ASPPH Presents Webinar: Advancing a Diverse Student, Staff, and Faculty Pipeline and Moving Toward Inclusive Excellence
Method for Submitting Questions/Comments

Join the Conversation...

- You can ask questions in writing anytime during the webinar.

- Simply type them in the "Questions" field on the right side of your screen.

ASPPH Presents WEBINAR
Moderator

Cheryl G. Healton, DrPH
Dean, New York University College of Global Public Health; and chair, ASPPH Diversity and Inclusion Committee
Learning Objectives

• Understand the status of diversity and inclusion activities within schools and programs of public health as well as the larger university;

• Reflect on and discuss innovative approaches to create and sustain model diversity and inclusion programs for faculty and students.
Today’s Presenters

Melody Goodman, PhD
College of Global Public Health at New York University

Kauline Cipriani, PhD
University of North Carolina Gillings School of Global Public Health

Toni Thibeaux, MPH, CLA
Cornell University MPH Program
Diversity & Inclusion in Public Health Education

Melody S. Goodman, PhD
Associate Professor
Department of Biostatistics
New York University Global Public Health
Purpose

The purpose of this survey was to identify efforts to achieve diversity and inclusion within ASPPH member Council on Education for Public Health (CEPH)-accredited schools and programs of public health, as well as within the larger university/college.

The survey asked about the following organizational units:

- Public Health program, including the academic unit where the public health program reports unless otherwise noted
- School of public health
- University/college
Data Collection

• The ASPPH Diversity & Inclusion Committee developed the survey and it was sanctioned for distribution to ASPPH members by the ASPPH Data Advisory Committee.
• Survey was administered online via SurveyMonkey and distributed to the primary contact (dean/program director) of the ASPPH member, CEPH-accredited school or program of public health.
• Respondents were either the primary recipient of the survey solicitation or a designated colleague.
• One response per institution was collected.
• The instrument was open from February 27 to April 28, 2017.
• 25 questions on organizational structure related to diversity; initiatives for students, faculty and staff; responses to demographic changes and incidents; partnerships; promising practices and challenges.
Mixed-Methods Descriptive Analysis

- **Quantitative**
  - Compare responders to non-responders
    - member type, member support type, percentage of faculty gender, percentage of faculty race, percentage of student gender, percentage of student race, length of program, faculty size (count), and student body size (count).
  - Descriptive analysis of survey responses

- **Qualitative — open-ended questions**
  - Based upon open-end responses, theme lists were created for each question based on similarities and differences across responses.
  - Indicator variables were created for each theme with a minimum of 5 responses.
Comparison of Responders and Non-responders

• No significant differences were found between respondents and non-respondents in the percent of gender or race/ethnicity of faculty. However, several race/ethnic variables had small sample sizes.

• No significant differences were found between respondents and non-respondents in terms of student gender percentages.

• There was a small significant difference found in race/ethnicity reports of Native Hawaiian/Pacific Islander students of responding members (0.4%) and non-responding members (0.7%; p = 0.043).

• A significant difference was found between respondents and non-respondents in the percentage of foreign students (p = 0.041), with responding members reporting higher percentages of foreign students (n = 53, m = 13.6%, SD = 12.1%), in comparison to non-responding members (n = 28, m = 9.2%, SD = 6.7%). This significant difference did not hold in the nonparametric Wilcoxon Rank Sum test (p=0.10).
### Appendix Table 1: School/program response status by member and support type

<table>
<thead>
<tr>
<th>Member type</th>
<th>Non-Responding School/Program</th>
<th>Responding School/Program</th>
<th>P-Value</th>
<th>Non-parametric P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>#</td>
<td>#</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>Percent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program</td>
<td>25</td>
<td>2C</td>
<td>32.8%</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>20</td>
<td>4</td>
<td>67.2%</td>
<td>0.019</td>
</tr>
<tr>
<td>Support type</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private</td>
<td>14</td>
<td>25</td>
<td>41.0%</td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>31</td>
<td>36</td>
<td>59.0%</td>
<td>0.298</td>
</tr>
</tbody>
</table>

