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

Contents

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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 Lilu 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,

Michelle A. Williams, SM '88, ScD '91
Dean of the Faculty, Harvard T.H. Chan School of Public Health
Angelopoulos Professor in Public Health and International Development,
Harvard T.H. Chan School of Public Health and Harvard Kennedy School

INTRODUCTION

Defining Equity, Diversity, Inclusion and Belonging

In looking to address issues of equity, diversity, inclusion and belonging, it is first important that there is a shared understanding within our community of what these terms mean in the context of our work. A shared common language is essential to our work and our ability to address the challenging issues that create barriers to success within our institution. And to that end, we need a clear understanding of what is meant by equity, diversity, inclusion, and belonging, not only from a high-level conceptual standpoint, but also in the context of the strategies we plan to implement here at Harvard T.H. Chan School of Public Health. It is important to also state that these terms are fluid, have evolved over the years, and that they may carry certain connotations. While terms change and evolve overtime, they help us explore, analyze, and understand structural oppression and its manifestations on deeper levels in our work. And as a result, it is vital that we can find a common ground around language as it relates to the work that we will do.

Below we offer an articulation of how we understand equity, diversity, inclusion, and belonging at Harvard University:

EQUITY

The guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of marginalized groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

DIVERSITY

All of the ways in which people differ, including primary characteristics, such as age, race, gender, ethnicity, cognitive and physical abilities, and sexual orientation, for example; and secondary characteristic, such as education, income, religion, work experience, language skills, geographic location, and family status. Put simply, diversity refers to all of the characteristics that make individuals different from each other, and in its most basic form refers to heterogeneity.

INCLUSION

The notion that an organization or system is welcoming to new populations and/ or identities. This new presence is not merely tolerated but expected to contribute meaningfully into the system in a positive, mutually beneficial way. Inclusive processes and practices are ones that strive to bring groups together to make decisions in collaborative, mutual, and equitable ways.

BELONGING

Connotes full membership in the Harvard community. This entails success in achieving not merely formal participation but also rewarding participation for all members of a diverse campus community in the opportunities, resources, and decision-making structures of the campus. Accountability to one another is important and essential to creating a sense of belonging.

At Harvard University and within the Harvard T.H. Chan School of Public Health, a shared understanding of key concepts and common language is paramount and a critical starting point. Please visit the *Foundation Concepts and Affirming Language* document for additional information.

Our Office of Diversity and Inclusion

The Office of Diversity and Inclusion (ODI) is a professional staff unit whose role is to advance our understandings of the equity, diversity, inclusion, and belonging at the Harvard T. H. Chan School of Public Health as Harvard University moves into the future. Our professional staff are committed to the development, implementation, and assessment of key strategic initiatives that will enhance our diversity capabilities across multiple dimensions. The Office of Diversity & Inclusion is comprised of multiple professional staff members whose work maintains a focus in areas that shape experiences for all of our stakeholders.

The staff members of the Office of Diversity and Inclusion are:
- **Lilu Barbosa,** Chief Diversity, Inclusion & Belonging Officer
- **Betty Johnson,** Assistant Dean for Faculty and Staff Diversity, Development, and Leadership
- **Ra'Shaun Nalls,** Director of Community Engagement
- **Erica Knight,** Assistant Director of Student Access & Pathway Initiatives
- **Jennifer Castro,** Director of Strategic Projects and Diversity Education
- **Manny Lim,** Executive Assistant

Our Office of Diversity and Inclusion can be contacted at the following email: odi@hsph.harvard.edu.

Strategic Planning Working Group Members

The Strategic Planning Working Group (SPWG) is a part of the Dean's Advisory Committee for Diversity and Inclusion (DACDI), and is comprised of Harvard Chan senior administrators, faculty, staff, researchers, and students affiliated with various offices and departments. This group's work provided key contributions in guiding progress through the various phases of strategic planning: *priority identification, iterative content development, data review,* and *community engagement*. The strategic planning process was charged with the development of a resourced three-year diversity strategic plan and strategic implementation plan intended to foster measurable progress with our diversity priorities.

Below are the members of the DACDI Strategic Planning Working Group in 2020-2021:
- **Lilu Barbosa,** Chief Diversity, Inclusion & Belonging Officer
- **Senait Mulu,** Co-Chair of DACDI; Staff
- **Betty Johnson,** Assistant Dean for Faculty and Staff Diversity, Development, and Leadership
- **Sawhel Maali,** Equity, Diversity, and Inclusion Fellow in the Office of Diversity and Inclusion
- **Isha Nirola,** Equity, Diversity, and Inclusion Fellow in the Office of Diversity and Inclusion
- **Robin Glover,** Associate Dean of Student Services
- **Jennifer Betancourt,** Director of Educational Policy
- **Susan Roth,** Senior Manager for Program Delivery
- **Kamaria Hayden,** Hiring and Project Manager at CBAR
- **Constantine Psimopoulos,** Staff, Faculty Coordinator, CAP-CVD
- **Kerry Ivey,** Research Scientist
- **Irini Albanti,** Staff, Non-academic Instructor
- **Katie Hope,** Executive Dean for Administration
- **Kirthana Sharma,** Alumni, Senior Research Manager, Rutgers Global Health Institute

OUR STRATEGIC PLANNING PROCESS

Using Collected Data

The use of data and information about our own community is essential to the work of our Office of Diversity and Inclusion and to the work of our DACDI Strategic Planning Working Group. During our planning process, documents and reports containing data, assessment findings, and information regarding diversity and inclusion related issues and activities at Harvard T.H. Chan School of Public Health was used to ground our thinking, discussions, and planning as a group. These documents are also listed in the Reference section of this document.

