Policy on Diversity and Inclusion

Approved by SPH Academic Council September 13, 2013

The School of Public Health-Bloomington follows Indiana University’s institutional commitment to growing and sustaining a multi-culturally diverse, equitable, and inclusive living, learning, and working environment. Policies, procedures, organizational structures, curricula, and co-curricular programs function across the campus to create a climate that supports unique individual identities and missions yet promotes common shared goals. Citizens of the university are encouraged at every opportunity: to recognize our shared humanity; to treat each other with civility, tolerance, respect, and compassion; and, to collaboratively usher an ideally beneficial shared future.

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, we welcome our responsibility to recruit and retain a diverse faculty and staff as well as recruit, admit, retain, and graduate 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.

To this end, we are committed to:

1. Developing and implementing opportunities to attract a diverse community.
2. Cultivating civility and tolerance as a first step, and moving beyond to encourage a consistent and thoughtful appreciation of the contributions of all members of our community.
3. Inviting and nurturing respectful, authentic, and meaningful cross-cultural dialogue.
4. 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.
5. 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.

To fulfill our commitments to diversity and inclusion, the model for diversity and inclusion in the School of Public Health-Bloomington has three dimensions:

I) Recruit and retain,
   II) Work and learn, and
   III) Engage and challenge.

In addition to coordination with diversity and inclusion initiatives at the campus level, the School of Public Health-Bloomington, through its faculty governance procedures and staff and student engaged committees, works to develop, implement, and evaluate school-level policies and activities to ensure diversity and inclusion in each of these three areas.
I. Recruit and Retain
Policies pursuant to the recruitment and retention of a diverse and multicultural community of students, faculty, and staff are crucial for building a vibrant School of Public Health-Bloomington community. Policies including recruitment, hiring, retention, and graduation or promotion of diverse groups include:

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.
B. The school shall retain a full-time Director of Diversity and Inclusion who will coordinate diversity recruitment and retention activities and facilitate the school’s plan to ensure adherence to this policy.
C. The school shall actively pursue campus and university opportunities that assist with the recruitment and retention of diverse faculty and staff.
D. The school shall foster relationships with campus entities that are dedicated to the needs of diverse faculty, staff, and students.
E. The school shall develop, implement and evaluate innovative recruitment efforts and events for diverse students.
F. The school shall maintain appropriate objectives and measurable recruitment and retention indicators that are evaluated annually.
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. Work and Learn
Within the classroom, in hallways and offices, and on the campus, inclusion policies develop opportunities for students, faculty, and staff to work and learn in a diverse setting:

A. 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.
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.
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. Engage and Challenge**

Curricular and co-curricular opportunities to **engage and challenge** students, faculty, and staff in learning varied perspectives of domestic and global social equity and social justice are supported through the following policies:

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.

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

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.

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

**Plans for Policy Implementation**

Implementation of activities to ensure compliance with the SPH Policy on Diversity and Inclusion is achieved through the activities of faculty, staff, and students under the leadership of the SPH Academic Council and with oversight and coordination from the school’s Director of Diversity and Inclusion. These efforts are coordinated through the efforts of the Committee on Diversity and Inclusion, in collaboration with other standing committees of the Academic Council that are charged with evaluation and planning activities related to the school’s diversity-related objectives, with staff committees, the SPH Student Government, and leadership within the Office of the Dean, academic departments, and Campus Recreational Sports.

On an annual basis, efforts to assess performance toward the school’s diversity- and inclusion-related objectives are reviewed in a coordinated effort led by the Committee on Diversity and Inclusion. Following such assessments, the Committee on Diversity and Inclusion will lead the development of an annual plan containing strategies, activities, and other proposed initiatives that will continue to ensure the school’s compliance with this policy and that are conducted in accordance with the school’s expressed commitment to diversity and inclusion.

**Consistency with Indiana University Bloomington Campus Diversity Plan**

The SPH Policy on Diversity and Inclusion strives to be contributory to the mission of the Office of the Vice President for Diversity, Equity, and Multicultural Affairs and to implement this school policy in a manner that is consistent with the Indiana University Bloomington Campus Diversity Plan.
**Terminology**

To guide the work of faculty, staff, and students engaged in activities to ensure our compliance with the spirit of this policy, the SPH Academic Council offers additional clarifications of language and terminology.

