

Annual Report Office of Diversity, Equity, and Inclusion

**Rollins School of Public Health
Emory University
August 2020 – July 2021**



EMORY

ROLLINS
SCHOOL OF
PUBLIC
HEALTH

MISSION AND VISION

The Rollins School of Public Health's mission is to impact the health and well-being of people, both locally and globally, through excellence in teaching, research, and the application of knowledge in partnership with domestic and global communities. Rollins has six academic departments, an Executive MPH program for working professionals, and, as of early 2021, more than 200 full-time faculty. The school also hosts over 22 interdisciplinary centers and 10 dual-degree programs that bridge students to related fields such as business, medicine, nursing, law, and theology. Rollins faculty teach and conduct research on such topics as nutrition and health; social determinants of health; maternal and child health; public mental health; health consequences of environmental exposures; health policy and resource allocation; and the prevention and control of AIDS and other infectious diseases, cardiovascular disease, cancer, adverse reproductive outcomes, and more.

At the heart of the public health educational, research and practice goals that Rollins seeks to achieve are our core values that focus on social justice and health equity. In the words of our Dean, James W. Curran, MD, MPH, as we strive for a teaching, working and learning environment that embraces innovation and difference, we know that *"a commitment toward diversity, equity, and inclusion, which extends not only to race, religion, sexual orientation, or gender, but also to a diversity of thought and opinion"* is essential. To that end, our faculty, staff and students work to cultivate and sustain an academic community that values cooperation, mutual respect, cultural humility, and community engagement. We are persistent in building an inclusive and intellectually challenging environment that embraces individual differences and actively works against racism, inequity and oppression within our community. Further, Rollins' commitment to inclusion extends to the work that we do in our local, regional, national, and global communities as we strive toward eliminating health disparities. Equitable and inclusive community partnerships and outreach with diverse populations is central to our public health practice.

RSPH DIVERSITY, EQUITY AND INCLUSION POLICY

The Rollins School of Public Health fosters a culture of inclusion and organizational equity by leveraging the many intersections of race, ethnicity, gender, religion, socioeconomic status, sexual orientation, gender expression, disability, diversity of thought, and other aspects of lived experience in our community. We intentionally recruit, support, and mentor faculty, staff and students who are members of communities that are underrepresented in the public health and scientific workforce, and reflect the multicultural and global communities that Emory serves. Building an academic community where all members are able to thrive enhances our scholarly mission to eliminate health disparities and improve health outcomes in disadvantaged and vulnerable populations.

In support of this policy, the Rollins School of Public Health will provide institutional resources to:

- Engage in continuous, systematic and focused recruitment and retention activities to ensure that our diverse faculty, staff and student populations are able to succeed personally and professionally in a culture of belonging and tolerance.
- Develop, implement and continuously refine training and learning opportunities to enhance the intentionality of our work to build an inclusive community in which all members can thrive.
- Design, implement and grow programs and partnerships that affirm our commitment to eliminate health disparities; enhance faculty, staff and students' ability to work effectively with diverse local and international populations; and create pipelines that make RSPH stand out as a destination School for diverse faculty, staff and students.
- Recognize excellence on the part of faculty, staff and student efforts to promote diversity, equity and inclusion at the School.
- Develop transparent systems of accountability to monitor these efforts.



2020-2021 DEI ACCOMPLISHMENTS

Over the past year, Rollins has taken several steps to address diversity, equity, and inclusion (DEI) at and beyond the school. Several highlights include:

- In September 2020, Dr. Joanne A. McGriff, MPH, JM, was selected as the first Assistant Dean for Diversity, Equity, and Inclusion at the Rollins School of Public Health. Selected by a committee composed of Rollins students, faculty, and staff, Dr. McGriff devotes 50 percent of her time toward leading diversity, equity, and inclusion efforts at Rollins.
- In April 2021, Shannon Vassell joined the RSPH DEI team as Assistant Director for DEI Initiatives. In this role, Ms. Vassell provides support to the Assistant Dean of DEI and the RSPH Community and Diversity Committee.
- Each academic department at the Rollins School of Public Health has created a DEI committee, working group, or accountability group. Each group has articulated their mission and vision and some groups have moved towards developing DEI strategic plans and frameworks to structure their department work and initiatives.
- The Rollins School of Public Health Staff Council was formed to assess, develop and propose initiatives, policies and procedures pertaining to the professional life of all Rollins staff members and to serve in an advisory capacity to the Associate Dean for Finance and Administration, Director of Human Resources, and Assistant Dean for Diversity, Equity and Inclusion.
- The Rollins School of Public Health Student Government Association (RSGA), the leading governance and advocacy structure for student organizations and interests, amended their Constitution to include two DEI Officers on their Executive Board and to formally establish a DEI Committee (chaired by the DEI Officers) that will serve as an active pillar of RSGA activities going forward.
- According to data from the Association of Schools and Programs of Public Health (ASPPH), Rollins ranked No. 2 in African American applicants and admissions, and ranked #1 for actual matriculants in the fall master of public health 2020 admissions cycle when looking at all schools and programs of public health.
- Rollins joins several other schools and programs of public health in either eliminating or making GRE scores optional for master's and doctoral programs admissions. The GRE score requirement was optional across all master's programs for Fall 2021 admissions.



