1.8 Diversity. The school shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research, and service practices.

a. A written plan and/or policies demonstrating systematic incorporation of diversity within the school.

i. Description of the school’s under-represented populations, including a rationale for designation.

In keeping with the mission of the School of Public Health-Bloomington to promote health among individuals and communities in Indiana, the nation, and the world, the school welcomes its responsibility to recruit and retain a diverse faculty and staff as well as recruit, admit, matriculate, retain, graduate, and follow the professional successes of a high-achieving and diverse student body. We understand that the richness of this diversity not only strengthens the experiences of teaching and learning, but also energizes all who seek to promote the importance of health and quality of life as a human right.

We value diversity in all of its forms, including but not limited to race, ethnicity, gender, age, socio-economic class, national and regional origin, disability, sexual orientation, and religion. We affirm that the denigration, dismissal, or silencing of members of any group diminishes all of us.

Given this context, the School Public Health-Bloomington acknowledges the aforementioned categories but firmly believes that the essence of human dignity supersedes any attempt at categorization and only for pragmatic, protective, and quality assurance purposes do we endeavor to define what constitutes a minority within our school. Therefore, the School Public Health-Bloomington defines minority as all historically disenfranchised and/or excluded populations within our society. Additionally, we recognize that any grouping of individuals beyond the previously stated categories defined by size (i.e. small number of students), by mutual experiences (i.e. military veterans or children of 9/11 victims), or by small international groupings (i.e. especially Third World countries) can add to the richness of diversity within our school.

To this end, the school is committed to:

- developing and implementing opportunities to attract a diverse community,
- cultivating civility and tolerance as a first step, and moving beyond to encourage consistent and thoughtful appreciation of the contributions of all members of our community,
- inviting and nurturing respectful, authentic, and meaningful cross-cultural dialogue,
- conscientiously and promptly responding to the concerns of any individual or group who feels that their voice has not been welcome or their rights have been challenged, and
- using our resources as a School of Public Health to identify ways we can support efforts to overcome national and global health problems related to intolerance and oppression.
The school has identified five human characteristics that are under-represented at differing levels across faculty, staff, and students, with varying disparities across the school’s degree programs. These five priority characteristics do not represent the collective guiding philosophy on diversity within the school. Rather, these five specific characteristics represent current areas of focus that guide our evaluation and planning activities related to diversity and are consistent with challenged areas reflected on the IU Bloomington campus. These include:

- **Race.** The school observes notable differences in the racial distribution of our students at both the undergraduate and graduate levels. While those programs classified as public health have a history of higher proportions of students reporting their race as one that is other than Caucasian, our student body is more homogeneous among many of our other degree programs. Our faculty racial diversity has improved over time due to strategic efforts within the school and on the campus (with slightly > 20% of our faculty being of a race other than Caucasian). Consistent with the racial characteristics of the geographic area in which the school is located, we largely have a staff consisting of individuals who identify their race as Caucasian. It is the perception of the faculty that our success in training generations of professionals who can address ongoing public health challenges, and doing so in a rich multicultural setting, will be enhanced by our continuing efforts to diversify the racial composition of the school’s faculty, staff, and students.

- **Ethnicity.** Increasing the number of faculty, staff, and students who identify their ethnicity as Hispanic is of critical importance to the school’s mission and our ultimate success in facilitating the development of professionals who can respond to the changing demographics of the United States in particular. Due to focused efforts in the school, we are currently observing our highest rates of students who identify as Hispanic, yet those proportions are considered by our faculty to be low with a maximum of slightly over 5% of public health degree students identifying as Hispanic.

- **Gender.** While among faculty and staff we observe fairly equal proportions of men and women, faculty remain attentive to the challenges faced by some campuses, including our own, regarding disparities between these two genders in terms of career advancement. Among students, we observe great variances in the gender composition across degree programs. For example, during the 2012-2013 academic year, over 80% of MPH students were women while some undergraduate and graduate majors have remained largely male for decades. Additionally, the school wants to ensure that we are responsive to the needs of individuals who identify as a gender other than male or female.

- **First-Generation Students.** Challenges of those who are first-generation college students have been well documented in the higher education literature. With impediments often similar to those faced by other underrepresented students, including family and/or work obligations, low financial resources, among others, the school is required to pay particular attention to their needs. As a school we remain focused on the social determinants of health and observe great consistencies between those known as health determinants and those that are related to educational attainment. Additionally, our school and campus are focused on issues of both disparities in access to higher education and the need to reduce the debt that often accompanies a college education for many students, particularly those from stressed socioeconomic situations.
• **Foreign Born Individuals.** Indiana University has a long and rich tradition of international engagement, and as stated by the IU President in the 2008 Indiana University International Strategic Plan (Electronic Resource 1.8.a), “We must remember that education and research—IU’s two fundamental missions—are the seeds for success in a world growing increasingly flat and seamless. Global literacy and collaboration have never been more important than they are now.” These philosophies certainly hold true for the global health challenges that we now face and that are likely to become more complex for future generations of public health professionals.

ii. **A list of goals for achieving diversity and cultural competence within the school, and a description of how diversity-related goals are consistent with the university’s mission, strategic plan and other initiatives on diversity, as applicable.**

The school’s diversity objectives and corresponding measurable indicators, for purposes of evaluating the characteristic of our faculty, staff, and students, were included in sections 1.1 and 1.2 of this self-study. Table 1.2 includes data specific to the school’s performance against these objectives for each of the past three years.

The school’s diversity-related objectives and corresponding measurable indicators, which are based on the five under-represented characteristics articulated earlier in this section, are highly consistent with current priorities established for the IU Bloomington campus included within the mission of the Office of the Vice President for Diversity, Equity, and Multicultural Affairs, the most recent IUB Campus Diversity Plan, the IU International Strategic Plan, and the IU Affirmative Action Plan for Women and Minorities, each of which is described in this section of the self-study.

The Office of the Vice President for Diversity, Equity, and Multicultural Affairs (DEMA) strives to foster an inclusive environment that promotes and nurtures diversity, broadly defined, on all campuses of Indiana University. To accomplish this mission, DEMA focuses on three critical areas:

1. recruitment and retention of faculty and staff, and recruitment, retention, and timely completion of undergraduate and graduate students;
2. promoting a welcoming and positive campus climate; and
3. engaging in outreach and advocacy locally and nationally.

The most recent Indiana University Bloomington Campus Diversity Plan (Electronic Resource 1.8.b) was finalized in 2007. This plan identified four critical areas of focus for the campus, including:

1. **Leadership and Commitment:** The need to coordinate a campus-wide evaluation plan, increase diversity among faculty and staff, and make campus-wide efforts more available (or visible) to the broader community. Special attention in this area is paid to human resource needs, evaluation and assessment, and improving lines of communication both internally and externally.
2. **Curricular and Co-Curricular Transformation:** A focus on improving diversity among study-abroad programs, providing incentives for faculty members to improve diversity in the classroom, and to build upon the current service capacity of student service programs on the campus.
3. **Campus Climate**: A focus on improving cultural understanding and perceptions among the university community, improving conditions for students with disabilities, strengthening collaborations among various groups, and enhancing the visibility of IUB’s efforts.

4. **Representational Diversity**: A focus on access and success for underrepresented students, tenure and promotion for underrepresented faculty members, representation among staff members (across all occupations), and sustaining relationships with external institutions and stakeholders.

The school’s current diversity priorities are also consistent with the findings of the [IU Affirmative Action Plan for Women and Minorities](Electronic Resource 1.8.c), which was developed to reaffirm the university’s continuing commitment to the principles of equal employment opportunity and affirmative action. This is demonstrated by setting forth a set of specific results-oriented procedures which apply a good-faith effort toward the goal of full utilization of women and minorities.

