

Task Force to Integrate Social Justice into the Allied Health Curricula

Final Report

Fall 2021

Department of Allied Health Task Force Members

Learning Environment

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Faculty Development

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Initial Charge

At the UNC SOM we recognize the importance of integrating social justice and principles of inclusion and respect into all aspects of teaching, research, and clinical training to prepare graduate students and postdoctoral scholars to succeed. A just academic, clinical, and research environment for training where faculty are well-prepared to support diverse teams is essential for our success.

We are proud of our diverse cohorts of trainees (students and postdocs) and alumni, our innovative curricula, and many markers that demonstrate our commitment to a health professions workforce that is diverse and inclusive at all levels. Nonetheless, there is still considerable room for improvement.

To that end Dr. E. Nathan Thomas, III, Vice Dean for Diversity, Equity, and Inclusion convened the Task Force in the Spring of 2021 and gave it four charges:

1. Report recommendations on the learning environment, faculty development, and curricular innovation regarding social justice topics to the Education Leadership Committee by August 1, 2021.
2. Establish clear goals, strategies, action steps, metrics, and outcomes for enhancement of integration of social justice into the curricula and programs and create recommendations to submit to the Education Committee for consideration by August 1, 2021.
3. Specify the anti-racism components to the curricular pieces proposed.
4. Identify key partners within UNC SOM, expand the task force, and work collaboratively with those partners to make recommendations on best approaches to integrating social

justice into the curricula for all undergraduate and graduate health professions programs in the Department of Allied Health Sciences by August 1, 2021.

Allied Health Task Force Recommendations

Learning Environment

Recommendation 1.1: Integrate student satisfaction surveys into coursework or division programs in order to perform a qualitative/quantitative analysis of 1) the personal and professional needs of students and 2) UNC DAHS “hidden curriculum” and its impact on the learning environment.

Recommendation 1.2: Appoint an embedded faculty member with expertise and interests in diversity and inclusion to provide support from each DAHS division.

Recommendation 1.3: Analyze outcomes of DAHS matriculants including academic and professionalism performance. Track the characteristics of students who withdraw or are dismissed, and establish procedures for exit interviews and identify challenges and barriers to student success in order to aid in identifying causes of the opportunity gap in DAHS students.

Recommendation 1.4: Review and create policies, procedures, and incentives to address accountability, transparency, and recognition for faculty who exemplify professionalism goals and activities related to social justice.

Recommendation 1.5: Create systems that ensure that faculty responsible for career advising are effective and accountable with respect to DEI principles and practices.

Recommendation 1.6: Recruit working group/task force of content experts from DAHS and other UNC entities, including student and faculty representatives, to develop core competencies, content, and case studies for an online course for clinical preceptors as it pertains to social justice, DEI, and healthcare disparities.

Recommendation 1.7: With respect to Recommendation 1.6, all DAHS Division Directors or their designees will work with their individual discipline licensing agencies to establish continuing education credit for the course. The course will be provided free of cost to all clinical preceptors.

Recommendation 1.8: Implement an annual review of student application screening, interview, and selection processes in order to ensure equitable consideration for all applicants across the socioeconomic spectrum and aligned with the DAHS Division mission and values.

Recommendation 1.9: Require that all members of the admissions committee complete regular trainings related to the principles of holistic review, selection bias, and alignment with the mission and values of DAHS Divisions for implementation by the 2022-2023 Admissions Cycle.

Recommendation 1.10 In order to mirror North Carolina's demographics in the student body, examine and address barriers that prevent 1) recruitment of more diverse student candidates and 2) diversity of admissions committees by 2022-2023. Develop a plan to sustainably minimize those barriers by 2023-2024.

Curriculum Innovation

Recommendation 2.1: DAHS leadership will provide workshops by content experts for DAHS faculty and staff on how to incorporate outlined core concepts of social justice and anti-racism into curriculum, with a plan for ongoing use.

Recommendation 2.2: DAHS leadership and faculty will examine and change course content as needed to include anti-racist and social justice concepts as defined in the objectives.