Pillar 1 – Professional Development, Education and Awareness

RSPH has engaged in several activities to provide formal and informal learning opportunities for faculty, staff, and students. These activities are intended to lead the school in becoming a more diverse, equitable, and inclusive environment.

Upgrading Curriculum

At the school level, the focus has been on establishing an anti-racist teaching and learning environment that highlights the racist roots of health inequities deeply embedded in the institutional structures of our society and evidenced by the disproportionate impact on morbidity and mortality in communities of color across the globe. Collaborative discussions across several leadership offices and the Rollins Education Committee have led to the approval of a proposal to upgrade the foundational curricula to focus on anti-racism and other anti-oppressive systems. Specifically, this anti-racist teaching and learning model will focus on delivering foundational didactic content for matriculating MPH/MSPH/PhD students (i.e. coursework) to establish a common language and conceptualization of oppressive forces that impact public health and to serve as a building block for more in-depth, discipline-specific content over the course of students' studies, including experiential opportunities (i.e., teaching/research assistantships, applied practice experiences, integrative learning experiences). Upgrading our curriculum will be accomplished by using a three phased approach: first, we will revise our three school-level foundational courses that all masters students must complete (PUBH 500, 501 and 502); second, we intend to critically examine our department-level curricula, to understand the extent to which DEI content is represented; and third, we will expand support to faculty and instructors to equip them with the skills necessary to teach toward our DEI goals.

To date, we have completed part of the activities related to revising the main foundational course (PUBH 500) which now focuses on the interconnection between race, racism and health. Through this lens, students will explore key principles of public health that align with the Council on Education for Public Health (CEPH) foundational competencies and knowledge learning objectives (*for example, students should be able “to discuss the ways in which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels”*). The launch of the revised PUBH 500 is set for late Summer 2021.



Student Engagement

Rollins has taken several actions to address diversity, equity, and inclusion through student engagement. Examples of these activities include requiring all incoming masters and doctoral students to participate in cultural humility and DEI sessions. Since 2015, as part of the New Student Orientation programs, the Office of Admission and Student Services has collaborated with Rollins faculty, student organizations, and alumni to develop these sessions. Initially beginning as a one-part panel discussion, the session has expanded into a two-part series, including a 7-part pre-Orientation Canvas module and in-person, small-group discussion. The focus of the 2021 *DEI at RSPH* module and discussion includes Emory and Rollins mission and values related to DEI; the role of the Rollins Citizen; and various topics related to DEI, including anti-racism, cultural humility, positionality and reflexivity in research, and bias, among others. Learning objectives and content from the *DEI at RSPH* module and discussion is also incorporated and re-enforced into the revised PUBH 500 course, as well as introductory courses across the School.

In Fall 2020, as an extension of the New Student Orientation Cultural Humility sessions, the RSPH Community & Diversity Committee led a school-wide common read of the book *The Immortal Life of Henrietta Lacks*. This discussion was facilitated by Kimberly Jacob Arriola, PhD, MPH, Executive Associate Dean for Academic Affairs.

Each year, Rollins hosts *CDC Day*, with the purpose of offering incoming masters students an overview of the field of public health in the context of community development, highlighting the importance of collaboration across disciplines. The theme for the [2020 CDC Day](#) was *Endemic Racism During a Pandemic: Navigating the Intersection of Racism and COVID-19 in Atlanta*. The event was live streamed from the CDC and featured Dr. Angelica Geter, Atlanta's first-ever Chief Health Officer (and Rollins Alumna) as the keynote speaker. Dr. Kimberly Jacob-Arriola, RSPH Executive Associate Dean for Academic Affairs and Charles Howard Candler Professor (and newly appointed Dean of Laney Graduate School) moderated the faculty and alumni panel, which included Co-Founder of BLKHLTH, Matthew McCurdy, MPH; Assistant Professor in BSHES, Briana Woods-Jaeger, PhD, MS; and Charles Howard Candler Professor of Epidemiology, Patrick Sullivan, DVM, PhD. CDC Day was widely attended by students, as well as faculty and staff, and provided an opportunity for participants and viewers to reflect on systemic racial inequities highlighted by the COVID-19 pandemic.

Rollins Takes Action Series

The Rollins Takes Action webinar series featured several presentations and panel discussion on research impacting historically marginalized communities. Series webinars included the following:

- Parts I and II – *Research on Distributions and Consequences of Excessive Police Violence*



Part I panelists: Ali Sewell, PhD, associate professor of sociology and founding director of The Race and Policing Project; Leslie Salas, PhD-c, BSHES Department; Umed Ibragimov, PhD, BSHES Department.

Part II panelists: Mindy Fullilove, MD, professor of urban policy and health, The New School; Michael Owens, PhD, associate professor of political science and faculty associate of the Center for the Study of Law and Religion at Emory University; David Cloud, JD, MPH, BSHES Department; Leslie Salas, PhD-c, BSHES Department.

Both panels were moderated by Hannah Cooper, ScD, Rollins Distinguished Professor in Substance Misuse Disorders, from the BSHES department. Dr. Cooper is co-author of the 2020 publication, *From Enforcers to Guardians: A Public Health Primer on Ending Police Violence* (Johns Hopkins University Press). The book was co-authored by Dr. Fullilove.