### Appendix Table 2: School/program response status by school/program characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Non-responding</th>
<th>Responding</th>
<th>P-Value</th>
<th>Non-parametric P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (Years)</td>
<td>n 35, mean 21.2, SD 19.5</td>
<td>n 56, mean 33.8, SD 29.5</td>
<td>0.016</td>
<td>0.075</td>
</tr>
<tr>
<td>Faculty Size</td>
<td>n 35, mean 79.5, SD 73.1</td>
<td>n 35, mean 142.2, SD 221.5</td>
<td>0.053</td>
<td>0.201</td>
</tr>
<tr>
<td>Student size</td>
<td>n 34, mean 513.1, SD 548.</td>
<td>n 34, mean 766.8, SD 753.5</td>
<td>0.071</td>
<td>0.201</td>
</tr>
</tbody>
</table>
Diversity & Inclusion at University/College Level

- Question 3: highest titled position at your university/college primarily responsible for diversity and inclusion

<table>
<thead>
<tr>
<th>Position</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President, Vice Chancellor, Vice Provost, or similar</td>
<td>41</td>
<td>67%</td>
</tr>
<tr>
<td>Chief Diversity Officer, Executive Director or similar</td>
<td>8</td>
<td>13%</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>President, Chancellor, Provost or similar</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>Vice Dean, Associate Dean</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>61</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Majority (97%; n=59) of respondents report (existence of a university/college-wide task force or similar group focused on diversity and inclusion.

Question 4a: What is the charge of the university/college-wide task force?

<table>
<thead>
<tr>
<th>Theme</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation of Diversity and Inclusion Committees/Councils to Facilitate Initiatives</td>
<td>57</td>
<td>93%</td>
</tr>
<tr>
<td>Creation of Equal Opportunity Across Campus</td>
<td>18</td>
<td>30%</td>
</tr>
<tr>
<td>Attraction/Retention of Talented and Diverse Faculty, Students and Staff</td>
<td>7</td>
<td>11%</td>
</tr>
<tr>
<td>Renewal of Policies to Address Uprising Diversity and Inclusion Challenges</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Collaboration of Schools Across Campus to Create Support Network for Inclusion</td>
<td>5</td>
<td>8%</td>
</tr>
</tbody>
</table>
Diversity & Inclusion at the School/Program of Public Health Level

- Question 6: What is the highest titled position at your school or program primarily responsible for diversity and inclusion?

<table>
<thead>
<tr>
<th>Position</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate, Assistant or Vice Dean or similar</td>
<td>17</td>
<td>28%</td>
</tr>
<tr>
<td>Dean</td>
<td>16</td>
<td>26%</td>
</tr>
<tr>
<td>Director</td>
<td>9</td>
<td>15%</td>
</tr>
<tr>
<td>Diversity Committee Chair</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Faculty position</td>
<td>3</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>7%</td>
</tr>
<tr>
<td>Not Applicable/Unknown</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>61</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
D & I Task Force – School/Program

• Question 7: Does your school or program have a task force or similar group focused on diversity and inclusion?

<table>
<thead>
<tr>
<th>Response</th>
<th>School of Public Health</th>
<th>Program of Public Health</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>Yes</td>
<td>33</td>
<td>80%</td>
<td>11</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>20%</td>
<td>8</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>41</td>
<td>100%</td>
<td>20</td>
</tr>
</tbody>
</table>

• Question 7a: What is the charge of the task force?

<table>
<thead>
<tr>
<th>Theme</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Diversity and Strong Cultural Climate</td>
<td>36</td>
<td>59%</td>
</tr>
<tr>
<td>Increase Diversity</td>
<td>23</td>
<td>38%</td>
</tr>
<tr>
<td>Stakeholder Collaboration Across Campus</td>
<td>7</td>
<td>11%</td>
</tr>
</tbody>
</table>
Question 8: What are the strategic areas that your school or program’s diversity and inclusion efforts are addressing?

<table>
<thead>
<tr>
<th>Theme</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive Climate</td>
<td>30</td>
<td>49%</td>
</tr>
<tr>
<td>Recruitment Efforts</td>
<td>21</td>
<td>34%</td>
</tr>
<tr>
<td>Curriculum</td>
<td>20</td>
<td>33%</td>
</tr>
<tr>
<td>Community Engagement/Service</td>
<td>14</td>
<td>23%</td>
</tr>
</tbody>
</table>
# Student Focused Initiatives

Table 9a: Rank of initiatives by percent of respondents indicating: "Yes, activity is in place."

