



## **INCLUSIVE EXCELLENCE COMMITTEE PROGRESS REPORTS**

### **Mel and Enid Zuckerman College of Public Health**

#### **Mission Statement**

The Mel and Enid Zuckerman College of Public Health is dedicated to promoting the health of individuals and communities in the southwest and globally with an emphasis on achieving health equity through excellence in education, research & service.

#### **Our Values**

The Mel & Enid Zuckerman College of Public Health acts with respect and integrity to continuously advance health and well-being for all through knowledge, collaboration, empowerment, advocacy and sustainability. Our core values are: Fairness, Trust, Equity, Social Justice, Excellence, Innovation, Commitment, Collegiality, Diversity, Open Communication, Participation, Consensus and Enhancement.

We strive to foster an educational community that values innovation and excellence in teaching, creation and dissemination of knowledge, practice-based research and research-based practice to address the health needs and interests of individuals and communities.

#### **AREAS OF STRENGTH:**

While there was considerable discussion about the areas of strength and not all on the committee were in agreement, the following areas are examples of how MEZCOPH is a leader of IE at UA and among colleges of public health.

- Compared to other colleges of public health and colleges within UAHS, MEZCOPH has among the largest proportions of Native American and Latino students and faculty
- The College mission and values statement explicitly recognizes the importance of diversity and reduction of health inequities
- College demonstrates support for student led organizations and events including groups focused on diversity and equity efforts. Student led groups have received recognition from main campus for their diversity and inclusion efforts
- The flexibility of educational program accommodates diverse students and needs (working students, non-traditional students)
- The college has a reputation of building strong community partnerships throughout the state with border, tribal and rural communities for many years and in conducting community-based participatory research
- MEZCOPH contributes to UA's Never Settle Plan and 100% Student Engagement by having students conduct internships and incorporate community-based projects and service learning courses into its

curriculum.

- MEZCOPH has had several individuals and student groups receive UA Diversity and Inclusion Awards

## **Areas for Improvement**

### **STRUCTURE**

- Allocate protected budget lines to support a diversity and inclusion leadership position and support staff position. This position should be a support staff and filled by an individual with expertise in system transformation specific to diversity and inclusion in higher education (37)
- Allocate protected budget lines to diversity and inclusion initiatives (40)
- Allocate financial support for programs that focus on recruitment, retention and graduation of a diverse group of students(51)
- Develop and publish a stand-alone College level diversity and inclusion strategic plan including clear goals, outcomes, proposed measurement metrics, and plan for transparency/accountability (51)
- Develop a stand-alone diversity and inclusion mission statement (44)

### **GOVERNANCE & LEADERSHIP**

- College leadership should include the newly developed (and stand-alone) College Diversity and Inclusion statement in all public speaking events related to descriptions of the College and its programs and initiatives for research, teaching, and service(as part of a standardized slide deck) (38)
- College leadership should participate in all current and newly required trainings recommended for faculty, staff, and students (39)

### **ENVIRONMENT & CLIMATE**

- Educate the College community on the bias incident reporting system and ensure participation in the mandatory discrimination and harassment training (6)
- Establish a process for anonymous reporting of student concerns (8)
- Request on update on progress/planning for gender inclusive bathrooms (15)
- Implement the conversion of allocated space for a lactation room (16)
- Assess the possibility of creating a room for meditation/religious obligation (18)
- Establish a College Art Committee which will review current art throughout the College and ensure artwork displayed represents the values of diversity and inclusion. (20, 21)

### **INSTRUCTION - CLASSROOM & CONTENT**

- Provide information about diversity trainings during student orientation and include information on the Hub (22)

- Sustain training modules on Civil Discourse at student orientation (23)
- Require all students in MEZCOPH to attend at least one training session on diversity/ social justice per two years of program work, regardless of MPH/MS/PhD status. Trained experts are necessary and available and available trainings will be made available on the Hub (see first bullet) (28)
- Curriculum development within the college should be evidence-based and should incorporate educational experts perspectives on diversity in classrooms. (29)
- Create new/additional learning outcomes and competencies related to diversity and inclusion (31)
- Add items to the required course evaluations (TCE) regarding inclusiveness in the classroom (32)
- A College diversity and inclusion statement will be developed that can be included with the summary syllabi information that students will read and acknowledge at the beginning of each academic semester(34)
- Include Diversity Statement in New Student Orientation (25)

#### FACULTY & STAFF

- A core set of recommended diversity and inclusion related trainings should be developed and required for faculty and staff (3)
- Establish clear expectations and guidelines for faculty commitment and dedication to diversity and inclusion efforts. Initiate the process to develop criteria for evaluation that can be used in the APR and P&T process. (4)
- Provide guidance and training to P&T members on the limitations of TCEs (particularly online TCSs), supplement TCEs with regular peer evaluation of instruction (10)
- Build into faculty, staff, and student job descriptions knowledge, skills and abilities related to inclusiveness (26)