RSPH Diversity, Equity, and Inclusion Curriculum Assessment

The Rollins School of Public Health (RSPH) must strive to recognize the diversity of our students and their experiences, whether in the classroom, the community or in their personal lives. The RSPH guiding statements reflect our commitment to diversity, equity, and inclusion:

Mission Statement
The Rollins School of Public Health of Emory University impacts health and well-being through excellence in teaching, research, and the application of knowledge in partnership with domestic and global communities.

Vision Statement
Ethically engage with domestic and global communities to achieve optimal population health, quality of life, and social justice.

Goals Statement	Values Statement
i. Educate individuals to become skilled professionals to advance the health and well-being of all communities ii. Discover, disseminate, and apply public health science iii. Build capacity for public health practice iv. Sustain an inclusive, diverse academic community that fosters excellence in instruction, research, and public health practice	In a quest for social justice and health equity, the Rollins School of Public Health values: • Innovative scholarship that advances health and well-being • Cultural humility and inquiry-driven practice, and • Ethical engagement with domestic and global communities

Value of Diversity, Equity and Inclusion Curriculum Assessment:

The goal is to ensure that each student enrolled in our courses is respected, feels a sense of belonging, and is able to make a unique contribution to the course, our school, and our communities. To that end, MPH/MSPH Program Directors and Directors of Graduate Studies as well as all course instructors are asked to reflect on diversity, equity, and inclusion within their programs and their courses respectively.

When students are engaged with diverse and inclusive curricula, they have better educational outcomes.[1-3] Additionally, culturally responsive teaching – pedagogy committed to collective empowerment through which student perspectives are valued and diverse sources of knowledge are presented[4,5] – promotes the health of students[6] and the health of those they will serve in their public health practice.[7]

This type of assessment also aligns with the principle of Equity-Mindedness which "calls attention to patterns of inequity in outcomes for students, faculty, and staff. Practitioners of equity-mindedness are willing to take personal and institutional responsibility for the success of their students, faculty, and staff, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education" (Association of American Colleges & Universities).

Guiding Principles:

To effectively engage with the DEI curriculum assessment process, it is important to address some foundational guiding principles: 1) definition of terms; 2) dimensions of DEI; and 3) DEI through course development (content and materials) and course implementation.

1. **Definition of Terms:** We will utilize the [Emory University Office of Diversity, Equity, and Inclusion definition of terms](). Please consider the abbreviated definitions below:

Diversity recognizes individual differences along dimensions including by not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs or other ideologies, global locations, and cultures as well as ideas, perspectives, and values. Our university goal is to embrace, understand, and celebrate the rich dimensions of diversity, including intersectional identities, contained within each individual.

Equity is the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. The guiding principle of equity acknowledges that there are underserved and under-represented populations and that fairness regarding these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups.

Inclusion integrates all aspects of diversity and it is the "intentional and ongoing engagement with diversity" in an intellectual environment as well as in the context of social and cultural diversity in which inclusion connects people in ways that increase one's awareness, knowledge, sophistication, and understanding of the complex ways we interact and engage.

2. **Dimensions of DEI:** We will consider that our students have many identities that intersect. There are many dimensions of diversity, equity, and inclusion that should be considered in our courses including, but are not limited to:

Ability
Age
Citizenship
Cognitive Ability
Culture
Education Level
Ethnicity
Experience
Gender

Gender Expression
Gender Identity
Geographic Area
Immigration Status
Language
Learning Styles
Marital Status
Mental Health
Military Experience

Nationality
Parental/Caregiver Roles
Political Affiliation
Race
Religion
Sexual orientation
Socioeconomic Status/
Class

1. **DEI through course development (content and materials) and course implementation**: To help all students to imagine themselves withing various learning scenarios, we must give rise to voices of diverse people and perspectives and honor the lived experiences of our students. Using a DEI lens both in the *development* of our course content and materials as well as in the *implementation* of our teaching is critical toward this goal. Course implementation requires an intentional approach and pedagogical skill that can be developed over time. Teaching models focused on growth, resilience and change as well as those outlining [trauma-informed teaching principles]() provide key approaches to facilitating equitable and inclusive classroom environments. They also assist in the development of course content and materials. The table below provides examples of ways to address DEI across the most commonly used course content and materials.

