



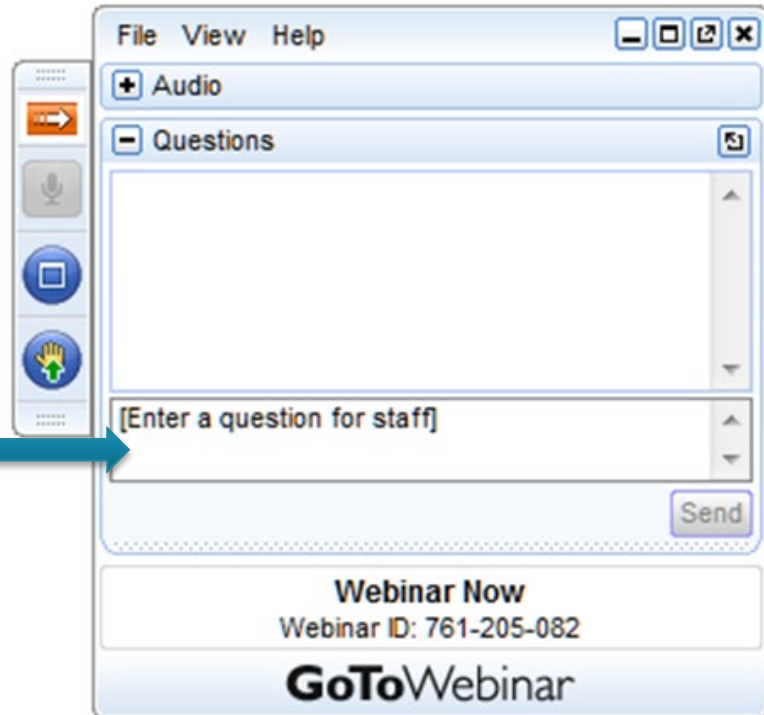
ASPPH Presents Webinar:
**Advancing a Diverse Student, Staff,
and Faculty Pipeline and Moving
Toward Inclusive Excellence**

ASPPH Presents
 **WEBINAR**

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



NYU

COLLEGE OF GLOBAL
PUBLIC HEALTH

Diversity & Inclusion in Public Health Education

Melody S. Goodman, PhD

Associate Professor

Department of Biostatistics

New York University Global Public Health

reinvent THE PUBLIC HEALTH PARADIGM

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

	Non-Responding School/Program		Responding School/Program		P-Value	Non-parametric P-Value
	#	Percent	#	Percent		
Member type						
Program	25	55.6%	20	32.8 ^{3/4}		
School	20	44.4%	4	67.2 ^{3/4}	0.019	0.028
Support type						
Private	14	31.1%	25	41.0 ^{3/4}		
Public	31	68.9%	36	59.0 ^{3/4}	0.298	0.317

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

	Non-responding			Responding			P-Value	Non-parametric P-Value
	n	mean	SD	n	mean	SD		
Age (Years)	35	21.2	19.5	56	33.8	29.5	0.016	0.075
Faculty Size	35	79.5	73.1	56	142.2	221.5	0.053	0.201
Student size	34	513.1	548.1	56	766.8	753.5	0.071	0.201

Diversity & Inclusion at University/College Level

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

Position	Count	Percent
Vice President, Vice Chancellor, Vice Provost, or similar	41	67%
Chief Diversity Officer, Executive Director or similar	8	13%
Other	6	10%
President, Chancellor, Provost or similar	3	5%
Vice Dean, Associate Dean	2	3%
Not Applicable	1	2%
TOTAL	61	100%

D & I Task Force – University/College

- 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?

Theme	Count	Percent
Creation of Diversity and Inclusion Committees/Councils to Facilitate Initiatives	57	93%
Creation of Equal Opportunity Across Campus	18	30%
Attraction/Retention of Talented and Diverse Faculty, Students and Staff	7	11%
Renewal of Policies to Address Uprising Diversity and Inclusion Challenges	6	10%
Collaboration of Schools Across Campus to Create Support Network for Inclusion	5	8%

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?

