

Equity, Diversity Inclusion & Anti-Racism at DLSPH:

Strategic Commitments



Equity Diversity & Inclusion Office

Mission & Vision

Mission

The Equity Diversity and Inclusion Office works to ensure DLSPH is a brave place for students, faculty and staff to study, teach, work, and progress regardless of their intersecting identities. The EDIO will support the DLSPH in its commitment to upholding the principles of equity, diversity, inclusion and belonging.

Vision

All **students, faculty and staff** at DLSPH have fundamental understandings to help create equitable and inclusive spaces to work, teach and learn.

Our **systems and processes** are designed to embrace practices of EDI and anti-racism reflect principles of social justice.

Our **collective impact outside DLSPH walls** leverage diverse perspectives to create positive changes in public health and health systems.

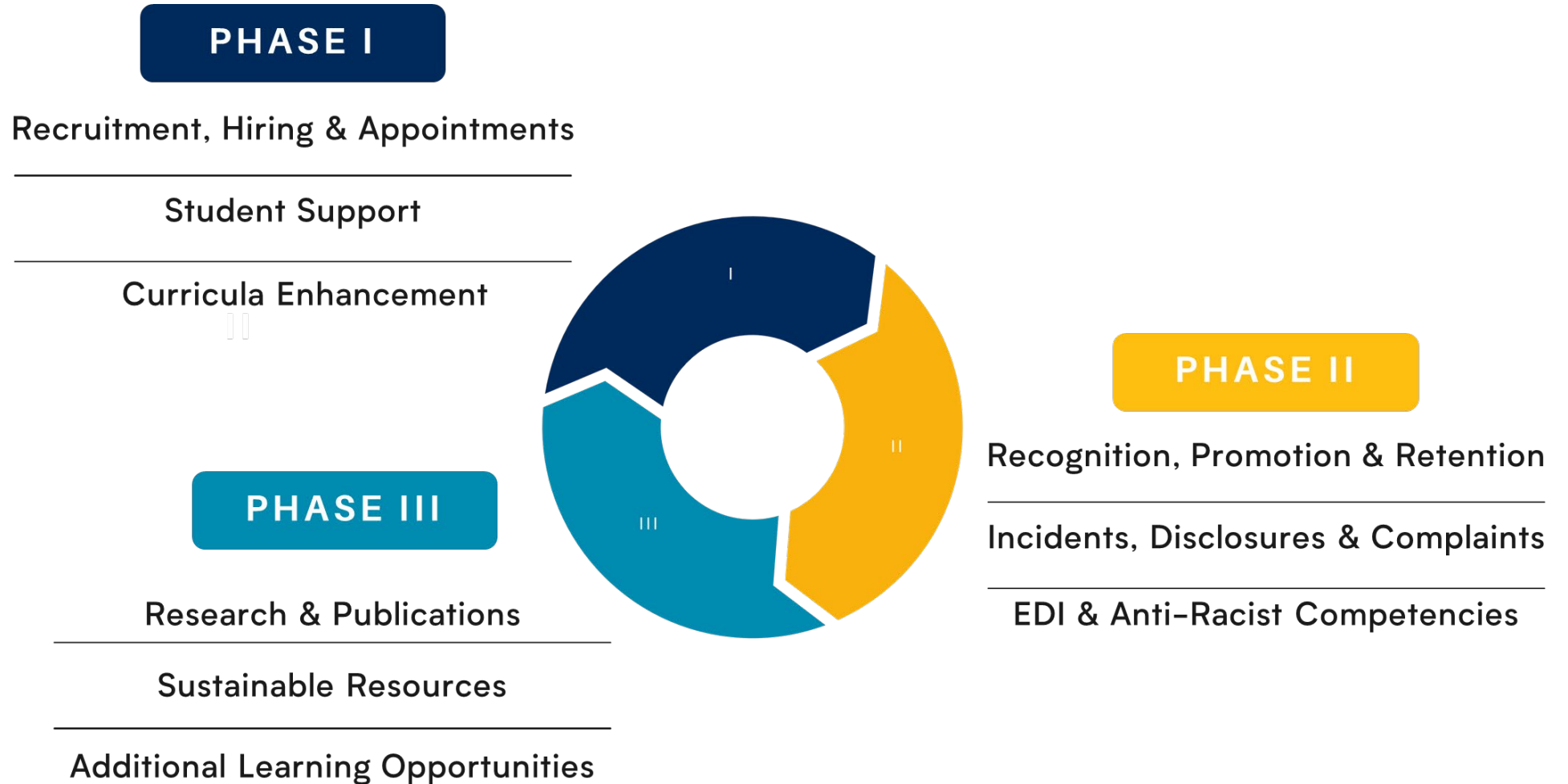
Recommendations & Priorities Reviewed

- 1999 DLSPH Task Force on Ethno-racial Diversity Report
- 2020 Black Public Health Students Open Letter to the Dean
- 2021 UofT Anti-Black Racism Task Force Report
- 2021 Black at DLSPH Student Accountability Petition
- 2021 DLSPH Equity and Inclusion Committee Guidance Document

- Also Reviewed and Engaged:
- 2017 DLSPH EDI Statement
 - 2021 DLSPH EDI Committee
 - 2021 IHPME Priorities
 - 2021 Mental Health Report

Key Areas of EDI & Anti-Racism Change at the DLSPH

The **DLSPH Equity, Diversity and Inclusion Office** has been created to support students, faculty, and staff in advancing in these areas of change



Recruitment, Hiring and Appointments

Address systems that may hold discriminatory practices and create barriers to attracting and hiring high quality applicants from underrepresented groups to DLSPH



Commitment	Vision
<p data-bbox="359 654 1294 782">Increased Diversity of Students, Staff, Faculty and Leadership</p> <p data-bbox="155 808 1498 876">Address underrepresentation to ensure diverse experiences, intersections, perspectives, and thought inform teaching, discussion, and the DLSPH environment</p>	<p data-bbox="1556 458 2321 715">Staff, Faculty, Leadership Appointments: <i>Expanding posting locations, qualification indicators, search and recruitment, and other