

Academic Years 2021-2024

# FOUNDATIONS FOR SUSTAINABLE PROGRESS AND TRANSFORMATION:

An Inclusive Excellence Strategic Plan for Harvard Chan School

*Prepared by*



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**SCHOOL OF PUBLIC HEALTH**  
Office of Diversity and Inclusion

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# LETTER FROM THE DEAN OF THE FACULTY

Dear Members of the Harvard Chan School Community,

It is with great pride that I present to you our very first diversity strategic plan: *Foundations for Sustainable Progress and Transformation, 2021-2024*.

As our community moves into the future, I am committed to increasing equity, diversity, inclusion, and belonging, and ensuring that all our members thrive and feel supported.

Creating such a plan has been an imperative for me since becoming Dean and I extend my gratitude to our Office of Diversity and Inclusion. Under Lilo Barbosa's leadership, the ODI team has carried forward this important work, and it will be up to all of us to turn this strategic plan into reality. My belief is that by establishing these institutional policies and practices with a clear mission, we would be able to address with a guided effort our challenges and opportunities for growth and advancement for everyone. And by bringing an equity lens to everything we do and becoming less reliant on reactive measures to address diversity and inclusion issues, I am confident the result will be nothing less than transformative.

The task is not easy, but this document will serve as a roadmap for the next three academic years, including steps toward further engagement with leaders from across Harvard Chan School and the University in implementing systems that will drive our efforts. This process will require our patience and dedication. I believe this plan is a bright first step on our path forward, where the responsibility of enacting change for greater equity, diversity, inclusion, and belonging starts right here with a commitment from all of us.

I share that commitment with all of you.

With gratitude,

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## Priority Area 3: Diversity of Our People and Their Success

**Goal:** *Increase representation of historically marginalized communities, underrepresented Black, Indigenous and communities of color, and access to resources, programs, and networks that promote success and value unique perspectives in an anti-oppressive environment*

A long-standing and persistent challenge at the Harvard T. H. Chan School of Public Health, has been our ability to increase diversity with respect to underrepresented groups, and namely Black, Indigenous, and people of color from local communities and from the United States more broadly. Aside from access, a foundational consideration for having a thriving diverse community of individuals, is that we do the work of also understanding the issues of both climate and available supports for students, faculty, staff, researchers, and postdoctoral fellows from historically marginalized groups at the School. Ultimately, we strive for a community where individuals of all identities not only graduate and attain their professional goals, but also where all individuals (including those from historically marginalized communities) can thrive and have an authentic and successful experience in all their undertakings while feeling supported and affirmed in who they are.

In terms of representation, past data collected and reported at Harvard Chan School on compositional racial and ethnic diversity, reflects areas of improvement, stagnation, and progress in different areas. In the Dean's Annual Report on Diversity, Inclusion and Belonging for academic years 2016-2019, the representation of international students for the 2018-19, 2017-18, and 2016-2017 academic years has been listed at 37.5%, 40%, and 34.7%, respectively. For those identified as URM students, students from underrepresented

groups in terms of race, ethnicity and gender, the data from the academic years of 2018-19, 2017-18, and 2016-2017, reflect URM representation at 21.3%, 17.5% and 17.5% respectively. For professional staff, we see similar figures with the data from the academic years of 2018-19, 2017-18, and 2016-2017, reflecting URM representation at 20.0%, 19.0% and 18.1% respectively for union staff, and even lower for non-unionized staff at 12.7%, 10.0%, and 10.0% in the same academic years. For primary faculty, for the academic years of 2018-19, 2017-18, and 2016-2017, reflecting URM representation is at 6.3%, 8.3% and 7.9% respectively across all ranks—with the lowest levels of representation at the Full Professor and Lecturer level. In addition, over the last five academic years, these figures have been below 9% for Research Scientists, with 5.4% reported in 2019. Upon disaggregation by race and gender, and by departments, there is more clarity with respect to the levels of racial and gender-based diversity and opportunities for growth and progress.

The steps we will take with respect to increasing diversity within the School, also point us in the direction of issues of increasing access and developing pipelines into academic programs and professional roles, as well as the associated opportunities and challenges in these areas. Through research and planning, we identified the subsequent set of signature projects, objectives, and actions.