Document review began with a variety of documents that span a timeline from 2016, with the Culturally Engaging Campus Environments Diversity Assessment, to 2020 with the data collected from consultations with Harvard Chan departments. The data documents reviewed are as follows:

- *Culturally Engaging Campus Environments Diversity Assessment (CECE), 2016*
- *Reported Incidents of Bias, 2018*
- *DACDI Recommendations, 2019*
- *Pulse Survey, 2019*
- *Race Based Affinity Group Data, 2020*
- *DIB Review & Audit Data, 2020*

The information collected provided critical insights with respect to systems and policy, accountability, diversity recruitment, retention supports, learning and development needs, community engagement, data tracking, systems for bias and hate crime response and more. The collected data also provided greater awareness and information with respect to issues related to the following issues and forms of oppression: racial justice and systemic racism, sexism, xenophobia, global perspectives, intercultural communication, systems of accountability, culture and climate, sense of belonging, microaggressions and bias, marketing and communication, data tracking and metrics, and action planning.

Phases of Working Group Efforts

Over the course of the 2020-2021 academic year, the Strategic Planning Working Group worked through various phases of the strategic planning process while also remaining adaptive and flexible as the group assessed, examined, and learned more about the School, the opportunities for growth, and barriers to inclusion.

The items below reflect our six phases of strategic planning:

- Phase 1: Communicating Our Pathway
- Phase 2: Reviewing & Auditing Systems, Practices and Exploring Learnings
- Phase 3: Prioritizing & Sequencing of Activities
- Phase 4: Determining AIIR (accountability, infrastructure, incentives and resources)
- Phase 5: Orienting key stakeholders to expectations and next steps
- Phase 6: Announcing new plan for FY22-FY24

Engagement from our leadership and community is essential throughout this process. Engagement means participation and collaboration with reviewing and understanding the data; identifying priorities; exploring accountability systems; communication and information sharing; and more. Our goal was to update and engage the community via email, web, and virtual engagement, both synchronous and asynchronous. During the year, feedback, comments, and suggestions were gathered from our DACDI Full Committee, the DACDI working groups, and our community members at key check points along the way.

A FRAMEWORK FOR CHANGE

Our University Guiding Dimensions for EDIB

In addition to our work here at Harvard T.H. Chan School of Public Health, the University-wide Office of Diversity, Inclusion and Belonging (ODIB) is also engaged in diversity strategic planning at the University level. The University's ODIB office, led by Chief Diversity and Inclusion Officer Sherri Charleston, has begun to identify a key set of dimensions that will inform and guide the strategic work of each of Harvard's Schools and the various diversity offices and units.

The strategic planning work of the ODIB office is still ongoing and in progress—and the items below are not a set of final concrete pillars, but rather are intended to reflect broad dimensions within which to ground our School-based activities. We will have a set of strategic priorities for Harvard Chan that is informed by the four main pillars driving the strategic direction of the University as a whole. These broad areas ask leaders across the University are encouraged to examine and further goals in the following areas:

OUR UNIVERSITY GUIDING PILLARS

Leadership for Inclusive Excellence	*Recruit, retain and develop a diverse community*	*Create an inclusive and equitable campus climate*	*Foster innovation*
A network of coordinated infrastructure and leadership action to sustain progress and implement best practices.	Data driven best practices for increasing diversity and equitable experiences across all of our stakeholder groups in an environment that promotes their success.	An anti-oppressive culture and climate that is welcoming for all individuals and that values the unique contributions and perspectives present in a diverse community.	A culture of investing time, energy, and resources into innovative and proactive initiatives intended to shift cultural norms, behaviors, and practices towards our aspirational vision.

The Office of Diversity and Inclusion will work in partnership with the University-wide Office of Diversity, Inclusion and Belonging (ODIB) as we continue to take action steps in the coming years. In addition to the work of our Strategic Planning Working Group, our three priority areas at Harvard Chan School, *Leadership & Institutional Systems, Learning Culture at Harvard Chan,* and *Diversity of Our People & Their Success*, are influenced by the conversations and collaborative planning work emerging from the ODIB-led Diversity, Inclusion & Belonging (DIB) Leadership Council, which is the organizing entity and convener for all diversity offices and units at Harvard University.

As Harvard's strategic planning work evolves into a final strategic plan document, information will be shared with the Harvard Chan community. For more information about the Harvard Office of Diversity, Inclusion and Belonging, please go to www.dib.harvard.edu.

Our Vision for Harvard T.H. Chan School of Public Health

It is important that our next steps as an institution are grounded in a vision for change and new directions that will allow us to make progress within our three priority areas. This vision should also guide our thinking on the modern challenges and opportunities before us as an institution of higher learning and as a school of public health, while also providing guidance for our planning and action at all levels of the institution.

