ODI Tactical Plan

Academic Year 2020-2021

Prepared by the Office of Diversity and Inclusion

Harvard T.H. Chan School of Public Health
Introduction

As we enter the 2020-2021 academic year, various forces are shaping the realities of our School’s student, postdoctoral, staff, researcher, non-academic appointee, and faculty experience. In many ways we are in an unprecedented time and context informed by multiple variables: a global pandemic, a racial justice movement, and national economic downturn—all in a setting of primarily remote engagement. The COVID-19 pandemic has profoundly impacted higher education and society in general. Since February 2020, we have seen the pandemic’s impact on the well-being, health, and lives of people around the world. Within this experience, we have also witnessed how this pandemic has amplified systemic inequities which contribute to higher infection rates and loss of life along the lines of race, socioeconomics and marginalized communities. The pandemic has also impacted industries and led to job loss and financial hardship that continues to impact the day-to-day experience of many within our own Harvard Chan School community. As a result, we must be attentive to related matters of access and resource needs, and maintain an awareness of the communities that may be more vulnerable during this time.

The murders of George Floyd, Breonna Taylor, and Ahmaud Arbery, and of countless others before them, have been a catalyst for a renewed racial justice movement in the United States (US). This movement calls for individuals and organizations to move away from beliefs, assumptions and practices that are inherently racist, and reminds us that there must also be an intentional learning and adoption of practices that are specifically anti-racist and that counter anti-Black racism.

The work ahead of us is about strengthening our culture and practices. In some instances, it will be about rethinking longstanding values and beliefs that inform our thinking, decision-making and practices. It is about ensuring that we can be responsive to critical and urgent needs in our world on multiple fronts as administrators, faculty, and public health researchers and practitioners.

This document is intended to reflect our initial steps in this academic year and given the current context within which we will go forward, we have framed it as a tactical plan. For us a tactical plan means that our next steps are in efforts to respond to urgent items, elevate existing systems and practices where attention is needed, and engage in assessment to better inform our priorities, approaches and future action steps. And so part of this year we will also be to initiate a strategic planning process in efforts to develop a three year strategic plan that can move forward School-wide diversity priorities aligned with our current needs and areas of growth as the Harvard T.H. Chan School of Public Health. There is much more work ahead of us and we plan to engage the community along the way in an ongoing and transparent manner.

Working Towards a Strategic Plan

While we will be looking to respond to a number of urgent items before us in this academic year, we also want to initiate a strategic planning process in efforts to develop a roadmap for how we can make progress on high priority items that will have significant long term and sustainable impact at our School. In developing a diversity strategic plan, our office plans to also leverage our diversity committee leadership via a Strategic Planning Working Group to help facilitate and drive forward the
strategic planning process. Our initial assessment activities in the summer of 2020 will inform this process, as well both the strategic planning work that has already happened prior to this academic year, and the data that has been collected via previous surveys and assessments. In our diversity efforts, we continuously build on the work of those that have come before us and it is important that we incorporate any additional information, insights and context into our planning.

While we have indicated a process for strategic planning, we also must remain adaptive and flexible in our process as we learn more about the school, the opportunities for growth, and any barriers to success. With that in mind, 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 & resources
- Phase 5: Orienting key stakeholders to expectations & 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 is to routinely update and engage the community via email, web, and virtual (synchronous and asynchronous) and in-person engagement. We encourage feedback, comments, and suggestions from our community members throughout this process and at key check points along the way.

**Guiding Frameworks**

Our work in the Office of Diversity & Inclusion (ODI) is also grounded in key frameworks as it relates to organizational change. The Inclusive Excellence framework, which has been increasingly adopted by higher education institutions in the US, is a framework intended to facilitate the integration of diversity, inclusion, and belonging quality efforts into the core of our institutional functions in a way that can be measured and sustained overtime. Sustainability and institutionalization of key efforts will be critical to seeing the progress that we aspire towards—and it will take a collective effort within our community. As supported by the National Association of Diversity Officers in Higher Education (NADOHE) Professional Standards 2.0, diversity efforts within the school also include assessing our current state, identifying learning and skill development opportunities, building capacity throughout the school where needed, and facilitating a diffusion of diversity, inclusion and belonging (DIB) best practices at various levels of leadership and across organizational units (e.g., departments, offices, and centers). This means that we will strive to infuse inclusive excellence best practices into our various functions as school in areas such as recruiting, admissions, and hiring processes; our curricular and co-curricular activities; our administrative structures and practices; and cultural norms and practices. Especially in this academic year, we must also consider the context of our DIB work in an era marked by COVID-19 and remote engagement.