<table>
<thead>
<tr>
<th>Student-focused Initiatives</th>
<th>Total # Responses</th>
<th>Yes, activity is in place</th>
<th>No, activity is not in place</th>
<th>Don’t know if this activity is in place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efforts to recruit diverse students</td>
<td>59</td>
<td>n 59 100%</td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>Student organizations</td>
<td>59</td>
<td>n 58 98%</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Resources for diverse students</td>
<td>58</td>
<td>n 57 98%</td>
<td></td>
<td>1 2%</td>
</tr>
<tr>
<td>Efforts to create and sustain a welcoming climate</td>
<td>58</td>
<td>n 57 98%</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Workshops, presentations, panel discussions or other events focused on diversity and inclusion</td>
<td>57</td>
<td>n 55 96%</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Retention initiatives</td>
<td>58</td>
<td>n 53 91%</td>
<td>4</td>
<td>7%</td>
</tr>
<tr>
<td>Orientation programs</td>
<td>57</td>
<td>n 50 88%</td>
<td>4</td>
<td>7%</td>
</tr>
</tbody>
</table>

ASOCIATION OF SCHOOLS AND PROGRAMS OF PUBLIC HEALTH
Faculty Focused Initiatives

Table 13a: Rank of initiatives by percent of respondents indicating: "Yes, activity is in place."

<table>
<thead>
<tr>
<th>Faculty-focused Initiatives</th>
<th>Total # Responses</th>
<th>Yes, activity is in place</th>
<th>No, activity is not in place</th>
<th>Don’t know if this activity is in place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efforts to recruit diverse faculty</td>
<td>59</td>
<td>59 (100%)</td>
<td>3 (5%)</td>
<td>1 (2%)</td>
</tr>
<tr>
<td>Efforts to create and sustain a welcoming climate</td>
<td>59</td>
<td>55 (93%)</td>
<td>3 (5%)</td>
<td>1 (2%)</td>
</tr>
<tr>
<td>Professional development focused on diversity and inclusion</td>
<td>59</td>
<td>51 (86%)</td>
<td>6 (10%)</td>
<td>2 (3%)</td>
</tr>
<tr>
<td>Retention initiatives</td>
<td>58</td>
<td>50 (86%)</td>
<td>6 (10%)</td>
<td>2 (3%)</td>
</tr>
<tr>
<td>Resources for diverse communities</td>
<td>58</td>
<td>47 (81%)</td>
<td>4 (7%)</td>
<td>7 (12%)</td>
</tr>
</tbody>
</table>
Staff Focused Initiatives

Table 15a: Rank of initiatives by percent of respondents indicating: "Yes, activity is in place."

<table>
<thead>
<tr>
<th>Staff-focused Initiatives</th>
<th>Total # Responses</th>
<th>Yes, activity is in place</th>
<th>No, activity is not in place</th>
<th>Don’t know if this activity is in place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efforts to recruit diverse staff</td>
<td>59</td>
<td>53 (90%)</td>
<td>3 (5%)</td>
<td>3 (5%)</td>
</tr>
<tr>
<td>Efforts to create and sustain a welcoming climate</td>
<td>59</td>
<td>53 (90%)</td>
<td>4 (7%)</td>
<td>2 (3%)</td>
</tr>
<tr>
<td>Professional development focused on diversity and inclusion</td>
<td>57</td>
<td>43 (75%)</td>
<td>8 (14%)</td>
<td>6 (11%)</td>
</tr>
<tr>
<td>Resources for diverse communities</td>
<td>58</td>
<td>41 (71%)</td>
<td>8 (14%)</td>
<td>9 (16%)</td>
</tr>
<tr>
<td>Retention initiatives</td>
<td>57</td>
<td>40 (70%)</td>
<td>10 (18%)</td>
<td>7 (12%)</td>
</tr>
</tbody>
</table>
Acknowledgements