Recommendation 2.3: DAHS faculty will examine sources of scholarly material and content used in class, and will modify, accordingly, to include resources from persons, scholars, and authors from marginalized backgrounds and with lived experiences.

Recommendation 2.4: DAHS leadership and faculty will examine course content and incorporate content that attends to historical disparities and inequities as they relate to the respective class topic and focus.

Recommendation 2.5: DAHS clinical education coordinators should identify, adapt as necessary, or develop trainings/continuing education curricula addressing social justice, social and racial inequities, and culturally-informed practices appropriate for clinical educators.

Recommendation 2.6: DAHS clinical education coordinators should provide social justice trainings on an annual basis.

Recommendation 2.7: DAHS will explore feasibility of CEUs as an incentive for clinical educators.

Recommendation 2.8: DAHS clinical education coordinators will include in site visit documentation items related to social justice outcomes and ensure these items are discussed with educators at least on an annual basis.

Recommendation 2.9: DAHS clinical education coordinators will provide students opportunities to give feedback regarding how social justice, social and racial inequities, and culturally-informed practices are enacted at all DAHS and community-based clinical sites.

Recommendation 2.10: DAHS leadership will support faculty in accessing and incorporating resources to support inclusive teaching and assessment practices by reflecting implementation expectations in teaching workload. Resources may be at the university or national levels including the Center for Faculty Excellence, CIRTL (Center for the Integration of Research,

Teaching and Learning), and SoTL (Scholarship of Teaching and Learning); innovative community interaction such as Green Family Foundation Neighborhood Health Education Learning Program curricula and the Diversity and Inclusion toolkit at UNC.

Recommendation 2.11: DAHS leadership and faculty will identify, evaluate, modify, and/or develop student assessment procedures and processes that are inclusive and culturally-informed.

Recommendation 2.12: Students will be provided opportunities to provide feedback about their personal experience (i.e., equity and inclusion and the inclusion of social justice content in the curriculum).

Recommendation 2.13: All students will participate in community immersion or service-learning activities during their course of study in DAHS, preferably via interprofessional education initiatives.

Recommendation 2.14: DAHS leadership will promote opportunities for collegial sharing of successful practices in teaching and assessment in order to promote continuous improvement.

Recommendation 2.15: Increase the diversity of invited scientific speakers and report these data over time.

Recommendation 2.16: All programs will examine accreditation standards related to advocacy and demonstrate how social advocacy is included as per the standards.

Recommendation 2.17: Students will be exposed to and become familiar with literature regarding the importance of social justice advocacy for improved outcomes, including ways which clinicians can be advocates and supportive of social justice principles.

Recommendation 2.18: DAHS faculty and students will participate in advocacy activities at all levels, including individual, community, and societal. Activities may include, but are not limited to presentations, letters to local policy makers, or volunteer experiences.

Recommendation 2.19: DAHS Faculty and Students will seek professional development opportunities and involvement in professional and community organizations for health and social justice advocacy.

Recommendation 2.20: Interdisciplinary teams of DAHS students will effectively work together on community and social justice advocacy outreach. This can be based in the DAHS Ambassador Program, but should extend into the department to invite inclusion from all students.

Recommendation 2.21: Division Directors will monitor faculty mentoring with the individual faculty member during the annual review process to ensure (a) that they are occurring, (b) that they are useful, and (c) that they are providing the necessary faculty support, particularly for UR faculty.

Faculty Development

Recommendation 3.1: All DAHS faculty will complete annual DEI trainings and professional development (e.g., implicit bias). New faculty will be directed to the SOM DEI webpage ([Diversity, Equity, & Inclusion | UNC School of Medicine](#)) for available trainings to satisfy this recommendation. Such trainings will be required of new faculty and staff within 6 months of hire. Completed for current faculty (June 2021).

Recommendation 3.2: Faculty will document their annual DEI trainings on their APPR and how they have incorporated this into their teaching/mentoring/course work.

Recommendation 3.3: It is recommended that faculty utilize the JEDI Toolkit for resources to address annual training needs.