This document also presents our goals and activities through a set of four dimensions stemming from our work in the DIB Leadership Council for Harvard University: Administrative Infrastructure,
Community Fabric, Learning Framework, and Cultural Innovation. These dimensions are also the organizing pillars for Harvard University’s current diversity work. As time goes forward and our office develops more clarity with strategic direction, we will need the flexibility for our thinking to evolve around the core dimensions encapsulating our current efforts.

Priority Areas In 2020-2021

This past summer our conversations with students, researchers, post-docs, faculty, staff and administrators shed light on a number of issues that our community members care about and that also reflect opportunities in addition to persistent challenges in some areas. It will be important that we respond to foundational areas of need as we also look to position the school for long term sustained progress. And through our work over the last few months, we have identified three priority areas for the year:

Leadership and Community-Wide Learning & Development

In terms of learning and development activities on issues of diversity and inclusion, our action steps will consist of items that we can implement this year while also understanding strategic approaches to embedding diversity focused developmental learning experiences into the fabric of the Harvard Chan experience for both leadership and our student and employee communities. Success of any diversity and culture change process starts with effective engagement and participation from leaders and managers— and this will be an important part of our work as well.

Learning and development activities intended to foster greater self-awareness, knowledge of societal inequities, and skills for anti-racist and inclusion-based change are activities that must also be embedded into our existing systems of accountability as a school. And so it will be important that we can develop a diversity learning & development framework for the school that considers these key variables, and allows us to facilitate learning and growth for students and employees in a way that is a core and natural part of their experience within the Harvard Chan community. The focus of the learning activities must also intersect with the student’s educational pathways and the employee life cycle—which speaks to transitional and onboarding experiences, managerial responsibilities, classroom teaching & learning, research practices, and other activities.

This year we will implement training programs, develop learning resources, facilitate dialogue opportunities, and host lecture events for our various constituent groups in the school. We will also look to partner with departments and offices to support ongoing internal training and action planning activities where needed. Our strategic planning work will inform how we better situate these activities into the Harvard Chan experience in subsequent years.

Assessment of Culture & Practices

With respect to both learning & development and strategic planning activities, it is important that we can gather, review and analyze data and information in order to inform the steps we take. Our action steps should be grounded in the information we have about own community and this year we will look to engagement in assessment along the way at both the school level and departmental level.
Assessment will be essential to our long-term success and will consist of reviewing newly collected data and existing data within our community. This information provides for an evidence-based understanding of the current state, which also speaks to the opportunities, challenges and nuanced variables we must consider. This knowledge will be an integral part of our decision making, resource planning, and action planning work during the academic year. We will also leverage the Dean’s Advisory Committee for Diversity & Inclusion (DACDI) to support with our assessment approaches and priorities.

At the school level and department level, our assessment work will focus on various dimensions that include, but are not limited to: antiracism learning, search team knowledge & practices tied to implicit bias, culture & belonging, bias reporting, and diversity recruitment opportunities. Through engagement with the DACDI Assessment Working Group during the year, additional areas for review and assessment will be identified and prioritized.

**Diversity Strategic Planning Process for HSPH**

As noted in the section above, we will initiate a strategic planning process designed to develop a roadmap for progress on high-priority items that will have a significant long-term and sustainable impact at our School. It will be important to ground our work in data and evidence-based practices that are coordinated across the School to ensure progress and School-wide impact where critical. We believe that this should be an inclusive effort that engages and captures the voices across the ranks of our community- from our essential staff in facilities management to our senior leadership team.

Through DACDI, we will use our Strategic Planning Working Group to help facilitate and drive forward the strategic planning process throughout the course of the year. We will also incorporate information gathered in our current assessment activities, the work of the recent past, and the data collected via previous surveys and assessments.

This process will also allow us as a School to clearly articulate our multiyear goals and priorities in relation to critical areas and persistent issues tied to recruitment and retention, sense of belonging, DIB/antiracist-focused learning, and our ability to embed best practices into the core experiences of the School.

We will be working toward development of a three-year diversity plan for the School, with leadership and community engagement throughout the year that will create room for information sharing and dialogue with respect to reviewing and understanding the data, identifying priorities, exploring accountability systems, and more.
Goals & Strategic Action

Although we have a set of priority items for the year and strive to be responsive to critical and emerging issues, our office will also look to enhance and elevate existing programs and activities critical to our work. The following Goals and Strategic Action section will go in more depth on these critical areas for improvement and progress.

Please note: Goals below are numbered for ease of review, NOT to indicate level of priority or preference.

Administrative Infrastructure
To enhance DIB leadership engagement and visibility; data and evidence-based change; sustainable inclusive excellence driven strategic planning; promotion of promising practices; and incident response systems.