**Inclusive Excellence**

The Association of American Colleges and Universities have provided national leadership in creating the “Inclusive Excellence”\(^1\) framework to help campuses achieve a more diverse and equitable environment. Inclusive Excellence promotes the educational benefits of diversity and encourages assimilating efforts to increase diversity into the core of institutional functioning. Recruiting, admissions, hiring, curriculum, co-curricular activities, policies, procedures, and organizational structures all reflect an awareness of the value of diversity and equity. Embracing the Inclusive Excellence model means that diversity and equity are critical components of institutional excellence not isolated initiatives.

The Inclusive Excellence framework provides the following definitions of “diversity” and “inclusion.” Indiana University also uses the term “equity,” which is also defined here.

**Diversity** – The term diversity is used to describe individual differences (e.g. personality, learning styles, and life experiences) and groups/social and cultural differences (e.g. race, ethnicity, class, gender, sexual orientation, national origin, income, and ability as well as cultural, political, and religious affiliations) that can be engaged in the service of learning and working together. As articulated in Civil Rights legislation of the 50s and 60s, having diversity based on people’s cultural background enables the development of the best environment for learning, innovation, and growth.

**Inclusion** – The term inclusion is used to describe the active, intentional, and ongoing articulation of a special need of a quantifiably underrepresented population based on groups identified in the definition of diversity. Inclusion is critical in people, in the curriculum, and the co-curriculum, and in communities (intellectual, social, cultural, geographical). Inclusion describes the ways in which individuals might connect that increases one’s awareness, content knowledge, cognitive sophistication, and emphatic understanding of the complex ways individuals interact within systems and institutions. ([www.aacu.org/inclusive_excellence/index.cfm](http://www.aacu.org/inclusive_excellence/index.cfm)).

**Equity** – The term equity is used in reference to social activity and to describe the fair distribution of resources and opportunities. In the School, there are a multitude of resources and opportunities related to teaching (awards, trainings), learning (awards, scholarships, assistantships), research (awards, grant-in-aids, support funding, presentation), service (decision-making, support funding, networks), and the physical plant of the School (office, laboratory, meeting, and classroom space) that must remain absent of discrimination and marginalization based on groups that are identified in the definition of diversity. The intent of equity is to foster an environment that challenges students, faculty, and staff to create the optimum environment for human growth and development.

**Progressive Definition of Populations** – The following are brief examples of how the School of Public Health – Bloomington strives to go further in embracing diversity, equity, and inclusion:

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\(^1\) Association of American Colleges and Universities (2013). The Inclusive Excellence model is based on three papers available at [www.aacu.org/inclusive_excellence/papers.cfm](http://www.aacu.org/inclusive_excellence/papers.cfm).
• The replacement of Minority with the use of Populations of Color as a term when referencing or discussing race, ethnicity, and national origin specific populations. We recognize that minority embodies a perpetual state of inferiority, socially and numerically, and is less empowering. However, we recognize that our interaction with other entities at Indiana University, CEPH, or beyond may still use Minority and we shall adjust our external communication appropriately.

• The recognition of the distinction of Race, Ethnicity, and National Origin is important and we strive to ensure that the terms are not treated as synonyms as they each represent identities based on heredity, tradition, customs, and citizenship.

• The term Culture is used to recognize the customs, actions, and behaviors of a distinct social group and not just along race, ethnicity, and national origin. Thus, Multicultural is the co-mingling, recognition, and interaction of cultures within a specific location. The co-mingling, recognition, and interaction becomes a guided existence when diversity, equity, and inclusion efforts also exist.

• The use of Underrepresented as a term is applied to a statistical quantity of any population that is nationally underrepresented within certain levels of authority, position, access, or opportunity based on gender, disability, sexual orientation, etc.

• The use of Disability as an umbrella term that represents an experience and not an identity of a specific population. The experience is marked by a diagnosed impairment, injury, disorder, disease, or alteration of ability within dimensions of the mental, cognitive, emotional, developmental, physical, sensory, and any combination thereof. Further, we strive to use people-first terminology (i.e. people with hearing impairments rather than the deaf).

• The use of Gender as a term is inclusive of male, female, and transgendered (female to male - FTM; male to female - MTF). We recognize that gender is a set of social expectations based on a complex combination of biological sex, social roles, and gender identity.