all make mistakes and we all are embedded in a racist culture. The cultural norm currently is to blame and to punish and to distance ourselves from the racist acts of others. How can we change this cultural norm so that we support each other through these situations with the underlying assumption that we are all invested in a common community and trying to become more aware of our actions and their consequences, and do a better job as a community?

*Strategy:*

- Hire a new Dean who has a strong record of supporting social justice issues within academia and within the community that it serves. Can the approaches of the candidates to undoing racism and White privilege be viewed as a primary criterion in the review? SJAC representatives should meet with candidates and have a voice in the hiring decision.
- Assess our current climate in a transparent and honest way at both the School and individual Department levels. This could take the form of a "climate survey" administered by an outside firm, or a grass-roots effort from within GSPH. The knowledge and perspectives we need already exist within our community. Can we invest in bringing those voices to the forefront and devising actions based on them? When we hire outside firms or compare ourselves to others or look to the top-down approach, we are more

likely to evoke defensiveness and resistance, and/or superficial change. We can learn from others and other examples of how culture can change from racist to anti-racist, but it may be worthwhile instead to spend time allowing an organic set of ideas to emerge from within.

- Learn from others schools within Pitt. Social Work, Education, and Engineering seem to be good examples. Invite faculty and/or diversity officers to our departmental faculty meetings. Learn from their experience how to attract and retain URM faculty, staff, and students.
- Utilize expertise within the Racial Equity Institute or HR expertise to help us to identify pools of diverse candidates and conduct searches within those pools. Once a URM staff or trainee is brought on board, this Institute should also provide support to retain them (i.e. address conflicts, additional training, help them feel part of the community). We do not want to burden Black/URM faculty to provide all of the support for these new hires.

*Metric:* Multiple, as described above

*Timeline:* Immediate involvement by a subset of SJAC members in Dean Search; internal or external climate survey by the end of 2020; Racial Equity Institute within one year.

**5. Micro-level: Encourage/facilitate one-on-one or small group engagements between faculty to learn more about one another.**

We need to spend the time with each other to develop relationships and the comfort level to engage in difficult conversations about racism and begin meaningful change.

*Strategy:*

- Divide up our school into small pods of faculty who are selected by some criteria (age, race, age of children, neighborhood, time at GSPH, etc.) and take turns organizing a monthly dinner gathering or an afternoon outing. The goal would be to simply spend some relaxed time, share food and socialize, but maybe each group could have a question that they discuss and work on over time and ultimately bring back to GSPH as an implementable program or solution. Or maybe there is no 'product' but just the benefit of building empathy and understanding of who we are, how we think, how we live/work/play, how we solve problems, etc. To initiate this during the pandemic, it might require some creativity. Social hours by Zoom? Or walks in the park with masks on? It is unlikely that we can organize this to have Black faculty in all of the pods because there are so few at GSPH. Therefore, this is a situation where we also build community and vision among White and Asian faculty on how we can work towards this goal, and maybe it extends beyond our roles as professionals.
- Create safe spaces for minority members of the community. Embrace and talk openly about tensions when they arise. Undoing racism and White privilege takes time and transparency is key to fostering change

## **Recommendations from the Student HR/hiring SJAC Workgroup**

### **Metrics**

- Collect and publish rigorous diversity demographic data for GSPH for faculty, staff and students.
- Determine percentage of diversity expected by end of a five-year gap and create annual report to measure progress towards meeting goal.

### **Hiring**

- Hiring Committee constitutes diverse membership in order to lower the occurrence of racial, ethnic, and gender biases.
- In the job description, GSPH must make a commitment to the objectives of diversity, equity, and inclusion a requirement, not solely a qualification for consideration
- GSPH should prioritize applicants with demonstrated expertise in issues that surround marginalized communities.
- Cluster hiring initiatives for each department with a shared focus on diversity, equity, and inclusion.

### **Scholarship**

- Create a visiting faculty position and hire a noted scholar for 2-3 years and use that to attract and recruit other people.
- Deemphasize the importance of journal publications and research conferences for applicants in instead more heavily weigh experiences such as service, educational talks, townhalls, and other commitments that involve the community.
- Offer an annual research award (and cash prize) for outstanding scholarship in a diversity-relevant topic such as intersectionality, racial inequality, etc. Ideally, these awards would accept nominations at the faculty level, doctoral level and graduate.
- A fellowship program where applicants are those who specialize in topics and research the university does not currently address.

### **Training**

- Implement a two-year Ph.D. mentorship program for recent doctoral degree recipients so that young scholars are guaranteed a buffer time to learn how to teach in academia in addition to time to navigate the tenure-track and find grant money for research.

**Recommendations from the Staff HR/hiring SJAC Workgroup**

FOCAL AREA	DESCRIPTION	COMMENTS	RESOURCES NEEDED  (SHORT- AND LONG-TERM)	WHAT SUCCESS LOOKS LIKE
<p><b>A. Commitment from PPH Leadership</b></p>	<ul style="list-style-type: none"> <li>Dedicate the appropriate resources to the adopted recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that failure to shift the culture or under-support the change is unethical and likely to result in failure</li> <li>Demonstrate that these are changes we stand for; not merely issues we stand against.</li> <li>Note: Recommendations start with Commitment and Retention because these are necessary for long-term change. Recruitment and Hiring will fail without these elements.</li> </ul>	<ul style="list-style-type: none"> <li>Commit immediate resources (within 6 months) demonstrating initial investment.</li> <li>Develop a budget for long-term sustainment of initiatives put forth by SJAC.</li> <li>Demonstrate commitment to funding DEI at all levels (not just entry-level positions.)</li> </ul>	<ul style="list-style-type: none"> <li>Social justice is proactive and integral to Pitt Public Health culture, and not just reactive and/or addressed when there are crises.</li> </ul>
	<ul style="list-style-type: none"> <li>Deans and Chairs commit to a personally active role including a public pledge re: DEI and personnel management</li> </ul>	<ul style="list-style-type: none"> <li>See CIO Commitment to DEI for example of pledge</li> <li>Demonstrate personal responsibility and</li> </ul>	<ul style="list-style-type: none"> <li>Leadership training.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership seen to be actively engaged in the processes.</li> <li>Leadership pledges are public and reaffirmed at appropriate intervals; incorporate</li> </ul>

	training and/or mentorship.	awareness of the DEI-issues.		<p>methods similar to COI or Title IX trainings.</p> <ul style="list-style-type: none"> <li>• Transparency; accept accountability for the successes/failures.</li> </ul>
	<ul style="list-style-type: none"> <li>• Incorporate 360 reviews of all individuals in supervisor roles</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews of supervisors should be anonymous to remove potential for conflict.</li> <li>• Incorporate supportive intervention of problematic reviews as well as celebrate successes.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial: new evaluation system to be developed by either internally or through external vendor.</li> <li>• Financial: administrative time to monitor the process and make reports</li> </ul>	<ul style="list-style-type: none"> <li>• When problems are identified, remediation plans and immediate actions are developed with immediate supervisors.</li> </ul>
	<ul style="list-style-type: none"> <li>• Track the success or failures of the initiatives taken</li> </ul>	<ul style="list-style-type: none"> <li>• Openly communicate those results to the school/public.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial: administrative time to track and reports</li> </ul>	<ul style="list-style-type: none"> <li>• Transparent reporting by Dean's office and SJAC.</li> </ul>
<b>B. Retention</b>	<ul style="list-style-type: none"> <li>• Continue SJAC for ongoing oversight of recommendations and outcomes.</li> </ul>		<ul style="list-style-type: none"> <li>• Develop methods for rewarding staff service in these efforts, including incorporating acknowledgment of this work into annual reviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Committee operates on a regular basis with clear reporting-out to the entire PPH community.</li> </ul>
	<ul style="list-style-type: none"> <li>• Implement ongoing surveys and open discussions at</li> </ul>		<ul style="list-style-type: none"> <li>• Financial: effort for administration of these tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Data are available and transparent to PPH community.</li> <li>• Data are used to make decisions</li> </ul>