*"When I dare to be powerful, to use my strength in the service of my vision, then it becomes less and less important whether I am afraid."*

—Audre Lorde, civil rights activist and writer

## Signature Projects for 2021-2024

<b>Faculty &amp; Academic Appointees - Recruitment &amp; Selection</b>	<ul style="list-style-type: none"> <li>Ensure that all faculty and staff search committees complete Unconscious Bias for Search Process module prior to commencing candidate resume review</li> <li>Develop proposal and plan in collaboration with leadership, academic departments, and Office of Research Strategy and Development for an interdisciplinary faculty diversity recruitment initiative</li> </ul>
<b>Staff, Postdoctoral Fellows, &amp; Researchers - Recruitment &amp; Selection</b>	<ul style="list-style-type: none"> <li>Ensure that all staff, postdoctoral fellows, and researcher/research assistant hiring managers and search committee members complete Unconscious Bias for Search Process module prior to commencing candidate resume review</li> </ul>
<b>Student - Recruitment &amp; Selection</b>	<ul style="list-style-type: none"> <li>Ensure that all reviewers of student applications complete Unconscious Bias for Application Review module</li> <li>Develop standard review protocol and resource guide for departmental application reviews that communicates expectations and resources (e.g., committee formation, evaluation practices, and steps for minimizing bias, "distance traveled tool")</li> <li>Develop process and tools to support holistic departmental review of students and distance traveled in efforts to remove barriers to access for URM student applicants</li> </ul>
<b>Systems &amp; Policy</b>	<ul style="list-style-type: none"> <li>Establish diversity hiring metrics and expectations as a component of performance reviews for all department managers</li> </ul>
<b>Supporting Historically Marginalized Groups</b>	<ul style="list-style-type: none"> <li>Develop resource guides specific to supporting specific identity groups (e.g., LGBTQ+, Communities of Color, First Generation, etc) and plan for distribution within Harvard Chan School and to prospective students</li> <li>Implement <i>Justice.Equity.Diversity.Inclusion</i> (JEDI) Program Series and Monthly Student Diversity Series designed to meet needs of BIPOC and historically underrepresented student groups</li> <li>Identify external funding sources (e.g., grants, fundraising) intended to support with generating funds for meeting financial gaps experienced by first generation and low income Master's students</li> </ul>

## New Practices and Approaches: Objectives and Actions

### **Objective: Implement shared practices at the School level and across departments with regards to the recruitment, selection, and onboarding process for employees**

- Ensure that all faculty and staff search committees complete Unconscious Bias for Search Process module prior to commencing candidate resume review
- Ensure search committee use of Office of Faculty Affairs job posting template for developing job ads and position announcements that utilize inclusive language and highlight key points about commitment to diversity and a diverse community of faculty as integral to academic and research mission of the School
- Create expectations for hiring managers with respect to development of a faculty mentoring plan for supporting new hires, and for addressing risk factors for retention
- Provide guidance to search committees on development of candidate criteria that is inclusive of scholarly assets and contributions of candidates from communities of color and underrepresented groups given their backgrounds, experiences, and educational/career pathways
- Create expectations for search committee on identification and proactive outreach to prospective candidates from underrepresented communities
- Ensure use of Office of Faculty Affairs evaluation rubric template for evaluating candidates during deliberation portion of recruitment and selection process.
- Provide guidance to hiring managers on ways to connect new hires to existing supports and resources that align with their identities and needs
- Implement a School-wide (e.g., cross departmental) framework for mentoring faculty that provides a set of standard and minimum guidelines for supporting new hires, and for addressing risk factors for retention

### **Objective: Implement shared practices at the School level and across academic departments with regards to student application review and the review of student applications of underrepresented groups**

- Ensure that all reviewers of student applications must complete Post Review Online Checklist on steps completed and issues encountered

### **Objective: Implement initiatives and policies that serve as drivers for increasing faculty and staff racial and gender diversity**

- Review of hiring policies to identify any policy barriers to creating a more racially and ethnically diverse employee community
- Review of student admission policies to identify any policy barriers to creating a more racially and ethnically diverse student community

### **Objective: Increase access to identity-based supports and networks for students and employees of color, in the LGBTQ+ community, with disabilities, and for members of historically marginalized communities**

- Develop new web content on ways to support specific communities (e.g., First Generation; Black, Indigenous, and Communities of Color; LGBTQ+, etc.)
- Implement affinity group dialogue activities for students
- Incorporate web links to Employee Resource Groups information from the Office Diversity and Inclusion web content that focuses on resources for identity groups within the community

**Objective: Establish new opportunities for students and employees of historically marginalized communities to build relationships and connections across programs and across Schools**