- Part III – Tackling Health Inequities in the COVID-19 Pandemic
Moderated by Carmen Marsit, PhD, panelists included Shivani Patel, MPH, PhD, assistant professor, and Venkat Narayan, MD, MSc, MBA, Hubert Professor of Global Health, HDGH
- Part V – *Responding to COVID-19 Crisis in Underserved Georgia Communities*
Panelists included Rollins students Saarav Patel, Nellie Garlow, Lisa Chung, Zoe Schneider, and Molly McAlvaney, who discussed their outbreak response efforts in addressing the COVID-19 pandemic in. Jodie L. Guest, PhD, MPH, professor and vice chair, Epidemiology, moderated the session.
- Part VI – *Race, Racism, and Health*
Discussion participants included Tené Lewis, PhD, FAHA, associate professor; Lauren McCullough, PhD, MSPH, assistant professor; and Dayna Johnson, PhD, MPH, MSW, MS, assistant professor. Dr. Kimberly Jacob Arriola, PhD, MPH moderated [the discussion](#).
- Part VII – *Environmental Disparities and COVID-19: Contribution and Consequences*
Speakers included Donghai Liang, PhD, assistant professor in GDEH, April Ballard, PhD-c in EHS Program, Bethany Caruso, PhD, Assistant Professor, HDGH, and Rollins Student Alison Hoover.
- Part VIII – *Impacts of COVID-19 on the LGBTQ Community and People Living with HIV*
Panelists included Mahlon Randolph, Andres Camacho-Gonzalez, MD, associate professor, Pediatrics, Travis Sanchez, PhD, Epidemiology, and Colleen Kelley, MD, associate professor, medicine.

Public Health + Series

This series of conversations intends to examine the space where public health intersects with other disciplines. Led by the Rollins Career Development Team and the Emory University Alumni Association Board, the goal of the series is to broaden thinking about interdisciplinary approaches to public health. Two talks during the series connected to social and environmental justice:

- Public Health + Social Justice – Featuring Brooke Silverthorn, JD, Co-Director of the Health Law Partnership (HeLP). HeLP combines the expertise of healthcare professionals and lawyers to improve the lives of low-income children and families both on an individual and systemic scale.
- Public Health + Environmental Justice – Featuring Natasha DeJarnett, Ph.D., MPH, a leader in environmental health research and assistant professor in the Christina Lee Brown Environment Institute at the University of Louisville Division of Environmental Medicine.

Student Organizations and Groups

In support of our objective to offer high quality educational programs and to encourage open communication on all levels, students participate in a variety of activities that serve to inform and guide RSPH students’ growth and development. Student organizations and groups have incorporated diversity, equity, and inclusion into their mission and activities.

There are five (5) “community and belonging” student organizations, which develop space for and advocate on behalf of identity groups at Rollins. These organizations include:

- [La Alianza Latinx \(LAL\)](#) – Composed of Latinx and Latin American public health students interested in issues affecting the Latinx community at Rollins, in the metro Atlanta area, throughout the United States, and internationally. LAL strives to strengthen and build a Latinx community at Rollins by creating a space that enables students to excel academically, professionally, and socially. LAL is committed to building community, supporting mentorship, uplifting educational advancement, and promoting advocacy for and improvement of Latinx health, Latinx students, and undocumented students at Emory University.
- [The Association for Black Public Health Students \(ABPHS\)](#) – Designed to enhance the experience of minority students attending Rollins, to encourage community engagement, and to raise consciousness of health issues concerning black communities in the U.S. and abroad. ABPHS strives to augment the graduate experience by providing opportunities for academic support, professional growth, community service, and social bonding within the Rollins community and greater Atlanta metro area.
- [Queer Trans Collaborative \(QTC\)](#) – A consortium of LGBTQ+ (lesbian, gay, bisexual, transgender, queer, and other fluid identity) individuals connected to Rollins. QTC is committed to increasing visibility, academic discourse, networking opportunities, future leaders, and solidarity among LGBTQ+ persons.
- [Rollins International Student Association \(RISA\)](#) – Seeks to build community and support for international students at Rollins. This diverse group of student leaders plans events throughout the year in collaboration with the RSPH Student Services team, Rollins Student Government Association and other campus partners. Dedicated to building a feeling of community among Rollins' international students.
- [Students for Social Justice \(S4SJ\)](#) – A network of students committed to equity, change, and social justice within our personal, academic, and professional lives. S4SJ seeks to create a network of diverse friends and

coworkers in order to form coalitions which bring a social justice framework to various topics; and to mobilize students for actions, advocacy and community engagement.

In addition to the above Community & Belonging student organizations, the Rollins Student Government Association (RSGA) amended their Constitution to include two DEI Officers on their Executive Board and to formally establish a DEI Committee (chaired by the DEI Officers) that will serve as an active pillar of RSGA activities going forward. The DEI Officers will serve on the school-wide Community & Diversity Committee and convene the RSGA DEI Committee to include representatives from each Rollins department and student organization. In addition, RSGA hosts weekly informal meetings to continually work on RSGA DEI initiatives; a monthly leadership meeting that brings all student organizations to share updates regarding DEI in their groups; and a monthly discussion space where students are updated on ongoing RSGA DEI activities.