**Policies**

Two sets of policies drive the diversity efforts of Indiana University and the school. A comprehensive set of overarching policies have been established at the level of the university that attend most specifically to the process involved in the recruitment and retention of faculty and staff. These policies include those listed below, by category.

**University Policies**

- IU Non Discrimination Policy ([Electronic Resource 1.8.d])
- IU Americans with Disabilities Policies ([Electronic Resource 1.8.e])
- IU Policy against Sexual Harassment ([Electronic Resource 1.8.g])
- IU Americans with Disabilities Act Policy ([Electronic Resource 1.8.h])
- IU Military Withdrawal Policy ([Electronic Resource 1.8.i])
- IU Domestic Partner Benefits Policy ([Electronic Resource 1.8.j])
- IU Student Religious Accommodations Policy ([Electronic Resource 1.8.k])
- IU Consensual Relationships Policy ([Electronic Resource 1.8.l])
- IU Statement of Fair Treatment in the Workplace ([Electronic Resource 1.8.m])
- IU Rules and Regulations for Filling Support Staff Positions ([Electronic Resource 1.8.n])
- IU Policy on Filling Professional Staff Positions Non-Union ([Electronic Resource 1.8.o])
- Threatening or Violent Behavior in the Workplace Policy ([Electronic Resource 1.8.p])
- IU Code of Student Rights, Responsibilities, and Conduct ([Electronic Resource 1.8.q])
- IU Academic Handbook ([Electronic Resource 4.2.a])
- IUB Academic Guide ([Electronic Resource 4.2.b])

**School Policy**

The [SPH Policy on Diversity and Inclusion](Electronic Resource 1.8.r) drives the efforts of the school toward attainment of its diversity objectives. For sections a.iii – a.ix of this CEPH criterion presented below, specific sections of this policy are presented according to each of the CEPH criteria with which they are aligned. Given the extent to which the 14 policy statements within the SPH Policy on Diversity and Inclusion represent an intentionally overlapping and
complementary approach to diversity and inclusion, the policy statements (labeled according to their placement in the SPH Policy) appear more than once within the CEPH required areas.

iii. Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity; the school should also document its commitment to maintaining/using these policies.

I.A: The school shall adhere to all IU policies and procedures related to the recruitment and retention of a diverse student body, faculty, and staff.
I.C: The school shall actively pursue campus and university opportunities that assist with the recruitment and retention of diverse faculty and staff.
I.G: The school shall pursue strategies that ensure all faculty and staff have awareness of, and access to, school, campus, university, and community resources that seek to support professional success and personal well-being.
II.C: The school shall proactively and responsibly address identity-based grievances, issues of injustice or incivility, or lack of cultural competence to ensure that the SPH maintains an environment that is most advantageous for teaching, learning, research, and service for students, faculty, and staff.

iv. Policies that support a climate for working and learning in a diverse setting.

I.B: The school shall retain a full-time Director of Student Diversity and Inclusion who will coordinate diversity recruitment and retention activities and facilitate the school’s plan to ensure adherence to this policy.
I.D: The school shall foster relationships with campus entities that are dedicated to the needs of diverse faculty, staff, and students.
I.G: The school shall pursue strategies that ensure all faculty and staff have awareness of, and access to, school, campus, university, and community resources that seek to support professional success and personal well-being.
II.A: The school shall foster the development and success of centers, institutes, and auxiliaries that provide unique opportunities for students, faculty, and staff understanding of, and response to, the needs of diverse communities.
II.B: The school shall maintain, as a core component of its faculty governance process, a standing committee of the SPH Academic Council that is charged with developing strategies related to student, faculty, and staff diversity and with evaluating the effectiveness of those strategies.
III.A: The school shall pursue the development of academic programs (e.g., degrees, majors, minors, certificates) that help to support the development of a public health workforce that is prepared to address the needs of diverse communities.

v. Policies and plans to develop, review and maintain curricula and other opportunities including service learning that address and build competency in diversity and cultural considerations.

I.B: The school shall retain a full-time Director of Student Diversity and Inclusion who will coordinate diversity recruitment and retention activities and facilitate the school’s plan to ensure adherence to this policy.
II.A: The school shall foster the development and success of centers, institutes, and auxiliaries that provide unique opportunities for students, faculty, and staff understanding of, and response to, the needs of diverse communities.
III.A: The school shall pursue the development of academic programs (e.g., degrees, majors, minors, certificates) that help to support the development of a public health workforce that is prepared to address the needs of diverse communities.

III.B: The school shall facilitate opportunities for students to gain varied perspectives of domestic and global diversity, inclusion, and social justice.

III.C: The school shall continue to pursue the development of courses that provide for students to gain varied understandings of social and health disparities in both domestic and global settings.

III.D: The school shall encourage all faculty to imbed into coursework, research, and teaching, issues of social and health disparities present in all populations.

vi. Policies and plans to recruit, develop, promote and retain a diverse faculty.

I.C: The school shall actively pursue campus and university opportunities that assist with the recruitment and retention of diverse faculty and staff.

I.D: The school shall foster relationships with campus entities that are dedicated to the needs of diverse faculty, staff, and students.

II.B: The school shall maintain, as a core component of its faculty governance process, a standing committee of the SPH Academic Council that is charged with developing strategies related to student, faculty, and staff diversity and with evaluating the effectiveness of those strategies.

II.C: The school shall proactively and responsibly address identity-based grievances, issues of injustice or incivility, or lack of cultural competence to ensure that the SPH maintains an environment that is most advantageous for teaching, learning, research, and service for students, faculty, and staff.

vii. Policies and plans to recruit, develop, promote and retain a diverse staff.

I.C: The school shall actively pursue campus and university opportunities that assist with the recruitment and retention of diverse faculty and staff.

II.B: The school shall maintain, as a core component of its faculty governance process, a standing committee of the SPH Academic Council that is charged with developing strategies related to student, faculty, and staff diversity and with evaluating the effectiveness of those strategies.

II.C: The school shall proactively and responsibly address identity-based grievances, issues of injustice or incivility, or lack of cultural competence to ensure that the SPH maintains an environment that is most advantageous for teaching, learning, research, and service for students, faculty, and staff.

viii. Policies and plans to recruit, admit, retain and graduate a diverse student body.

I.B: The school shall retain a full-time Director of Student Diversity and Inclusion who will coordinate diversity recruitment and retention activities and facilitate the school’s plan to ensure adherence to this policy.

I.E: The school shall develop, implement and evaluate innovative recruitment efforts and events for diverse students.

II.B: The school shall maintain, as a core component of its faculty governance process, a standing committee of the SPH Academic Council that is charged with developing strategies related to student, faculty, and staff diversity and with evaluating the effectiveness of those strategies.
with developing strategies related to student, faculty, and staff diversity and with evaluating the effectiveness of those strategies.

II.C: The school shall proactively and responsibly address identity-based grievances, issues of injustice or incivility, or lack of cultural competence to ensure that the SPH maintains an environment that is most advantageous for teaching, learning, research, and service for students, faculty, and staff.

III.A: The school shall pursue the development of academic programs (e.g., degrees, majors, minors, certificates) that help to support the development of a public health workforce that is prepared to address the needs of diverse communities.

III.B: The school shall facilitate opportunities for students to gain varied perspectives of domestic and global diversity, inclusion, and social justice.

ix. Regular evaluation of the effectiveness of the above-listed measures.

I.F: The school shall maintain appropriate objectives and measurable recruitment and retention indicators that are evaluated annually.

II.B: The school shall maintain, as a core component of its faculty governance process, a standing committee of the SPH Academic Council that is charged with developing strategies related to student, faculty, and staff diversity and with evaluating the effectiveness of those strategies.

b. Evidence that shows the plan or policies are being implemented. Examples may include mission/goals/objectives that reference diversity or cultural competence, syllabi and other course materials, lists of student experiences demonstrating diverse settings, records and statistics on faculty, staff and student recruitment, admission and retention.