Position	Count	Percent
Associate, Assistant or Vice Dean or similar	17	28%
Dean	16	26%
Director	9	15%
Diversity Committee Chair	6	10%
Faculty position	3	5%
Other	4	7%
Not Applicable/Unknown	6	10%
TOTAL	61	100%

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?

Response	School of Public Health		Program of Public Health		Total	
	Count	Percent	Count	Percent	Count	Percent
Yes	33	80%	11	55%	44	72%
No	8	20%	8	40%	16	26%
No response	0	0%	1	5%	1	2%
TOTAL	41	100%	20	100%	61	100%

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

Theme	Count	Percent
Support Diversity and Strong Cultural Climate	36	59%
Increase Diversity	23	38%
Stakeholder Collaboration Across Campus	7	11%

Strategic Areas

- Question 8: What are the strategic areas that your school or program's diversity and inclusion efforts are addressing?

Theme	Count	Percent
Inclusive Climate	30	49%
Recruitment Efforts	21	34%
Curriculum	20	33%
Community Engagement/Service	14	23%

Student Focused Initiatives

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

		Yes, activity is in place		No, activity is not in place		Don't know if this activity is in place	
		n	%	n	%	n	%
Student-focused Initiatives	Total # Responses						
Efforts to recruit diverse students	59	59	100%				
Student organizations	59	58	98%			1	2%
Resources for diverse students	58	57	98%			1	2%
Efforts to create and sustain a welcoming climate	58	57	98%	1	2%		
Workshops, presentations, panel discussions or other events focused on diversity and inclusion	57	55	96%	2	4%		
Retention initiatives	58	53	91%	4	7%	1	2%
Orientation programs	57	50	88%	4	7%	3	5%

Faculty Focused Initiatives

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

		Yes, activity is in place		No, activity is not in place		Don't know if this activity is in place	
		n	%	n	%	n	%
Faculty-focused Initiatives	Total # Responses						
Efforts to recruit diverse faculty	59	59	100%			1	2%
Efforts to create and sustain a welcoming climate	59	55	93%	3	5%	1	2%
Professional development focused on diversity and inclusion	59	51	86%	6	10%	2	3%
Retention initiatives	58	50	86%	6	10%	2	3%
Resources for diverse communities	58	47	81%	4	7%	7	12%

Staff Focused Initiatives

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

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

Acknowledgements

- Cheryl Heaton, 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, DataAnalytics
 - Monica Stadtler, Director, Graduate Training Programs
 - Grace Sun, Program Manager, DataAnalytics
- 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