efforts to support diversity in experiences and thought are informing teaching and decision-making</i></p> <p data-bbox="1556 768 2295 851">Students: <i>Continued focus on increasing access</i></p> <p data-bbox="1556 903 2333 1072">Community Investment: <i>Establish pathways to support scholars from and increase presence in underrepresented communities</i></p>
<p data-bbox="519 1186 1136 1236">Improved Hiring Process</p> <p data-bbox="275 1260 1378 1293">Address processes that may inequitably exclude high quality applicants</p>	<p data-bbox="1564 1129 2333 1339"><i>Hiring process should broaden candidate pool and support diversity at each stage of the recruitment, search and interview processes allowing for diverse skills to show value</i></p> <p data-bbox="1895 1310 2390 1380"> UNIVERSITY OF TORONTO DALLA LANA SCHOOL OF PUBLIC HEALTH</p>

Student Support

Improve the provision and communication of mental health support for Black, Indigenous, other communities and all intersections currently underserved by current offerings, while recognizing student commitments to improving school environment



Commitment	Vision
<p data-bbox="438 482 1217 615">Improved Communication of Existing Mental Health Support</p> <p data-bbox="188 634 1462 668">Students should be aware of resources available to them when they need support</p>	<p data-bbox="1556 488 2333 658"><i>Knowledge of what supports are available, where to access them, and how, are effectively communicated and part of student knowledge</i></p>
<p data-bbox="412 758 1243 891">Mental Health Support that is Responsive to Needs of Students</p> <p data-bbox="188 911 1462 945">When in need, students should have access to support where they feel understood</p>	<p data-bbox="1556 762 2333 932"><i>Responsive resources that properly support the different needs of students from communities that are, and have been, systemically oppressed</i></p>
<p data-bbox="142 1051 1513 1105">Recognition Policy for Student Advisory Engagements</p> <p data-bbox="152 1125 1500 1196">Recognition and appreciation of students who share their time and perspective to help shape EDI-AR work</p>	<p data-bbox="1556 1079 2333 1163"><i>Volunteered time of students are appreciated and appropriately recognized</i></p>