Our Harvard Chan School statement on the *Vision for Inclusive Excellence* is reflected below:

> *Through a bold and intentional commitment, the Harvard T.H. Chan School of Public Health aspires to be an inclusive community that harnesses a critical consciousness in order to shape a healthier world. With the understanding of structural racism and other forms of oppression as an urgent and global public health crisis, we will continue building an anti-oppressive foundation for public health practice and education. Through leading scientific rigor, academic excellence, and a workplace and community culture of equity and belonging, we will catalyze a diverse group of leaders essential to our transformation and evolution towards a new global paradigm that advances health equity and justice as a human right.*

While our *Vision for Inclusive Excellence* is the guiding beacon for what we aspire to be, our strategic plan is intended to be a guiding roadmap for how we can make progress year to year. In particular, this strategic plan maintains a focus on the next three academic years, between 2021 and 2024. Beyond the third year of our implementation plan, we will need to refine and identify a new set of goals, within a new plan, that will continue our progression towards this institutional vision for equity, diversity, inclusion and belonging.

Engaging Diversity at Both School and Department Level

In developing a roadmap for equity, diversity, inclusion, and belonging at Harvard Chan School, a multidimensional approach is essential to sustaining impact and progress across the institution. In doing so, our approach draws from both the Inclusive Excellence Framework and Change Model in higher education and the National Association for Diversity Officers in Higher Education's (NADOHE) Standards of Professional Practice to guide the way in which we apply the best practices across functions and at different levels of our institution. This also means that sustainable diversity practices must be implemented at both the institutional level and departmental level within the School. Without a doubt, we know that goals and objectives intended to have School-wide impact are critical to institutional success with our diversity priorities. The three priority areas identified in this document are intended to provide direction for ongoing progress on such institutional items. In addition, engagement from all departments and offices across the School is an important element of our work ahead.

Engaging Diversity at Both School and Department Level *continued*

As a part of this strategic plan, academic and administrative departments will work in partnership with the Office of Diversity and Inclusion (ODI) toward embedding diversity practices into their own operations and practices. Our leadership and ODI will work with departments to develop their own Department Action Plans (DAPs) to drive their activities and progress each year.

The details of this partnership between ODI and departments is outlined in our *ODI Partnership Guide: For Departmental DIB Committees and Task Forces.*

The diagram below is intended to reflect the ongoing coordination and relationship between DIB strategic planning at the University, School and department level:

UNIVERSITY

UNIVERSITY STRATEGIC PLAN

Guiding pillars for entire Harvard University on advancing DIB work

CHECK-INS AND REVIEWS

SCHOOL

HARVARD CHAN THREE-YEAR PLAN

Harvard Chan articulation of DIB priority areas aligned with University overarching pillars

CHECK-INS AND REVIEWS

DEPARTMENT

DEPARTMENTAL ACTION PLAN (DAP)

Departmental goals aligned with School priority areas that address needs, issues and opportunities at the department/unit level

This work will allow us to be multidimensional in how we address to our current challenges and opportunities for growth, and it is an opportunity for leadership at all levels to continuously bring an equity, racial justice and universal design lens to our services, learning and development activities; supports for community members and stakeholders, and the workplace; teaching and learning environment.

ACCOUNTABILITY FOR OUR WORK AHEAD

We know that the best practice in organizational diversity work requires a strong leadership commitment and systems of accountability throughout the institution. This was a salient point in our strategic planning process, and our Harvard T.H. Chan School of Public Health community members were loud and clear on this point. To attain our goals, we need to embody as a community, a mental orientation grounded in personal and organizational accountability.

And so, what does it look like? The responsibility of enacting change for greater equity, diversity, inclusion and belonging (EDIB) is not just the sole responsibility or burden of a small group of individuals, or an individual office. It is also the responsibility of all leaders, managers, and community members within the Harvard Chan School. In addition, an ongoing commitment to EDIB is not just about having a personal set of espoused values and principles, but rather it is about having a commitment to EDIB that is reinforced, actualized, and made possible by a set of policies, practices, and actions that are measured and evaluated within an institution.

In holding ourselves and each other accountable, EDIB practices must be included in our budgeting, our goal setting processes, and the evaluation of goals, performance, progress, and outcomes for all of our core functions. The vision is to be an institution where EDIB principles are embedded into our thinking, planning, and decision making throughout the institution—and one where we hold ourselves accountable when we fall short. It means that we evaluate the work we have done, we assess where we are, and use that information and new knowledge to inform the future steps that we will take. In time, this becomes the culture and an ongoing cyclical process that we all embrace. It is ultimately a process of ongoing examination and growth.

There is also the element of a personal commitment to EDIB that is crucial. As individuals, our thinking and personal level of commitment can either propel us forward or limit the progress we can make. We do not expect everyone to know everything on all matters of diversity, but we will need everyone to have a personal commitment to accountability, growth, and action in our respective spheres of influence. Once we become aware of the opportunities before us to make change and disrupt systems of oppression, it is then our responsibility to take action where we can. For our students, our spheres of influence may include our classrooms, student organizations, lab settings, and residential environments, for example. For our staff, faculty, postdoctoral fellows, and researchers, consider the departments, committees, working groups, and various professional activities engaged in daily and the opportunities that exist in those spaces. And for all of our stakeholders, we ask that everyone recall the many interpersonal interactions had each day, and the role one plays in those moments.