UNC

GILLINGS SCHOOL OF
GLOBAL PUBLIC HEALTH

Definitions

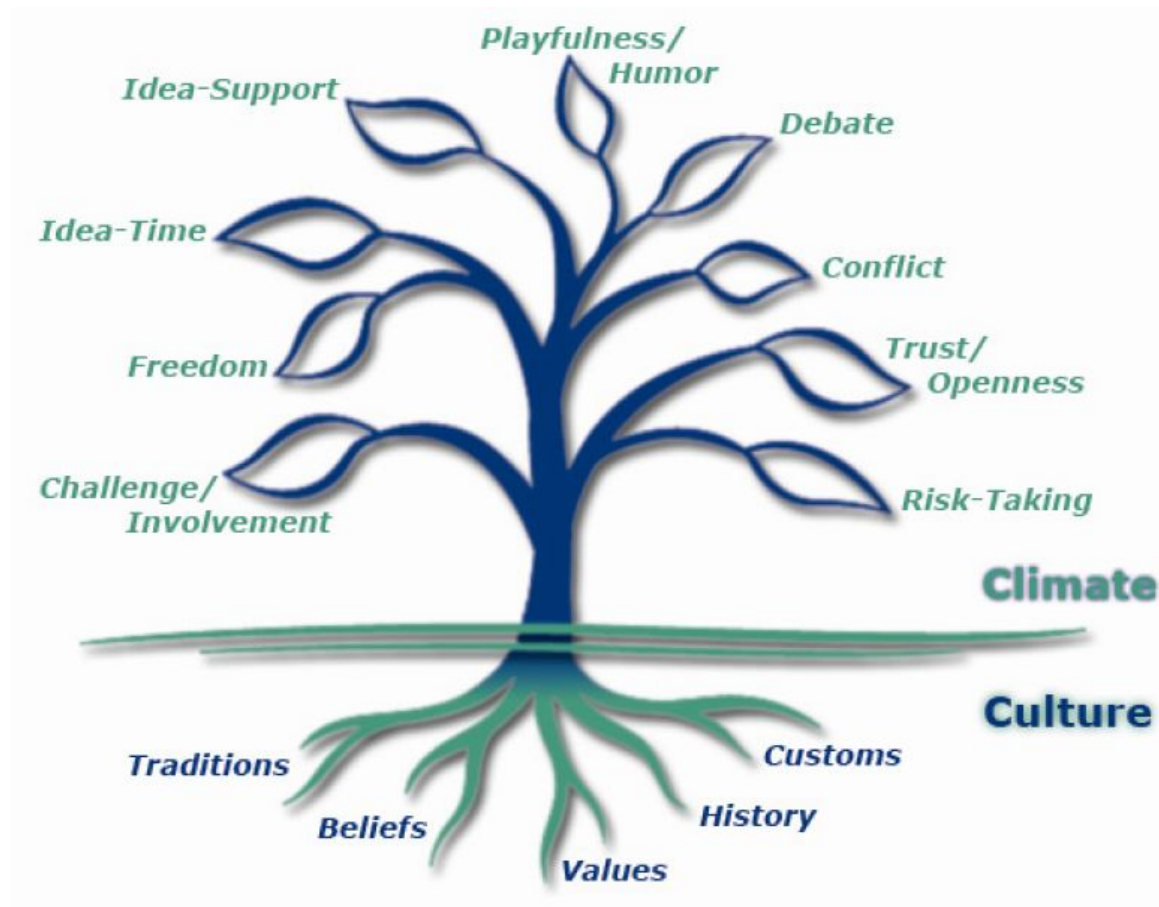
Diversity



Inclusion