Department Level DEI Activities

Several Rollins departments have held faculty retreats and department-wide training sessions focused on DEI. Aimed to increase knowledge of DEI principles, such as unconscious bias, structural racism, power, privilege, homophobia, these activities also sought to increase awareness of equity and inclusion issues within each department. Examples of formal training opportunities include:

- **Critical Discussions Training Series** – Two departments held sessions to help stakeholders gain, model, and practice tools to facilitate meaningful and productive conversations about racism, sexism, homophobia, inequity, oppression, and power, among other topics.
- **Land Recognition Faculty Training** – One department held a training to normalize the practice of land recognition, the act of acknowledging and honoring the unceded territory of Indigenous people groups who were coerced or forced to leave their ancestral lands by the U.S. Government and relocate to states like Oklahoma and Alabama ([Trail of Tears](#)) where they continue to live today as federally recognized Indian Nations.

Departments also held several informal training and mentoring activities related to DEI. A few examples include:

- One department held several faculty, staff and student open forums on DEI to begin conversations and set the expectation that DEI is a priority for the program.
- One department held a “Call to Action Discussion Series” that focused on anti-racist research practices and community engagement
- One department held a film series to foster in-depth discussion on equity showcasing films such as: 13th, 'No Más Bebés, All In: The Fight for Democracy, and White Like Me: Race, Racism and White Privilege in America

- One department created the “DEI Minute” where important, actionable DEI information is shared with faculty during monthly department meetings.

Department Curriculum Upgrades

Several departments engaged in the review, evaluation, and revision of core courses for masters and doctoral students. In addition, two new courses were introduced in Fall 2020 and Spring 2021, *Health Equity* and *Racism as a Public Health Issue*, respectively. Highlights on curriculum changes and new courses are below:

- Two departments reviewed and updated core courses to address issues such as incorporating intersectionality in teaching new methods courses and improving pedagogy related to social justice
- One department conducted an in-depth analysis of student course evaluations to assess and improve DEI content in a departmental core course. Another department upgraded their department core course to focus the framing of the course around issues of environmental justice and social determinants of health.
- For Fall 2020, a new course entitled “Emerging Topics: Health Equity” was taught by Dr. Venice Haynes, adjunct faculty in Behavioral, Social, and Health Education Sciences. This course covers some of the most recent, cutting-edge research on the social determinants of health and health equity. Students learn firsthand from a series of guest lecturers about health equity research informing the design and implementation of health promotion programs, initiatives, interventions and policies. Lectures cover topics such as social determinants of health, racism and discrimination, adverse child experiences, and what health equity looks like in the era of COVID-19.
- For Spring 2021, a new course entitled “*Addressing Racism as a Public Health Issue to Promote Health Equity*” was taught by Dr. Briana Woods-Jaeger, Assistant Professor of Behavioral, Social, and Health Education Sciences. The course provides an overview of racism as a driver of health inequities and highlights interventions designed to dismantle racism to promote health equity. Students learn how racism operates at multiple ecological levels and how to evaluate research, programs and policies that promote health equity. The department will implement additional sections of this course in spring 2022 due to high student demand.
- One department created and has started implementing new antiracism competencies for the department’s masters and doctoral programs.

Promoting DEI-Related Research

Rollins is ranked #4 in National Institute of Health (NIH) funding among schools of public health. Our dedication to the pursuit of impactful public health research is unparalleled and reflected not only in our national rankings, but also in our consistent efforts to advance research aimed at combating health disparities and inequities in marginalized communities. We have a cadre of researchers who study the public health effects of racism, health

risks for transgender populations, environmental justice and health equity issues related to COVID-19, to name just a few DEI-related topics. A recent issue of the Rollins Magazine (Spring 2021) highlights some of the exciting innovation and discovery that characterize the DEI- related research of our faculty, especially the links between race, racism and health (see this [link](#)).

Over this past year, several Rollins departments have held seminars and events that highlighted faculty research and opportunities focused on diversity, equity, and inclusion, and the impact of racism in public health:

- The Jones Program in Ethics: Addressing Racism in Scholarship event included a discussion with doctoral students and faculty on how Public Health can collectively advance scientific efforts towards addressing racism (*Jones Program in Ethics is supported by Laney Graduate School and Emory Center for Ethics*).
- Two departments held seminars or events that highlighted faculty research on equity or profiled faculty of color and their DEI-related research.



Pillar 2 – Climate and Culture

The Rollins School of Public Health has taken several steps to cultivate a community of belonging where individuals and groups of all backgrounds and experiences are appreciated. We strive to have an environment where faculty, staff, and students can thrive and bring our whole selves to the RSPH community.

RSPH Communications

In keeping a pulse on the issues that affect and impact our community, Rollins has acted to address emergent events within our nation and local community through timely electronic messaging to faculty, staff and students. These communications have included releasing statements from the Dean and/or Assistant Dean for DEI following the murder of unarmed black men such as Daunte Wright; following the verdict from the Derek Chauvin trial for the murder of George Floyd; in response to critically increasing rates of COVID-19 in India affecting a large segment of our international students who are residents or have affected family and loved ones; and to the Asian and Asian American community following the fatal shootings in Atlanta, Ga.