Consider the many opportunities to name an issue, pose a new perspective, or shift momentum towards a much-needed topic. We need to be active and not passive in these moments— as there is a cost to our relationships, community, and institutional goals when we resort to inaction and silence. And for those that hold positional power in a given setting (e.g., student leader or departmental manager, for example), there is an opportunity to positively impact that environment for the better. As a community, we will need everyone to continue to learn more where they can and be committed to action and tangible action steps at all times.

> *"When a society allows anyone to be treated as less than equal and therefore less than fully human, we not only rob those people of their full humanity, we also become complicit in their mistreatment."* —Helen Zia, journalist and community activist

OUR STRATEGIC PLAN PRIORITY AREAS

The content below provides a summary of implementation and outcomes of the three-year strategic plan, which is followed by more detailed information on priority areas, goals, objectives, signature projects and action items.
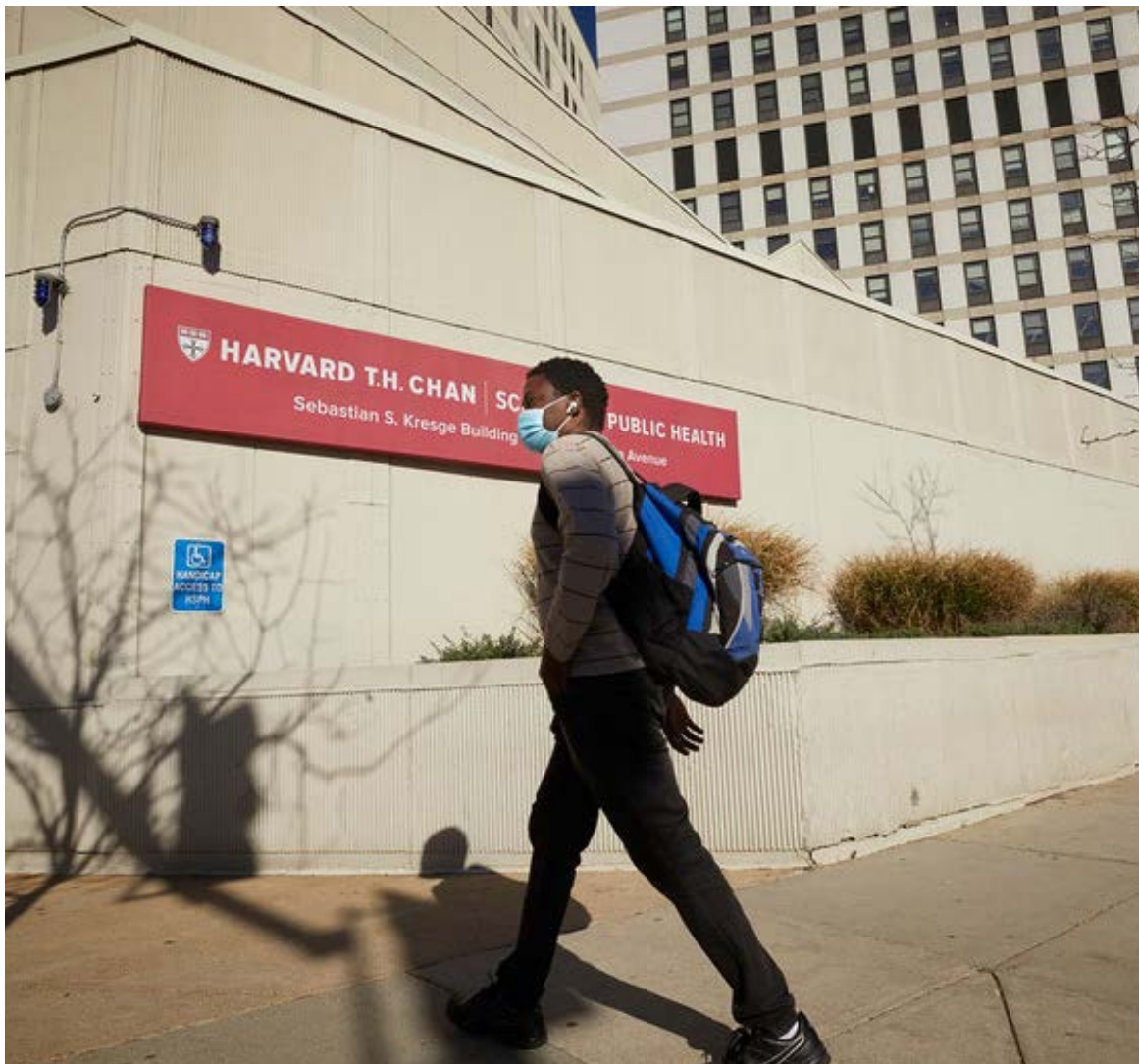
Summary of Inclusive Excellence Plan Implementation		
This chart provides a high-level summary and overview of implementation across priority areas and key dimensions of the strategic plan.		
Implementation in Years 1-3	What will success look like in 3 years	Evaluate and Develop New Plan
PRIORITY AREA 1: LEADERSHIP AND INSTITUTIONAL SYSTEMS		
School Mission, Vision, and Leadership • Shared mission and vision developed to drive EDIB work • Leadership engages in ongoing training and development on key issues • Strategic plan that guides annual priority action steps and reporting • Institutional policies that further EDIB goals and eliminate barriers to inclusion	Harvard T.H. Chan School of Public Health will have shared consensus and commitment on diversity goals driven by ongoing cycles of continuous improvement and learning at both the School and Department levels	Completed evaluation of progress and outcomes from the implementation of diversity strategic plan Initiation of a new planning process that builds on progress made and that addresses remaining areas of growth
Departmental Action Planning • Academic and administrative units partner with ODI on ongoing annual assessment, action planning, and reporting of progress • ODI reviews all progress reports and summarizes in aggregate report • Annual progress and outcomes used to generate new yearly goals for departments		
Communication/ Transparency • Establish comprehensive communication plan • Data, goals, strategies are openly shared		
Data and Assessment • Establish regular and ongoing assessment of climate and needs • Assess policies and system • Gather data for dashboard on representation and core EDIB activities • Track data on bias and hate, and increase awareness of resources • Data is used to drive decisions and actions		
Engagement • Develop full program/calendar of EDIB events and open forums • Ensure programming on cultural and heritage events • Utilize approaches that increase participation		
Staffing and Resources • Ensure fully staffed institutional diversity office • Establish ODI budget that aligns with priority needs • Identify and address personnel and resources needs on EDIB		
PRIORITY AREA 2: LEARNING CULTURE AT HARVARD CHAN SCHOOL		
Annual and Ongoing Learning & Development • Pilot projects aimed at enhancing delivery of EDIB learning modules • Build on pilot projects and scale across the School • Offer new faculty and TA content on inclusive teaching, learning & research • Implement policy for all employees on expected EDIB learning	All managers and all stakeholders (i.e. faculty, staff, postdoctoral fellows, researchers, and students) will engage in ongoing EDIB learning and diversity education, and our educational programs will have up-to-date and inclusive curriculum	
Learning Resources • Develop, pilot and scale virtual self-paced modules • Develop handouts, guides and resources for web		
Curriculum Review and Development • Pilot anti-racist and social justice curricular review in several degree programs • Develop new course on Racism and Health • Develop new faculty classroom teaching support services		

