

Academic Year 2023-2024

# ODI PARTNERSHIP GUIDE

For Academic Department EDIB Committees

*Prepared by*



**HARVARD**  
**T.H. CHAN**

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

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**HARVARD  
T.H. CHAN**

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

677 Huntington Avenue | Boston, MA 02115 | 617-495-1000

<https://www.hsph.harvard.edu/diversity>

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# INTRODUCTION

## Overview

Commitment is an essential aspect of our inclusive excellence work at the Harvard T.H. Chan School of Public Health. Engagement from all departments and offices across the School is an important element of that commitment, though the work will vary in approaches and goals.

This *Guide* is intended to provide a resource that all academic and administrative departments/units can use in partnership with the Office of Diversity and Inclusion toward embedding diversity practices into operations within and across all departments and units at Harvard Chan.

### This Academic Year Expectations Guide is intended to:

- Identify key milestone and deadlines for the academic year
- Facilitate engagement between Office of Diversity and Inclusion and departmental EDIB committees
- Support idea sharing, engagement and collaboration across departments
- Provide clarity with how the school can support department level EDIB activities

Critical to the growth and change, is the reality that our school-level priorities and goals must be present and reflected in the practices of every department and office.

Senior leadership has asked that each academic and administrative department develop a Department Action Plan (DAP) to drive their activities and update it from year to year. And this work will be done in collaboration with the Office of Diversity and Inclusion along with support from other academic departments. It is also important that we continually evaluate our processes and systems in doing this work to improve and make necessary adjustments in order to meet our goals for the school.

This *Guide* is meant to supplement the [EDIB Committee Toolkit](#), which highlights in detail the steps of organizing and activating EDIB work within departmental units. Departments should utilize the Harvard University [EDIB Committee Toolkit](#) to support with the key steps of organizing and activating your departmental committees.

This work will allow us to be multidimensional in how we address to our current challenges and opportunities for growth. It is also an opportunity to build on existing practices, initiatives and programs that have led to success. 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.

## Why Action Plan at Department Level?

To understand why an academic department should engage in diversity-related action planning, one should consider that the development of the Department Action Plan (DAP) is an opportunity to:

- Establish a process to embed diversity-based planning and action into our department-level work and practices which vary across the school.
- Ensure that diversity planning and actions occur across all of the School's academic and administrative departments—each with a unique leadership structure.
- Create an environment that leverages the interests, skills and experiences of a diverse team for driving change.
- Enhance the visibility and communication of your commitment, work and progress
- Strengthen existing programs and services that align with school-level priorities and complement diversity efforts at the school level.
- Build on promising practices that facilitate growth, progress and change where needed.
- Highlight diversity leadership and contributions of departmental community members.
- Take advantage of departments being at different stages and phases in EDIB work—with coordination from the ODI office allowing for sharing of best practices

# CYCLICAL AND KEY STEPS DURING EACH ACADEMIC YEAR

## September – Initial Department Leadership Check-In

- **Targeted Meeting Participants: Department Chair, Department Administrator, and Chair & Liaison from Department EDIB Committee**
- This meeting is an opportunity for departmental leadership to convene and discuss share goals and expectations for the upcoming academic year.

## September – Cross Departmental Meeting: Goal Review to Start Year

- **Targeted Meeting Participants:** Liaison from Department EDIB Committee
- This meeting will be an opportunity for a cross departmental group to convene and discuss current plans with respect to diversity action items for the pending academic year.
- The meeting will provide a space for departments to share their current thinking on 1) key steps ahead, 2) any new initiatives and innovative practices for implementation, 3) ideas for group feedback, and 4) for posing questions on specific issues and possible directions that can be taken.
- This meeting is intended to serve as a collaborative space to support individual departments with their final preparations of their department's plan of action for the year.
- Along with creation of the action items, departments should also consider their departmental plans for communicating their vision, plan and goals with their departmental stakeholders.

## September – Action Plan Submission By Department

- Prior to the start of the academic year, we ask that each department submit their Departmental Action Plan (DAP) for the year **during the week of September 19th-26th** to the Office of Diversity and Inclusion (ODI) as a Word document.
- The DAP can be submitted to ODI via a Word document using the new and revised Action Plan Submission Form.
- The official submission of the DAP will assist ODI in working with and supporting the department in the implementation of their identified action items over the course of the academic year.