Recommendation 3.4: As part of each faculty member's professional development, it is recommended that both new and existing faculty receive orientation to the JEDI Toolkit and other DEI resources that are available on campus.

Recommendation 3.5: Increase the number of DAHS faculty who obtain the SOM DEI certificate on an annual basis beginning in July 2022.

Recommendation 3.6: Develop a process to articulate how social justice is incorporated into teaching/clinical/research and associated rubrics for Peer Teaching Evaluation and other types of faculty evaluation (Clinical, Research).

Recommendation 3.7: Explore modification of student evaluation form to include additional questions pertaining to inclusion and delivery of social justice content in a course. (Related resource: [Student Course Evaluations](#)).

Recommendation 3.8: Faculty who mentor researchers should have access to ongoing mentoring resources for accommodating cultural differences (e.g., Culturally Aware Mentoring from CIMER <https://cimerproject.org/cam-nrmn/>) and coaching in challenging relationships. UNC SOM should provide train-the-trainer resources for CAM and other relevant workshops.

Recommendation 3.9: Examine department compensation plan to include criteria for incentive payments for reaching DEI and social justice-related annual goals as per Division.

Recommendation 3.10: Examine and develop other mechanisms for faculty incentive for addressing, exceeding, and/or innovating social justice objectives.

Recommendation 3.11: Along with the 3 biannual faculty awards, the department will explore development of a 4th award devoted to the faculty member who exemplifies the attributes of a DEI Champion (e.g., JEDI Champion) by 2022, with first award in 2023 (along with the other faculty awards), and this will be overseen by the JEDI Committee and other ad hoc designated faculty members.

Recommendation 3.12: All faculty will include a separate section on their CV related to social justice activities as well as a specific DEI statement by 2022.

Recommendation 3.13: Develop evaluation criteria for inclusion of social justice component on Division Director annual evaluations.

Recommendation 3.14: Social justice principles and resources will be covered in the departmental orientation documents for onboarding of all new faculty and staff.

Recommendation 3.15: Departmental leadership will develop a system to routinely check-in on UR faculty. This could be Division/Unit-specific so as to have regular, systematic contact. Of particular importance will be the level of perceived support by the faculty member, available resources to be successful, and progress toward career advancement (e.g., promotion).

Recommendation 3.16: Obtain and utilize SOM Climate Survey results to examine DAHS environment with respect to areas of need. Further, it is suggested that the SOM Climate Survey occur at regular intervals (e.g., annually, biannually) and results charted to show growth and needs.

Recommendation 3.17: Develop and make readily available a database of organizations and resources that provide support for faculty, staff, and students who are UR (e.g., Carolina Black Caucus, etc.). Additionally, these resources should be added to the DAHS JEDI Toolkit.

Recommendation 3.18: DAHS mission statement will be examined annually by JEDI Team and DAHS faculty for necessary adjustments.

Recommendation 3.19: Website content will be revised on a regular basis by our Communication Director in conjunction with the JEDI Team and other committees, and designed to be responsive to current DEI issues, challenges, and ongoing departmental DEI-related initiatives.

Recommendation 3.20: Increase departmental utilization of VITAE and Minority Postdoctoral Program to recruit potential faculty members from UR groups.

Recommendation 3.21: DAHS will make a significant effort to improve mentoring and support of UR faculty. This should initially start via modifications to the Mentoring Program document and will be expanded to include initiatives under the newly established Associate Chair for Faculty Affairs (e.g., explore opportunities for UR faculty so as to promote their advancement in the UNC system).

Recommendation 3.22: Explore conversations with state HBCUs to examine what partnerships might be collaborative and mutually beneficial for all partners.

Recommendation 3.23: All faculty search committees will:

- a) consult with DEI strategists at the university, SOM and DAHS levels to maximize outreach to UR candidates;
- b) write job descriptions that include language addressing social justice;

- c) engage with relevant professional organizations dedicated to advancing DEI within their respective fields;
- d) optimize mechanisms to reach the broadest possible diversity of qualified candidates; and,
- e) clearly document why UR candidates were not represented in the various stages of the hiring process.