	<p>department and school level to safely explore how racism operates at PPH.</p> <ul style="list-style-type: none"> <li>• Access data exploring equity within pay structures (race, gender, etc.) and make reports transparent.</li> </ul>			<p>towards continuous quality improvement as it relates to social justice.</p>
	<ul style="list-style-type: none"> <li>• Equip PPH staff and faculty to be allies.</li> <li>• Participation in trainings is noted on annual reviews; explore other options for incentivizing.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a menu of options for participation so individuals can choose opportunities that are most comfortable to them.</li> <li>• Ensure that trainings are offered during business hours so as not to disadvantage staff (since overtime is not supported.)</li> </ul>	<ul style="list-style-type: none"> <li>• Training on allyship.</li> <li>• Speaker series addressing allyship.</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of staff and faculty are trained within one year.</li> <li>• Communities of practice established in which staff and faculty participate in small, recurrent groups to explore allyship.</li> </ul>
	<ul style="list-style-type: none"> <li>• Equip PPH staff and faculty to mentor HUGs.</li> <li>• Participation in trainings is noted on annual reviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at staff members as people not positions; develop mentoring and advancement plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Training on mentoring HUGs.</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of staff and faculty with supervisory responsibility are trained within one year.</li> <li>• Communities of practice established in which staff and faculty participate in small, recurrent</li> </ul>

				groups to explore mentorship.
	<ul style="list-style-type: none"> <li>Develop mentoring efforts for HUGs with effort attached; fund effort for existing mentoring groups.</li> </ul>	<ul style="list-style-type: none"> <li>Increase research on social/ political/economic issues related to race and gender, which are currently undervalued in NIH research.</li> </ul>	<ul style="list-style-type: none"> <li>Effort for mentors.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities are identified where the work of these groups are acknowledged and celebrated.</li> <li>Mentee success is monitored over time and shared via transparent reporting out (similar to NIH CareerTrak).</li> </ul>
	<ul style="list-style-type: none"> <li>Require faculty to participate in regular trainings including those focusing on personnel management.</li> </ul>	<ul style="list-style-type: none"> <li>Establish transparent policies that acknowledge humanity.</li> </ul>		<ul style="list-style-type: none"> <li>Staff satisfaction surveys are conducted on an annual basis; improvements are demonstrated every year.</li> </ul>
	<ul style="list-style-type: none"> <li>Incentivize schools or departments that enhance justice in hiring and retention.</li> </ul>		<ul style="list-style-type: none"> <li>Pilot funds established for work in social justice research and practice (akin to Dean Burkes Opioid Pilot projects).</li> </ul>	<ul style="list-style-type: none"> <li>PPH is recognized by the university as being a school with expertise in this area.</li> </ul>
	<ul style="list-style-type: none"> <li>Support administrative and diversity supplements and increase the number of successful applications by hiring a grantwriter dedicated to these efforts.</li> </ul>	<ul style="list-style-type: none"> <li>This can enhance the pipeline of HUG students and postdoc trainees</li> </ul>	<ul style="list-style-type: none"> <li>Financial: support for position</li> </ul>	<ul style="list-style-type: none"> <li>XX% of NIH-funded projects are successful in acquiring supplements (baseline needed here).</li> </ul>
	<ul style="list-style-type: none"> <li>Recognize and support efforts</li> </ul>	<ul style="list-style-type: none"> <li>Organizations committed to</li> </ul>		<ul style="list-style-type: none"> <li>Anti-union law firm is no longer</li> </ul>

	<p>of students/staff/faculty to organize and represent themselves. Voluntarily recognize unions and other social justice organizations.</p>	<p>social justice in the community and on campus are not fully-integrated within Pitt, and are typically not acknowledged unless there is a crisis or a visitor we are actively engaging.</p>		<p>employed; democratic will of staff and faculty is recognized.</p> <ul style="list-style-type: none"> <li>The work of social justice organizations is fully engaged in PPH community, leadership, meetings, and conversations.</li> </ul>
<p><b>C. Recruitment</b></p>	<ul style="list-style-type: none"> <li>Cluster hire focusing on "Critical Studies in Race and Inequality" (<a href="#">Harpur College Model, Pitt Latinx Cluster Hire</a>) to rapidly advance expertise in this field</li> <li>Include plan for partners that makes it desirable for them to want to move to Pittsburgh, which includes not only a hiring mechanism but also a networking mechanism that is financially supported.</li> <li>Establish an <i>a priori</i> mentoring group with mentors from across the</li> </ul>	<ul style="list-style-type: none"> <li>See if we can partner with GSPIA, Education, and Social Work to do joint recruitment events – we've turned down this opportunity in the past.</li> <li>Improve recruitment material: make sure it is inclusive and respectful. Currently our recruitment seems haphazard, Mike Rizzi @ GSPIA who has done this well.</li> </ul>	<ul style="list-style-type: none"> <li>Financial: startup packages + 3 years of support to ensure long-term success.</li> <li>Training: Ensure that PPH community understands the value of the cluster hire and the goals that it aims to accomplish (<i>overlap with Culture Working group</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Recruit and hire 5 scholars within 3 years</li> </ul>

	<p>university and community to support scholars. Idea is to build a supportive network in advance, reaching beyond the university. (See mentoring notes above for additional information.)</p>			
	<ul style="list-style-type: none"> <li>• Hire a PPH recruiter who works with student affairs and whose specialty is in active recruitment approaches with HUGs.</li> <li>• Use this position to make sure that qualified students are able to find our post-doc and GSR opportunities, building from relationships like the Black Epi group, APHA Black Caucuses, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• See <a href="#">NIH Model</a> and <a href="#">Wash U</a> models for resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial: long-term commitment to recruitment efforts.</li> <li>• Training: support new hire in developing expertise in DEI recruiting strategies.</li> <li>• Financial: support efforts to network with HBCUs, national minority-serving organizations, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Data: more rigorous and more transparent reporting and accountability re: hiring stats for faculty and staff positions.</li> <li>• Recruitment of HUGs at faculty, staff, and student levels increase by XX% in 3 years (baseline needed here.)</li> </ul>
	<ul style="list-style-type: none"> <li>• Appoint a schoolwide committee <u>with effort attached</u> to review job announcements for faculty and</li> </ul>	<ul style="list-style-type: none"> <li>• Aim is to standardize these processes so that hiring plans that embrace</li> </ul>		<ul style="list-style-type: none"> <li>• Committee is operational by 9/1/2020.</li> <li>• All faculty and staff with hiring responsibilities</li> </ul>

	<p>staff as well as places where announcements are posted.</p> <ul style="list-style-type: none"> <li>• Committee is comprised of 2 faculty, 2 staff, 2 students who have undergone training and have exposure to successful models</li> </ul>	<p>diversity, equity, and inclusion become the norm and those with hiring responsibilities know how to do this well (not reinventing the wheel with each new hire).</p> <ul style="list-style-type: none"> <li>• Does Pitt HR or ODI have adequate trainings and resources to support the work of this group?</li> <li>• Explore whether staff positions are posted anywhere other than Pittsource, and if so, whether these are likely to recruit HUGs.</li> </ul>		<p>trained on policy by 9/30/2020.</p> <ul style="list-style-type: none"> <li>• Committee reviews posts and provides written feedback within two weeks of receipt.</li> <li>• Committee develops a template and/or flowchart for posts by 10/31/2020.</li> <li>• Committee is charged with reviewing hiring stats on an ongoing basis.</li> <li>• Target goals for increase in HUGs hires: XX% increase in 2 years, XX% increase in 5 years (baseline needed here).</li> </ul>
	<ul style="list-style-type: none"> <li>• Actively recruit Black and historically underrepresented groups.</li> <li>• Strengthen relationship with national predominantly minority serving institutions to</li> </ul>		<ul style="list-style-type: none"> <li>• Financial: Fund participation of qualified PPH representatives in national meetings of underrepresented groups.</li> <li>• Fund participation of qualified</li> </ul>	<ul style="list-style-type: none"> <li>• SJAC or PPH hiring committee noted above monitors stats regarding hiring <i>and retention</i> of HUGs.</li> <li>• XX% of faculty/staff hires retained or advance in 5 years (baseline needed here).</li> </ul>

	improve our pipeline		PPH representatives in Graduate and Undergrad student organizations serving historically underrepresented groups.	<ul style="list-style-type: none"> <li>Faculty/employee satisfaction/environmental assessment improves XX% each year for 5 years (baseline needed here).</li> </ul>
<b>D. Evaluation of Candidates and Hiring</b>	<ul style="list-style-type: none"> <li>Establish school-wide committee to review postings, recruitment efforts, and evaluation of candidates (see section C for detail).</li> </ul>			
	<ul style="list-style-type: none"> <li>Ensure diversity in search committees that include HUGs and non-traditional members; consider adding members chosen blindly, not picked or voted.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty and dean searches are currently committee based; additional efforts needed to ensure similar approaches with staff hiring.</li> </ul>		<ul style="list-style-type: none"> <li>Target goals for increase in HUGs hires: XX% increase in 2 years, XX% increase in 5 years (baseline needed here).</li> </ul>
	<ul style="list-style-type: none"> <li>Establish the <a href="#">standard of evidence-based DEI techniques</a> in candidate evaluation including blinding, removal of years of experience, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty and dean searches are currently committee based; additional efforts needed to ensure similar</li> </ul>	<ul style="list-style-type: none"> <li>Commit funds to the development of training that all supervisors must undergo on an annual basis that sets forth best</li> </ul>	<ul style="list-style-type: none"> <li>Target goals for increase in HUGs hires: XX% increase in 2 years, XX% increase in 5 years (baseline needed here).</li> </ul>

	<ul style="list-style-type: none"><li>• Establish clear and transparent policies that acknowledge commitment to DEI in hiring across all levels.</li><li>• Include commitment to social justice as a metric on staff and faculty evaluations.</li></ul>	approaches with staff hiring.	practices in DEI hiring.	
--	---	-------------------------------	--------------------------	--

## Recommendations from the Faculty HR/hiring SJAC Workgroup

### Summary

Social Justice Action Committee Faculty Working Group on HR/Hiring (hereafter referred to as “the working group”) came together in recognition that health is a fundamental human right and, in order to achieve health equity, we must work together to actively dismantle harmful structures in our community, including racism, misogyny, and classism. This is directly in line with the Graduate School of Public Health (GSPH)’s mission to “achieve health equity for everyone.” This work will require contributions and leadership from every level among our students, staff, faculty, and administrators. To this end, the working group is pleased to submit the present report containing actionable changes toward breaking down the racist practices in GSPH. The objective of the Working Group was to formulate action items about HR/Hiring to elevate members of [underrepresented minorities](#) in terms of faculty (including GSPH chairs, deans, and other leadership positions), staff, and student hiring. This report draws on thoughts, discussion, and debate within the working group, and all action items represent the consensus of the group. The group identified action items across three themes: 1) Opening up the pipeline to those who identify as members of underrepresented racial and ethnic groups; 2) Development of metrics, and collection and disclosure of data, to track the implementation and impact of actions to increase racial/ethnic diversity in GSPH; and 3) Actions and resources to sustain the success of students, staff, and faculty, especially those who identify as members of groups that are under-represented in science. Action items included herein require future work to develop detailed budgets and timelines, prioritize and implement action items according to timelines, and assign accountable entities for each item.