Below are examples of recent (past two years) evidence toward our implementation of each of the fourteen primary components of the SPH Policy on Diversity and Inclusion. The components of this policy were provided in the section that immediately precedes this section.

ia: The school shall adhere to all IU policies and procedures related to the recruitment and retention of a diverse student body, faculty, and staff.

While specific policies of the school are related to the recruitment and retention of a diverse student body, faculty, and staff, the school, via the oversight of the Director of Human Resources and in collaboration with the Committee on Diversity and Inclusion, certifies adherence to all of the university policies described earlier under the subheading University Policies. To facilitate adherence to these policies, the Director ensures that all search committees are provided with guidelines, policies, and procedures related to the search and screen process. The school monitors compliance with the varying guidebooks that safeguards appropriate and effective approaches to academic searches, appointed staff searches, and hourly employee searches.

In addition, the school takes advantage of opportunities and guidance provided by the IU Affirmative Action Plan for Women and Minorities (Electronic Resource 1.8.c), which was developed to reaffirm the university’s continuing commitment to the principles of equal employment opportunity and affirmative action. This is demonstrated by setting forth a body of
specific results-oriented procedures which apply a good-faith effort toward the goal of full utilization of women and minorities.

**IB:** The school shall retain a full-time Director of Student Diversity and Inclusion who will coordinate diversity recruitment and retention activities and facilitate the school’s plan to ensure adherence to this policy.

The school maintains a full-time Director of Student Diversity and Inclusion, whose primary responsibilities are to lead the school’s collaborative approaches to student diversity. Electronic Resource 1.8.s provides a copy of the position description for the current individual in this position.

**IC:** The school shall actively pursue campus and university opportunities that assist with the recruitment and retention of diverse faculty and staff.

The school has been proactive in utilizing initiatives on the campus that facilitate our ability to diversify the nature of our faculty and staff. In addition to adherence to university policies, which occurs through the efforts of the Director of Human Resources, the school has benefitted through campus driven initiatives.

The school has actively participated in opportunities made available for the hiring of women and ethnic minorities as a result of a campus strategic affirmative action hiring plan for these communities. IU Affirmative Action Plan for Women and Minorities (Electronic Resource 1.8.c) provides information about these programs.

A summary of the number of faculty and professional staff hires within the school that were facilitated by our pursuit of campus or university initiatives for diversity are included in the table below.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Faculty Positions Supported</th>
<th>Total Staff Positions Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>2012-2013</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>2013-2014</td>
<td>10</td>
<td>2</td>
</tr>
</tbody>
</table>

**ID:** The school shall foster relationships with campus entities that are dedicated to the needs of diverse faculty, staff, and students.

The school’s Committee on Diversity and Inclusion leads the development of an annual Diversity and Inclusion Facilitation Plan (Electronic Resource 1.8.t), in collaboration with the Committee on Student Affairs, that ensures linkages to the primary entities on the campus that provide support services to faculty, students, and staff. In particular, this committee ensures linkages to the IU Office of Multicultural Initiatives (OMI) which has as its mission to develop, encourage, and facilitate programming related to diversity issues, and support services to students, faculty, and staff of diverse ethnicities. The units under this office, briefly summarized below, possess unique individual identities and missions but share the common goal of serving as a resource for creating and promoting a campus climate that emphasizes academic excellence, cultural awareness, and personal development.
African American Arts Institute: From spirituals and dances to soul, R&B, and contemporary gospel, the AAAI presents 50 performances each year that promote and preserve cultures of the African diaspora.

Asian Culture Center: More than 2,500 Asian and Asian Pacific American students attend IU. The Asian Culture Center provides a home for all IU students interested in Asian cultures. The center works to build an inclusive, supportive community that celebrates diversity.

First Nations Educational and Cultural Center: This center is comprised of students, faculty members, staff, and community members concerned with American Indian, Alaskan Native, and Native Hawaiian issues at Indiana University.

La Casa/Latino Cultural Center: La Casa was established in 1973 to create an environment where anyone in the Latino community can go to feel a sense of belonging. The center serves as a nucleus for learning about and celebrating Latina/o cultures.

Neal-Marshall Black Culture Center: This center offers a variety of programs and resources that promote African American culture and a sense of community among all African Americans on campus. It encourages respect for cultural differences, communication, and collaboration among students of all ethnic backgrounds.

Neal-Marshall Black Culture Center Library: Featuring more than 5,000 volumes on African American history and culture, with an emphasis on the performing arts, the ACCC library is a valuable resource for all students.

Diversity Education: This program promotes understanding and tolerance on campus through lectures, workshops, and panel discussions designed to help students, faculty, and staff make IU a better place for everyone.

The school also facilitates ongoing linkages with specific offices and initiatives of the IUB Division of Student Affairs which seeks to ensure that all IU students have the opportunity to make the most of their experience on the campus and to ultimately help today’s students succeed. Specific initiatives of the Division with which we maintain ongoing alliances include:

LGBT Student Support Services: This office, in existence for over 20 years on the IUB campus, seeks to provide comprehensive services and support to students who identify as lesbian, gay, bisexual or transgender.

Career Development Center: Offers one-on-one career advising, information on career events and career courses, an extensive online resource library, part-time and seasonal job postings, and access to other resources.

Disability Services for Students: The Office of Disability Services for Students (DSS) specializes in assisting students with physical, learning, and temporary disabilities achieve their academic goals. The office staff work with students and instructors to facilitate accommodation delivery and to link our students to resources – transportation service, mentoring and internship programs, and housing.

Veterans Support Services: Veterans Support Services is committed to providing personal support and assistance for military students and families.
Student Legal Services: Student Legal Services (SLS) is the on-campus law firm serving only IU students. Paid for with a portion of each student’s Activity Fee, the office employs four full-time attorneys and numerous part-time law student interns to assist students with most legal issues. Open since 1971, IU’s SLS Office was a pioneer in serving the legal needs of students, and it remains one of the preeminent programs of its type. With a few exceptions, the Office can offer IU students confidential advice on a variety of legal issues, explain options when facing legal troubles, and, if in the case of issues that can’t be resolved by the office, make effective referrals.

OASIS: OASIS is the campus hub for alcohol and drug prevention education and intervention. To reduce the harm created by the presence and use of alcohol and other drugs on our campus, the office provides education, brief intervention, programming, and support to students and staff on the IU-Bloomington campus.

IU Health Center: The IU Health Center is a four-story facility that includes a full-service medical clinic, lab, x-ray facility, women’s clinic, and pharmacy.

Additionally, the annual plan of the school ensures linkages to programs offered by the Office of the Associate Vice President for Academic Support and Retention that seek to further enhance student success and to create a climate that promotes cultural, ethnic, and gender diversity, including:

Academic Support Centers: These centers offer a wide range of free services, including tutoring, advising, workshops, review sessions and other academic support.

FASE: The Faculty and Staff for Student Excellence Mentoring Program (FASE) provides faculty, staff, and peer mentors, and a variety of cultural and social activities.

Groups Scholars Program: The Groups Scholars Program supports, retains, and increases the graduation rates of first-generation, low-income, and disabled students by helping them adjust to university life.

Herman C. Hudson and James P. Holland Scholars Program: The Hudson & Holland Scholars Program provides financial and educational support to academically talented undergraduate students from traditionally underrepresented minority populations at IU Bloomington. HHSP focuses specifically on students pursuing degrees in biology, chemistry, computer science, mathematics, or physics.

Office of Mentoring Services and Leadership Development: This program provides faculty, staff, and peer mentors, and a variety of cultural and social activities. OMSLD students succeed academically and obtain the greatest possible benefits from the college experience.

Office of Strategic Mentoring: OSM mentoring initiatives build working relationships between students and their peers, faculty, and staff from their academic department, school, or programs. Relationships between students, faculty, and staff are enhanced as mentoring resources are provided and systems are created to increase the numbers, retention, and graduation of underrepresented students in participating academic schools, departments, and campus programs.