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Summary of Inclusive Excellence Plan Implementation

	Implementation in Years 1-3	What will success look like in 3 years	Evaluate and Develop New Plan
PRIORITY AREA 3: DIVERSITY OF OUR PEOPLE AND THEIR SUCCESS			Completed evaluation of progress and outcomes from the implementation of diversity strategic plan Initiation of a new planning process that builds on progress made and that addresses remaining areas of growth
Staff, Postdoctoral Fellows, Researchers, and Faculty Recruitment	• Work with HR and OFA on standardized training and hiring policies • Work with departments on faculty diversity goals and interdisciplinary cluster hire approaches	Harvard T.H. Chan School of Public Health will have systems and practices across the School essential to increasing representation of historically marginalized groups along with necessary resources and networks critical to their success	
Student Recruitment	• Develop marketing and recruitment plan with OSS to increase diversity		
Support for Historically Marginalized Communities	• Increase access to networks, affinity groups, and resource guides • Increase access to financial resources for access and retention activities • Implement educational programs and mentorship opportunities		
Pipeline Programs	• Strengthen core experiences of summer programs and Yerby Program • Enhance outreach, data tracking, and coordination of summer programs • Add new professional development and enrichment activities to Hopkins Program		

Priority Area 1: Leadership and Institutional Systems

Goal: *Build institutional systems and policies coupled with leadership practices and organizational resources that allow for sustainable diversity best practices and progress across core functions of the School*

In order to sustain progress and impact with our diversity work ahead at the Harvard T.H. Chan School of Public Health, it is essential that we establish strong foundational support, diversity and equity driven policies, organizational infrastructure, and practices in place that will allow for successful implementation of the objectives in the way that we envisioned it.

Throughout the 2020-2021 academic year, the Harvard University and Harvard Chan School data and assessment documents reviewed by the Strategic Planning Working Group revealed a critical need to build out and strengthen our diversity infrastructure within the School. And to ensure that we are consistently working to address structural racism, gender inequity, and other forms of oppression, we need to ensure that our policies and organizational process do not perpetuate or reinforce the same issues we are working to solve for.

Our roadmap for the next three academic years includes steps toward further engagement with leaders from across the Harvard Chan School to implement systems and proactive approaches that drive our efforts. By taking a proactive approach in this work, we strive to become less reliant on reactive measures and processes related to addressing critical diversity and inclusion issues. It will be crucial that our compliance and reactive supports at the School continue to evolve and become progressively more effective, consistent, and timely in how they are applied.

Over the course of this academic year, it has become more than obvious that we will need a clearly articulated vision and set of aspirations to serve as a beacon for the path we need to take along with a multi-year strategic plan and Strategic Implementation Plan that provides direction on a balanced set of priorities. Our Strategic Planning Working Group also identified a number of barriers to success which further cements the need for strong accountability systems and leadership activation at all levels of the institution to ensure execution of action items identified in our strategic plan. We know that without a well-resourced and developed plan for implementation, our strategic plans will not accomplish what we aspire towards as an institution.