## October-November – Individual Department Check-In

- **Targeted Meeting Participants:** Department EDIB Committee Members
- During the Fall semester, in an effort to provide ongoing individualized support for each department, ODI will schedule an *Individual Department Check-In* meeting with each department.
- This meeting will allow for discussion and exploration of issues that focus on the unique needs emerging within each department. It is also an opportunity for the department to bring forth any agenda items essential to a successful implementation of their DAP.
- If needed, additional meetings for the department can be requested and scheduled as needed during the Fall semester.

## February – Cross Departmental Meeting: Mid-Year Check-In

- **Targeted Meeting Participants:** Liaison from Department EDIB Committee
- This meeting will be an opportunity for a cross-departmental group to connect mid-year and explore progress on key items. The meeting will serve as an opportunity to 1) discuss and explore emerging issues and opportunities, 2) share highlights in areas of progress, and 3) discuss any critical issues and posing questions to the group.

## March-April – Individual Department Check-In

- **Targeted Meeting Participants:** Department EDIB Committee Members
- During the Spring semester, to continue providing individualized support for each department, ODI will schedule another *Individual Department Check-In* meeting with each department.
- This meeting will allow for discussion and exploration of issues that focus on the unique needs and critical items for each department at this point in the year. It is also an opportunity for the department to bring forth any agenda items essential to a successful implementation of their DAP.
- If needed, additional meetings for the department can be requested and scheduled as needed during the Fall semester.

## April/May – Cross Departmental Meeting: End of Year Debrief

- **Targeted Meeting Participants:** Liaison from Department EDIB Committee
- This meeting will be an opportunity for a cross-departmental group to come together in a space of peer learning to 1) debrief steps taken during the year, 2) discuss any salient challenges that emerged along the way, 3) share successes experienced within departments, 4) explore critical next step items, and 5) provide any additional feedback to ODI.
- This meeting is an opportunity for group dialogue, peer learning across departments, and questions as each department works to evaluate steps already taken and develop/finalize action steps for the subsequent academic year.

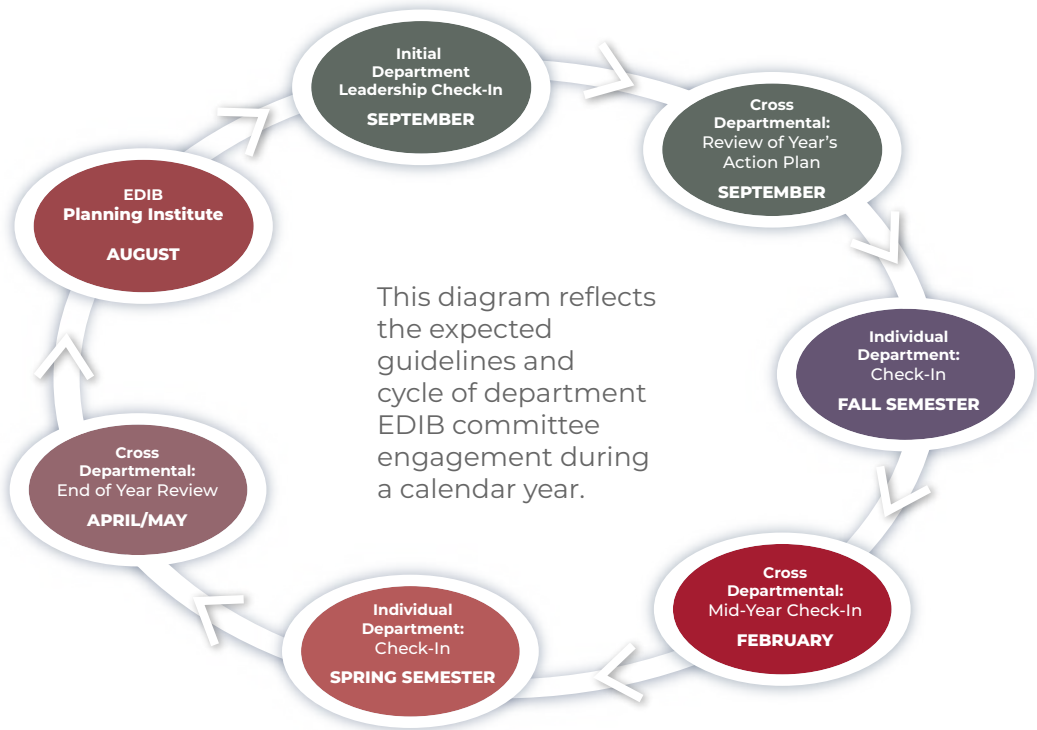
## June – Progress Report and Inclusion Index Submission