21st Century Scholars Program, IU Bloomington: This program provides resource information that will assist 21st Century Scholars in their academic pursuits. Along with other
partners in the Office of Mentoring Services and Leadership Development, they provide Scholars with access to programs and services ranging from academic tutoring and mentoring, to financial aid and career workshops.

A summary of current plans to ensure engagement with these campus support mechanisms is described in the Diversity and Inclusion Facilitation Plan (Electronic Resource 1.8).

**IE:** The school shall develop, implement and evaluate innovative recruitment efforts and events for diverse students.

The school, via the Director of Student Diversity and Inclusion, the Director of SPH Career Services, and the SPH Engage program, has participated actively in efforts to ensure innovative approaches to recruitment activities for diverse students. The table below summarizes these efforts during the past three years (2011-2014).

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Student Diversity Events</th>
<th>Number of Prospective Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>10</td>
<td>520</td>
</tr>
<tr>
<td>2012-2013</td>
<td>12</td>
<td>630</td>
</tr>
<tr>
<td>2013-2014</td>
<td>10</td>
<td>415</td>
</tr>
</tbody>
</table>

Specific examples of our participation in campus level events include:

**REACH** - The SPH student organization, Raising and Enhancing Awareness of Culture in Health, (REACH) has as its mission to empower all students at the Indiana University School of Public Health – Bloomington to grow and learn in an environment embracing culture, understanding, and diversity within public health.

**SPH Engage** - SPH Engage is a school-wide leadership development and engagement program for students with an interest in the School of Public Health-Bloomington. This program offers connections to hands-on learning prior to internship or course required engagement and assists students as they navigate the school and university. The program also provides leadership development and engagement workshops, and leadership development courses along with drop in and scheduled appointments with students. SPH Engage is also home to the IU Peer Financial Educators (PFE) program which is a partnership with the IUB Chief Financial Officer’s office initiated through a MOU signed in February 2014. Through the PFE program student peers (including a number of students from the School of Public Health) are hired, trained to conduct individual and small group financial education programs throughout the Bloomington campus in order to help students from disenfranchised socioeconomic backgrounds manage the fiscal challenges of pursuing degrees and transitioning to work following graduation. The program is staffed by three faculty members who conduct the leadership workshops, consult with students, and assist them in making connections between their interests and successful transition into and through the school.

**Getting You into IU Program** - A program of the IU Graduate School in which the School of Public Health participates annually. This is a multi-day recruitment program that brings underrepresented and minority prospective PhD and MFA applicants to Indiana University Bloomington to learn about the programs they are interested in applying to and get a first-hand view of the campus and community. IU pays all the costs of the visit, including lodging, transportation, meals, and travel to and from the airport. The program is open to
underrepresented and minority undergraduate seniors and master’s students interested in applying to specific PhD. and MFA programs. The school has hosted prospective students of this program each year for the following three years.

Making History with IU - In celebration of Black History Month, Indiana University invites high school students to the Bloomington campus. Students and counselors enjoy a day of activities including: an admissions presentation plus an event for meeting and greeting representatives from various IU departments/schools and student organizations. Over the past three years, the school has participated actively in this program and has tracked interactions with approximately 75 high school students.

Community Based Organizations on Campus Event - This one-day program is designed to expose underrepresented minority students who participate in the programs of a partner community-based organization to the college experience at Indiana University. Over the past three years, the school has participated actively with this program and has tracked over 75 student participants.

The school’s Director of Student Diversity and Inclusion also participates in information sessions and fairs for specific groups of students, such as Wells Scholar finalists, transfer students, incoming freshman via orientation activities, Hutton Honors College programs, and Hudson and Holland Programs focused on minority recruitment and enhancement of diversity on campus. Potential and admitted graduate minority students are identified by the Director of Student Diversity and Inclusion in collaboration with admissions staff and the faculty leaders of various curricular groups. A variety of additional services are offered to assist in their recruitment and retention. This includes providing assistance with applications for internal and external grants, phone meetings, face to face meetings, leadership development, and connection to campus and community resources. This extra level of effort has been growing over the last few years and now includes opportunities for mentoring others, engagement in school promotion, and professional skill development which is available to all students, but with an emphasis on students of color.

IF: The school shall maintain appropriate objectives and measurable recruitment and retention indicators that are evaluated annually.

The school maintains objectives and measurable indicators related to faculty, staff, and student diversity. Data on progress toward attainment of these objectives is presented later in this section in Table 1.8.1. On an annual basis, the Committee on Diversity and Inclusion is charged with leading the school’s evaluation and planning activities on matters related to diversity and inclusion. Descriptions of the plans resulting from the 2013-2014 evaluation and planning activities related to our diversity objectives are presented in full detail in Section 1.2 of the self-study.

IG: The school shall pursue strategies that ensure all faculty and staff have awareness of and access to, school, campus, university, and community resources that seek to support professional success and personal well-being.

At the school-level, strategies are in place through our Office of Human Resources to help ensure all faculty and staff have awareness of, and have access to, school, campus, university, and community resources that seek to support professional success and personal well-being.
This office is strategically and centrally located in the SPH Dean’s Office. Information is also included by the Executive Associate Dean for Academic Affairs during the orientation program offered at the beginning of the fall semester to which all new academic employees are invited. Examples of these resources include:

**The Work-Life Balance Program** reflects the University's commitment to a workplace culture appreciative of employees' diverse needs for individual and family well-being. This resource offers academic and staff employees and graduate assistants information regarding support services available at the University and in surrounding communities. Specific services include: individual consultations and referrals, workshops, seminars, webinars and a web site that connects employees to the full range of support services we all need to thrive in our changing lives.

The **IU Employee Assistance Program** is a voluntary program that provides professional, confidential counseling to help individuals bring their life into better balance, when day-to-day activities are interrupted by stress.

Providing a step-by-step review of past medical spending so members know how much they paid and why the **Castlight Health Transparency Tool** helps employees find in-network medical services based on price and quality of care before making an appointment.

**Management Training Series (MTS)** is a University-wide leadership development series that offers Indiana University leaders a unique opportunity to participate in a professional development program, with colleagues from around the state. Each participant is selected by his/her vice president, provost and/or chancellor and must have leadership responsibilities at the Director/Assistant Director or above level.

While the school has maintained a focus on informing faculty and staff about these and other programs during orientation, this self-study highlighted the need for a more consistent and visible approach to ensure that faculty and staff are aware of these resources as needs change over time. As a result, the SPH Director of Human Resources now makes available links to these and other programs via the school’s website.

**IIA: The school shall foster the development and success of centers, institutes, and auxiliaries that provide unique opportunities for understanding and responding to the needs of diverse communities.**

Over the past two years, the school has devoted significant attention to the continuing development of centers and institutes that provide unique opportunities for issues related to diverse communities. Of particular importance, in 2012 the SPH Academic Council formed a new standing committee, the Committee on Centers and Institutes, specifically to ensure a more comprehensive approach to the utilization of the expertise contained within the school’s centers and institutes. Examples of center and institutes that focus specifically on issues related to the needs of diverse communities include those below:

The **National Center on Accessibility** (NCA) is based upon the belief that the principles of universal design and inclusion are important factors for achieving personal wellness and building healthy communities. Among people with disabilities, recreation and active leisure pursuits are vital for rehabilitation from illness or injury, prevention of disease, longevity and improved quality of life. NCA is a major contributor to the study of disability and inclusion in the
life sciences. Through the comprehensive services of research, technical assistance and education, NCA focuses on universal design and practical accessibility solutions creating inclusive recreation opportunities for people of all abilities. NCA links the preferences and needs of people with disabilities to those of practitioners designing facilities and planning programs. Since 1992, thousands of professionals such as park superintendents, facility managers, architects and landscape architects, program coordinators, civil engineers, planners, interpreters and exhibit designers, accessibility coordinators, advocates and consumers have drawn on NCA as a valued resource, and as a result, they have been able to affect change within their parks, facilities and communities.