As we go forward, we will proceed with implementation of the stated objectives and actions in a manner that is transparent, engages Harvard Chan School stakeholders continuously, provides access for collaboration and feedback, and that utilizes data, assessment, and metrics to identify needs and measure progress and outcomes.

"Voyager, there are no bridges, one builds them as one walks." —Gloria Anzaldua, poet and writer

Signature Projects for 2021-2024

Strategic Planning & Implementation	Assessment	Bias & Hate Response	Recognition & Incentives
• Implement three-year diversity strategic plan for Harvard T.H. Chan School of Public Health via the Strategic Implementation Plan • Implementation of Departmental Action Plans (DAP) via cyclical engagement between Office of Diversity and Inclusion and departmental DIB committees to support progress, collaboration, and communication, and goal implementation during the year	• Implement DIB School-wide assessment in Spring 2022 and periodically thereafter (i.e., every 3 years) at the School level that also provides access to disaggregated data across departments	• Develop accessible Harvard Chan *Resource Guide for Responding to Hate & Bias*—to also be shared as a part of new student and new employee orientation • Develop new and consistent practices and trainings for members of Bias Response Team during the summer and academic year	• Implement formal recognition practices for managers and departments meeting DIB goals and making progress on metrics • Identify funding sources, awards, and grants to support faculty from underrepresented communities working on disparities and equity related research and/or scholarship

New Practices and Approaches: Objectives and Actions

Objective: Establish clear mission, vision and values statement at the School level that guide efforts

- Develop inclusive excellence/diversity statement for the School that aligns with the language on its mission and values
- Support departments with developing language and strategies for communicating importance of diversity relative to the professional, academic and research mission at department level

Objective: Develop resourced strategic implementation plan for the School and implementation teams to support goal attainment and progress

- Establish implementation teams through DACDI to ensure effective execution of strategic plan priority goals during the year
- Generate annual end-of-year diversity report on progress with implementation of action items represented in the strategic plan

Objective: Establish Departmental Action Plans (DAP) with systems for planning, implementation, and reporting progress for administrative and academic units

- Collect Department Action Plans (DAP) at the start of the academic year
- Collect Department Action Plan (DAP) progress reports from each department at end of academic year for review and feedback
- Progress Report Committee to review departmental progress report and provide feedback for departments

Objective: Increase level of clear and transparent communication, access to data, and access to metrics for success on School and departmental DIB endeavors

- Provide regular and reoccurring communication to senior leadership on critical items of implementation plan during the year
- Implement monthly DIB newsletter via Emma platform speaking to strategic action steps, progress and key updates on issues impacting Harvard Chan School stakeholders
- Implement weekly ODI List Serv communications
- Hold annual end of year presentations for Harvard Chan School community (that are also recorded) on key areas of progress, challenges, and thoughts for next academic year
- Create community access to strategic planning documents and progress reports on the ODI web page
- Develop recorded webinars and/or feature stories, when needed, on critical and high-impact activities that will influence the stakeholder experience

Objective: Conduct periodic assessments and review of climate, policies, and practices

- Compile aggregated data from exit surveys and other evaluations to include in reports on DIB related trends
- Incorporate assessment practices specific to unique departmental needs into the Departmental Action Plan (DAP) activities

Objective: Implement effective systems for reporting, tracking, and responding to incidents of bias and hate

- Include information on systems for bias reporting and follow up in new student orientation and new employee orientation materials
- Continue with development of Bias Response Team at Harvard Chan School and develop necessary systems for responding to reported incidents that align with new University anti-discrimination policy and defined problem behaviors
- Develop bias response overview video content for sharing with community and departments
- Develop FAQ on Harvard Chan School response to hate and bias incidents for ODI web page
- Develop bias response web content that is accessible from Student Affairs, Faculty Affairs and Human Resources web content
- Implement new University-wide anti-discrimination policy on racial discrimination and harassment that informs follow up actions taken at the School level
- Present bias incident mid-year and end of year status report to the School and department leadership (i.e., Academic Council) each academic year

Objective: Establish internal system for data capture and a web-based homepage on community engagement activities at Harvard Chan School

- Develop a web-based landing page highlighting active community-based research and community engagement projects at the School
- Establish a mechanism for capturing data on current community-based research involving faculty and researchers

Objective: Establish regular practices for observing and honoring cultural heritage and religious holidays

- Establish regular calendar of events that honor experiences of multiple identity groups during the academic year
- Implement land acknowledgment practice honoring indigenous communities and history at School-wide events

Objective: Hire personnel in key areas needed to support the attainment of diversity goals for the Harvard T.H. Chan School of Public Health

- Assess personnel needs and opportunities within the Office of Diversity and Inclusion and the School necessary for advancing diversity goals

Summary of Existing Efforts at Harvard Chan School

Staffed institutional diversity office: Presence of professional staff to oversee and support implementation of programs and initiatives intended to drive progress towards institutional goals. Learn more about the ODI team here.

Existing Bias Response and Online Reporting: Our Harvard Chan Bias Response Team oversees our bias reporting and response system within the School. The Harvard Chan bias response resources are available to everyone in the community. Learn more about bias response here.

Institutional diversity committee for the Harvard Chan School: Our Dean's Advisory Committee for Diversity and Inclusion (DACDI) works to advise and support the Office of Diversity & Inclusion in fostering both cultures of diversity, inclusion, and belonging (DIB) learning, and evidence-based practices throughout the Harvard T.H. Chan School of Public Health. More information about DACDI is available here.