## 1. Open the Pipeline

### Increase Student Funding

The working group recognizes a lack of funding for student education and living expenses. Admitting students without funding can create harm and exacerbate racial inequities in access to education because it implicitly selects only those students with some level of [wealth](#). Action items include:

- Provide at least 1 scholarship per department (including full tuition support) for Master's Students who identify as members of underrepresented groups, beginning in the 2021-2022 academic year. Data must be reported on the amount of funding per capita spent on the scholarships each year. The scholarships must be widely advertised.
- Implement a school-wide policy in the 2021-2022 academic year, to ensure a minimum of 4 years' stipend and tuition support guaranteed for doctoral students to improve competitiveness in attracting under-represented groups.

### School-wide policy to eliminate GRE requirement for admission

Recent research has suggested that GRE scores are not predictive of metrics of success in graduate school. Many graduate school programs, including programs at Pitt, have [eliminated](#) the GRE requirement. Currently in GSPH, GRE requirements for admissions are made at the department level. This report suggests eliminating the GRE requirement schoolwide. Critiques of the GRE include: it tests access to preparatory courses rather than intellectual capacity; it selects for those who have money and time to prep and take the exam multiple times, and it is misused to set scores as thresholds for admission against the advice of the GRE itself. Eliminating the GRE requirement may also send a signal of inclusiveness to applicants. On the other hand, other admissions metrics, including internship experience and ranking of undergraduate institutions, are also fraught as they also will select individuals who come from privilege. GRE elimination will not eliminate racism and classism in admissions.

### Expand and formalize pathways for GSPH Faculty to recruit staff and students who identify as groups that are underrepresented in health sciences

Policies and pathways must be created to open our pipeline by connecting with programs already in existence so that GSPH faculty can seamlessly connect with and recruit for staff and student positions. This effort should begin immediately; that is, within 30 days of agreeing to this action item. An independent entity should create a timeline and milestones for this effort. Our working group identified existing training programs as models, including the Institute of Clinical Research and Education's Career Education and Enhancement for Health Care Research Diversity ([CEED program](#)) at Pitt; the Fostering Advancement and Careers through Enrichment Training in Science ([FACETS](#)) program at Harvard University; and the [high school](#) and [college](#) internship programs available at Magee-Womens Research Institute. Action items include:

- Allocate staff and faculty effort to formalize connections with colleges/programs in and around Pittsburgh, and at Historically Black Colleges and Universities that already connect with students who are under-represented in science.
- Fully fund summer internship programs (including stipend and housing) for high school and college students who identify as members of under-represented groups in health sciences and provide an 'intellectual home' for these students to receive mentoring, such as the Center for Health Equity.
- Starting with 2021 faculty evaluations, formally recognize faculty members' track record of recruiting and mentoring staff and students who identify as members of under-represented groups in health sciences. This change should be implemented by requiring the reporting of this information on faculty evaluation and promotion materials.
- In the 2021-2022 academic year, incorporate public health equity and social justice as required components of public health education – including current degree programs, a potential new standalone undergraduate program, and the current combined undergraduate/master's degree. Incorporate the new teaching faculty in the development of these components.

#### Supporting the Staff at GSPH

- Immediately, identify an entity to determine the competitiveness of the current wage structure at GSPH with our competitors in the academic, business, and not-for-profit enterprises across the state and the nation.
- Create economic equity for staff at the University of Pittsburgh to increase the applicant pool and competitiveness in attracting underrepresented minorities. Economic equity includes not only compensation relative to the area median wages, but the economic ability of any staff member who relies on earned income alone to live in a community with low levels of pollution, to afford the employer-sponsored health plan, and to afford to live in a community with public transit access convenient to Oakland (due to the University's policies to promote green space and eliminate parking lots).
- Create a flexible HR system that allows funded projects to have more input in wages and promotions for staff on those projects.

#### Faculty Hiring and Support

- Beginning immediately for new hires and current faculty, implement a minimum salary to ensure equitable wages across GSPH.
- Develop an equitable system that is commensurate with the responsibilities of the non-tenure-track system, which are very similar to the tenure track system. The system will be transparent (i.e., expectations available to any faculty member) and will be driven by non-tenure-track faculty.
- Solicit a compensation evaluation by an independent entity. The evaluation should compare compensation within the relevant field of science by rank, gender, race, ethnicity, and country of origin.
- Starting immediately for all new GSPH faculty hiring, create a more transparent framework and set of requirements for the recruiting and hiring of faculty members, and

not merely checking boxes. This framework will have clear and reportable expectations for processes and will feed into the evaluation and metrics discussed below.

- GSPH will immediately formalize the Provost's [guidance](#) for diversity/inclusion in the faculty recruiting process.

## 2. Evaluation and Metrics for Accountability

The working group emphasizes the need for the development and reporting of metrics to evaluate progress and to hold our community accountable to promoting equity. We require the following action items, to be conducted by an independent entity, within or outside of the University, annually or every other year:

- Collect and report to the GSPH community annual data on the racial/ethnic/gender composition of the GSPH faculty (by rank), staff (by rank), and student populations (by degree program). If privacy concerns arise due to small numbers, consult the individuals, who are affected to elicit their input and find solutions to present the data. Alternatively, independent evaluators from University's diversity and inclusion office or some outside entity could be utilized to look at the data and provide blinded report.
- Report to the GSPH community annual data on spending overall and per capita on all action items (outlined in the previous sections) to promote racial/ethnic equity and social justice. Such data should be contextualized by comparisons to spending on other operational areas, or by comparison to GSPH revenue from research indirects.
- Develop and field a qualitative survey (or focus groups) to assess progress on HR/hiring and diversity in GSPH.
- Dedicate staff and faculty effort to review the above quantitative and qualitative data. Faculty and staff effort will be recognized as part of annual evaluations.

## 3. Sustaining and growing the success of students, faculty, and staff

- On a semiannual basis, determine the retention of students and placements of alumni and compare them with peer competitors.
- Immediately establish a system to facilitate qualified graduate student transfers between departments within the school to accommodate changes in academic interests.
- Create a school-wide policy to assign peer and secondary faculty advisors before the doctoral student's candidacy exam.
- Immediately establish an alumni network mentorship program.
- Develop an HR ombudsman position for faculty members to ensure scholarly independence and prevent undue influence from the GSPH/Department administration.
- Perform an external evaluation (i.e., Health Sciences Diversity Office) of the GSPH administration actions and policies (going back to the last five years) for identifying specific areas for increasing and sustaining diversity and inclusion.

- Develop a cluster of faculty positions at the intersection of social justice and health equity research, practice, and education. This cluster will provide diversity training to GSPH faculty members, students, and staff.

### **Recommendations from the Student Curriculum SJAC Workgroup**

**Recommendation:** GSPH, through GSPH ODI, to facilitate the collection, analysis, and dissemination of data on faculty, staff, and student recruitment and retention at GSPH on an annual basis through public report.

- Public statement or report from GSPH on evolving plan to increase diversity among faculty, students, and staff and the ways in which GSPH plans to address the need to foster a supportive environment for a diverse GSPH community.

**Timeline:** Data to be collected and reported out on an annual basis.

**Resources Required:** Budget for GSPH ODI Staff to conduct this work.

**Recommendation:** GSPH to offer at least 14 full scholarships\*<sup>1</sup> per year for incoming and continuing full-time and part-time GSPH or GSPH dual-degree students from underrepresented backgrounds\*<sup>2</sup> through an application to include no less than one short essay about the contributions of the individual to an antiracist environment at GSPH.

- \*1 – Scholarship to include tuition and stipend (equivalent to GSR or GSA) for entirety of applicants' enrollment in GSPH program. Each department will offer two scholarships.
- \*2 - underrepresented background to be determined by combination of NIH guidelines on underrepresented populations in biomedical research (<https://nlnm.gov/sites/default/files/gmr/images/All%20of%20Us%20Research%20Program%20Underrepresented%20in%20Biomedical%20Research%20definitions%20-%20May%202018%20%281%29.pdf>) and demographic data collected by GSPH through the ODI.

**Timeline:** Scholarships to be offered beginning in the 2021-2022 Academic Year.

**Resources Required:** 14 Full scholarships for the duration of the scholastic program, based on the 7 public health programs and one doctoral and one Master's student funded per department.