1. Establish practices for fostering enhanced DIB leadership capacity among senior leaders and managers:
   a. Implement initiatives that engage and support School leadership with DIB and anti-racism learning & development and implementation of practices
      i. Support development of a community Values Statement that informs school-wide approaches and critical behavioral outcomes for DIB efforts
      ii. Implement DIB-focused learning and development program for cohort of senior leaders
      iii. Support leadership progress on implementation of practices in the following three areas: 1) collaboration with departmental DIB thought leaders and allies, 2) facilitation of ongoing DIB learning as a part of departmental culture, and 3) activities for learning needs of marginalized groups and incorporating into decision making
      iv. Partner with organizational unit leaders to examine critical issues and advance action steps within following dimensions: Leadership, Culture & Belonging, Recruitment & Retention, Learning & Development
      v. Develop resources to support leadership in facilitating learning activities within their organizational units a as a part of departmental/office culture

2. Implement a multiphase strategic planning process during the 2020-2021 academic year grounded in assessment activities intended to foster understanding of diversity challenges and opportunities for short- and long-term action
   a. Conduct initial series of DIB Review and Audit assessment with organizational units to better understand current practices, existing barriers to inclusion and opportunities for short term impact and long-term strategic planning
      i. Engage with unit leadership to conduct consultation sessions with a focus on current practices, existing barriers and opportunities for action within the dimensions of: Leadership, Culture & Belonging, Recruitment & Retention, Learning & Development.
      ii. Administer DIB Self-Assessment Inventory designed to identify current DIB practices and opportunities for growth within the following dimensions:

iii. Identify persistent DIB issues and opportunities for growth and coordination that reflect themes across organizational units—which will inform development of three-year strategic plan.

b. Leverage Dean’s Advisory Committee for Diversity & Inclusion (DACDI) working group on DIB Strategic Planning to advance strategic planning efforts
   a. Convene DIB Strategic Planning Working Group regularly throughout the academic year
   b. Review of DIB Review & Audit aggregate data and existing data to identify key trends and patterns
   c. Support identification of priority items and critical considerations for resourcing priority action items
   d. Assist with drafting iterative forms of DIB Three-Year Strategic Plan for HSPH and Implementation Plan
   e. Assist with ongoing engagement of stakeholder groups within the HSPH community on strategic planning efforts

3. Support development of DIB Action Plan at the level of organizational units within School
   a. Develop DIB Action plans at the organizational unit level
      i. Develop DIB Action Plans specific to department level work that is also grounded in collected data, identified needs, and data captured in the DIB Review & Audit process.
      ii. Implement working groups via the Dean’s Advisory Committee for Diversity & Inclusion (DACDI) to support learning, implementation and assessment of DIB practices at the unit level

4. Enhance capabilities and capacity of Office of Diversity & Inclusion at the School
   a. Review Office of Diversity & Inclusion activities in order to enhance and adapt core activities for delivery during the 2020-2021 academic year
      i. Engage in planning and implement enhancements to bias response system, bias education resources, and approaches for responding to bias within the Chan School of Public Health
      ii. Develop new informational content and resources on bias incidents and intercultural conflict for delivery and information sharing during student orientations, employee onboarding, and overview presentations/recorded webinars
      iii. Develop new informational content and resources that communicate ODI programs, resources and supports
   b. Increase Chan community access to regular and transparent information
      i. Establish opportunities for regular communication and engagement with Chan community intended to increase awareness and access to information via practices such as: monthly communications/updates, ODI listserv communications, community presentations, and overview material/videos.
      ii. Enhance ODI web content to reflect current activities in a manner that is fully accessible to community members
   c. Develop new systems and methods for data tracking and reporting
      i. Work with Office of Education and Harvard University’s Office of Diversity, Inclusion & Belonging to develop new practices for data tracking and dashboards
5. **Pursue efforts that build awareness, knowledge and skills for interacting across difference within School**

   a. **Develop framework for a DIB Learning & Development Plan that informs social justice and antiracism learning & development activities for the entire School**
      
      i. Identify key pathways for learning and approaches through collaboration with Office of Human Resources, Office of Academic Affairs, Office of Faculty Affairs, and Office of Student Services.
      
      ii. Align learning & development outcomes to key behavioral outcomes grounded in community values statement

**Community Fabric**

*To bolster inclusive recruitment and hiring; inclusive onboarding; and diverse networks*