Informal Listening Sessions

Conducting informal listening sessions regarding DEI within the Rollins community has been a high priority for the new Assistant Dean for Diversity, Equity and Inclusion (Dr. McGriff) and the Assistant Director for DEI Initiatives (Shannon Vassell). Within the first several months of her tenure, Dr. McGriff met with every chair from each academic department, each department-level DEI committee or chair and over half of the school's supervisors and staff members within departments and business units. She also attended several faculty meetings and drafted several department climate assessments in collaboration with supervisors. The major purpose of these sessions was to provide space for Dr. McGriff to share information about her role and the RSPH vision for DEI, as well as hear from the different stakeholders about DEI-related concerns and opportunities we have to strengthen our collective sense of community and belonging.

For our students, Dr. McGriff and Shannon Vassell have supported the Rollins Student Government Association (RSGA) and several student identity groups (described earlier in this report). For example, as RSGA developed its new strategy for DEI, Dr. McGriff and Asst Director Vassell met with RSGA leaders to comment on and provide guidance on their priorities and new changes to their constitution. Further, several listening sessions were held with student leaders from RSPH student identity organizations and other interests groups regarding their DEI-related priorities and ways that the school can support student-led initiatives. In particular, both Dr. McGriff and Assistant Director Vassell held regular listening and planning sessions with student activists from 2020 who were focused on advancing DEI at RSPH (described in the Accountability section of this report).

Revision to Student Course Evaluations

At the school level, Rollins has taken active steps to ensure that our learning environment is inclusive and equitable. Specifically, student course evaluations have been revised to include several new questions that focus on classroom norms that promote inclusivity and equity, diversity of perspective and experience in course content and syllabi as well as acknowledgement and respect of the diverse backgrounds of our students. Also, the scores on the new evaluation questions are aggregated into a composite score entitled “Inclusive Course Environment” to provide a quick overview on the issue of inclusivity within the course. The new evaluation questions were deployed as part of the mid-term and final evaluations for Spring 2021 classes.

Pathway Programming into Health Sciences and Public Health

In March 2021, RSPH entered into a collaboration with the Emory University School of Medicine to facilitate the Health Professions Readiness Education Program (HealthPREP) at Emory. HealthPREP is an 8-week summer program for undergraduate and graduate scholars from historically underrepresented and/or disadvantaged backgrounds who are interested in health-related graduate and professional schools. The program provides intensive didactic and experiential activities to enhance skills for competitive admissions.

Throughout the Spring and Summer 2020/21, Rollins has assisted the School of Medicine in recruiting and selecting the 2021 HealthPREP student cohort as well as the five Rollins students who would serve as teaching assistants (TAs) and mentors. Under the supervision of the Assistant Director for DEI Initiatives, Shannon Vassell, the Rollins HealthPREP TAs developed and delivered a 12-part public health curriculum to HealthPREP scholars who met with them in two, four-hour sessions per week. Through instructional engagement and mentorship, HealthPREP TAs fostered a supportive learning environment in which students were exposed to public health research, able to increase their fund of public health knowledge and learn to exhibit behaviors expected of future healthcare and/or other professionals.

Department Level Climate and Culture Activities

Several steps were taken across departments to attract and support doctoral students. Departments revised their admissions criteria and application review practices to ensure equitable access and diverse representation. Additionally, departments hosted informational interviews, focus groups, application bootcamps to increase the diversity within doctoral applicant pools. Several departmental DEI working groups were created to dismantle structural racism and foster equity, diversity and inclusivity throughout their PhD training.

Related to faculty search and promotion, several departments initiated activities to increase faculty diversity and ensure equitable faculty hires. These activities included reviewing and resharing hiring policies and standards and

evaluating hiring processes through informational interviews. In addition to these evaluations, departments across the school engaged in several assessment and survey opportunities to evaluate DEI at RSPH. Climate assessments, exit surveys, and student focus groups were all utilized to gather quantitative and qualitative data about DEI at the school. Review of this data continues to inform the school's work towards a more inclusive environment and hold us accountable for our espoused DEI principles and values.

Various departments and units have also offered forums for faculty, staff, and students to discuss DEI concerns, and steps the School can take to create a more inclusive environment to work and learn.

Each department at the Rollins School of Public Health created a committee, working groups, or accountability group focused on advancing diversity, equity, and inclusion. Over the past year, several groups have conducted evaluations to collect data which informed the groups' creation. Some groups have moved towards writing strategic plans and frameworks to structure their work and initiatives.

Throughout the year, various departments have stood in solidarity and provided support to historically marginalized and underrepresented groups at and beyond Rollins. This has occurred through sharing a land recognition statement for faculty email signatures and course syllabi and assuring understanding in utilizing such statements. Departments and the School issued support statements to members of marginalized communities, and provided additional resources and support to address mental health needs related to anti-racism and DEI. Peer mentoring programs have helped to build a more inclusive and supportive student community, and offered both resources and structure to ensure appropriate mentoring. Additionally, by continuously sharing updates via email, faculty meeting announcements, and website updates, student, faculty, and staff concerns are addressed and resources shared.