Assignments (e.g., papers, case studies) and Assessments (e.g., exams)	Guest Speakers
• Use varied names and/or socio-cultural contexts in case studies, test questions, data sets etc.	• Represent a diverse range of views and perspectives. • Represent diverse backgrounds (e.g., community members, people of color, women, gender-diverse individuals).
Lectures, Slides, Videos and/or Examples	**Textbooks and/or other Assigned Readings**
• Use diverse names and socio-cultural contexts in examples • Use diverse examples to illustrate concepts with a range of domains of information • Avoid references that are likely to be unfamiliar to some students based on their backgrounds (e.g., use of idioms and slang, etc.) • Address the conflicts/controversy around equity in the field to incorporate diverse perspectives • Using language inclusive of gender and sexual diversity (e.g., use of gender-neutral pronouns like they, them, their). • Review course materials to ensure use of non-stigmatizing and non-biased language (e.g., crosswalk with the CDC Health Equity Style Guide).	• Readings deliberately reflect the diversity (e.g., gender, ethnicity, and race) of contributors to the field. • Readings emphasize a range of ideas and backgrounds of experts who have contributed to the field. • Readings about a community or geographical region include authors from that region. • Readings deliberately reflect the diversity (gender, race, sexual orientation, etc.) of target populations and settings (e.g., rural, reservation, homogenous ethnic, religious community, etc.) throughout the United States and/or world.
Course Syllabus (see RSPH syllabus template)	**Visual Images used in course materials**
• Include DEI statements in the syllabus • Utilize course materials that prioritizes universal accessibility and the diverse learning styles of our students • Select course materials with a range of student financial resources in mind (e.g., purchasing required textbook vs. using online sources when possible). • Include authors full names, not just initials in citations to emphasize gender diversity or assumptions about authorship. • Review syllabus to ensure use of non-stigmatizing and non-biased language (e.g., crosswalk with the CDC Health Equity Style Guide).	• Visuals include diverse people or perspectives or are neutral (e.g. stick figures or cartoons) to avoid reinforcing stereotypes.

Note: The **RSPH Teaching Innovation** website will provide resources designed to assist with the development of course content and materials and course implementation using evidence-based practices including the following areas:
- Teaching and learning principles
- Course design
- Course development
- Course management
- Course evaluation and iteration
- Technology
- Instructional design support
- Office of Evidence Based Learning

For discipline-specific resources, such as identifying readings or case studies that reflect diversity, collaborate with your department colleagues and department DEI and or curriculum committees.

Diversity, Equity, and Inclusion Assessment for Masters and Doctoral Courses

Course Number and Title:

Course Instructor:

Course Format (e.g., in person, online):

Course Type (i.e., RSPH Core Course, Concentration Core Course, Concentration Selective Course, Elective course):

Part 1 - Course development and preparation (content and materials) and course implementation assessment: This part of the assessment should be completed as part of your course development/preparation. Please rate the 12 items listed below in terms of how well they are represented in your course now AND how confident you feel addressing each element in your course. Add any comments/notes to help you identify areas of improvement and need for support. In addition, reflect on the open-ended questions below.

	Indicate the extent to which **your course reflects** each element listed using the following ratings: (1) Yes, definitely (2) Yes, somewhat (3) No, not currently but may consider in the future (4) No, don't plan to include in the future (comment on why)	Indicate the extent to which **you feel confident** that you can effectively address each element in your course using the following ratings: (1) Not confident at all (2) Not confident (3) Confident (4) Very confident	**Comments/notes** (e.g. summary of the degree to which your course reflects each element)
Course Content and Materials			
1. My syllabus outlines policies & procedures that foster an inclusive learning environment (e.g. DEI statement, guidance for discussions/student group interactions; consider religious holidays in determining assignment due dates).			
2. My course policies consider the different challenges students may encounter (e.g. personal/family experiences with national/global crises, illness, caregiver responsibilities, transportation).			
3. My course content/materials are accessible to all students, including those with disabilities (e.g. transcripts for videos, choice in assignment/class participation where possible, consider cost of required textbooks, clear statement about accommodations).			
4. My course content includes contributions & perspectives from groups historically underrepresented in the field (e.g., readings, examples, illustrations, guest lecturers).			
5. My course syllabus is flexible and provides space to critically engage with the effects of current and historical oppression on health inequities.			

	Indicate the extent to which **your course reflects** each element listed using the following ratings: (1) Yes, definitely (2) Yes, somewhat (3) No, not currently but may consider in the future (4) No, don't plan to include in the future (comment on why)	Indicate the extent to which **you feel confident** that you can effectively address each element in your course using the following ratings: (1) Not confident at all (2) Not confident (3) Confident (4) Very confident	**Comments/notes** (e.g. summary of the degree to which your course reflects each element)
Course Implementation			
6. I promote class norms that are respectful and inclusive of students' diverse backgrounds and ideas (e.g. provide space for students to provide pronouns/pronunciation of names, prepared to handle differences of opinion/thinking/ positionality in the classroom).			
7. I use language that acknowledges and values different experiences and perspectives (e.g. use of non-stigmatizing/non-biased language).			
8. I am prepared to respond to microaggressions/insensitive comments so that the burden doesn't fall on my students to respond.			
9. I am comfortable facilitating an environment for discussion (in small and large groups) of personal and academic topics related to race, ethnicity, gender, gender identity, religion, sexual orientation, socioeconomic status, ability/disability, nationality, and other dimensions of diversity.			
10. I have a plan on how to respond to racial injustice incidents that may come up in our community/the media.			
11. I gather feedback from students on the course content, materials, and implementation (e.g., informal feedback, mid-term course evaluations).			
12. I make appropriate adjustments to the course based on feedback from students and communicate/discuss adjustments with students.			