Curricula Enhancement



Addressing existing gaps in curricula to maintain excellence in curricula offerings and ensuring graduates are fully prepared to safely work with diverse communities and an evolving work environment with growing EDI-AR priorities

Commitment	Vision
<p data-bbox="453 501 1200 558">Evolution of Existing Curricula</p> <p data-bbox="155 576 1500 651">Ensuring that content being taught recognizes the value of diverse content, pedagogy and perspectives, while preparing graduates for changing work environments</p>	<p data-bbox="1556 508 2339 639"><i>Faculty should be able to map where appropriate EDI-AR learnings are happening within their courses or programs</i></p>
<p data-bbox="333 822 1319 879">New Programs, Courses, and Curricula</p>	<p data-bbox="1556 762 2339 933"><i>DLSPH graduates should not leave without opportunities to attain fundamental EDI-AR competencies and the application to their field</i></p>

Recognition, Promotion, and Retention

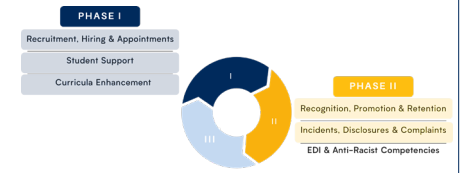
Improving transparency in promotion and compensation while creating mentorship and growth opportunities for future leaders from underrepresented group



Commitment	Vision
<p>Transparency in Promotion Criteria and Practices</p>	<p><i>Clarity on process and criteria for promotions, secondments, successful applications, and compensation</i></p>
<p>Developed Pathways</p> <p>Supporting clearer paths for emerging leaders from diverse backgrounds</p>	<p><i>Non-deficit approach to creating pathways that increase access to required qualifications for leadership roles</i></p> <p><i>Qualification criteria recognizes all demonstrations of competency and experience and other potential proxies</i></p>
<p>Remodeled Approach to Awards</p> <p>Clear and transparent process for award selection criteria and support for new PIs</p>	<p><i>As awards and other recognitions can influence profile and career trajectory, create a revitalized awards approach that is transparent and helps build new PIs</i></p>

Incident Disclosures and Complaints

Provide a clear, transparent, equitable, and responsive process for staff, students and faculty to report and address incidents, with specific processes for reports of racism and its intersections



Commitment	Vision
<p>Transparency in Incident and Complaints Processes</p> <p>Unclear processes leave students, staff and faculty feeling unprotected and unsupported</p>	<p><i>Option available outside of formal complaints process to disclose and respond to incidents</i></p>
<p>Identify Process Specific for Reports of Racism</p> <p>Process in places that is more sensitive to the nuances of racism</p>	<p><i>Specific pathways that acknowledge intersectional identities should be created where existing policies fail to adequately support or respond to incident or complaint</i></p>
<p>Process for Incident Disclosures During Practicum Placements</p> <p>Protection for students and supervisors based on principles of EDI, Anti-racism and social justice</p>	<p><i>Clearly communicated understanding of agreements, expectations, and responses so all parties feel safe throughout practicum placement</i></p>

EDI and Anti-Racist Competencies

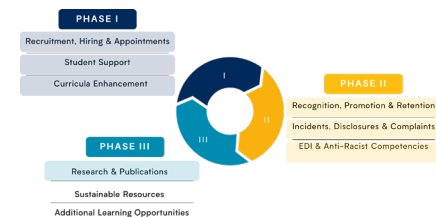
Build capacity in faculty, staff and students to further understanding of EDI and Anti-Racist principles and create a more equitable teaching, learning and working environment while supporting excellence in execution of respective responsibilities