• Cheryl Healton, DrPH
• Craig Blakely, PhD, MPH
• Members of the ASPPH Diversity & Inclusion Committee
• ASPPH Staff members:
  • Laura Magaña, PhD, MS, President and CEO
  • Rita Kelliher, MSPH, Senior Director, Education, Practice and Data
  • Christine Plepys, MS, Director, Data Analytics
  • Monica Stadtler, Director, Graduate Training Programs
  • Grace Sun, Program Manager, Data Analytics
• NYU Students
  • Cellipha Joseph and Carmen Marazzi
Questions & Comments

Melody S. Goodman, PhD
Associate Professor
Department of Biostatistics
College of Global Public Health
New York University
melody.goodman@nyu.edu
@goodmanthebrain
Inclusive Excellence and Faculty Diversity

Kauline Cipriani, PhD
Assistant Dean for Inclusive Excellence
Associate Professor, Public Health Leadership Program
Definitions

Diversity

Inclusion
Culture and Climate

From An Introduction to Climate by Scott Isaksen and Hans Ackerman
Inclusive Excellence
Important distinctions

EQUALITY

EQUITY

LIBERATION

the4thbox.com
D & I Task Force
University Level

University of North Carolina-Chapel Hill
• Felicia Washington, JD – Vice Chancellor for Workforce Strategy, Equity and Engagement
• G. Rumay Alexander, EdD, RN, FAAN - Associate Vice Chancellor & Chief Diversity Officer
D & I Task Force
University Level

• Professional Development
• K-12 Programs
• Consulting
• Carolina Conversations
• Awards
• Diversity Liaisons
Diversity & Inclusion
UNC-Gillings SGPH

• SPH2020 - Strategic Plan (2010)
  - Renewed D & I commitment
  - D & I Taskforce
  - Report – 13 Recommendations
    3, curricula;
    5, recruitment & retention;
    5, organizational excellence;
• Assistant Dean of Inclusive Excellence (CDO)
• Taskforce became the D & I Working Group
Recent accomplishments:
• Revised D & I leadership statement
• Supporting Black Lives Matter; #MeToo student activism
• National Health Equity Research Webcast
• Minority Health Conference (40th Anniversary – 2019)
D & I Working Group
- Restructuring
- Themes:
  1) Nurturing an inclusive, supportive climate for all
  2) Increasing diversity, encouraging inclusion
  3) Strategic partnerships (e.g. UNC Health)
- Strategic Areas:
  1) Inclusive Climate
  2) Curriculum
  3) Faculty Support
  4) Curriculum
  5) Community Engagement/Service
Faculty Focused Initiatives

- Curriculum
  - Implicit bias
  - Inclusive classrooms

- Faculty Search Committees

- Admissions

Gillings Public Health Leadership Program Faculty & Staff
The Silent Sam Effect
The image shows a protest with a banner reading "#SILENCE4SAM" and another banner with the text "THE WHOLE WORLD IS WATCHING." There are also signs against racism and police brutality. The protest is attended by a diverse group of people, including students and activists. The setting appears to be outdoors in a park or plaza.
Chancellor
Carol Folt

Dean
Barbara Rimer
"We do not just let the future happen. We **create** it."

- Dean Barbra K. Rimer (SPH2020)
Moving Towards Inclusive Excellence: Recruitment and Retention Initiatives that Impact Our Ability to Teach a Diverse Student Population at Cornell University-MPH Program

Toni Thibeaux, ABD, MPH
MPH Program Manager - Student Services and Admissions Lead

10/24/18
Student Profile: Andreina Martin

• 2nd year Latina student
• Diversity Scholarship recipient - 2 years
• MPH-Student Advisory Council
• Active in cross campus organizations
• Future plans for a PhD in nutrition
PURPOSE

- **Leadership**: Identify and briefly discuss the leadership attributes required to effectively implement our diversity strategic plan.

- **Campus Climate**: Share the status of Cornell’s diversity and inclusion initiatives and activities at the university and within the MPH program.