Pillar 3 – Accountability

As a school and within various Rollins units, we are taking responsibility and action to identify and address structures and patterns of inequity. We are working to remove these structures so that we may collectively and individually achieve our mission and goals related to diversity, equity, and inclusion.

RSPH Office for DEI and the RSPH Community and Diversity Committee

- **Assistant Dean for Diversity Equity and Inclusion** – Dr. Joanne A. McGriff was selected as the first Assistant Dean for Diversity, Equity, and Inclusion at the Rollins School of Public Health as of October 2020. Selected by a committee composed of Rollins students, faculty, and staff, Dr. McGriff devotes 50 percent of her time toward leading diversity, equity, and inclusion efforts at Rollins. She is charged with activities related to advising faculty search committees; developing a school-wide DEI plan; ensuring diversity in student admissions and recruitment efforts; promoting inclusive teaching practices; serving as a liaison to the central university on issues related to DEI; and measuring Rollins’ progress on DEI efforts through regular data collection and reporting.

In addition to her responsibilities mentioned above, Dr. McGriff chairs the school-wide Community and Diversity Committee, which meets monthly. The Community and Diversity Committee was created several years ago in response to Emory University’s Advisory Council on Community and Diversity charge for each University division to conduct honest self- assessments and evaluate commitments to furthering Emory’s goals of access, equity and inclusion. While much of the work of the Rollins Community and Diversity Committee predates Dr. McGriff’s tenure, several accomplishments have been made since the summer of 2020. The committee has developed and received approval for the RSPH Diversity, Equity and Inclusion Policy; developed an initial set of DEI goals for RSPH; developed the RSPH definitions of diversity, equity, and inclusion; implemented specific DEI-related educational programming; and made recommendations for actions to be taken by the school to further DEI goals. In addition, under Dr. McGriff’s leadership, the committee has reorganized to ensure department and service unit representation, activated bi-directional communication between the Community and Diversity Committee and the newly formed department DEI committees and used the monthly meetings as a time to share DEI updates, learn about DEI best practices and resources as well as discuss critical DEI issues that impact the entire Rollins community.

Finally, Dr. McGriff leads Rollins in addressing concerns surfaced by students regarding implicit bias and fostering a more equitable anti-racist environment. Several concerns were brought to Rollins in the summer of 2020 where Masters student activists and supporters presented several actionable items for the



school to address in its active and ongoing anti-racist work. Dr. McGriff has incorporated these demands into the School's DEI planning process and provides regular updates on progress. Additionally, Dr. McGriff has created several alumni seats on the school-wide Community and Diversity Committee to provide several of the letter's authors the opportunity to work with the school on DEI initiatives while maintaining accountability for the 2020 actional items.

Assistant Director for DEI Initiatives – In April 2021, Shannon Vassell joined the RSPH Office for DEI as Assistant Director for DEI Initiatives. Prior to this role, Ms. Vassell served as the Assistant Director for Cultural Humility and Community-Engaged Learning in the Rollins Office for Student Services. From January 2020 – April 2021, Ms. Vassell worked to expand the Community Engaged Learning opportunities for RSPH students; co-advised the RSPH Community & Belonging student organizations; and served as the international student advisor. In her new role in the Office for DEI, Ms. Vassell reports to the Assistant Dean for DEI and provides support to the Asst Dean as well as to the RSPH Community and Diversity Committee. Ms. Vassell is charged to lead and evaluate specific DEI initiatives and programs; oversee and support the RSPH DEI communication strategy and content development; and provide support for DEI reporting to University and other external partners. Additionally, Ms. Vassell is responsible for developing, implementing and managing initiatives to advance cultural humility and DEI among Rollins students. This work includes, but is not limited to, advising the RSPH Community and Belonging student groups on DEI efforts; planning and executing DEI sessions for student orientation; and providing support and feedback on the development of Rollins foundational curriculum, as well as school-wide DEI programming.