**Recommendation:** Curriculum across all departments to be reviewed and updated with the intention of promoting antiracism in public health education, practice, and research, through the integration of discussions and learning materials as is relevant to each course.

- Departments, in coordination with GSPH ODI, to include content naming past racist actions committed in their field as part of introductory courses. This should address what happened in the past, how it informs the present, and what it means for the future.

**Timeline:** This content should be incorporated into 50 percent of introductory courses by Spring 2021 and 100 percent of introductory courses by Fall 2021.

**Resources Required:** Budget to support faculty and staff time and efforts in updating introductory courses.

- Include antiracist material in introductory courses in Biostatistics and Epidemiology, which are required for all GSPH students.

- Explicitly discuss the use of race in research, including the implications of failure to use racially diverse samples and the issue of past flawed studies that were influenced by racist attitudes but may still inform beliefs and practice in the present.
- Openly address the need to collect data on race and the implications of a failure to do so.
- Acknowledge the socially constructed nature of race and contrast this with the tendency to treat it as biological in research; examine other methods for addressing race in research aside from treating it as a categorical variable.

**Timeline:** Content to be added to introductory courses by Spring 2021.

**Resources Required:** Budget to support faculty and staff time and efforts in updating introductory courses.

- Curriculum to include material relevant to public health history that explicitly examines racist and other problematic actions and beliefs.
  - Directly address the impact of past and current racist/discriminatory actions, including how this informs many communities' distrust toward the field of public health/medicine.
  - Not to be limited to race but to also include discussion of acts committed against disabled people, people with HIV/AIDS, incarcerated people, people with mental illness, people with intellectual disabilities, and other marginalized groups.
  - Move beyond discussion of ethics alone, toward conversations about solutions and concrete actions that public health practitioners and researchers can take to challenge the status quo and actively foster equity.
  - Material to center the contributions of prominent figures in public health history who were BIPOC, LGBTQIA+, or members of other historically marginalized groups.
  - This material to be explored in PUBHLT 2033, Foundations in Public Health, and/or in any current courses as relevant; and to result in the development a Public Health History course, as a schoolwide requirement or strongly encouraged elective.

**Timeline:** Material to be added to PUBHLT 2033 and other current courses by Fall 2021. New Public Health History course to be developed for the 2021-2022 academic year.

**Resources Required:** Budget to support faculty and staff time and efforts in updating existing courses. Faculty and administrative support in the development of a new course.

- In courses where it is relevant, examine racism as a social determinant of health and address the impact of treating race itself as the determinant of health rather than examining systemic issues.

**Timeline:** Content to be added to two courses by Spring 2021 and to other courses as relevant by Fall 2021.

**Resources Required:** Budget to support faculty and staff time and efforts in updating existing courses.

- Instructors to provide content notes when class sessions will contain material that could be difficult for members of marginalized groups (e.g., discussions about past transgressions or depictions of violence).
  - Include a brief description of the content and its form (e.g., class discussion, written material, video).
  - Allow students to step away as needed and offer alternative assignments if missing this content will affect a student's grade.
  - Create space and offer resources, when possible, that will allow more students to engage with the material by providing an opportunity for debriefing afterward.

**Timeline:** Content notes to be provided beginning in Fall 2020. Space/resources for safe discussion and debriefings to be added by Spring 2021.

**Resources Required:** None for content notes. As needed: staff to provide support for faculty in cultivating safe classroom discussions and to assist in locating resources that can be offered to students.

**Recommendation:** More coursework to be developed and offered on topics related to human rights, organized by beginning with a solid foundation in theory before moving on to practical skills and training.

- Cross-list courses to develop a Public Health and Human Rights track for students.
  - This may include (but need not be limited to) courses within the Graduate School of Public and International Affairs; School of Social Work; School of Law; and departments/programs within the Dietrich School of Arts & Sciences such as Anthropology, Political Science, and Sociology.
  - This process will strongly benefit from consultation with the University Center for International Studies, the Center for Bioethics & Health Law, the Graduate Program for Cultural Studies, and other centers/institutes within the University.

**Timeline:** Cross-list a minimum of 3 courses from other graduate schools by Spring 2021. Develop a Public Health and Human Rights track and/or certificate by the 2021-2022 academic year.

**Resources Required:** Coordination with other graduate schools and programs. Budget and administrative support for the development of a track/certificate.

- Develop a Public Health Ethics and Human Rights course within GSPH.

**Timeline:** Course to be developed by the 2021-2022 academic year.

**Resources Required:** Budget, faculty, and administrative support for the development of a new course.

**Recommendation:** Increase the percentage of Grand Rounds events offered on topics related to equity, justice, inclusion, and/or antiracism.

- Code events as meeting this criterion.
- *Student requirement:* One out of two of the Grand Round events that a student attends (in fulfillment of the requirement) must be on these topics.
- 50 percent of Grand Rounds events offered each semester must be on these topics.
- 25 percent of Grand Rounds events offered each semester must specifically address race and racism in public health. This may include a focus on intersecting identities, e.g., health care discrimination against Black transgender women.

**Timeline:** With recognition that, due to the ongoing pandemic, many events may be cancelled at the beginning of and throughout the 2020-2021 academic year, efforts to increase the number of events offered on these topics should begin as soon as possible.

If virtual Grand Rounds events are to be accepted as meeting GSPH's requirement, 50 percent of the options should be on these topics (with 25 percent on race and racism) by Spring 2021. The requirement for in-person Grand Rounds should begin at such time as it becomes safe to hold in-person events.

Student requirement to begin with students who matriculate in Spring 2021.

**Resources:** Budget to support staff in coding Grand Rounds events and adjusting student requirements. Staff to ensure that events on these topics are scheduled, including a budget for attracting speakers if needed.

**Recommendation:** Hire one full-time Curriculum Review Liaison, and at least two paid graduate students to conduct and facilitate semesterly curriculum review, and to facilitate ongoing efforts to supplement and edit the curriculum to increase the diversity, inclusivity, and antiracism of curricular materials. These positions to report to the GSPH ODI.

**Timeline:** Curriculum Review Liaison to be hired, on-boarded and in place by February 2021. Graduate student roles to be created and filled by February 2021.

**Resources Required:** Sustainable budget for one full-time Curriculum Review Liaison, and at least two paid graduate students.

**Recommendation:** Require all GSPH departments to collaborate with GSPH ODI on a semesterly basis to conduct mandatory departmental / department-wide review of all curricula and support materials offered by the departments.

**Timeline:** Reviews to take place in the summer for fall courses, winter for spring courses, and spring for summer courses. Expedited review to be offered for courses that repeat within one year, with no significant change to the curriculum. First review to take place in Spring 2021.

**Resources Required:** Budget to support the work of the full-time paid Curriculum Review Liaison and the paid GSPH graduate students.

**Recommendation:** Expand “One Book, One Community” program at GSPH to include one book, at least two journal articles, and at least two documentaries related to anti-racism, diversity and inclusion. All materials to be updated on an annual basis.

- Materials for the “One Book, One Community” to be added to the evolving open access bank of materials available to students, staff, and faculty through the GSPH website.
- GSPH to host at least two lectures per year that focus on the topics and themes raised in the One Book, One Community materials. These lectures may be included in Grand Rounds, but would not be required to be.

**Timeline:** One Book, One Community materials to be provided to all students free of charge by June 2021. Lectures to begin during the 2021-2022 Academic Year.

**Resources Required:** Books, journal articles and/or media provided to all students for free and speakers’ honorarium.

**Recommendation:** All GSPH departments to collaborate with local schools (lower, middle, and upper) to implement at least one experiential learning class session during each semester’s coursework to encourage community trust in public health and a diverse learning/teaching experience for faculty, students, and staff.

- Paid graduate student coordinators to build and expand relationships with Pittsburgh-area schools and support curriculum development for experiential days.
  - Example topics include:
    - Citizen Science Days:
      - Environmental Health Projects: [Crowd the Tap](#), [Debris Tracker](#), [I See Change](#), [Globe at Night](#)
      - Genetics/Biology: [Stall Catchers](#), [EteRNA](#), [Foldit](#)
    - CDC Resources for Teachers and Students:  
<https://www.cdc.gov/careerpaths/resources.html>
- GSPH may offer workshops at area schools run by faculty, staff, and students, similar to plunge days, to support community involvement in public health projects and activities.
- GSPH to consider community outreach hours as a valid practicum component.

**Timeline:** Departmental relationships with public schools to begin Fall 2020 with a roll out of experiential days in Fall 2021.

**Resources Required:** Paid graduate student coordinators, transportation and meals for participants if during the day, project-based materials and incentives.

**Recommendation:** All Faculty who teach introductory coursework will be encouraged to include materials related to the “One Book, One Community” materials selected by GSPH leadership in collaboration with the GSPH ODI.

- The Curriculum Review Liaison and paid graduate students to develop and compile sample curriculum components as resources for professors

- GSPH ODI paid graduate students to organize and facilitate at least two discussion groups centered around the “One Book, One Community” readings.

**Timeline:** Professors and instructors of introductory courses to incorporate “One Book, One Community” resources into all introductory courses by August 2021. GSPH ODI to host discussion groups beginning in September 2021.