- At the end of the academic year, each department will submit a Progress Report on their EDIB activities during the academic year that details: 1) progress on key items and successful steps taken, 2) ongoing areas for growth, 3) insights and key takeaways regarding activities during the year.
- This report should be a maximum of two pages in length, and should be **submitted by June 15th**.
- The submitted progress report will then be reviewed by ODI's Progress Report Review Committee for additional feedback. The feedback will be summarized into a document that will then be shared with the department EDIB committee.
- The expectation is that any feedback shared is then used to support the summer planning and development of new and/or revised goals for the subsequent academic year.
- In addition to the progress report, please submit information on programs, initiatives, and events using the university-wide Inclusion Index tool. Please refer to the Inclusion Index handout for guidance where needed. The Inclusion Index can be accessed at: <https://inclusion-index.harvard.edu>

## July-August – Departmental Planning for Next Academic Year

- This time period will allow for departments to continue to refine and finalize the goals and action items within their DAP for the subsequent academic year.
- Individual departments can request a meeting with ODI for any support during this process of planning and DAP goal refinement. In addition to engaging with ODI, departments are also encouraged to utilize the following communication resources to support cross-departmental engagement and collaboration during planning:
  - ❑ The [DIBAcademicDept@hsphsun3.harvard.edu](mailto:DIBAcademicDept@hsphsun3.harvard.edu) email distribution list for academic departments.
  - ❑ The Teams page for members of all departmental EDIB committees.
  - ❑ The informal Cross Departmental Strategy Check-Ins.
- This time period should support any preparation that is needed for the September submission of the DAP.
- After the DAP is submitted, the cycle highlighted above starts again for the subsequent academic year. The diagram below reflects the cyclical nature of this engagement during the academic year.

# CYCLICAL ENGAGEMENT OF DEPARTMENT EDIB COMMITTEES



**NOTE:** Any additional meetings between individual academic departments and the Office of Diversity and Inclusion that may be needed can be scheduled (and they are not reflected in the diagram below).

## School and Department Roles With EDIB

This section is intended to provide some clarity and distinction between institutional priority goals and diversity efforts that are carried out at the department level. Institutional priority goal areas for the academic year are as follows:

### Leadership & Institutional Systems

- **Goal 1:** 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.

### Learning Culture at Harvard Chan

- **Goal 2:** 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.

### Diversity of Our People & Their Success

- **Goal 3:** 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.

Please reference the Office of Diversity and Inclusion’s Strategic Plan entitled *Foundations for Sustainable Progress and Transformation: An Inclusive Excellence Strategic Plan for Harvard Chan* to review details of institutional goals and action items. As stated earlier in the Overview section of this document, our school-level priorities and goals must be present and reflected in the practices and diversity efforts of every department within the school.

## SCHOOL AND DEPARTMENTAL OVERSIGHT ITEMS

The table below provides guidance with respect to the types of items that must be addressed and actualized at the institutional (e.g. School) level, and items within the department span of control and that must be implemented at the departmental level.

	<b>School: Responsibilities of ODI on School-Wide Actions</b>	<b>Department: Responsibilities of Departments With ODI Support</b>
<b>Vision &amp; Goals</b>	<ul style="list-style-type: none"> <li>• EDIB vision for School</li> <li>• Prioritize EDIB goals for School</li> <li>• Cross-School coordination of departmental EDIB planning</li> </ul>	<ul style="list-style-type: none"> <li>• EDIB vision within department field of study/operation</li> <li>• Departmental Action Plan (DAP)</li> <li>• Completion of departmental EDIB cyclical engagement (i.e. highlighted in <i>Cyclical and Key Steps During Year</i> section)</li> </ul>
<b>Policy</b>	<ul style="list-style-type: none"> <li>• Policies linked to core functions that impact all departments</li> </ul>	
<b>Communication</b>	<ul style="list-style-type: none"> <li>• School-wide communication to all stakeholders on progress and updates</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental communication to department stakeholders on progress and updates</li> </ul>
<b>Assessment &amp; Data</b>	<ul style="list-style-type: none"> <li>• School-wide EDIB assessment, reporting, data tracking, and data sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of unique departmental activities, functions, and practices</li> </ul>
<b>Bias Response</b>	<ul style="list-style-type: none"> <li>• Coordinate and increase awareness of bias and hate crime reporting systems</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate referral to bias and hate crime reporting systems, when needed</li> </ul>
<b>Learning</b>	<ul style="list-style-type: none"> <li>• School-wide programs and events</li> <li>• Learning and development activities available across departments</li> <li>• Facilitator support: Meet EDIB facilitation needs across departments</li> <li>• Sharing of University- and School-developed learning resources and guides</li> </ul>	<ul style="list-style-type: none"> <li>• Departmental programs and events</li> <li>• Coordination with ODI on Departmental Learning &amp; Development Module scheduling</li> <li>• Learning and development activities at intersection of department field of study/operation</li> <li>• Utilize learning resources and guides, where appropriate</li> <li>• Disseminate University- and School-developed resources within department community as needed</li> </ul>
<b>Department Collaboration</b>	<ul style="list-style-type: none"> <li>• Create spaces and systems to foster cross-departmental engagement, communication, and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Access and participate in cross-departmental opportunities for engagement</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Support with development of Process Model for EDIB Curriculum Review</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of Steps for Curricular, Course and Syllabus Enhancements</li> </ul>
<b>Recruitment &amp; Selection</b>	<ul style="list-style-type: none"> <li>• Development of cross-departmental EDIB standards and expectations within recruitment, selection and on-boarding process</li> <li>• Facilitation of EDIB training for search committees and hiring managers</li> <li>• Facilitation of EDIB training for admissions application reviewers</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of EDIB recruitment, selection and on-boarding best practices for search committees and hiring managers</li> <li>• Implementation of EDIB best practices for application reviewers</li> </ul>
<b>Pipelines and Pathways</b>	<ul style="list-style-type: none"> <li>• Coordination of School-level Pipeline and Pathway Programs for students and employees</li> </ul>	
<b>Reporting</b>	<ul style="list-style-type: none"> <li>• School-level end-of-year EDIB Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of departmental end-of-year Progress Report</li> <li>• Incorporation of Progress Report feedback into planning activities</li> </ul>