Please reflect on the following for this course:

1. Based on this assessment, what changes would you like to make to the course? Which are at least 3 key changes that you plan to make this semester? Why will you make them?

2. What support would you need from your department and/or the school to effectively make these changes?

3. Provide any feedback you may have about this process to inform future improvements at the department and school-level.

Part 2 – Planning worksheet for course changes: Based on your assessment and your interest in addressing more dimensions of diversity, use this worksheet to note where you will make improvements to your course content/materials and/or implementation. Do the best you can. The course may not address all dimensions of diversity, equity, and inclusion.

Dimension(s) of Diversity, Equity, and Inclusion	Course Content/ Materials and Implementation	Weeks/ Modules	Description / Examples
Example: Ability/Disability	Guest Speaker	Week 2	Ability & disability diversity reflected in a guest speaker presenting on their experiences with disability, advocacy, and research.
Example: Sexual Orientation and Geo Area	Readings and Lectures	Week 5	Reading and lecture specifically focus on LGBTQ2IA communities in urban spaces.
Example: Nationality and Socioeconomic Status/Class	Assignments	Week 8	Includes datasets from US and global contexts; examples used in class examine socioeconomic exposures and mental health inequities.
Example: Language	Content/Materials & Implementation	Throughout	Using non-stigmatizing language (e.g., gender-neutral pronouns)
Example: Course evaluations	Implementation	Mid and end-of semester	Allow 15 min for students to complete evaluations and add to syllabus
Example: Addressing microaggressions in class	Implementation	Throughout	Need support in addressing this effectively
(Add more lines as needed)			

At the end of your course, please reflect on the following for the changes in this course:

1. What changes, if any, did you make to the course?

2. What are the strengths of this course in integrating Diversity, Equity, and Inclusion?

3. What are the areas of growth for integrating Diversity, Equity, and Inclusion in this course?

4. What are your plans for addressing these areas of growth in future semesters?

5. What support would you need from your department and/or the school to continue to improve the integration of Diversity, Equity, and Inclusion in your course?

6. Provide any feedback you may have about this process to inform future improvements at the department and school-level.

References

1. Gurin, P., Day, E. L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. Harvard Educational Review, 7(3), 330–366.
2. Ladson-Billings, G. (2009). Foreword. In M. L. Hill (Eds.), Beats, rhymes, and classroom life: Hip-hop pedagogy and the politics of identity (pp. vii–x). New York, NY: Teachers College Press.
3. Phillips, K. W. (2014). How diversity makes us smarter. Scientific American.
4. Gay, G. (2002). Preparing for culturally responsive teaching. Journal of teacher education, 53(2), 106-116.
5. Ladson-Billings, G. (1995a). But that's just good teaching! The case for culturally relevant pedagogy. Theory Into Practice, 34, 159–165.
6. Hammond, Z. (2014). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Corwin Press.
7. Day, L., & Beard, K. V. (2019). Meaningful inclusion of diverse voices: The case for culturally responsive teaching in nursing education. Journal of Professional Nursing, 35(4), 2

Adapted from resources developed by:

- • Association of American Colleges & Universities: https://www.aacu.org/making-excellence-inclusive#note-07
- • University of Utah Center for Teaching & Learning Excellence: https://ctle.utah.edu/inclusiveteaching/syllabus.php
- • Cornell University Center for Teaching Innovation: https://teaching.cornell.edu/resource/incorporating-diversity
- • The University of Kansas Center for Teaching Excellence: https://cte.ku.edu/creating-inclusive-syllabus
- • Tufts University Center for the Enhancement of Learning and Teaching: https://provost.tufts.edu/celt/the-syllabus-as-atool-for-setting-the-climate/
- • University of Denver Office of Teaching & Learning: https://www.du.edu/facsen/media/documents/iesyllabuschecklist.pdf
- • University of Washington Center for Teaching and Learning: https://www.washington.edu/teaching/topics/inclusiveteaching/
- • Yale University Poorvu Center for Teaching and Learning: https://poorvucenter.yale.edu/FacultyResources/Diversity-Inclusion

The original Diversity, Equity and Inclusion Assessment form that served as a model for this document was created by the Rutgers University, School of Public Health and shared with other schools and programs at the annual Association of Schools and Programs of Public Health, Academic Affairs Section Retreat (June 2021).