Bradford Woods is home to a wide array of fully accessible facilities and therapeutic programs including canoeing, waterskiing, SCUBA diving, swimming, archery, soccer, basketball, arts and crafts, music, high and low ropes courses, and a variety of experiential based initiatives. Staff work closely with each group to develop activities that meet the specific needs of each individual participant. The Recreation Therapy programs provide unique opportunities for campers to improve life skills, develop social connections, boost self-confidence and self-esteem, improve psycho-social skills, and increase independence. All programming includes a full assessment, written goals, and evaluation of progress. Staff also collaborate on clinical research projects related to the Social Sciences and disability, instruct university classes in Recreation Therapy, and host practicum/internship students in therapeutic outdoor programming and Recreation Therapy. The Recreation Therapy program also serves as a clinical site for students from Indiana University School of Medicine and the IU School of Nursing.

The Indiana Prevention Resource Center (IPRC) and its affiliated Institute for Research on Addictive Behavior seek to contribute to diversity through research. The IPRC’s practice-based program support, sponsored events, research activities, data collection and online resources strategically reach many diverse segments of Indiana’s population. The IPRC works with organizations, agencies and groups serving diverse populations, such as veterans and lesbian, gay, bisexual and transgendered populations. IPRC staff provides technical assistance and training to community grantees implementing prevention programs in Spanish for Indiana’s Latino population. IPRC staff provides translation services and have carried out research and reported on the needs of Indiana’s Latino community, including conducting focus groups and large group discussions in Spanish. IPRC website features a series of e-Resource databases for African Americans, veterans, college students, older adults, K-12 teachers, LGBTQ and Hispanic/Latino individuals and their service providers. Finally, through data collection and dissemination the IPRC studies and promotes diversity, for example, by including diversity-related questions on survey instruments administered to 6th grade through college-age students, the IPRC seeks better understanding of the dynamics of diversity with respect to health behaviors to inform prevention assessment, planning and evaluation.

Since 1994, the school has been the home of the Rural Center for AIDS and STD Prevention (RCAP). RCAP continues to facilitate attention to the unique public health and sexual health needs of those living in rural communities throughout the country. RCAP maintains an active research trajectory that is focused on rural communities and prioritizes the translation of those research findings, as well as those from other researchers, via the National Network of Rural HIV/STD Prevention, RAP* Time, a monthly bulletin summarizing current research related to these issues, and Fact Sheets that are distributed to providers throughout the world. The center has maintained active student participation in an effort to ensure that future HIV and STD prevention workers have a comprehensive understanding of the unique needs of rural communities.
Since 2006, a visible center within the school has been the Center for Sexual Health Promotion, focused on building the careers of the next generation of sexual health professionals. In addition to an active research program that engages students in understanding the determinants of sexual health challenges, the Center also maintains an active continuing education program that seeks to disseminate research to community-based public health providers. Examples of community engagement include that one of the co-directors is an anchor of a weekly radio show focused on the needs of lesbian, gay, bisexual and transgender individuals; a monthly series known as the Sex Salon that provides a community forum for disseminating sexual health research, and active participation in local sexual health organizations and coalitions throughout the local area, state, nation, and abroad. Significant components of the work of faculty and students engaged in this center have been focused on the needs of socioeconomically challenged individuals living with HIV or AIDS, the needs of the local bisexual and transgender communities, and efforts focused on the unique sexual health challenges of women.

The President’s Challenge is the premier program of the President’s Council on Fitness, Sports, and Nutrition administered through a co-sponsorship agreement with the Amateur Athletic Union. The President’s Challenge helps people of all ages and abilities increase their physical activity and improve their fitness through research-based information, easy-to-use tools, and friendly motivation.

In 2013, the SPH Academic Council approved a proposal to rename the Center for Minority Health to the Center for Research on Health Disparities. This newly conceptualized center will provide a foundation for cross-disciplinary approaches to understanding the determinants of health disparities and for translating research in ways that seek to reduce such disparities. Additionally, it will serve as a valuable resources moving forward that works to more fully engage faculty, staff, and students in efforts related to health disparities.

Also in 2013, the school made a financial investment into the development of the Center for Research on Addictive Behavior, which will be managed by the school but ultimately will be situated at the level of the Office of the Vice Provost for Research. This institute, working in collaboration with the school’s Indiana Prevention Resource Center, will work to create research-based solutions to the nature of addiction. Of particular emphasis will be efforts to create partnerships with faculty and community organizations on IU’s regional campuses, each of which serves important roles in diverse communities throughout the state.

IIB: The school shall maintain, as a core component of its faculty governance process, a standing committee of the SPH Academic Council that is charged with developing strategies related to student, faculty, and staff diversity and with evaluating the effectiveness of those strategies.

The Committee on Diversity and Inclusion is the subcommittee of the school’s governing body, the SPH Academic Council, and is charged with evaluating the school’s efforts toward diversity objectives and for planning strategic initiatives to improve the school’s performance in this area. A description and list of current membership of this committee was provided in Section 1.5 of the self-study. The Diversity and Inclusion Facilitation Plan (Electronic Resource 1.8.t) provides an overview of this committee’s plan for ensuring compliance with the SPH Policy on Diversity and Inclusion.

IIC: The school shall proactively and responsibly address identity-based grievances, issues of injustice or incivility, or lack of cultural competence to ensure that the SPH maintains an environment that is most
advantageous for teaching, learning, research, and service for students, faculty, and staff.

Addressing identity-based grievances, issues of injustice or incivility, or lack of cultural competence requires a comprehensive and engaged approach between faculty and staff in the school and a range of mechanisms on the IU Bloomington campus. During fall 2013, the IU University Faculty Council passed the Principles of Ethical Conduct (Electronic Resource 1.8.u), which seeks to promote an organizational culture that encourages ethical conduct and a commitment to compliance with the law and university codes, policies, and procedures.

The Committee on Diversity and Inclusion ensures that the school maintains, within its Diversity and Inclusion Facilitation Plan (Electronic Resource 1.8.t), active engagement with specific offices on campus that assist with responding to issues of incivility. These offices include those listed below.

**IU Commission on Multicultural Understanding (COMU):** COMU uses committees made up of students, staff, and faculty to enhance the campus climate through educational and increased communication on issues of oppression, gather information and encourage activities that increase awareness and understanding of racism and other forms of oppression, and promote greater communication on campus among all persons.

**Incident Teams:** Through the work of the Incident Teams, IU assists and supports students and other members of the university community to find resolution when faced with incidents of discrimination based on race, ethnicity, nationality, religion, gender, disability, or sexual orientation. Each of the four teams consists of staff and faculty who have expertise in diversity issues and conflict resolution. The four teams include: disability team, gay, lesbian, bisexual and transgender anti-harassment team, gender team, and the racial and religious bias team.

**Student Advocates Office:** The mission of the Student Advocates Office is to assist students in resolving personal and academic problems so that they may maintain progress toward earning a degree.

**Commission on Personal Safety:** The Commission on Personal Safety (CPS) at Indiana University Bloomington was initially established by a proclamation of the Chancellor in 1987 in order to address issues of women’s safety on campus. Today, this mission has expanded to tackle safety concerns affecting all members of the IUB campus, including but not limited to pedestrian and bicycle safety, sexual assault prevention, coordination with other campus safety units, and facilities and lighting.

**Office of Student Ethics:** The office seeks to create a collaborative environment where students have an opportunity to be accountable for personal choices, learn from those poor decisions, move forward, and continue their education as a productive member of a safe and supportive community.

The SPH Academic Council also maintains subcommittees focused on issues of perceived incivility or injustice affecting academic affairs among faculty, staff, and students.