Web Content on DIB Services, Events and Activities: On the Office of Diversity & Inclusion web page, community members can access information on programs and services, a calendar of events detailing programs happening each month at Harvard Chan School, and steps on ways to get involved with our office. Learn more about ODI services here.

Priority Area 2: Learning Culture at Harvard Chan School

Goal: *Establish institutional policies, practices, and expectations for our leaders and all community members that center on the development of awareness, knowledge, and skills necessary for fostering cultures of belonging and inclusion*

Our Strategic Planning Working Group identified aspirations for becoming an anti-oppressive community that allows for all individuals to experience a sense of belonging. Critical to this aspiration is a community where individuals have the capacity to effectively engage within and across difference in all settings, and in order to achieve this goal, we need to establish a culture of sustained and ongoing commitment to learning and development on critical issues of racism, identity, culture, gender, disability, and much more.

Our approach to learning on matters of diversity and identity must occur in the categories of awareness, knowledge, and skills in order to translate to the kind of communication, behavior, and decision-making that is needed to create anti-racist and anti-oppressive environments for learning, teaching, research, and professional endeavors. Through our strategic planning work, it was identified that often time,

training activities fall short of intended goals for a number of reasons, such as: 1) there is only a focus on awareness raising, and not enough content and approaches dedicated to skill application and skill development, 2) systems are not in place that set expectations and create accountability related to participation in learning and development offerings, and 3) there are existing limitations with respect to available content and available DIB professionals to deliver in-person/synchronous and interactive trainings. And so, our planned efforts ahead must address and respond to these clear barriers to success.

A true culture of learning goes beyond the individual and personal commitments and espoused values and must be supported by policy, leadership engagement, and accessible learning and development opportunities that are embedded in the general experiences of students and employees during orientation and onboarding as well as during throughout the rest of their tenure at Harvard Chan School.

Signature Projects for 2021-2024

Policy	Learning & Development Activities and Content	Curriculum & Courses
• Incorporate DIB professional development and learning goals as a part of annual goal setting and performance review for School employees • Establish expectation of required employee participation in annual School trainings, departmental training, and completion of virtual self-paced modules by employees during the academic year	• Develop plan for (Part II) session to Self, Social and Global Awareness (SSGA) content intended for all-student audience—for implementation in Fall 2022 • Continue to develop faculty supports, coaching initiatives, and Teaching Teams within the Office of Education—with resources for classroom strategy development and creation of Antiracist Teaching Plan • Establish DIB Facilitator training program to support with identified learning needs in Harvard Chan community • Pilot ODI and Department collaboration on department-wide approach to training that uses DIB Facilitator Program led participant cohorts • Develop and implement learning opportunities (e.g., virtual/self-paced) for current employees that focus on equity and inclusion policy and compliance (e.g. Anti-Discrimination policy, Title VI, Title IX, VAWA, and ADA/504) • Partner with a vendor to develop Manager focused DIB self-paced modules that center on managerial skills and behavioral outcomes and plan for delivery of content • Implement annual all-staff and all-faculty summer training and summit prior to start of the academic year that focuses on foundational DIB learning outcomes aligned with administrative roles and community values; facilitation and antiracism in teaching, learning and research; and that highlights promising practices • Implement School-wide model of DIB Facilitator Program led ODI-Department collaboration for skills-based learning and development workshops • Implement virtual modules for managers that center managerial skills and behavioral outcomes (including racial equity focus) • Establish annual all manager training/summit in summer months that focuses on DIB related managerial skills and behavioral outcomes • Develop virtual self-paced faculty development courses for annual completion by all faculty and academic appointees annually—and plan for implementation	• Implement a pilot course redesign project intended to develop a model, plan and timeline for implementing recommended course changes, faculty support measures, and resources for Course Support Working Group • Implement DIB course redesign model across all academic departments based on piloted model developed in Year 1 of Implementation Plan • Conduct review of curriculum to identify opportunities for revising curriculum to include contributions and content from more transgender, LGBTQ+, international, and Black, Indigenous and scholars of color; and to address areas of growth with respect to anti-racist content

New Practices and Approaches: Objectives and Actions

Objective: Develop School-level DIB learning and development offerings and resources for students, faculty and staff that focus on awareness, knowledge and skills related to issues of structural racism, sexism, gender identity, disability/ableism, effective allyship, and global perspectives (as identified in *ODI Community Learning Outcomes* Chart)

- Prioritize and develop new content and modules that align with already assessed learning needs in the Harvard Chan community
- Develop and disseminate resource guides on best practices with digital accessibility for application with departmental operations (e.g., programs and services)
- Send regular and periodic communication from the Office of Diversity and Inclusion to departments that reinforce messaging around critical resources; and how to access the resources
- Develop research-based learning resources and training content regarding ways to perform race and gender analysis for faculty and researchers
- Establish open enrollment DIB modules available to students through the Harvard Training Portal
- Partner with a vendor to implement student and employee focused DIB self-paced modules that center on managerial skills and behavioral outcomes
- Continue to develop faculty supports, coaching initiatives, and Teaching Teams within the Office of Education with resources for classroom strategy development and creation of Antiracist Teaching Plan