# ODI GUIDANCE ON DIVERSITY FUNDING AND EXPENDITURES

This section is intended to provide guidance to academic and administrative departments on the manner in which the Office of Diversity and Inclusion (ODI) will provide funding support on EDIB related activities at the Harvard T. H. Chan School of Public Health. The content below identifies specific items for which ODI will fund EDIB activities at both the school and departmental level. In addition, the content below also identifies specific items where ODI will not be responsible for funding support with departmental activities.

## ODI Expenditures for “School” Level EDIB Activities

Below reflects categories of items where the Office of Diversity and Inclusion will fund the cost of activities intended to provide benefit and impact across the school:

### Assessment

- School-wide climate assessment activities

### Learning & Development

- EDIB Facilitator Training Program and activities
- School-wide programs and events

### Marketing & Communication

- Communications activities from ODI intended for entire Harvard Chan audience
- Material, resources, and vendors supporting school wide marketing and communication activities

### Printing & Supplies

- Printing and supply costs related to ODI sponsored activities that are intended to directly benefit one or more of our Harvard Chan stakeholder groups (e.g., students, staff, faculty, researchers, postdocs and alumni)

### Compensation

- ODI professional staff
- Graduate students, work study staff, temp employees, and/or interns working in ODI

### Program Operational Costs

- Operational and supply cost of programs and initiatives based in ODI
- ODI led cross-departmental activities intended to meet school-wide EDIB goals
- ODI led cross-departmental summer program activities and events
- Video captioning and accessibility costs for ODI content made available to entire Harvard Chan community

## ODI Expenditures for “Department” Level EDIB Activities

Below reflects categories of items where the Office of Diversity and Inclusion will fund the cost of activities intended to provide benefit and impact at the department level—in order to support departmental EDIB goals.

In these highlighted areas below, funding will be centralized in efforts to ensure equitable and consistent access to funds across departments on EDIB activities where expectations have been set. As the school looks to standardize practices across departments, the items below will support ODI’s ongoing partnership and collaboration with departments on EDIB activities during the academic year. These items will also be evaluated at the end of the academic year to identify any areas of improvement needed to better meet diversity goals for the school:

### Learning & Development

- EDIB departmental seminars during academic year
- Common books and strategy guides for departmental EDIB committees

## Departmental Expenditures for EDIB Related Activities

ODI will **not** be responsible for funding in the areas mentioned below. Departments should rely on their discretionary funds for spending in these areas. If for some reason, departments are unable to execute specific EDIB action items due to a lack of funding or persistent budget constraints, ODI should be contacted for guidance.