1. **Strengthen practices that support better diversity recruitment & retention of students, faculty and staff**

   a. **Partner with Office of Human Resources to support planning and implementation of core activities tied to staff recruitment:**
      
      i. Identify strategies and practices for minimizing bias in the recruitment and selection process

   b. **Partner with Office of Faculty Affairs on the planning and implementation of practices that support diversity faculty recruitment and retention:**
      
      i. Enhance key functions and search process steps and requirements within the faculty search process that will support the creation of a wider pool of candidates of color in the recruitment and selection process (e.g. position descriptions, job announcement, and approaches for evaluating candidates)
      
      ii. Develop learning opportunities, resources and templates to support implementation of practices that support diversity goals during the recruitment and selection process
      
      iii. Incorporate statement of inclusive and equitable practices component into dossier requirements for the candidate application process for both search and promotion candidates, to allow for evaluation of the integration of equity-based and inclusive practices as a core component of teaching and research
      
      iv. Identify opportunities to integrate a focus on equity-based and inclusive practices as a dimension of the tenure review process (vis-a-vis criteria for tenure), and reporting on faculty performance (e.g. annual activity and mentoring reports)

   c. **Partner with Office of Student Services to support planning and implementation of core activities tied to student diversity recruitment:**
      
      i. Support Office of Student Services with development of a student marketing and recruitment strategy
      
      ii. Identify new approaches for increasing interest in public health among potential students of color and expand pool of applicants for our graduate programs
Learning Framework

Improving access to core DIB knowledge; expertise for facilitated discussions; DIB upskilling, learning + support; and individual and collective DIB progress recognition

1. Implement learning & development activities that align with core learning outcomes corresponding to DIB issues and needs within HSPH community
   a. Create new opportunities for professional development that support DIB learning
      i. Implement School wide virtual programs on critical social issues tied to diversity, equity, identity and access
      ii. Implement training activities for faculty and staff constituent groups with a primary focus on antiracism learning outcomes
      iii. Develop online workshop request form for supporting requests for DIB workshops delivered by Office of Diversity & Inclusion
   b. Create new opportunities for learning and professional development that support learning on racism and implementation of antiracism practices
      i. Implement Department Chair Working Group to support ongoing idea sharing, problem solving, coordination, and implementation of DIB activities within departments
      ii. Implement employee race based affinity group reflective sessions that accompany RaceDialogueAction program series during the year.
      iii. Implement Antiracism Community Impact Project to support development of critical race consciousness and knowledge of racially equitable practices for students, faculty, staff and researchers engaging with community organizations addressing structural racism
   c. Create and identify learning resources that support development of awareness, knowledge of persistent inequities and skills for change
      i. Continue to build and enhance Anti-Racism resource list on ODI web page
      ii. Develop handouts, learning resources, and informational material that support effective DIB practices for managers, search committees, and individual community members
      iii. Develop skills-based learning tools for students, faculty, staff and researchers that focus on common case vignettes and scenarios encountered within HSPH community

Cultural Innovation

Advancing school-wide programming; innovative DIB practices; equitable mental health, wellness, and safety measures; and culturally rich programs, tools, and images

1. Promote growth and success of innovative DIB initiatives within the School
   a. Provide access to virtual School wide activities that correspond to critical DIB issues and needs within HSPH community
      i. Implement School wide RaceDialogueAction program series during the Fall and Spring semesters that focuses on racialized group dynamics, skills for dialogue, and skills for change.
      ii. Support awareness building of issues and related knowledge of mental health supports; and dissemination of resources for supporting students of color and international students
b. Identify mission critical initiatives within the Office of Diversity & Inclusion that can be leveraged in the virtual space
   i. Continue to implement priority community engagement programs virtually during academic year
   ii. Build on pilot program outcomes and implement second year of the Donald Hopkins Pre-Doctoral Program
   iii. Host virtual Lunch n Learn monthly sessions for staff of color and allies
   iv. Deliver regular intercultural and identity-based programming activities each month during the academic year; and in alignment with cultural heritage and awareness months
   v. Launch EDI Fellows Program during academic year

b. Leverage internal resources and activities to meet learning & development needs
   i. Assist in facilitating enrollment and participation in DIB training activities delivered through the Office of Human Resources
   ii. Identify DIB training content and resources from across Harvard University that can meet community needs within the Chan School of Public Health

c. Explore external opportunities and resources for elevating mission critical DIB focused activities within the School
   i. Collaborate with Office of External Relations to explore new funding opportunities that can support critical diversity functions and activities within the School of Public Health

Getting Involved

This year the Office of Diversity and Inclusion seeks to encourage and foster as much engagement as possible with all of our community stakeholders. Ensuring transparency and accessibility of information is important to us. During the year, there will be a number of ways to get involved with our office’s activities and planning process. We will communicate monthly updates with respect to our work throughout the year, and as we proceed, we will hold a number of community presentations and forums that speak to our current activities, new learnings, and areas of priority. There will also be opportunities to join our diversity committee, working groups, and other planning groups intended to move forward various projects and initiatives. And lastly, our ODI professional staff is always available to connect with community members in small groups or one-on-one settings to listen to experiences, hear feedback and explore suggestions as it relates to our work.

Please connect with our office and visit our ODI webpage for additional updates, information and resources during the academic year.
Members of the ODI Team

**Professional Staff**
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**Equity, Diversity, and Inclusion (EDI) Fellows 2020-2021**
Jasmine Akuffo
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