**Resources Required:** Books, journal articles and/or media provided to all students for free and speakers’ honorarium.

**Recommendation:** All GSPH Departments to collaborate with the GSPH ODI staff to develop specific course content for naming racist actions that have occurred in the past and present in their specific field of public health. This course content will be included in all introductory courses for each department.

**Timeline:** All GSPH Departments to develop course content during Spring term 2021, and to incorporate these changes by August 2021.

**Resources Required:** Research and resources related to specific past racist actions within each public health field. One staff person hired by Health Sciences ODI to facilitate this work until GSPH ODI in place

**Recommendation:** All GSPH Departments to work with the GSPH ODI Staff person to review Core Competencies through CEPH and to identify (1) opportunities for additional Anti-Racist work (2) areas where the competencies fall short, and (3) areas of the curriculum that require the addition of explicit anti-racist content.

**Timeline:** Review to begin in January 2021, and to conclude in Summer 2021.

**Resources Required:** One staff person hired by Health Sciences ODI to facilitate this work until GSPH ODI in place

**Recommendation:** Create an open access bank of materials related to diversity, inclusion and antiracism for use by faculty, staff, and students

- GSPH Community members can suggest additions to the materials bank through the following methods:
  - a. One open question will be added to the OMET forms sent to students at the end of each semester, where students can propose new materials to be added to the bank.
  - b. A submission form will be made accessible through a link on the GSPH website to allow students, staff, and faculty to share resources throughout the semester. The link to this form will be required to be included in any departmental newsletters sent to students, faculty, or staff.

- Paid graduate student workers to host at least one in-person or virtual book club/journal club/working group per semester, focused around at least two texts pulled from the bank. These events will be open to all GSPH community members.

**Timeline:** Materials bank to be created by March 2021, and accessible to the GSPH community by April 2021. Materials to be continuously updated.

**Resources Required:** Paid GSPH graduate students to review, supplement and maintain an open access bank of materials related to diversity, inclusion and antiracism for use by faculty, staff, and students. Budget for book club/journal club/working group meetings. IT support for the addition of a question to the OMET and a submission form to the website.

**Recommendation:** GSPH ODI to work with existing instructional designers to design and implement at least five presentations/workshops per semester on different teaching methods addressing stigma, antiracism etc. and help to adapt to the curriculum.

- Attendance at a minimum of one workshop/presentation per semester will be mandatory for faculty, TAs, and doctoral students.

**Timeline:** Workshops to be designed during Spring 2021 and finalized by the end of the Spring 2021 Academic term. Presentations/workshops to begin in Fall 2021.

**Resources Required:** Budget to support collaboration between GSPH ODI and instructional designers.

**Recommendation:** One question will be added to the OMET forms sent to students at the end of each semester, where students can provide feedback on the curriculum and antiracism work.

**Timeline:** Question to be added to the OMET scheduled for dissemination during the Fall 2020 term.

**Resources Required:** IT support for the addition of a question to the OMET.

## Recommendations from the Staff Curriculum SJAC Workgroup

### Recommendations

Pitt Public Health needs a systems-level change that implements anti-racism work into the core of the school's mission and educational programming at every level.

4. Outside evaluation of current curriculum to add inclusion, anti-racism, etc. to all courses.
  - a. This evaluation should be completed during the 2020-2021 Academic Year.
  - b. Provide recommendations to faculty re: specific courses and suggestions for incorporating anti-racism knowledge to the current pedagogy.
  - c. Who would do this outside evaluation? There are models out there of other schools who did this.
    - i. NYU School of Social Work is a model for this:  
<https://socialwork.nyu.edu/a-silver-education/social-justice-inclusion-and-belonging/action-against-racism.html>
5. Add anti-racism public health as a new core competency/objective for Pitt Public Health incorporating outside evaluation feedback.
  - a. This competency/objective should be added throughout the 2020-2021 Academic Year to be used as a competency/objective beginning in the 2021-2022 Academic Year.
  - b. University of Washington is a model for this:  
<https://journals.sagepub.com/doi/pdf/10.1177/0033354918774791>
  - c. Colorado College is another model for this, and includes their comprehensive anti-racism plan, including hiring an external evaluator:  
<https://www.coloradocollege.edu/other/antiracism-initiative/docs/Antiracism+Implementation+Plan.pdf>
  - d. This is the time to review the core competencies of Pitt Public Health (CEPH accreditation and Pitt Public Health strategic plan review/update)
  - e. Adding these competencies helps Pitt Public Health lead the way for accreditation bodies to add this competency to their own competencies.
  - f. This objective helps Pitt Public Health recruit/retain students, staff, and faculty who are seeking anti-racist academic environments.
  - g. Survey data – if everyone is a white student, this changes the outcomes of the belief that Pitt Public Health is doing well with diversity (not a useful survey)
  - h. Examples
    - i. Anti-racism training modules for all staff and faculty added
    - ii. Course for credit specifically focused on anti-racism in public health
    - iii. Updated evaluations of faculty/courses with specific questions about anti-racism learning and activities
    - iv. Commitment to remove the “white gaze” from curriculum
6. Pitt Public Health should advocate for adding anti-racism competencies university-wide and add this action to the new Student Affairs Antiracism, Diversity, Equity, and Inclusion Action Plan.
  - a. <https://www.studentaffairs.pitt.edu/dean/diversity-equity-and-inclusion-action-plan/student-affairs-action-plan/>

- b. Currently there is no formal accountability system in place to ensure that suggested updates to courses are carried out. An additional anti-racism lens into curriculum is needed.
    - c. Pitt Public Health, upon adopting an anti-racism core competency/objective, should offer transparency about the process and lessons learned with the goal of making anti-racism work a university-wide competency.
    - d. Information sharing should occur during and at the completion of the 2020-2021 Academic Year to ensure substantive university-wide changes for the 2021-2022 Academic Year.
  7. This committee recommends a commitment to improved mentorship for BIPOC students on a structural level.
    - a. Mentorship has a direct line to the faculty that Pitt Public Health recruits and is affected by the school's commitment to diverse hiring practices.
      - i. Strong encouragement to continue efforts to hire staff, faculty, and postdocs who are BIPOC.
      - ii. Hiring staff, faculty, and postdocs who are BIPOC should be added to Pitt Public Health's strategic plan. There is an obvious overlap of how HR/hiring decisions directly relate to mentorship and curriculum. This will naturally improve mentorship opportunities for students and postdocs of color.
    - b. Mentors typically mentor people who look like them – ensure structured mentorship, especially for students of color.
    - c. Train the trainer opportunities for faculty mentors will likely have a positive effect on students. Prioritize seeking grants and other funding for these opportunities, particularly for faculty of color, in the 2020-2021 Academic Year.
      - i. Increase practicum opportunities for students of color.
      - ii. Support in the thesis/essay writing process for students of color.
      - iii. Increase networking opportunities for students of color for future jobs.
    - d. Support mentorship compensation proposed by the Black student organizers.
    - e. Acknowledge the lived experiences of Black students and commit to better support for these students in Pitt Public Health programs. There is a need for social support at all levels.
    - f. Evaluation of students who exit programs early is needed to understand barriers and challenges faced that affect programmatic success. Implement this evaluation process during the 2021-2022 Academic Year, with preparation for this implementation taking place during the 2020-2021 Academic Year.
    - g. LGBT Health Center has a mentorship model for masters' and doctoral students in the certificate that is helpful for students to succeed in programs, secure practicums and postdocs, and complete theses and essays. This model could be used for other programs, certificates, and non-certificate students. This needs to be a structured model across departments and degrees at Pitt Public Health.
  8. One Book, One Community has had almost no writers of color and has not focused on antiracism in public health. The request by students to read nonwhite writers for this school-wide initiative has been asked for several years.
    - a. Starting with the 2020-2021 Academic Year, this committee recommends focusing on books written by authors of color for the next three years at least, and prioritizing racism and other aspects of health equity.

- b. There may be opportunity to partner with other schools or explore expanding the One Book, One Community read-along initiative to include all the health sciences schools.
9. Amend structures in place for students, particularly students of color, who are struggling in their programs.
  - a. A more robust ombudsman program for graduate students that reflects a diverse population with varying experiences and needs, including better advocacy for students. Programmatic updates/changes should be in place starting the 2021-2022 Academic Year.
  - b. Advisors should have antiracism advisory training and better mentorship skills.
  - c. "If I get in trouble, where do I go?" We need increased confidence in the process of help-seeking.

### **Additional Notes**

1. Racism is a public health crisis. How can the school assert this and not include anti-racism as a priority area in every aspect of its public health work?
2. The SJAC Staff Curriculum Committee was comprised of five white women.
3. This is a complex, multidimensional, structural problem that impacts every aspect of Pitt Public Health's student, staff, faculty, and alumni experience. This is not a problem that can be fixed easily or with a few action items. The process should also not stop here.
4. The Black Student Organizers from the School of Medicine deserve acknowledgment and a response at the University level using deadlines set forth by the organizers, including their request re: relationships with Pittsburgh Police. These recommendations should be assessed within the context of Pitt Public Health, as well.
5. It's difficult to know what antiracism, diversity, and inclusion work is happening because it happens in many committees, groups, and offices across the school/university. We recommend a consortium where representatives from these spaces get together regularly to share information and plans.
6. It's important to use direct "anti-racism" language rather than broad/empty terms of diversity, inclusion, etc. Our mission should reflect this direct language.