Objective: Implement manager-based DIB learning and development opportunities that focus on leadership and managerial skills that create more inclusive environments

- Provide learning resources and guides for ways to conduct inclusive meetings that also create room for diverse perspectives to enter the conversation

Objective: Increase access to online learning resources for employees

- Develop content for web repository of resources focused on DIB inclusive pedagogy and approaches for responding to bias in the classroom

Objective: Create opportunities for departments to learn of approaches and action steps being taken across other departments

- Establish sample monitoring metrics for DIB success to be housed in the *Activating DIB In Your Department* web page and that will be shared across departments
- Develop research-based learning resources and training content regarding ways to perform race and gender analysis for faculty and researchers
- Implement Promising Practices workshops, (e.g., as part of annual trainings), where department representatives can present on their practices, research on steps taken, and impact measured
- Develop a "Promising Practices" landing page that features and calls attention to specific initiatives being implemented within individual departments, description, and contact information for departmental oversight

Objective: Increase access to learning resources and modules that support skill building on how to effectively engage across racial difference as aspiring white allies

- Develop and create access to School and University-wide learning resources focused on race-based dialogue and related concepts (e.g., allyship, fragility, and four levels of racism)
- Develop new modules and learning and development content that builds on the introductory Allyship and Anti-Black Racism modules and that includes a focus on effective anti-racist allyship in support of racial justice
- Incorporate conversations on effective allyship into anti-racist white affinity group work

Objectives: Create more learning opportunities that focus on key issues associated with cultural transitions and knowledge of navigating cultural differences and similarity

- Incorporate training content in annual employee summer trainings that focuses on experienced issues with international communities, cultural transitions, and ways to increase knowledge of how to navigate cultural difference and similarity
- Develop module and learning resources centered on DIB issues of equity, race and marginalized communities globally
- Implement School-wide speaker events on global and intercultural perspectives

Objective: Develop a system for reviewing and revising language in web, print and marketing materials, and increase access to resources on inclusive language and terminology

- Ensure all departments have access to University DIB foundational and Affirming Language resource document
- Conduct review of web language, as part of Department Action Plans (DAP), to ensure consistent and inclusive language that is consistent with current best practices across all departments

Summary of Existing Efforts at Harvard Chan School

Self, Social & Global Awareness (SSGA) Training at New Student Orientation: An interactive and experiential learning experience for new incoming students that centers on self-exploration of one's own identities and that creates opportunities for dialogue among students.

ODI Diversity Learning Resources on the Web for Harvard Chan Community: On the web, community members currently have access to learning resources via ODI that focus on Anti-racism, LGBTQIA identity and experiences, resources for transgender and non-binary communities, sexual assault and response, and Harvard-wide resources (e.g., affinity groups and key offices). Our Office of Educational Programs' web page also houses information of inclusive syllabus and course design and more.

Race.Dialogue.Action Workshop Series: Open to the entire community, this series focuses on personal capacity building and is intended to reinforce learning outcomes centered on concepts of interpersonal and systemic racism, skills for race based dialogue, and practices for fostering anti-racist environments.

Inclusion, Diversity and Equity in Action (IDEAS) Curriculum: This content focuses on a variety of core concepts (e.g., examples include dimensions of diversity, exploration of self, types of bias, structural racism, strategies for change and action, and more), and was developed in partnership with the Center for Workplace Development (CWD) and the University's Office of Diversity, Inclusion & Belonging (ODIB). The content is available through open enrollment and is a part of the University-wide DIB Academy training series.

Monthly School-Wide Programs and Cultural Events: Each month events are held by ODI and various departments that are open to the entire Harvard Chan community. These events also provide an opportunity to spread awareness of identity, cultural and heritage months throughout the year (e.g., *Latinx History Month, Trans Day of Remembrance, Black History Month, Disability Awareness,* and more.)

Open Enrollment Modules for Harvard Chan Employees: Each month managers and employees have access to open enrollment modules delivered through the Harvard Training Portal. These workshops focus on a variety of DIB topics (e.g., *Inclusive Recruitment Series, Introduction to DIB, Understanding Unconscious Bias, Microaggressions in the Workplace*, and more content from the IDEAS Curriculum).

ODI Online Workshop Request Form: ODI has created a workshop request form that will help our office better field requests from community members and prepare content for participants. Via the form, individuals can also see a list of available workshops. The Workshop Request Form is available here.

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	
Faculty & Academic Appointees - Recruitment & Selection	• Ensure that all faculty and staff search committees complete Unconscious Bias for Search Process module prior to commencing candidate resume review • Develop proposal and plan in collaboration with leadership, academic departments, and Office of Research Strategy and Development for an interdisciplinary faculty diversity recruitment initiative
Staff, Postdoctoral Fellows, & Researchers - Recruitment & Selection	• 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
Student - Recruitment & Selection	• Ensure that all reviewers of student applications complete Unconscious Bias for Application Review module • 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") • 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
Systems & Policy	• Establish diversity hiring metrics and expectations as a component of performance reviews for all department managers
Supporting Historically Marginalized Groups	• 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 • Implement *Justice.Equity.Diversity.Inclusion* (JEDI) Program Series and Monthly Student Diversity Series designed to meet needs of BIPOC and historically underrepresented student groups • 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

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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