Below reflects categories of items where departments are expected to fund the cost of activities intended to provide direct benefit and impact within their department as it relates to departmental EDIB goals:

### Assessment

- Departmental EDIB assessment activities separate from school-wide EDIB assessment efforts

### Learning & Development

- Ad hoc purchase of EDIB related learning resources intended to support the department
- Registration and attendance for department members at professional development workshops, institutes, and seminars specific to departmental field of research/discipline
- EDIB related conference registration for departmental members
- Individual/group membership with EDIB focused professional associations specific to department’s areas of work
- Diversity journal subscriptions
- Books for departmental book reads

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## Departmental Expenditures for EDIB Related Activities *continued*

### Marketing & Communication

- EDIB related marketing and communication software, material, and activities

### Printing & Supplies

- Printing and supply costs related to department EDIB activities (does not include ODI sponsored or co-sponsored events and activities)

### Compensation

- Compensation for graduate student employment, work study positions, and interns supporting EDIB efforts within department

### Recruitment & Selection

- Web/publication posting of position openings
- Employee (i.e. faculty, staff and postdocs) salary and start-up packages

### Program Operational Costs

- General summer program operation costs (does not include cross program activities sponsored by ODI)
- Video captioning and accessibility costs

For any  
questions, please contact  
the Office of Diversity and Inclusion  
at [odi@hsph.harvard.edu](mailto:odi@hsph.harvard.edu).

# WEB RESOURCES

## **[EDIB Committee Toolkit](https://dib.harvard.edu/dib-committee-toolkit)**

<https://dib.harvard.edu/dib-committee-toolkit>

This toolkit, intended to empower “local change-makers”, was created to support local unit equity, diversity, inclusion, and belonging (EDIB) committees, whether the “unit” be a campus office, department, program, school, or academic unit. The toolkit provides guidance with respect to EDIB committee creation, planning, and implementation.

## **Harvard Chan [Activating EDIB In Your Area](https://www.hsph.harvard.edu/diversity/activating-dib-in-your-area/) Web Page**

<https://www.hsph.harvard.edu/diversity/activating-dib-in-your-area/>

Enhancing the collective experience of individuals within an organization requires diversity leadership and action planning at both the institutional and departmental level (Worthington et al., 2020). These resources are intended to further assist departments, departmental leaders, and departmental diversity committees with assessing, planning, and implementing various diversity-related activities.

## **[Diversity at Harvard Chan Landing Page](https://www.hsph.harvard.edu/diversity/diversity-at-harvard-chan-school/)**

<https://www.hsph.harvard.edu/diversity/diversity-at-harvard-chan-school/>

This is a School-level web landing page that provides access to the our Inclusive Excellence Vision Statement, our diversity strategic plan and implementation plan, our annual reports, and the implementation plan dashboard and visualization. The purpose of this page is to offer members of the Harvard community increased access institution level information on EDIB activities.

## **[Harvard Diversity Office Landing Page](https://dib.harvard.edu/dibatharvard#schools)**

<https://dib.harvard.edu/dibatharvard#schools>

This is a university landing page that provides access to all diversity offices and units across the University. The purpose of this page is to offer members of the Harvard community increased access to each school's diversity office and corresponding resources via a single web page.

## **[Anti-Racism Resources HSPH](https://www.hsph.harvard.edu/diversity/resources/anti-racism/list/)**

<https://www.hsph.harvard.edu/diversity/resources/anti-racism/list/>

This resource provides a regularly updated list of anti-racism resources compiled by ODI staff. Resources are displayed in the following categories: Events, Reading Lists and Other Resources, and Organizations.

## Teaching Inclusively, Office of Educational Programs, Harvard T.H. Chan School of Public Health

<https://www.hsph.harvard.edu/office-of-educational-programs/teaching-learning-at-harvard-chan/teaching-inclusively/>

This web repository of resources is intended to provide access to a variety of resources and guides intended to support faculty and TAs on topics such as inclusive pedagogy, dialogue facilitation, response to classroom incidents of bias, and more.

## Community Guide for Addressing Bias

[https://cdn1.sph.harvard.edu/wp-content/uploads/sites/2597/2021/11/HSPH\\_Guide\\_for\\_AddressigBias\\_Accessible\\_FINALv1-1.pdf](https://cdn1.sph.harvard.edu/wp-content/uploads/sites/2597/2021/11/HSPH_Guide_for_AddressigBias_Accessible_FINALv1-1.pdf)

This guide provides information on a number of areas including, but not limited to, the following: the expectations around reporting for those who have knowledge of bias incidents, ways to support others when incidents occur, steps for how to report, a summary of the bias response process once activated, and a set of existing local resources at Harvard Chan, Harvard University, and in the surrounding Boston area.

### CONTACT OUR OFFICE

Our [ODI Team Members](#)

Office Email: [odi@hsph.harvard.edu](mailto:odi@hsph.harvard.edu)

Web Page: <https://www.hsph.harvard.edu/diversity>



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