Commitment	Vision
<p>Regular Professional Learnings for Faculty, Staff, and Students</p> <p>Lack of access to professional learning should not be a barrier to developing competency</p>	<p><i>Multiple methods of trainings (e.g. modules, live) addressing a broad range of topics including structural and systemic oppression with clear intended goals beyond counts and toward impact</i></p>
<p>Specialized Professional Trainings</p> <p>Ensure influential roles have appropriate level of EDI-AR, social justice and other critical competencies</p>	<p><i>Establish training requirements for specific functions/roles (e.g. Managers, specific PM levels, security, appointments of academic administrators, award adjudicators, research supervisors, student leadership)</i></p>
<p>Evaluation Informed Course Evolution</p> <p>Support the identification of courses needing additional EDI-AR lens</p>	<p><i>Course/faculty/TA evaluations should include EDI-AR components and inform recommended future trainings or curricula enhancements and help create safe and inclusive learning environments</i></p>

Research and Publications

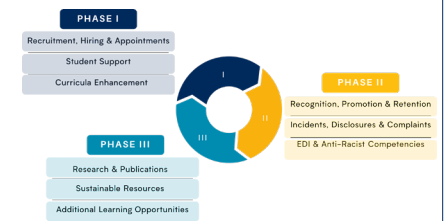
Increasing support that enables and advances DLSPH's stated priority of EDI-AR by ensuring equitable access to PhD opportunities, and supporting research, and promoting publications aligned with this priority



Commitment	Vision
<p align="center">Updated PhD Funding Policy</p> <p>Policy should reflect intent of removing financial barrier, prioritizing equity over equality</p>	<p><i>Need-based approach to funding policy</i></p>
<p align="center">Higher Profile & Funding for Research Addressing EDI-AR</p> <p>DLSPH priority in EDI should be reflected in our support of research</p>	<p><i>Increased support for research and publications from all scholars that prioritizes EDI-AR principles</i></p> <p><i>Support excellent but under-profiled diverse scholars</i></p>
<p align="center">Strengthen EDI-AR Lens to All Research</p> <p>New knowledge or evidence supported by DLSPH should not perpetuate stigma, discrimination or other gaps in EDI considerations</p>	<p><i>Social justice and intersectional lens included in ethics review process</i></p> <p><i>Creation of an EDI-AR research agenda with targeted funding</i></p>

Sustainable Resourcing

Ensure EDI focused work is properly resourced and does not fall on the good will and volunteer time of oppressed groups



Commitment	Vision
<p align="center">Sustainably Resourcing EDI-AR Work</p> <p>Advancing EDI-AR work must not rely on unpaid efforts of primarily impacted groups</p>	<p><i>Advisory support from DLSPH community should be recognized as highly valuable contributions to DLSPH environment</i></p>

12

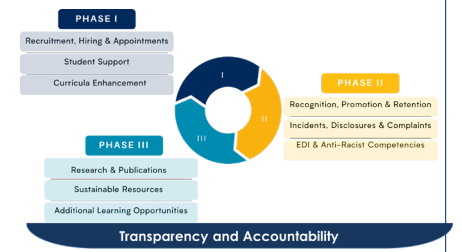
Additional Learning Opportunities

Foster a culture and community that provides year-round learning opportunities of other cultures and experiences, within and outside of designated celebratory days, weeks or months

Commitment	Vision
<p align="center">Events and Other Learning Experiences</p> <p>Need to provide opportunities in and outside of broadly recognized holidays or months</p>	<p><i>Learning experiences outside of curricula, trainings, workshops, and professional development</i></p>

Transparency and Accountability

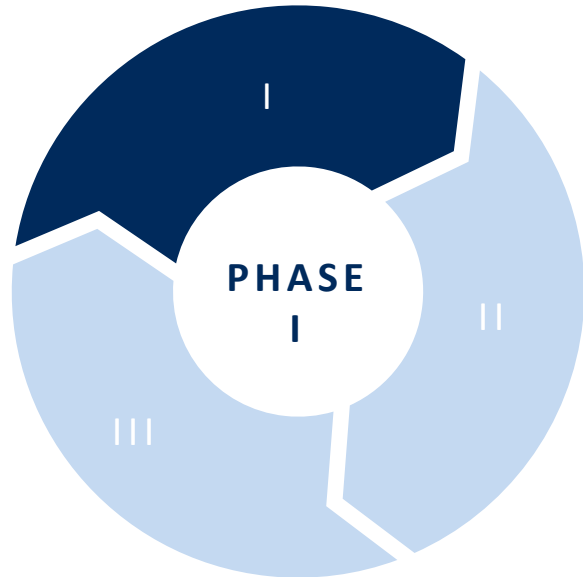
EDI-AR plan that serves all equity-deserving groups showing explicit commitments and deliverables, and provides corresponding timelines and methods of evaluations as work unfolds