Culture and Climate



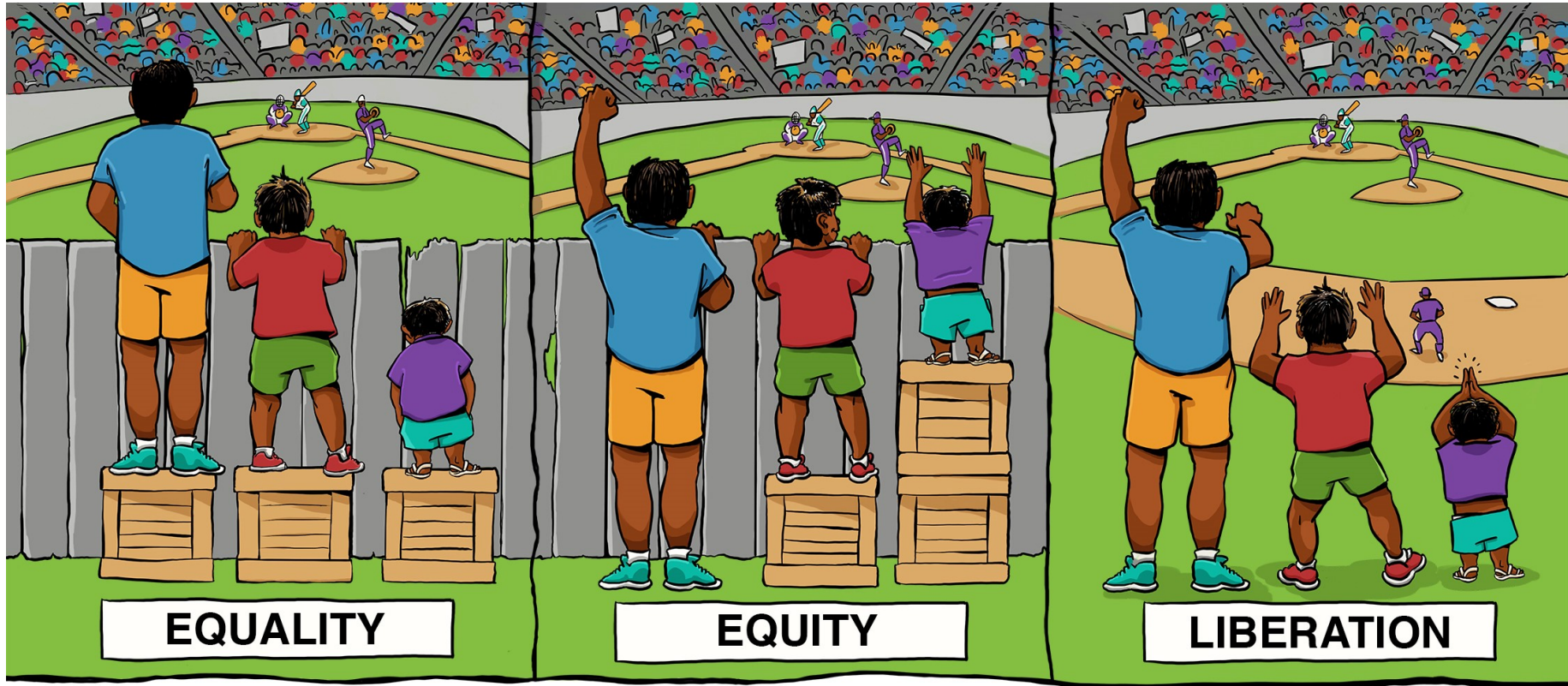
From *An Introduction to Climate* by Scott Isaksen and Hans Ackerman