### **Closing Statement**

This committee invites additional and future questions regarding these recommendations and conversations that led to this document. This committee's hope moving forward is that the work of these committees is the beginning stage of Pitt Public Health and the university's acknowledgement of the need to develop an anti-racism objective that guides every aspect of our work. We reaffirm the need for direct action, particularly regarding an essential outside evaluation of curriculum and school climate, the addition of anti-racism as a core competency/objective school-wide, and improving mentorship of all students, including and particularly students of color.

## **Recommendations from the Faculty Curriculum SJAC Workgroup**

### **Recommendation Statement**

#### **Teaching**

1. Integration of the concept and life-long practice of “cultural humility” (1) throughout curriculum, class climate, and culture.
2. Integration of innovative and active teaching methods and diverse/inclusive approaches through problem-based, evidenced-based, service learning, and community engagement.
  - a. Use of simulations, problem-based learning, case studies, supervision for feedback, video for student feedback
  - b. Development of more cross-cutting curricula (e.g., One Book, Grand Rounds).

#### **Student mentoring**

1. Integration of equity/inclusion in expectations and rubrics for student evaluation of projects, practica, research, and available forums
2. Expansion of responsibilities for existing ombudsman role and linkage to other social justice and equity resources within the University of Pittsburgh and beyond.

#### **Curriculum**

1. Annual departmental review of all course syllabi to insure inclusion of cultural humility and equity/inclusion in all departmental courses.
2. Improvement of course evaluation methods, such as items in OMET, for all courses to assure integration of cultural humility and equity/inclusion.
3. EPCC review of all proposed and revised courses to insure that cultural humility and equity/inclusion are addressed.
4. Foundations Core Course: add module(s) on cultural humility and social justice
5. Applications Core Course: integrate content on cultural humility and social justice

#### **Faculty**

1. Increase resources and incentives for faculty to improve their own self-awareness and cultural humility through access to training and other resources within GSPH and the

- University, as well as through continuing education, and attending regional and national conferences.
2. Modify annual faculty evaluation form to include documentation of faculty efforts and progress in integrating equity and inclusion into their course syllabi, content, culture, and assignments.
    - a. Documentation of attendance at training in GSPH and elsewhere.
    - b. Evidence of integration of content into syllabus and course content.
    - c. Evidence of integration with mentoring and advising students.
  3. FAPTC should include integration of equity/inclusion in “guidelines” for promotion and appointments.

### Evaluation

1. External review of GSPH strategic plan for curricula to assure equity/inclusion is addressed and evaluated.
  2. Enhance and expand the charge of the GSPH Inclusion and Diversity Committee to identify and provide resources and technical assistance to departments, faculty and programs to improve curricula and sustain training in cultural humility and equity/inclusion.
1. **Hughes V, Delva S, Nkimbeng M, Spaulding E, Turkson-Ocran RA, Cudjoe J, Ford A, Rushton C, D'Aoust R, and Han HR. Not missing the opportunity: Strategies to promote cultural humility among future nursing faculty. *J Prof Nurs.* 2020;36(1):28-33.**

### Notes from Workshop Discussion

#### Evaluate/Benchmark

- ✓ What are the norms, proper way to be culturally sensitive,
- ✓ Faculty may require better tools
- ✓ Discussion of sensitive issues in class may require intervention
  - Some faculty may not be prepared
  - How do you bring closure or further intervention
  - Need for training of faculty on “trauma informed care”
- ✓ Need for engagement of students in community
  - Creation of vice Provost for community engagement
  - Examples of students not having understanding of communities noted
  - Further focus on co-curricular activities
  - Diversify faculty, use guest faculty
- ✓ Focus of committee: diverse teachers, mentors, course content, engagement of students
  - How to handle problems, grievances...process needed
  - Review of existing courses...how deep do we want to go?
    - Role of OMET evaluations discussed
    - Role of EPPC discussed in approving courses
    - Role of departments in reviewing courses each year

#### Discussion:

- ✓ Discussion of methods for teaching
  - Use of simulations
  - Use of problem-based learning
  - Use of case studies
  - Use of supervision for feedback

- Use of video for student feedback
- Use of “one book”
- ✓ Discussion of mentoring students
  - Use of ombudsman
  - Need for supervision within mentoring
  - Involvement of students in Pitt Interprofessional Forum
  - Expectations for Dean’s Day posters (what is the impact on equity/inclusion as well as public health practice)
  - Revising judging rubrics to include cultural humility and implications for equity/inclusion
- ✓ Discussion of curriculum
  - Review of syllabi by departments
    - Standardized for all departments
    - Required information on cultural humility and social justice in each syllabus
  - Review of syllabi by EPCC
    - Required information on the proposal form for new and revised courses
  - Revision of checklist for syllabi to include cultural humility, equity/inclusion
  - Foundations Core Course: add module(s) on cultural humility and social justice
  - Applications Core Course: integrate content on cultural humility and social justice
  - Review Noble Maseru report on social justice review of curricula
    - Identify curriculum gaps and address how gaps would be filled
  - Development of a “toolbox” to assist faculty
- ✓ Discussion of Faculty
  - Taking advantage of existing resources: CTSI mentoring
  - Expanding GSPH faculty mentoring program beyond “just for promotion”
  - Increase access to improvement of faculty ability to facilitate conversations, dialogues regarding social justice
    - Seek input from experts at Pitt and elsewhere, i.e. Mario Brown
  - Change structures and processes within GSPH to change the narrative and promote change
- ✓ Discussion of Promoting GSPH
  - Perhaps we are doing more than we think?
  - Development of new course, “under-represented minority research enhancement programs”
  - Deficiencies of the GSPH Website must be prioritized
    - Need for full time staffing
    - Increased standardization
    - Constant and continual updating
    - Publicizing and promoting what GSPH is doing

#### Discussion:

- ✓ **Faculty Level: Methods for evaluating progress**
  - Use peer groups for learning, sharing
  - Development new items for annual faculty reviews
    - Documentation of attendance at training in GSPH and elsewhere
    - Evidence of integration of content into syllabus and course content
    - Evidence of integration with mentoring and advising students
  - Improve questions or expand questions on OMET
- **GSPH Level: Methods for evaluating progress**

- Review of faculty evaluations across departments for documentation and innovation
  - Form an oversight committee to monitor progress
  - Establish incentives for faculty for improvement, innovation, documented change
    - Consider time allotment for work on these initiatives
    - Consider other tangible incentives
    - Review models from other schools, universities
  - Continued engagement of current committees, etc. to monitor progress
    - Consider CEPH requirements for schools of public health
    - Encouragement and sponsor for faculty to attend
      - American Public Health Association to learn from others
      - Association of School of Public Health meeting for Program Directors
  - Utilizing existing resources:
    - Center for Public Health Practice
    - Center for Health Equity
    - MidAtlantic AETC
    - Bridging the Gap
  - Creating new resources:
    - Online modules
    - Reference and reading list, engage GSPH librarian
  - Marketing what GSPH is doing.
- ✓ **University Level: Methods for evaluating progress**
- Input from Vice Chancellor's Office for Community Engagement
    - Consider encouragement or requirement for faculty to go into the community
    - Creation on on-line required learning modules
    - Build new community partners for faculty and student engagement

## Recommendations from the Heterogeneity SJAC Workgroup

### Recommendation:

### Timeline:

### Resources Required:

This is not the time to be silent but to take action. We at Pitt Public Health must explicitly name systematic oppression and white supremacy as root causes of anti-Black violence and discrimination. We must strive to achieve the goals for public health pioneers, Dr. Bill Jenkins, who challenged all public health professionals at the Symposium on Thomas Parron to name racism. We must, as our colleague in social justice, Dr. Carmara Jones advocates, fulfill three tasks in combating structural racism:

1. Name racism, as already noted;
2. Ask “how is racism operating here”; and,
3. Organize and strategize to act.

In addition to these steps, we must also take the necessary measures to act and evaluate our actions and maintain anti- goals. What Pitt Public Health does externally matters , but what it does internally matters more, because the organizational culture and environment is a reflection of Pitt Public Health’s values . Social Justice is a core value of public health. We at Pitt Public Health must expressly fight against anti-black racism, xenophobia and racial injustice in general and dismantle the structures and mechanisms that harm the Black community and other communities of color. We must take **actions** that reflect our values and those of the national public health academic and practice community, including APHA, NACCHO, ASPPH and CEPH. The emphasis is purposeful – lip service, window dressing and tokenism is unacceptable. It is time that Pitt Public Health devote resources to this vital anti-racist and social justice mission. The following recommendations are for the minimum resources that Pitt Public Health should devote to this mission:

---

### *Hiring and Human Resources*

---

#### **Effective by August-December 2020 Hiring and HR**

- a. Establish an Human Resources staff position at Pitt Public Health that reports directly to the University of Pittsburgh Office of Diversity and Inclusion by November 1, 2020.
- b. Establish a reporting system for racial discrimination and harassment by November 2020.
- c. Establish an accessible platform to access anonymous student reviews of GSPH courses. Similar to Brown University Critical Review.
- d. Associate Dean for Diversity and Inclusion Should be a voting member on faculty committees (Inclusion and Diversity being the lone exception) and the Public Health Council, by Fall 2020.

