

The HPM DEI Committee recommends that HPM establish an active Education Committee.

To foster inclusion, HPM must have a forum in which all stakeholders can speak about concerns related to academic programs and curricula and be heard, and academic program leadership must be accountable for addressing the stakeholders' feedback. An active Education Committee is essential for ensuring that HPM's academic programs – MPH, MSPH, and PhD – honor the goals and values of a diverse department through collective decision-making and action.

Whereas it is generally understood that education committees address issues of curriculum and accreditation, the HPM DEI Committee recommends that the Education Committee have additional duties related to ensuring an equitable and inclusive community, to include those listed below.

1. Fostering a safe, inclusive, and equitable learning environment for HPM students and faculty, in support of [Rollins Goal I](#): "Educate individuals to become skilled professionals to advance the health and well-being of all communities"
2. Supporting required HPM accreditation activities, including as they relate to diversity and cultural competence (per evolving CEPH criteria)^a
3. Specifying and periodically re-evaluating the core competencies and learning objectives of HPM's academic programs, inclusive of diversity, equity, and justice-related issues
4. Recommending changes to the HPM course catalog – course additions, removals, or realignments – based on periodic reviews of HPM's course offerings, content, and structures (including content related to diversity, health equity, and addressing the health needs of underserved populations)
5. Recommending changes to syllabi/content/structures in required HPM courses (i.e., required in HPM's academic programs), including for the purposes of i) ensuring alignment and complementarity of content across courses, ii) ensuring alignment of curricula with core competencies and values, and iii) embracing the use of inclusive pedagogy^{b,c}
6. Making recommendations about needed professional development for HPM faculty (of all rank) and staff to meet the inclusive teaching and mentoring goals of the department's academic programs
7. Monitoring industry periodicals and feedback from employers of HPM graduates—in coordination with RSPH Career Services—and adjusting curricula accordingly to ensure that HPM graduates are equipped to meet the present and future needs of employers (which include, increasingly, an understanding of the principles of diversity, equity, and inclusion)

The HPM DEI Committee also recommends that the Education Committee should have a rotating faculty membership and leadership. This provision will ensure the duties of this committee do not fall disproportionately to a select few faculty, and it will support inclusion in agenda-setting and action.

For reference, among the other five departments at Rollins, four (BIOS, BSHES, EPID, and GH) have at least one active Education or Curriculum Committee.^d Moreover, the HPM DEI Committee understands that having an Education or Curriculum Committee is standard and a best practice at departments like ours in peer institutions.

Notes:

^a <https://www.aspph.org/proposed-ceph-criteria-revisions-for-schools-and-programs/>

^b https://cfde.emory.edu/_includes/documents/sections/resources/inclusive-pedagogy-2019-2020.pdf

^c https://www.sph.emory.edu/coronavirus/_page-content/RSPHCOVID-19-ResponseGuidance_Fall2020_Planning-2.pdf

^d *Two departments have one Education/Curriculum Committee for each of their academic programs.*