- Establish institutional connection and relationship with Women of Color in the Academy Network and other local networking communities
- Create access to Harvard Chan participation in University-wide affinity graduations (e.g., Black, Latinx, First Gen, and Lavender Ceremonies)

**Objective: Strengthen pathways into academic programs and faculty positions via our existing pipeline programs for students and faculty, respectively**

- Identify opportunities to enhance experience of summer pipeline program experience, data tracking, cross School coordination, and connections to academic degree programs
- Establish a graduate staff support role within the Donald Hopkins Predoctoral Scholars Program
- Identify new programmatic features within Donald Hopkins Predoctoral Scholars Program intended to strengthen student development, preparation, and competitiveness for applying to doctoral programs
- Develop and implement plan for short, medium, and long-term enhancements to Yerby Fellowship program that will increase awareness of the program (at Harvard Chan School and for prospective candidates), increase the number of external URM applicants, support leadership planning and support fellows transitions into faculty/academic appointments
- Develop and implement a plan for short, medium, and long-term enhancements to the Donald Hopkins Predoctoral Scholars Program that will increase departmental awareness of this program, and create new pathways into the program for URM applicants
- Form Advisory Committee for Yerby Fellowship Program to support with strategic direction of program
- Re-institute FACETS summer program in 2022 through the Office of Diversity and Inclusion



## Summary of Existing Efforts at Harvard Chan School

**Recruitment and Outreach at Identity and Diversity Themed Conferences and Events:** Each year the Office of Admissions is actively involved in a number of marketing campaigns, conferences, fairs, panel discussions, and events intended to increase the racial, ethnic, and cultural diversity of our student applicant pool. These efforts also involve participation, partnerships and/or collaborations with the Office of Diversity and Inclusion, Historically Black Colleges & Universities (HBCU), Hispanic Serving Institutions (HSI), Tribal Colleges and Universities (TCU), affinity-based organizations, and other research institutions.

**ODI and Admissions Collaboration:** The Office of Admissions and the Office of Diversity and Inclusion collaborate regularly on the planning and implementation of activities intended to reach prospective and admitted students during the academic year. These activities include application review guide, letter campaign and digital communications to admitted students, outreach campaign with HBCU Connect, admitted student diversity themed panels for LGBTQIA+ and students of color, and access to diversity—related resources on the web.

**Office of Student Services and the Marketing & Recruitment Committee:** The Office of Student Services (OSS) leads and coordinates the Marketing & Recruitment Committee and its subcommittee on supporting students from historically marginalized backgrounds. The work of this committee is grounded in identifying tangible changes and enhancements for implementation each year focused on access to the School, diversifying the applicant pool, and access to available supports for students once they enroll.

**EDI Fellow Projects within the Office of Admissions:** The Equity, Diversity and Inclusion (EDI) Fellows, housed in the Office of Diversity and Inclusion, collaborate with professional staff from the Office of Student Services on projects that further the marketing and recruitment activities each year.

**University-Wide BIPOC Community Connections Program:** This summer event is intended to welcome all incoming students of color, and new faculty, researchers, and staff of color who have recently joined Harvard University. First held in Summer 2020, it is designed to build networks and explore how to navigate Harvard and Boston as a person of color.

**Yerby Fellowship Program:** The program maintains a commitment to supporting postdoctoral fellows from underrepresented communities and strives to create a bridge between academic training in public health-related fields and entry-level faculty positions at institutions throughout the United States. Learn more about the Yerby Fellowship Program [here](#).



**Donald Hopkins Predoctoral Scholars Program:** The mission of the Donald Hopkins Predoctoral Scholars Program is to prepare students from underrepresented communities for doctoral study and to increase diversity among students pursuing Ph.D. degrees in Biostatistics, Epidemiology, and Global Health and Population at Harvard Chan School. Learn more about the Hopkins Predoctoral Scholars Program [here](#).

**Summer Programs for Undergraduate College Students:** At Harvard Chan School, ODI and academic departments host several summer programs that provide an opportunity for first-generation college students and students from historically marginalized and underrepresented communities an opportunity to learn about public health research and careers while also engaging with current Harvard Chan students and faculty. Visit the links to learn more about our summer programs: [Biostatistics & Computational Biology](#), [Biological Sciences](#), [Summer Program in Epidemiology](#), [FACETS \(Fostering Advancement & Careers through Enrichment Training in Science\)](#), and [MIRT \(Multidisciplinary International Research Training\)](#).



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