- e. Promote Freedom and Justice-Oriented Research and Diverse Scholars beginning Fall 2020.

**Effective by Spring 2021 to Fall 2021 Hiring and HR**

- a. Collect and release an annual report on discriminatory conduct and conduct yearly evaluations of student, staff, and faculty experiences with discrimination at GSPH
- b. Establish a permanent Pitt Public Health community review body by January 2021 consisting of students and faculty that will be held accountable and regularly evaluated by an external committee, including the department deans and Dean of GSPH – that will assess and comment on the schools anti-racist climate and racial equity standing. Members will review evaluations of discrimination, direct the creation of the annual report, and be in charge of establishing other anti-racist reports or evaluations. Members will be nominated by each department and applications will be made available for other interested participants in order to ensure equal opportunity.
- c. Search committees, which themselves be ethno-racially diverse and consisting of students and faculty should recruit ethno-racially diverse candidate pools. Pitt Public Health should ensure that Dr. Velpandi has the resources needed for faculty mentoring to ensure progress to tenure and address the additional burden that faculty of color carry .
- d. Require all Pitt Public Health to provide diversity, inclusion, implicit bias, anti-racist, cultural competency training similar to those conducted by Pitt Medical School ODI, for members of our academic community at all levels, from students, staff to faculty and administrators, rather than one-time events or reactions to crises. Evaluate effectiveness of training sessions via survey to improve training experiences.
- e. Establish an Office of Diversity and Inclusion (ODI) with a staff and budget. \*\*add paid student staff as well. Provide financial support that advances social justice, diversity, inclusion, and racial equity. If social justice and racial equity is a core value at Pitt Public Health, then we should invest in this effort and not divest from it.
- f. An ODI Report should be included and delivered to the Board of Visitors presented by the Associate Dean for Diversity and Inclusion at the Board of Visitors annual meeting in April/May 2021
- g. Recognize, financially support, and amplify (yes) the efforts of Pitt Public Health faculty and staff who are already doing this social justice, racial and gender equity work and establish fellowships to attract the next generation of graduate student and postdoc scholars to work on this critical social justice and anti-racism research across a myriad of disciplines by March 2021.
- h. Diversify the staff of its mental health services to reflect the student body's diversity. This includes the hiring of more Black clinicians and other clinicians of color and ensuring that all counseling and mental health services providers are trained in dealing with racial trauma. These requests are especially urgent for addressing current trauma by Fall 2021.

## Ongoing Hiring and HR

- a. Hold faculty search committees and departments accountable to increase ( the hiring and retention of more Black faculty as well as those from historically underrepresented groups (HUGs) in appointment, tenure stream and especially tenure-track positions by 10% within the next three years. HUGs are currently 0 - 7.7% of the full time faculty at Pitt Public Health.
- b. Invite entirety of GSPH community members to work alongside one another towards the creation of an antiracist community. Continue to use language of invitation to encourage staff, faculty, and students to engage in this journey towards antiracism, as they are able. Work towards the creation of separate trainings that would be open to all, but targeted towards working on different challenges/issues and topics. Continuously provide feedback with attendees and prospective attendees to determine changes that may need to be made.
- c. Uphold and invest in research to end the legacy of racism and injustice in the U.S
- d. Provide resources to continue the 1619 Project and initiative advanced by APHA and implemented by Pitt Public Health at our symposium *400 Years of Inequality: Achieving Redemption, Reconciliation and Equity Today*
- e. Collaborate with Pitt Public Health, University of Pittsburgh Faculty and Allegheny County and City of Pittsburgh government entities on social and health equity practice, assessments and measurement e.g. human rights and sustainable development goals
- f. Add ACE'S (Adverse Childhood Experience) training and trauma informed responses to the mix of competencies for both mental health clinicians as well as faculty members

---

### *Curriculum*

---

## Effective by Fall 2021

- a. Increase the diversity of each department's curriculum by providing at least two electives run by PPH staff or non-PPH members that emphasize social justice, racial and gender equity work as core components of the course in relation to the department by Fall 2021.

---

### *Engagement*

---

## Effective Immediately Engagement

### Social Media Recognition

- a. Recognize, financially support, and amplify the efforts of Pitt Public Health faculty, staff, and students who are already doing this social justice, racial and gender equity work by featuring their work on the PPH main website, Facebook, and Twitter, beginning in Fall 2020.

- b. Creation of Working Group focused on GSPH diversity, SES, SDH. Working Group to be established by the end of Fall 2020.
- c. Establish mentorship opportunities for Staff & Students (including non-traditional, PT, and individuals from lower SES). The goal of these mentorship opportunities will be to ensure that Staff and students are viewed and supported holistically by December 2020.
- d. Advertise working groups across departments to reach students with interdisciplinary interests, by the beginning of Fall 2020.

### **Effective by Spring 2021-Fall 2021 Engagement**

- a. Create a paid student team position responsible for overseeing and planning interdepartmental PPH speaker events and lecture sessions and conducting outreach geared towards the Pitt community at large. Must include at least four paid graduate students and those familiar with Pitt's technological support options. Positions to be established by January 2021. Tasks include:
  - i. **Establish** at least four interdisciplinary lecture sessions and interdepartmental run events per year beginning in Fall 2021, hosted by said Pitt Public Health students that focus on dismantling structural racism and uplifting marginalized communities. Funding for guest-speakers to be provided by ODI.
  - ii. **Host** at least two public health panel discussions of select students and staff for undergraduate University of Pittsburgh students to learn about public health and the types of opportunities available within PPH, beginning in Spring 2021.
  - iii. **Curate an evolving list of events and opportunities** across departments at Pitt, and if applicable through other public health schools, to be sent to or available to all GSPH students, staff, and faculty, beginning Fall 2021.
  - iv. **Create an Outlook calendar** with all of these events that is similar in look and function to CMU calendar on Diversity and Inclusion Events Calendar to be established by Fall 2021.

---

*Financial Support and Student Outreach*

---

### **Effective Fall 2020**

- a. Faculty and Staff/Support to be given weekly protected hours – at least 4 hours per week – to be modeled after the protected hours format adopted by GSPIA. This time is to be utilized to scheduled events, lectures, and trainings open to Staff, Students, and Faculty. To be implemented by fall 2020

### **Effective Spring 2021**

- a. Establish diverse fellowships, abundant scholarships, and an environment for growth and guaranteed support to attract the next generation of graduate student and postdoc scholars to work on this critical social justice and anti-racism research

- across a myriad of disciplines. Begin to offer fellowships, scholarships, and improved support structure by the beginning of Fall 2021.
- b. Discussion of scholarship availability and connect students to scholarships with a social justice aim in their research.
  - c. Provide options for financial support to PPH student groups to conduct outreach to both graduate and undergraduate students to host events, beginning in Spring 2021. This will allow student-to-student mentorship and networking and increase collaboration across departments.
  - d. GSPH ODI to conduct a targeted review of tuition remission packages made available to employees (particularly for R1 and R2 positions ), to determine (1) if the tuition remission is sufficient to allow staff to achieve their educational goals in a timely manner and (2) if tuition remission is significantly high enough to address the cost of receiving a degree, given ALL salary levels, and all degree/certificate types and costs
  - e. GSPH ODI to review the GRE requirements for programs overall to increase diversity of students from different backgrounds and intuitions, by Spring 2021.

**Effective Fall 2021**

- f. Diversify the staff of the University of Pittsburgh's mental health services to reflect the student body's diversity. This includes the hiring of more Black clinicians and other clinicians of color and ensuring that all counseling and mental health services providers are trained in dealing with racial trauma. These requests are especially urgent for addressing current trauma.
  - Add ACE'S (Adverse Childhood Experience) training and trauma informed responses to the mix of competencies for both mental health clinicians as well as faculty members

## Appendix B – Qualtrics Comments and Suggestions

---

The Qualtrics comment box was open 07/22/2020 – 08/05/2020. Students, staff and primary faculty in PPH were invited via email (original sent on 7/22/2020, a reminder email on 7/30/2020).

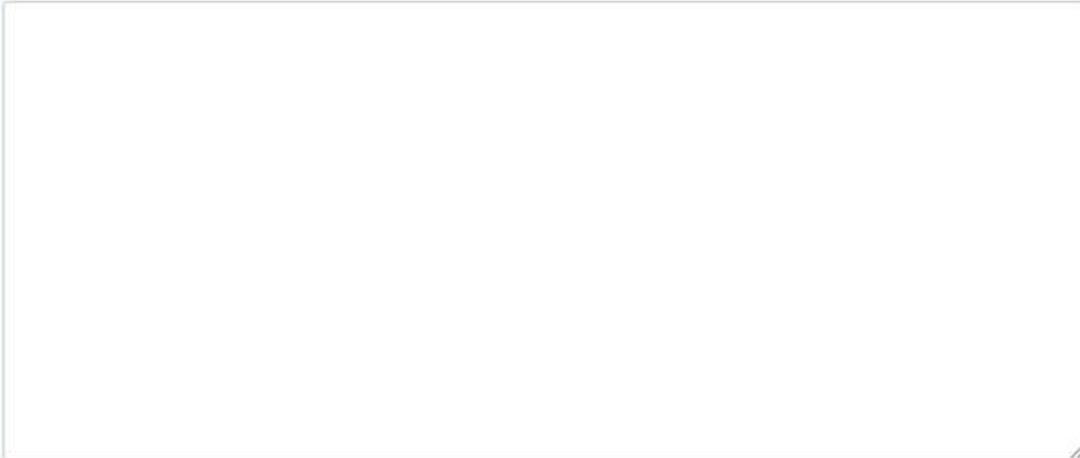
### Social Justice Action at Pitt Public Health

In June, Interim Dean Everette James announced the formation of the Social Justice Action Committee (SJAC). SJAC's charge is to confront systemic and structural racism at Pitt Public Health and beyond by developing systemic solutions and actionable recommendations that the school will implement to achieve social justice and racial equity and bring about transformative change.