Revisions to Faculty Annual Reporting

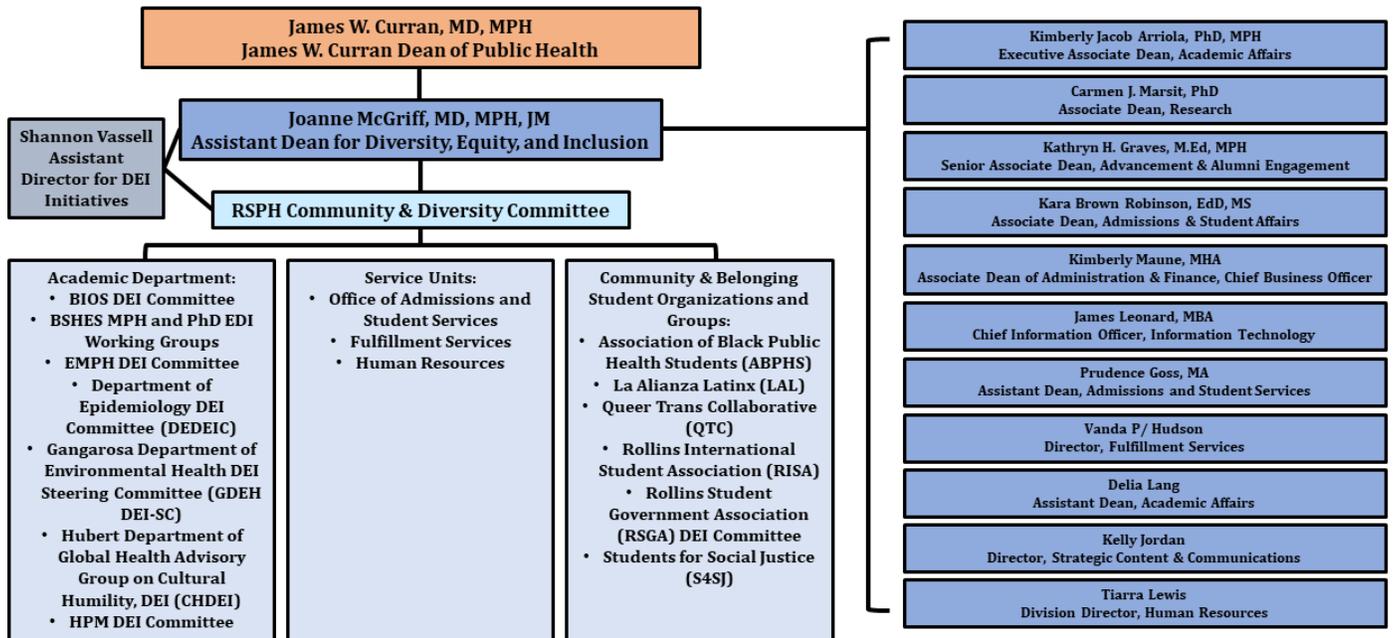
At the core of the faculty annual reporting process at Rollins is the opportunity for faculty to document their performance along the three areas of research, teaching and service and receive critical feedback and guidance from department chairs to help them plan for the future. As the school highlights our core values in health equity and social justice and strives for a more inclusive and equitable standard for faculty evaluation, it was important to change the annual reporting template to capture: 1) faculty projects that specifically address areas of diversity and equity, 2) teaching activities that promote DEI among students and trainees, and 3) research activities that were designed to facilitate engagement with local and global community partners. In addition, we created space in the report for faculty to document specific professional development activity related to DEI. We believe these initial steps will allow for a more inclusive standard for faculty evaluation.

Department Level Accountability Activities

- **Faculty Search and Promotion** – Several departments have reviewed and proposed new approaches to faculty search committee processes. One department conducted informational interviews and focus group discussions about its faculty hiring process, then summarized and shared its findings. One department has encouraged its department to broaden views and definitions of success to ensure a more equitable review of faculty application packets for a research track hire. One DEI Committee provided feedback regarding the search committee process and composition, related to diversifying its faculty body.
- **Doctoral Admissions and Support** – Departments across Rollins have implemented steps to intentionally diversify its admissions process. One department revised its PhD application review process to ensure that diversity was included as a key evaluation factor at each stage of application evaluation. They also removed the GRE from their evaluation forms and included all graduate faculty in the application review process, rather than only members of the Doctoral Program Committee. One department hosted a PhD Application Bootcamp, similarly intended to increase diversity in its PhD programs. By conducting informational interviews and focus group discussions about their PhD program, another department gained valuable feedback about its doctoral program and application process, increasing their ability to better recruit and support a diverse pool of doctoral students.
- **Evaluation** – By adding DEI-related questions to its 2021 Exit Survey, one department is working to establish a baseline for DEI issues, and work to correct identified areas for improvement. Another department's DEI Committee utilized their program's annual student experience survey to identify any pressing DEI issues. One department created an anonymous survey tool for its department members. This tool was purposed to collect DEI-related inquiries, complaints, suggestions, and issues. By collecting data, departments are able to establish baselines for DEI initiatives, and identify any issues that need to be addressed.



RSPH DEI Organizational Diagram



RSPH DEI Community and Diversity Committee

Chair: Dr. Joanne McGriff, Assistant Dean of Diversity, Equity, and Inclusion

Ex Officio: Kimberly Jacob Arriola, PhD, MPH, Executive Associate Dean, Academic Affairs

Faculty Members: Aaron Siegler (EPI), Amit Shah (EPI), Christina Mehta (BIOS), Dawn Comeau (BSHES), Karen Andes (HDGH), Laurie Gaydos (EMPH), Matthew Freeman (GDEH), Sarah Blake (HPM),

Service Unit Staff Members: Shannon Vassell (RSPH ODEI) Lisa Parker (Office of Admissions and Student Services), Theo Gayle (Fulfillment Services), Tiarra M. Lewis (Human Resources)

Community & Belonging Student Organization Members: Crescent Alcid (QTC), Dede Creppy (ABPHS), Julianna Armentano (RSGA DEI Committee), My Nguyen (S4SJ), Pretty Priyadarshini (RISA), Valentina Ballestero (LAL)

Alumni Members: Cherie Grant ('21), Kierra Grayson ('21), Lul Muhammad ('21), Ugochi Chinemere ('21)