- **Plans and Initiatives**: Reflect on and discuss the MPH program’s innovative approaches to create a sustained model for diversity and inclusion.
BACKGROUND

Cornell MPH Program
• Established in 2016
• Cross-campus program involving multiple colleges and departments
• Administratively managed by the College of Veterinary Medicine (CVM)
• Inaugural cohort in 2017
• Joined SOPHAS in fall 2017
• 80% increase in student enrollment (year1-year2)
• 100% student retention
EQUITY FOR IMPACT

Recruiting minority students is a priority

• Under-represented minority students make up 33% of the cohort

• First generation students make up 19% of the cohort

Retaining minority students and ensuring student and professional development is a priority
Supporting Student Success for Retention

• I keep my ears wide open
• Provide a safe space for students to share their needs/ issues/ concerns
• We do our best to **RESPOND**
• Recognize that students need to see themselves in their mentors and teachers
DIVERSITY AMONG FACULTY / STAFF: OUR CHALLENGE AND A TEMPORARY SOLUTION

• We are actively trying to enhance the diversity of our faculty and staff.
• We invite speakers from diverse backgrounds and cultures into our classrooms.
Social Emotional Learning

Social Emotional Learning

It is essential for educators to identify ways to channel and teach course information to URM students in different environments and modules.

Requiring all of our students to participate in co-curricular activities provides the opportunity for student and professional development.
LEADERSHIP ATTRIBUTES DISPLAYED BY THE STUDENT SERVICES LEAD

• Commitment
• Compassionate
• Delegation and Empowerment
• Great communication
• Accountability
Campus Climate: Creating a Sense of Belonging

- Starts during **recruitment**
- Enhanced during **student orientation**
- Supported at our annual **Meet and Greet** hosted at the home of the MPH Program Director
- Expanded through **integration** of Intergroup Dialogue into the MPH **curriculum**
- Discussed at the CVM monthly **Diversity Seminars** hosted by the Many voices, One college organization during lunch time.
POTENTIAL IMPACT

- Improves student achievement
- Assists with retention rates
- Promotes interactions between faculty, students, and staff

- Removes anxiety and fears
- Cohesiveness among the student group
- Economic stimulus for the institution
SOCIAL JUSTICE FOR ALL

Class of 2020
Program Plans and Initiatives

- Scholarships
- Student orientation
- Integrated curriculum
- Group advising
- Co-curricular milestones

![Graph showing cohort size with Game Changer Scholarship and Diversity Scholarship]
The Cornell MPH Program will award diversity scholarships in the 2019-2020 academic year. Funding helps to offset the cost to attend Cornell. You must submit proof of the submission of your FAFSA application that includes your estimated family contribution (EFC) number.

**Eligibility**
- 2.5 GPA
- US citizen
- History of overcoming disadvantage
- First-generation college student
- Member of an underrepresented minority group (African American, American Indian/Alaskan Native, Pacific Islander, Mexican American, or Puerto Rican). Permanent residents whose ethnicity corresponds to these groups (e.g., Other Hispanic, African, or Afro-Caribbean) also meet this criterion.
- Graduate students who are single parents
- Students with disabilities
CONCLUSION

We realize that our small cohort size allows us to practice and teach differently. However, our MPH team believes advancing a diverse student population towards inclusive excellence is a goal that is attainable for any size program or school of public health. We differ only by our strategies and effort.
Acknowledgements

• Association of Schools and Programs for Public Health

CORNELL MPH PROGRAM

• Dr. Alex Travis – Associate Dean and Program Director
• Gen Meredith - Associate Program Director
• Josh Balles - Program Assistant
• Andreina Martin- Cornell 2-year MPH Student
References


Questions
lt64@cornell.edu
Join the Conversation...

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Today’s Presenters

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College of Global Public Health at New York University

Kauline Cipriani, PhD
University of North Carolina Gillings School of Global Public Health

Toni Thibeaux, MPH, CLA
Cornell University MPH Program
Thank You!

This webinar has been recorded and will be available on the webinar event page on the ASPPH website soon:


Contact: sweiner@aspphp.org
ASPPH Presents Webinar, Academic Public Health and the Family Immigration Crisis
Friday, October 26, 2:00 – 3:30 p.m. Eastern

ASPPH Presents Webinar, Trends in the Conferral of Graduate Public Health Degrees: A Triangulated Approach
Monday, November 5, 2:00 – 2:45 p.m. Eastern
2019 ASPPH ANNUAL MEETING
MARCH 20-22 • ARLINGTON, VA

UNDERGRADUATE
Public Health and Global Health Education SUMMIT
MARCH 20, 2019 • ARLINGTON, VA