Commitment	Vision
<p>Transparent and Accountable EDI-AR Commitments</p> <p>Clarity about EDI-AR commitments will improve accountability for all parties</p>	<p><i>Commitments aim to serve all equity deserving groups and have initial focus on specific communities and their intersections to ensure meaningful impact</i></p>
<p>Improved Communication</p> <p>Clearer communication and increased access to plans, progress and other EDI-AR related information to improve engagement</p>	<p><i>Multipronged approach to reach various stakeholders and increase knowledge of actions, activities, and progress</i></p>
<p>Tracking, Reporting, & Evaluating Progress</p> <p>Intended outcomes and progress to those goals support evaluating strategies</p>	<p><i>Qualitative and quantitative goals and outcomes are measurable and tracked</i></p>

Phased Implementation

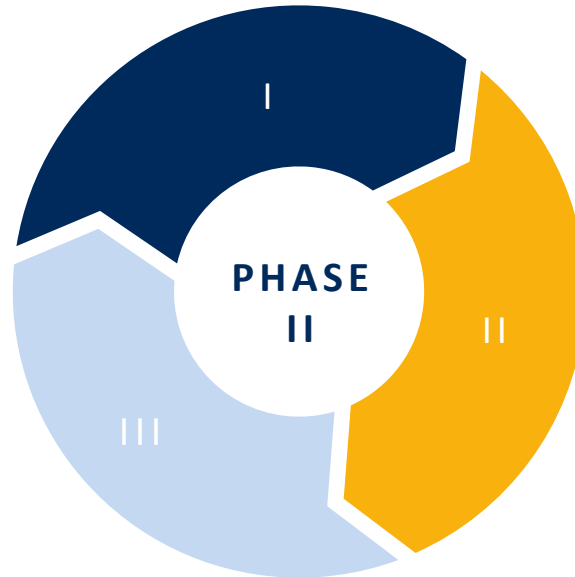
DLSPH EDI Priorities



Recruitment, Hiring & Appointments

Student Support

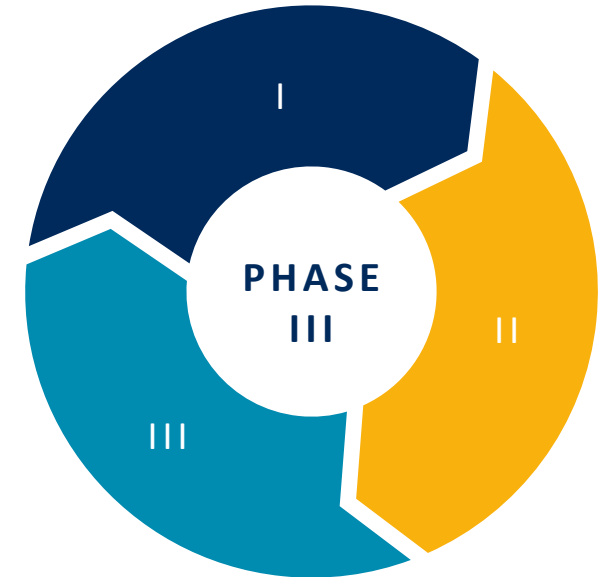
Curricula Enhancement



Recognition, Promotion & Retention

Incidents, Disclosures & Complaints

EDI & Anti-Racist Competencies



Research & Publications

Sustainable Resources

Additional Learning Opportunities

Transparency and Accountability