**Faculty Grievance Committee:** This committee is the recipient of grievances from faculty if a grievance reaches the unit level—the school. The committee serves the function as a hearing body for faculty grievances. The role is to act not as a mediator but rather as a hearing
mechanism to enable an individual to submit their formal grievance. The committee follows the same guidelines as those outlined in the most current version of the Faculty Academic Handbook for Indiana University: an individual submits a complaint to the chair of the committee; the committee studies the documentation then conducts a hearing of the involved parties, and passes down its judgment. This committee meets only when there is a grievance to be resolved. This committee is appointed by the Academic Council and includes faculty representation from each academic department of the school.

**Student Academic Fairness Committee:** The Student Academic Fairness Committee is the recipient of grievances from students if the grievance reaches the unit level. The committee serves the function of a hearing body for academic fairness matters for students. Their role is to act not as a mediator but rather as a hearing mechanism to enable an individual to submit their grievance. The committee follows the same guidelines as those outlined in the most current version of the IU Code of Student Rights, Responsibilities, and Conduct. This committee meets only when there are grievances to be resolved. This committee is appointed by the Academic Council and includes faculty representation from each academic department of the school, one undergraduate, and one graduate student representative upon the recommendation of the SPHB Student Government.

**IIIA:** The school shall pursue the development of academic programs (e.g., degrees, majors, minors, certificates) that help to support the development of a public health workforce that is prepared to address the needs of diverse communities.

The following majors within the school’s degree programs contain competencies that are specific to developing skills and knowledge in areas related to the needs of diverse communities. Competencies for all majors are provided within Section 2.6 of this self-study.

**Undergraduate Majors**
Community Health (BSPH)
Public, Nonprofit, and Community Recreation (BS in Recreation)
Recreational Sport Management (BS in Recreation)
Recreational Therapy (BS in Recreation)
Teacher Preparation (BS in Applied Health Science)
Youth Development (BS in Applied Health Science)
Dietetics (BS in Applied Health Science)
Human Development and Family Studies (BS in Applied Health Science)

**Masters Majors**
Behavioral, Social, and Community Health (MPH)
Environmental Health (MPH)
Epidemiology (MPH)
Family Health (MPH)
Biostatistics (MPH)
Physical Activity (MPH)
Physical Activity, Fitness, and Wellness (MS in Kinesiology)
Professional Health Education (MPH)
Public Health Administration (MPH)
Recreation Administration (MS in Recreation)
Recreational Sports Administration (MS in Recreation)
Recreation Therapy (MS in Recreation)
IIIB:  *The school shall facilitate opportunities for students to gain varied perspectives of domestic and global diversity, inclusion, and social justice.*

In addition to the curricular programs and other educational opportunities that are designed to facilitate opportunities for students to gain varied perspectives on diversity, inclusion, and social justice, the school maintains a program that also plays a particularly important role in these efforts, known as SPH Engage. SPH Engage is a school-based engagement and leadership education program for undergraduate and graduate students providing customized learning opportunities to support successful transition into the school and to support interactions with diverse community organizations. To ensure effective linkages to community-based partners with which the faculty and staff are engaged for purposes of research, teaching or service, at least one member of the SPH Engage staff is located within the school’s Office of Global and Community Health Partnerships, the office that leads the school’s workforce development and continuing education initiatives.

The undergraduate program, Engage U, includes four semesters of leadership development coursework, workshops, engagement, portfolio development, and personal interaction. SPH Engage assists students as they transition from high school to college. The graduate program, Engage U2, includes three semesters of leadership workshops, engagement, tracking of knowledge and skills gained, and interactions designed to assist SPH students as they transition into graduate school. Upon completion of Engage U and Engage U2 students deliver a brief presentation summarizing their goals and knowledge and skills gained. Following the presentation students will be recognized on the SPH Engage website and will receive a recognition award.

SPH Engage is also home to the IU Peer Financial Educators (PFE) program which is a partnership with the IUB Chief Financial Officer’s office, and helps students navigate the fiscal challenges of pursuing degrees and transitioning to work life post-graduation, as was described previously under our evidence associated with policy statement IE.

Additionally, to ensure that the school provides an organized approach to helping students understand the extent to which global public health issues know no national borders and to provide opportunities for students to gain skills working with different cultures around the world, the Office of Global and Community Health Partnerships facilitates student engagement in the school’s global efforts with institutional and organizational partners. During the 2012-2013 academic year, the school documented 94 different international partnerships between our faculty and staff and international partner organizations. During this same year, 45.7% of these partnerships included students.
III C: *The school shall continue to pursue the development of courses that provide for students to gain varied understandings of social and health disparities in both domestic and global settings.*

As of the beginning of the 2013-2014 academic year, the school offered 15 courses focused specifically on diversity at the undergraduate level and 17 courses at the graduate level. These specific diversity focused courses are listed below and each is embedded with a link to the syllabus used for the course during the 2013-2014 academic year (each course is three semester credits).

**Undergraduate courses**
- SPH-H 172 International health and social issues
- SPH-R 210 Inclusion in recreation, parks, and tourism
- SPH-Y 225 Disability, health, and function
- SPH-L 225 The historical and scientific intricacies of race in America
- SPH-F 255 Human sexuality
- SPH-B 310 Health care in diverse communities
- SPH-B 315 Health in the later years
- SPH-H 319 Global health promotion
- SPH-H 326 AIDS and other sexually transmitted diseases
- SPH-K 334 Cultural diversity in American sport
- SPH-B 335 Aging, health, and diverse populations
- SPH-R 381 Leisure and aging
- SPH-K 398 Adapted physical education
- SPH-F 417 African American and Latino families
- SPH-K 488 Athletic training assessment of and adaptation for individuals with physical disabilities

**Graduate courses**
- SPH-H 524 Gerontology: multidisciplinary perspectives
- SPH-H 526 AIDS and other sexually transmitted diseases
- SPH-B 529 Health and disease disparities in diverse communities
- SPH-H 530 International health
- SPH-B 535 Contemporary issues in aging and health
- SPH-H 545 Causes, prevention, and correction of developmental disabilities
- SPH-K 551 Medical aspects of disabling conditions
- SPH-K 552 Motor assessment of persons with disabilities
- SPH-H 555 Issues in human sexuality and health
- SPH-K 555 Problems in adapted physical education
- SPH-R 588 Leisure And Aging
- SPH-V 752 Toxicology in rural environments
- SPH-V 753 Rural environmental epidemiology
- SPH-V 755 Rural public health policy and environmental law
- SPH-H 650 Public health in Africa
- SPH-H 717 Doctoral research seminar in sexual health

Additionally, the school offers a range of courses that emphasize unique cultural approaches to fitness and wellness. Each of these activity courses, listed below, is one semester credit.

- SPH-I 134 Middle Eastern dance
IIID: The school shall encourage all faculty to imbed into coursework, research, and teaching, issues of social and health disparities present in all populations.

In addition to the diversity-specific courses identified directly above in the previous section, the school also maintains a range of courses that, while not exclusively focused on issues of diversity or social and health disparities, are among those within which significant content is imbedded in order to ensure that competencies related to these topics are attained. As of fall 2013, there were 28 additional undergraduate and 20 additional graduate courses that are considered diversity-inclusive.

As of the beginning of the 2013-2014 academic year, the following courses within the school have been described by faculty as being among those that, while not diversity-oriented per se, contain significant focus on conceptual or methodological approaches related to health disparities and their social and behavioral determinants. These courses are in addition to those listed in the section describing evidence for policy statement IIIC, which was presented directly previous to this section.