While several SJAC Work Groups have been formed to help develop our action plan, we understand that not everyone in the Pitt Public Health community is able to participate and provide input that way. Hence, why we created this opportunity to provide input. Please share your experiences and suggestions for actionable recommendations and systemic solutions. *Feel free to share your contact information or to remain anonymous.*

Sincerely,  
The SJAC Leadership Team

Comment Box



If you would like to have a member of the SJAC follow up with you, please complete the information below.

Name

e-mail

"This might be the only reason for me to be sad in accepting Pitt's early retirement offer. You all will be tackling important issues and challenging an entrenched system. Be bold, be tireless, be encouraged that it's a worthy effort."

"Thank you for the opportunity to comment. One suggestion that I have is that more effort be put into recruiting Black and other minority faculty and students. This would include active efforts to locate people, such as reaching out to HBCUs and contacting potential candidates directly. Efforts should be made to incorporate this practice across departments, not just to bring in a few new faculty to study race specifically."

"Racism, white supremacy, sexism, ableism, homophobia, transphobia, etc. are all systemic issues- the department, a system, working within the university system can never confront these issues without abolishing itself, and its own structures of deanship, tenure and endowments. This committee must first understand that any work coming out of it, short of these outcomes is not a true solution. Those who hold power must give up power, opportunities, and wealth. The committee must resist the urges of administration to use their work for publicity or easily achieved "racial justice", especially in place of long term, difficult change."

"No unpaid internships, oversight on research- the consideration of research subjects must go beyond compliance to examine who does research on whom, and to what end. What is the REAL, measurable benefit to research subjects? Who benefits from the research?, accountability and public acknowledgement of past wrongs in the public health field and from the department- especially regarding research ethics and POC, reparations for these actions."

"An equity audit and a climate survey are sorely needed."

"Why aren't we addressing any of Pittsburgh's racial disparities? The school of social work and Arts and Sciences appear so much more proactive."

"I would love to see the center for health equity turn into a center for social justice. Social Justice is the heart of public health and seems to be totally missing from our school."

"We need complete review of our curriculum to determine and suggest areas where social justice can be incorporated."

"We need a complete review of our climate, including students, faculty, post-docs and staff to find out how we are doing."

"I have a sad memory of the days when the side front entrance to the building (that is now replaced by the iron lung) was always locked since it was next to the 81/83 bus stop and no one wanted them (mostly African American) to access the restrooms or any part of the building."

"I few years ago in the Epidemiology department, there was an inter-group dialogue weekly workshop that I attended. This was a wonderful experience where classmates of different backgrounds discussed disadvantage (race and otherwise). I would like to see things like this."

"I applied for a predoctoral F31 fellowship. I realized that I was eligible for the F31-diversity fellowship (on the basis of income); however, this was news to people who I talked to. They did not realize that this also met eligibility criteria. I think we need to have more awareness of opportunities for students from disadvantaged backgrounds again race and otherwise."

"Continue open dialogue that is far reaching to help those in the community not directly affected by racism to understand what it is to be on the receiving end. I think the most important thing is that the mentality of the people (and perhaps most importantly, the people who are involved in major decision making whether it be hiring, admissions, policy making etc.) has to change for real equality to happen. I think that we need to be careful of extreme responses in any direction and be careful to share accurate information in safe, non-judgemental, open dialogue settings."

"Remove the GRE from all admission requirements across the school."

"I suggest distilling the foundations from the certificates for Healthy Equity and LESBIAN, GAY, BISEXUAL, AND TRANSGENDER INDIVIDUALS' HEALTH AND WELLNESS (perhaps addressing the systemic root causes of health disparities and a systems overview of conditions of greater prevalence among LGBT populations) and integrating them into required core Pitt PH classes. Everyone needs an awareness of systematic inequities, not just students who elect to specialize in them."

"Perhaps the existing lessons about systems thinking can use health disparity examples to demonstrate two concepts at once?"

"Keep up the All School Book Club with selections like *The Immortal Life of Henrietta Lacks* and *Miss Evers' Boys*. Consider film and other media selections, too (like *Pose*)."

"Continue Pitt Oakland's new habit of including branch campus folks in webinars and Zoom talks. Mindfully welcome and incorporate their perspectives as largely rural areas into discussions of diversity and justice."

"I think Pitt has to award a % of subcontracts from federal awards to MBEWBE. Assess and monitor how Pitt PH funding streams are meeting or exceeding those goals. Promote our subcontractor diversity goals and results."

"Somewhere on the Pitt PH property (and in other venues as well) acknowledge the indigenous peoples whose land Pitt PH now occupies. This could be included verbally as part of orientation, too."

"If Community Kitchen Pittsburgh is not already an approved vendor for Pitt, get them on the list. And use their services! <https://www.ckpgh.org/>"

"I thoroughly enjoyed working with my group on staff culture. I hope this project is not a "flash in the pan" and continues with authenticity. I also hope there are more opportunities to interact with the Public Health community. I don't know if I would have met the phenomenal women on my team if not for this endeavor. I am grateful to have been provided with this experience by Pitt Public Health. I am very proud of the important actionable items we developed and am honored to have been included. I look forward to supporting this school wide effort and commitment to social justice and equity. Thank you!"

"When we orient faculty, staff, and students to Pitt PH, I assume that we include the history of the school? We need to include early contributions to OSHA standards and the role(s) of Thomas Parran. We could also include an acknowledge of the indigenous lands that the schools now occupies."

"While I applaud the idea behind this Committee, I agree with the many people who have expressed concern with the timing and the apparent speed with which this has been undertaken. Many people, including myself, felt unable to participate within the timeline provided because we were preparing to teach this Fall and were dealing with childcare/eldercare issues. I completely understand the desire to fix things as fast as possible, but these problems are 400+ years in the making and will not be fixed by December. Furthermore, the speed may be marginalizing the voices of people who are most marginalized in our own community because of the workplace, economic, and social conditions during the pandemic."

"As we heard at the Pitt Diversity Forum, Pitt PH needs to assure that it does not ask for unpaid labor from BIPOC faculty to provide service on "diversity" or "inclusion" committees and student guidance. We need to examine our criteria for tenure and recognize and weight such service accordingly."

"Invite teens from underrepresented groups to serve on the Community Research Advisory Board (CRAB)."

"I think that the concept is very vague and question whether there are systemic and/or structural barriers that exclude individuals from GSPH enrollment, activities, groups, etc. based on their race. What I desire is more transparency from the SJAC as to what specific barriers exist, how they are attributable to race, and what specific changes can be made to bring about the "transformative change" mentioned above. Additionally, I feel like the mission described above and in other emails I received use broad terms without specifically defining them and aim to address issues that are also broadly defined and that I have not witnessed. If issues exist, please provide data that clearly shows structural and/or systemic racism at GSPH. If there are real barriers, I will fight them with you. Otherwise and without clear information, I have no recommendations or solutions for problems that are not clearly defined and I question whether these structural and/or systemic barriers exist."

## Appendix C – Work Group Members<sup>3</sup>

---

Jennifer Adibi  
Mario Browne  
Moses Bility  
Lora Ann Bray  
Cindy Bryce  
Ozge Burgut  
David Carr  
Michael Clark  
Evan Cole  
Stephanie Creasy  
Kirsten Crowhurt  
Mary Derkach  
Berthony Deslouches  
Jasmine Sulin Dioguardi  
Haley Director  
Julie Donohue  
Linda Frank  
Nancy Glynn  
Gill Goobie  
Antonio Gumucio  
Erricka Hager  
Monica Henderson  
Jenna Jabaut  
Michelle Utz-Kiley  
Tiffany Kollah  
Andrea Kriska  
Calli Laskowski  
George Leikauf  
Kelsey Leonard  
Janke Mains-Mason

---

<sup>3</sup> Work Group participants were given the option to be identified in this report; not all participants wished to be identified.

Caitlin McCullough

Emily Nemeth

Cara Svitko Nestlerode

Quasar Padiath

Yuae Park

Lizz Piccoli

Taylor Jaelynn Robinson

Beth Roman

Andrea Rosso

Joanne Russell

Jennifer Sciullo

Beth Shaaban

Min Song

Noelle Spencer

Briana Sprague

Kelly Tatone

Dylan Tuttle

Abdus Wahed