Inclusive Excellence



Important distinctions



the4thbox.com



Interaction Institute
for Social Change



Original illustration
by Angus Maguire



UNC

GILLINGS SCHOOL OF
GLOBAL PUBLIC HEALTH

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



UNC
GILLINGS SCHOOL OF
GLOBAL PUBLIC HEALTH

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



Diversity & Inclusion

UNC-Gillings SGPH

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)

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL INVITES YOU TO THE
24th National Health Equity Research Webcast

From Awareness to Action:
Leveraging Resiliency in the Context of Toxic Stress
and Adverse Childhood Experiences

Friday, Sept. 28, 2018, 1:30—4 p.m.
Event Info: go.unc.edu/nherw

Join us in person at the Joan Heckler Gillings Auditorium (133 Rosenau Hall) or on the web



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



UNC
GILLINGS SCHOOL OF
GLOBAL PUBLIC HEALTH

Diversity & Inclusion

UNC-Gillings SGPH

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





Chancellor
Carol Folt

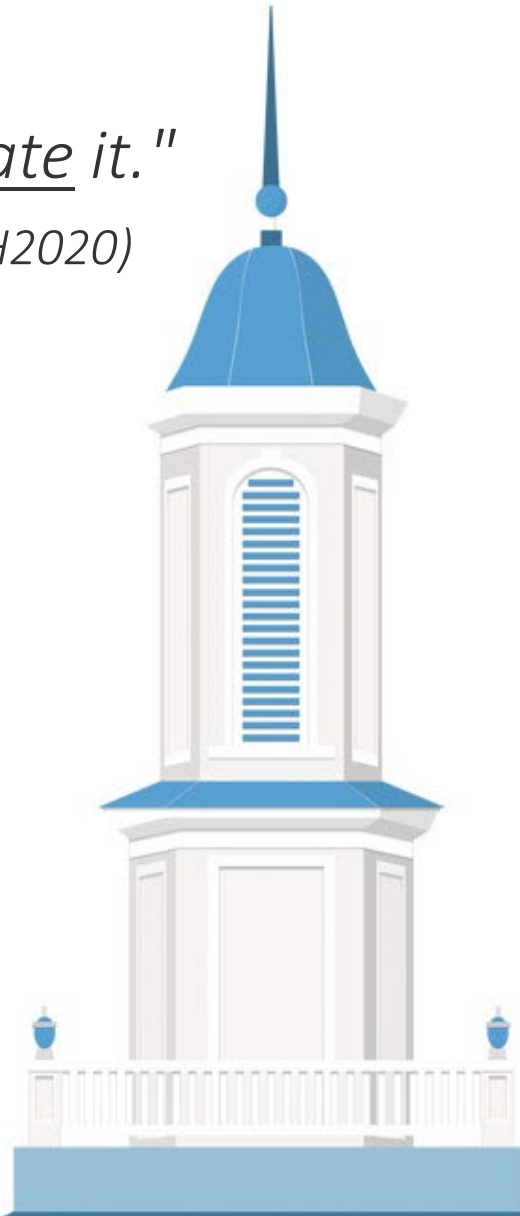


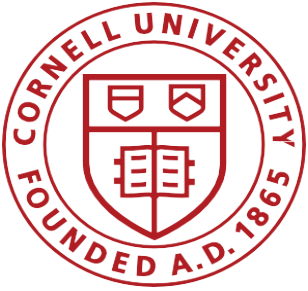
Dean
Barbara Rimer



" 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

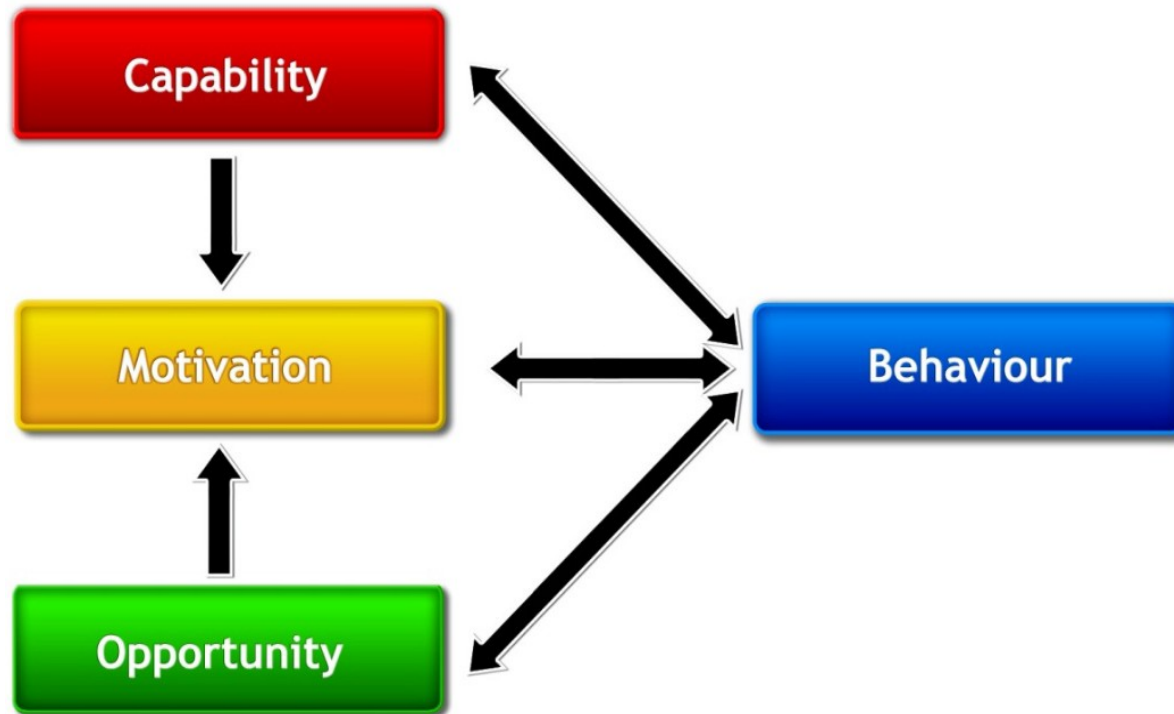


DIVERSITY AMONG FACULTY / STAFF: OUR CHALLENGE AND A TEMPORARY SOLUTION

- 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



https://www.google.com/search?rlz=1C1CHBF_enUS729US729&tbn=isch&q=images+for+social+emotional+learning+models&chips=q:images+for+social+emot

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

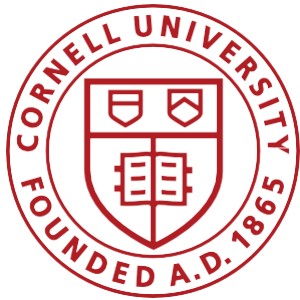
Campus Climate: Creating a Sense of Belonging