Undergraduate courses

SPH-R 110 Foundations of leisure and public health
SPH-R 142 Living well
SPH-F 150 Introduction to life span development
SPH-F 180 Survey of practice for youth and families
SPH-B 150 Introduction to public health
SPH-H 205 Introduction to health education
SPH-H 220 Death and dying
SPH-H 235 Obesity and health
SPH-F 258 Marriage and family interaction
SPH-H 304 Breastfeeding promotion in global communities
SPH-H 305 Women’s health
SPH-H 306 Men’s health
SPH-H 311 Human diseases and epidemiology
SPH-H 315 Consumer health
SPH-H 318 Drug use in American society
SPH-H 352 Secondary school health curriculum and strategies
SPH-H 464 Coordinated school health programs
SPH-H 452 Secondary school health instruction and assessment
SPH-F 345 Parent-child relations
SPH-F 346 Human development 1- concepts in early childhood
SPH-F 347 Human development 2- middle childhood through adolescence
SPH-F 348 Human development 3-early, middle, and late adulthood
SPH-F 370 Families, health and media
While curricular groups across varying degree programs had incorporated diversity-related competencies, diversity-specific courses, and diversity-inclusive courses over time, it was not until this policy was enacted that the school had a strategic school-wide approach to the role of diversity in the school’s curricula on the whole.

As a result of the self-study, and consistent with the Committee on Diversity and Inclusion’s development of a diversity and inclusion facilitation plan, during the 2013-2014 academic year both the Undergraduate Studies Committee and the Graduate Studies Committee will work with faculty to assess the extent to which, as part of the ongoing evaluation of the competencies for each major, it is possible to expand those majors and courses within the school that include diversity-specific or diversity-inclusive competencies.
c. Description of how the diversity plan or policies were developed, including an explanation of the constituent groups involved.

Prior to fall 2013, although multiple mechanisms designed to ensure attention to issues of diversity had been in place for significant periods of time, the school did not have a formal diversity “policy” beyond those that existed at the level of the campus and university. These mechanisms included a full-time Director of Student Diversity and Inclusion (previously known as the Director of the Office of Minority Recruitment and Retention), the Committee on Diversity and Inclusion (previously known as the Diversity and Gender Committee), and various groups focused on issues facing students of varying races or ethnicities and those from other countries.

The self-study process identified that the lack of a school-specific policy was a weakness and the SPH Academic Council initiated the process of formal policy development during the 2012-2013 academic year. A subcommittee of the Academic Council consisting of faculty, staff, and students was formed to review existing procedures, policies, and other protocols related to diversity and to draft the SPH Diversity and Inclusion Policy. During summer 2013, the draft policy was subsequently reviewed by several constituent groups, including: a) students engaged in diversity-focused initiatives of the school, b) the Public Health Community Advisory Board, and c) the Accreditation Steering Committee. At the beginning of the 2013-2014 academic year, the draft policy underwent formal review by faculty, staff, and the SPH Student Government, facilitated by the Committee on Diversity and Inclusion. In fall 2013, the policy was adopted by the SPH Academic Council.

d. Description of how the plan or policies are monitored, how the plan is used by the school and how often the plan is reviewed.

The Diversity and Inclusion Facilitation Plan (Electronic Resource 1.8.t) is the primary mechanism through which the Committee on Diversity and Inclusion monitors the school’s implementation of strategies and procedures that ensure compliance with the SPH Policy on Diversity and Inclusion. As is evidenced in the plan, the Committee on Diversity and Inclusion maintains the primary responsibility for ensuring compliance with the policy, and in collaboration with other governance subcommittees, student academic affairs staff, faculty, human resource personnel and other administrative entities, implements strategies on an annual basis to enhance the school’s diversity efforts and outcomes.

The Committee on Diversity and Inclusion is also responsible for monitoring the school’s progress toward its objectives as part of the school’s annual evaluation and planning activities. These activities were described in more detail in Section 1.2 of the self-study.

The SPH Policy on Diversity and Inclusion was developed in 2013 as a direct result of our assessment of our self-study activities and the need to ensure that diversity and inclusion efforts were embedded within the faculty governance structure of the school. The SPH Academic Council has agreed that policies of this nature will be reviewed every three years by the Committee on Diversity and Inclusion, and in collaboration with other components of the governance structure, will make recommendations for revision after three years. The Diversity and Inclusion Facilitation Plan will be renewed annually in order to adjust our strategies and procedures, in accordance with priorities that are established through the school’s evaluation and planning process.
e. Identification of measurable objectives by which the school may evaluate its success in achieving a diverse complement of faculty, staff and students, along with data regarding the performance of the school against those measures for the past three years.

Table 1.8.1 identifies the measures by which the school evaluates its efforts toward achieving a diverse complement of faculty, staff, and students, along with data on our performance for the past three years.

Table 1.8.1  Performance toward Diversity and Inclusion Indicators 2011-2014

<table>
<thead>
<tr>
<th>DIVERSITY AND INCLUSION INDICATORS</th>
<th>TARGET</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of total faculty in the school who are of non-Caucasian race</td>
<td>n/a</td>
<td>22.5%</td>
<td>22.3%</td>
<td>21.2%</td>
</tr>
<tr>
<td>% of total faculty in the school who are of Hispanic ethnicity</td>
<td>n/a</td>
<td>1.4%</td>
<td>1.4%</td>
<td>1.5%</td>
</tr>
<tr>
<td>% of total faculty in the school who are female</td>
<td>n/a</td>
<td>56.3%</td>
<td>53.2%</td>
<td>51.8%</td>
</tr>
<tr>
<td>% of total faculty in the school who are classified as foreign born</td>
<td>n/a</td>
<td>7.0%</td>
<td>7.2%</td>
<td>8.0%</td>
</tr>
<tr>
<td>% of primary public health faculty who are of non-Caucasian race</td>
<td>n/a</td>
<td>25.8%</td>
<td>35.3%</td>
<td>41.7%</td>
</tr>
<tr>
<td>% of primary public health faculty who are of Hispanic ethnicity</td>
<td>n/a</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>% of primary public health faculty who are female</td>
<td>n/a</td>
<td>64.5%</td>
<td>61.8%</td>
<td>56.7%</td>
</tr>
<tr>
<td>% of primary public health faculty who are classified as foreign born</td>
<td>n/a</td>
<td>25.8%</td>
<td>29.4%</td>
<td>30.0%</td>
</tr>
<tr>
<td>% of total staff in the school who are of non-Caucasian race</td>
<td>n/a</td>
<td>4.9%</td>
<td>5.7%</td>
<td>8.7%</td>
</tr>
<tr>
<td>% of total staff in the school who are of Hispanic ethnicity</td>
<td>n/a</td>
<td>0.0%</td>
<td>0.8%</td>
<td>3.6%</td>
</tr>
<tr>
<td>% of total staff in the school who are female</td>
<td>n/a</td>
<td>65.0%</td>
<td>65.3%</td>
<td>63.0%</td>
</tr>
<tr>
<td>% of total staff in the school who are classified as foreign born</td>
<td>n/a</td>
<td>0.8%</td>
<td>0.8%</td>
<td>1.5%</td>
</tr>
<tr>
<td>% of total students in the school who are of non-Caucasian race</td>
<td>na</td>
<td>15.0%</td>
<td>15.9%</td>
<td>16.4%</td>
</tr>
<tr>
<td>% of total students in the school who are of Hispanic ethnicity</td>
<td>na</td>
<td>3.1%</td>
<td>3.2%</td>
<td>3.8%</td>
</tr>
<tr>
<td>% of total students in the school who are female</td>
<td>na</td>
<td>58.8%</td>
<td>59.8%</td>
<td>61.9%</td>
</tr>
<tr>
<td>% of total students in the school who are classified as foreign born</td>
<td>na</td>
<td>4.5%</td>
<td>4.5%</td>
<td>6.1%</td>
</tr>
<tr>
<td>DIVERSITY AND INCLUSION INDICATORS</td>
<td>TARGET</td>
<td>2011-2012</td>
<td>2012-2013</td>
<td>2013-2014</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>% of students in public health degree programs who are of non-Caucasian race</td>
<td>na</td>
<td>33.5%</td>
<td>33.0%</td>
<td>32.0%</td>
</tr>
<tr>
<td>% of students in public health degree programs who are of Hispanic ethnicity</td>
<td>na</td>
<td>5.3%</td>
<td>5.5%</td>
<td>5.6%</td>
</tr>
<tr>
<td>% of students in public health degree programs who are female</td>
<td>na</td>
<td>82.5%</td>
<td>80.4%</td>
<td>81.0%</td>
</tr>
<tr>
<td>% of students in public health degree programs who are classified as foreign born</td>
<td>na</td>
<td>9.1%</td>
<td>12.4%</td>
<td>14.0%</td>
</tr>
<tr>
<td>% of school's graduate degree students who identify as first-generation college students</td>
<td>na</td>
<td>17.0%</td>
<td>19.0%</td>
<td>16.0%</td>
</tr>
<tr>
<td>% of students in graduate public health degree programs who identify as first-generation college students</td>
<td>na</td>
<td>20.0%</td>
<td>17.0%</td>
<td>19.0%</td>
</tr>
<tr>
<td>% of minority admits to the school's graduate degree programs who matriculate</td>
<td>na</td>
<td>40.2%</td>
<td>43.0%</td>
<td>31.2%</td>
</tr>
<tr>
<td>% of minority admits to graduate public health degree programs who matriculate</td>
<td>na</td>
<td>52.3%</td>
<td>52.0%</td>
<td>45.2%</td>
</tr>
<tr>
<td># of annual minority-focused student recruitment events</td>
<td>10</td>
<td>10</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td># of minority students who receive minority-specific fellowships/scholarships</td>
<td>25</td>
<td>16</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>% of MPH concentrations that have diversity-specific competencies</td>
<td>100</td>
<td>na</td>
<td>na</td>
<td>100.0%</td>
</tr>
<tr>
<td>% of BSPH majors that have diversity-specific competencies</td>
<td>100</td>
<td>na</td>
<td>na</td>
<td>100.0%</td>
</tr>
<tr>
<td>% of school's &quot;other&quot; undergraduate programs that have diversity-specific competencies</td>
<td>50</td>
<td>na</td>
<td>na</td>
<td>39.0%</td>
</tr>
<tr>
<td>% of school's &quot;other&quot; masters programs that have diversity-specific competencies</td>
<td>50</td>
<td>na</td>
<td>na</td>
<td>24.0%</td>
</tr>
<tr>
<td># of undergraduate courses in the school that are focused specifically on diversity issues</td>
<td>20</td>
<td>na</td>
<td>na</td>
<td>15</td>
</tr>
<tr>
<td># of graduate courses in the school that are focused specifically on diversity issues</td>
<td>20</td>
<td>na</td>
<td>na</td>
<td>17</td>
</tr>
<tr>
<td># of courses considered to be &quot;diversity infused&quot; at the undergraduate level</td>
<td>40</td>
<td>na</td>
<td>na</td>
<td>28</td>
</tr>
<tr>
<td># of courses considered to be &quot;diversity infused&quot; at the graduate level</td>
<td>40</td>
<td>na</td>
<td>na</td>
<td>20</td>
</tr>
</tbody>
</table>
This criterion is met.