RSPH DEI Committees

DEI Committee Name	Mission/Vision	Members and Positions
BIOS DEI Committee	Review current activities and recommend new initiatives and activities related to increasing diversity, equity and inclusion in our department, School, and discipline	Christina Mehta (Chairperson), Andrea Lane, Angela Guinyard, Ben Risk, Emily Peterson, Lance Waller, Mary Abosi, Max Lau, Rachel Parker, Rebecca Zhang, Yuan Liu
BSHES MPH DEI Working Group	Review and propose revisions to department policies and practices; Evaluate course content, instruction, and feedback; Provide mentoring training and feedback; and Review admissions practices and outcomes	Dawn Comeau (Co-Chair), Briana Woods-Jaeger (Co-Chair), Jessica Sales, Natalie Crawford, Tiffany Renfro, Meghan Sullivan, Ashley Mastin, Chelsea Douglas, Lili Chacon, Leah Howard, Arbre'ya Lewis
BSHES PhD DEI Working Group	Review and propose revisions to department policies and practices; Evaluate course content, instruction, and feedback; Provide mentoring training and feedback; and Review admissions practices and outcomes	Jessica Sales, Swathi Sekar, Kelli Komro, Cam Escoffery, Marcia Ash, Lauren Bigger, Kimbi Hagen, Em Lemon, Andrew Walker, Caroline Barry, Alina Luke, Michelle Kegler, Kristin Knutzen, Hannah Cooper, Alex Morshed, Kaitlin Piper, Ghenet Besera, Regine Haardoerfer, Wenting Huang, Yue Guan
EMPH DEI Committee	Support RSPH's reframing of its commitment to diversity, equity and inclusion; establish and maintain a more diverse, equitable, and inclusive School and EMPH program through real, sustainable, and collaborative changes in the program's policies, practices, and academic approaches where all members - students, faculty, and staff - can thrive	Laurie Gaydos (Co-Chair), Moose Alperin (Co-Chair), Beth Brooks, Fred Grant, Gaby Hurtado, Iris Smith, Rebecca Upton, Steff McGee, Zelda Ray
Department of Epidemiology's DEI Committee (DEDEIC)	Advise faculty search committees to expand strategies for recruiting and retaining a diverse faculty; Work with admissions committees to increase the diversity of students matriculating into degree programs; Support curriculum and program committees to assure related competencies are current and are achieved, and to assure best practices in diverse and inclusive pedagogy; Address concerns raised by trainees, staff, or faculty related to race, ethnicity, gender identity, and other human characteristics in regard to departmental activities; Regularly and systematically evaluate the department's current climate	Iaah Lucas (Chairperson), Danielle Crookes (Secretary), Alana Zelaya, Amit Shah, Anne Spaulding, Cecile Janssens, Janet Qi, Marisol Valenzuel, Muhammad Zia ul Haq, Noni Bourne, Peter Kiiza, Travis Sanchez



	related to DEI and belonging; Revise objectives and metrics of success to align with emerging or ongoing concerns; and (6) Coordinate committee and departmental activities with RSPH and Emory University activities that align with the committee's charge	
Gangarosa Department of Environmental Health DEI Steering Committee (GDEH DEI-SC)	Serve as a hub and support network for GDEH DEI-related initiatives, both within our department and in our work as public health researchers and practitioners, and specifically to: (1) Apply principles of anti-racism as a lens to address all forms of prejudice, oppression, and social injustice; (2) Engage the GDEH community to eliminate disparities and achieve environmental health justice and equity; (3) Empower the GDEH community with advocacy tools and practices that elevate DEI initiatives; and (4) Develop and implement clear DEI priorities that are tracked, monitored, and evaluated to ensure the achievement of the critical outcomes necessary to achieve our vision	Matthew Freeman (Faculty Co-Chair), Sydney Hubbard (PhD Student Co-Chair), Thomas Dang (MPH Student Co-Chair), April Ballard, Beverly Owens, Colton Nettleton, Dana B. Barr, Danielle Clarkson-Townsend, Emilie Saksvig, Ericka Thomas, Madelon Morford, Melanie Pearson, Morgan Stuckey, Natalie Dionne, Rachel Usher, Sabrina Haque, Sabrina Bogovik, Taylor German, Wandave Tizhe
HDGH Advisory Group on Cultural Humility, DEI (CHDEI)	Critically assess and implement action to address issues of DEI and cultural humility affecting faculty, staff and students within the department	Dabney Evans (Chair), Adrian King, Aimee Webb Girard, Allie Busbee, Anna Eme, Ashi Parikh, Bethany Caruso, Breanna Wodnik, Brooke Lappe, Claudia Ordonez, Deborah Adenikinju, Emily Chuba, Fowzio Jama, Habib Yukubu, Jazlyn Jones, Jessica Fairley, Karen Andes, Ken Castro, Lanyue Zhang, Liris Berra, Maya FarrHenderson, Paulina Rebolledo, Rachel Waford, Shakila Mohamad Ali, Shenae Miller, Sofia Huster, Sophie Obert, Ugochi Chinemere, Unjali Gujral, Valentina Ballesteros
HPM DEI Committee	Establish and maintain a more diverse, equitable, and inclusive department through real, sustainable, and collaborative changes in the department's policies, practices, and pedagogical approaches where all members—faculty, students, and staff—can thrive	Adam Wilk (Co-Chair), Catherine Kinyui, Courtney Yarborough, Gabrielle Metoyer, Janet Cummings, Joseph Lipscomb, Kent Tolleson, Laurie Gaydos, Nada Boualam, Sarah Blake, Terah Kalk