- 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



Myranda Baumgartner
Infectious Disease Epidemiology



Caitlin Baumhart
Infectious Disease Epidemiology



Michael Beshara
Infectious Disease Epidemiology



Erich Chang
Food Systems and Health



Shane Conyers
Infectious Disease Epidemiology



Kenny Escobar
Food Systems and Health



Antara Finney Stabile
Infectious Disease Epidemiology



Mariacamila Garcia Estrella
Food Systems and Health



Christina Hanna
Infectious Disease Epidemiology



Hayley Hofmar-Glennon
Infectious Disease Epidemiology



Sarah Inley
Infectious Disease Epidemiology



Odile Jiang
Infectious Disease Epidemiology



Renny John
Food Systems and Health



Elsbeth Kane
Food Systems and Health



Emily McGraw
Food Systems and Health



Alicia Musk
Infectious Disease Epidemiology



Denise Paul
Infectious Disease Epidemiology



Paige Priest
Food Systems and Health



Purva Shah
Infectious Disease Epidemiology



Alexa Steiber
Infectious Disease Epidemiology



Tatiana Thomas
Food Systems and Health



Yanzhao Wu
Infectious Disease Epidemiology



Qin Yuan
Infectious Disease Epidemiology



Boya Zhang
Infectious Disease Epidemiology



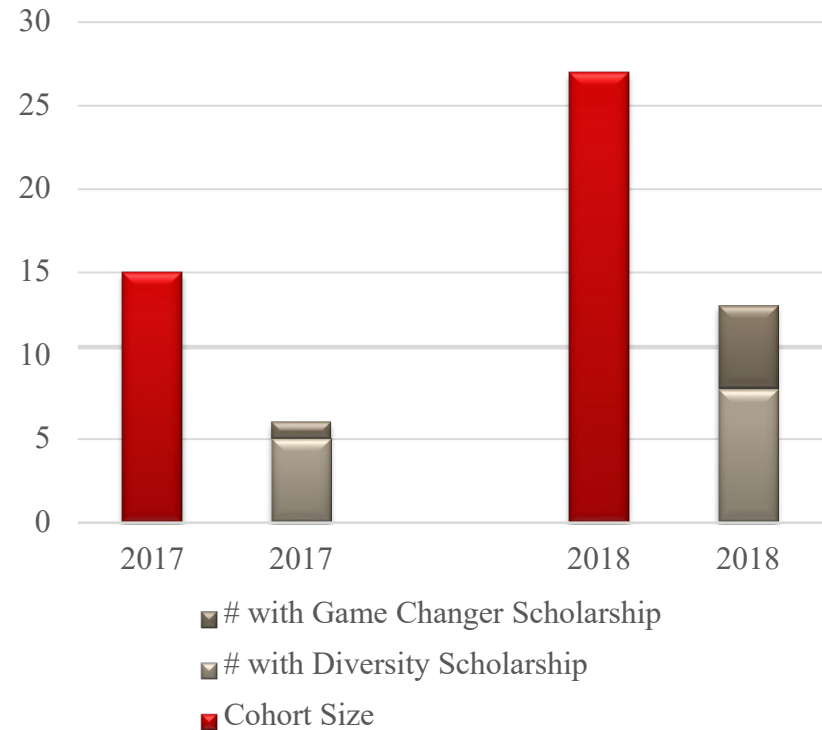
Ruimin Zhang
Infectious Disease Epidemiology

Class of 2020



Program Plans and Initiatives

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



Diversity and Inclusion Scholarship Application

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

- Knaggs, C. M., Sondergeld, T.A., Schardt, B. (2015). Overcoming barriers to college enrollment, persistence, and perceptions for urban high school students in a college preparatory program. *Journal of Mixed Methods Research*, 9(1), 7-30
- Fulthorp, K., D'Eloia, M. H. (2015). Managers' Perceptions of Entry-Level Job Competencies When Making Hiring Decisions for Municipal Recreation Agencies. *Journal of Park and Recreation Administration*, 33(1).
- Salmi, J., Bassett, R. M. (2014). The equity imperative in tertiary education: Promoting fairness and efficiency. *International Review of Education*, 60(3), 361-377.