**Strengths**
The SPH continues to pursue a progressive approach to the recruitment, retention, and success of diverse groups of students, faculty, and staff. The SPH Policy on Diversity and Inclusion represents an effort to fully situate diversity initiatives within the school’s governance structure and in a way that fully capitalizes upon the diversity and inclusion strengths within the school, on the IU Bloomington campus, and in the local community. This policy, and its accompanying facilitation plan, ensure a coordinated approach to ensure attention to cultural competence in our teaching, research, service, and community engagement activities.

Efforts to enhance the diversity-related characteristics of the school, both in terms of its student population, its faculty and staff, and its portfolio of public health activities are ongoing and sincere. It remains a top priority to increase the racial and ethnic composition of the individuals who work and learn in the school, and to enhance the range of community-based opportunities that help those individuals to expand their cultural competence.

The school has been strategic in its identification of the five human characteristics that are under-represented at differing levels across faculty, staff, and students, with varying disparities across the school’s degree programs. These include race, ethnicity, gender, first-generation students, and those who were born in countries other than the U.S. These five specific characteristics represent current areas of focus that guide our evaluation and planning activities related to diversity and that are consistent with challenged areas reflected on the IU Bloomington campus.

**Weaknesses**
The school notes distinct disparities between the diversity-related characteristics of those in its various degree programs. While students in our degree programs designated as “public health” who are of a race other than Caucasian are consistently at approximately 33%, the rate for the same across the school’s total degree programs is approximately 15%, a figure that also aligns closely with the characteristics of the Bloomington campus. This trend of a more diverse cohort among public health students is consistent across all diversity indicators that are currently measured and prioritized by the school. This may be perceived as a beneficial trend given the significant racial, ethnic, gender, and socioeconomic disparities that are correlates of health status within our state and region. However, the school is not satisfied with its current diversity profile among students, faculty, and staff and has placed significant energy into the development of policies and corresponding activities that we believe will help us to enhance diversity across all aspects of the school.

While we have identified five human characteristics that are under-represented, there are others that have been identified by the school’s Committee on Diversity and Inclusion that also need to be a priority for our ongoing initiatives. These include individuals who have served in the military, sexual minorities, and those who originate from, or who plan to work in, rural areas.

This self-study has helped to identify the need to expand the range of degree programs which have diversity-specific competencies that guide coursework and other learning experiences for students. While 100% of our MPH concentrations have diversity-specific competencies, as does
our single BSPH major, only 24% of our “other” designated masters programs and 39% of our “other” designated bachelors programs have such diversity-specific competencies. We view this as an area needing improvement. Additionally, while at the beginning of the 2013-2014 academic year the school offered 15 courses focused specifically on diversity at the undergraduate level and 17 such courses at the graduate level, plus an additional 28 undergraduate and 20 graduate courses that were considered diversity-inclusive, we view this as an additional area where improvements will be facilitated by our new policy and its implementation plan.

This self-study also helped to recognize the need to expand our current list of measurable indicators by which we measure our performance in areas related to diversity and inclusion. Given that IU does not allow for the establishment of targets associated with human characteristics, many of the school’s indicators for diversity and inclusion are presented in this self-study without such quantified targets. As a result, the Committee on Diversity and Inclusion has selected additional indicators for the purpose of helping to evaluate the school’s performance in this area and summaries of performance toward them are presented only for the 2013-2014 academic year.

Future Plans
The Diversity and Inclusion Facilitation Plan outlines priority activities that remain a focus for the Committee on Diversity and Inclusion in the coming year. These include:

- Efforts to help increase the knowledge and skills of faculty with regard to the infusion of diversity-concepts into the curricula.
- Efforts to review the competencies for all majors within the school during the 2014-2015 academic year, with specific attention to increasing the number of majors that have diversity-specific competencies.
- Reorganizing the internal procedures through which fellowships are managed in order to ensure that the school takes full advantage of all opportunities to provide financial assistance to students, particularly those who are eligible for minority-focused initiatives.
- Beginning in the 2014-2015 academic year the school will make available research investment funds that specifically provide support for faculty and students conducting work on health disparities in collaboration with community-based organizations focused on the same.
- Working toward the development of a “health disparities institute” that we envision as a “macro institute” that is charged with capitalizing upon the unique diversity-focused efforts of our range of centers and institutes and that seeks to provide an administrative structure that facilitates collaboration and coordination among the school’s centers and institutes on focused health disparities issues.
- Incorporating the new measurable indicators presented in this self-study for the 2013-2014 academic year into the school’s official targets for the assessment of our performance toward the school’s objectives, consistent with the school’s review of its goals, objectives, and corresponding measurable indicators during the 2014-2015 academic year.