Questions

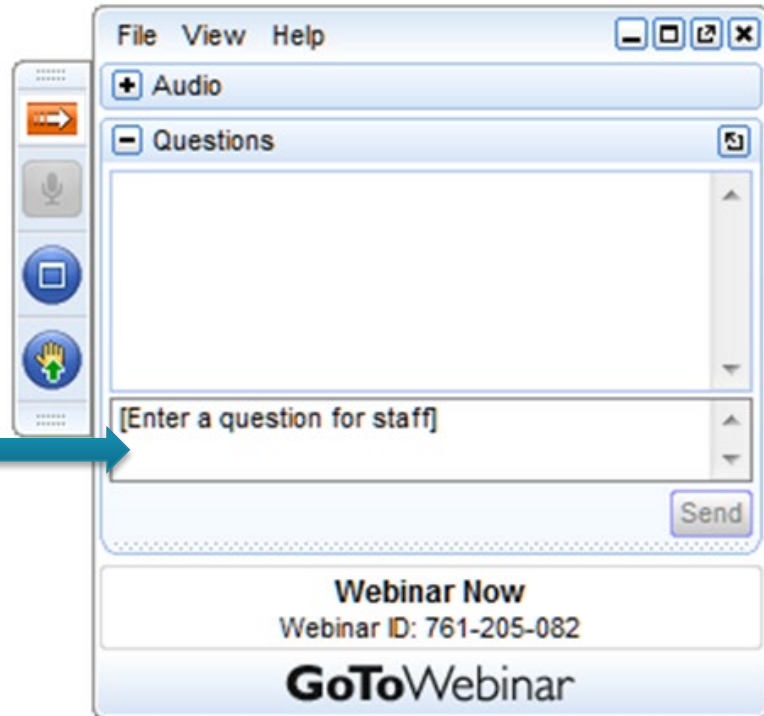
tlt64@cornell.edu



Submit your Questions

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

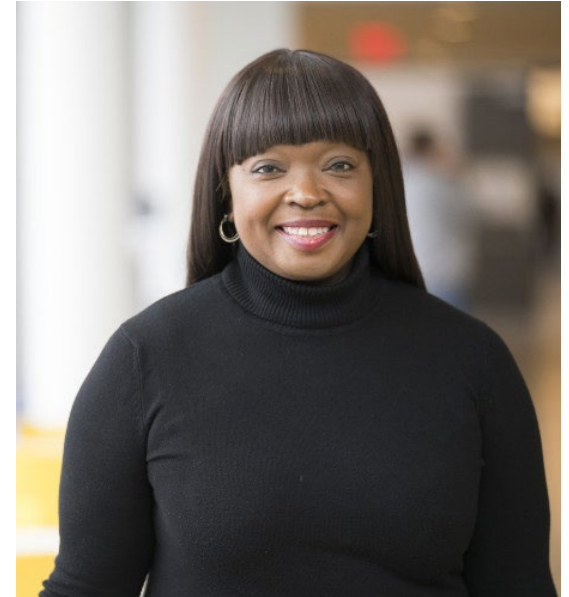
Today's Presenters



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

Thank You!

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

<https://www.aspph.org/event/aspph-presents-advancing-a-diverse-student-staff-and-faculty-pipeline-and-moving-toward-inclusive-excellence/>

Contact: sweiner@aspph.org

CPHCE
Credits

Coming Attractions

ASPPH Presents Webinar, Academic Public Health and the Family Immigration Crisis

Friday, October 26, 2:00 – 3:30 p.m. Eastern

<https://www.aspph.org/event/aspph-presents-webinar-academic-public-health-and-the-migration-and-immigration-crisis/>

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

<https://www.aspph.org/event/aspph-presents-trends-in-the-conferral-of-graduate-public-health-degrees-a-triangulated-approach/>

ASPPH Presents
 **WEBINAR**

Coming Attractions



2019 ASPPH **ANNUAL MEETING**

MARCH 20-22 • ARLINGTON, VA

UNDERGRADUATE

Public Health and Global Health Education

..... • SUMMIT •

MARCH 20, 2019 • ARLINGTON, VA