Recommendation 3.24: Identify students currently in DAHS programs and counsel them relative to future career options, particularly UR doctoral students who may be candidates for such university-based programs as the Carolina Postdoctoral Program for Faculty Diversity or the VITAE Program.

Background Information

The Department of Allied Health Sciences is comprised of seven different divisions that include: Clinical Rehabilitation and Mental Health Counseling, Physical Therapy, Occupational Science/Occupational Therapy, Speech and Hearing Sciences, Clinical Laboratory Sciences, Radiologic Sciences, and Physician Assistant Studies. Together, these seven divisions offer sixteen degree/certificate granting programs that range from Bachelor Degrees, Master's Degrees, and doctoral degrees, that latter including both PhDs (Occupational Therapy, Speech & Hearing, Human Movement Science) and professional doctorates (Physical Therapy, Audiology). In addition to the primary academic mission, the Department also is an active member of the Faculty Practice, with clinics in Chapel Hill, Durham, and Hillsborough, as well as over a dozen clinical provider contracts with UNC Hospitals and the surrounding community. To round out the tripartite mission of clinical, research, and clinical service, our research mission has targeted key areas in the broad area of clinical rehabilitative health. The department also oversees the Center for the Study of Literacy—a major research arm of the department, an Office of Research & Scholarship, an Office of Student Services, and an Office of Business & Finance. In addition, the department maintains a number of active committees that oversee academic affairs, faculty development, research, clinical services, interprofessional education, justice/equity/diversity/inclusion, wellness, and global affairs.

Departmental JEDI Endeavors (past two years)

As noted above, the department has maintained an active Justice, Equity, Diversity, & Inclusion Committee (JEDI). Members of this committee have engaged in a large number of ongoing initiatives that over the past two years have included:

- Highlighting state and national conference presentations by faculty and students related to social justice
- Encouraged all JEDI team members to participate in social justice trainings and display appropriate placards near their office doors to indicate allyship
- Held monthly community conversations to provide an opportunity for open dialogue about current controversial issues. These have occurred regularly over the past 3 years
- Shared successful admissions and retention strategies across divisions
- Shared DEI updates at DAHS faculty meetings

- Worked with student ambassadors to recruit UR students to our professions
- Hosted bi-annual 'Difference Matters' programs for DAHS students, faculty and staff
- Created a JEDI Toolkit of resources for faculty and students
- Recognized faculty, staff, students and alumni who have made significant contributions to the social justice mission of the department
- Highlighted the accomplishments of 1st generation students and faculty in the DAHS.
- Tracking of UR student enrollment by program

Terms

PA – Physician Assistant Studies

PT – Physical Therapy

HMSC – Human Movement Science Curriculum

CRMHC – Clinical Rehabilitation & Mental Health Counseling

OT/OS – Occupational Therapy/Occupational Science

SHS – Speech & Hearing Sciences

CLS – Clinical Laboratory Sciences

RadSci – Radiologic Sciences

Mentor/Advisor: The primary faculty supervisor for an undergraduate or graduate student.

Additionally, for all junior faculty this will include their mentoring teams.

Curriculum/Program: All degree granting programs are governed by the Provost's Office as well as their individual accreditation body. There is a different accreditation body for each of the main programs in the divisions.

Under-represented groups in the health professions: Individuals from the following racial and ethnic groups have been shown to be underrepresented in the health professions: Black/African American, Hispanic/Latinx, American Indian or Alaska Native, and Native Hawaiian or other Pacific Islanders. Individuals with substantially limiting disabilities, some from disadvantaged backgrounds, and LGBTQ are also under-represented. Individuals who identify as White and scientists from many parts of Asia are well-represented at all ranks. In the Department of Allied Health Sciences, women are well-represented in both the faculty and trainee populations. <https://diversity.nih.gov/about-us/population-underrepresented>.

Methods

The Task Force to Integrate Social Justice into the Curriculum for Allied Health Sciences developed recommendations through a process that was developed within the School of Medicine in 2020 to address concerns related to the social justice and the curriculum in Undergraduate Medical Education. The Associate Dean of Medicine and Chair of the Department of Allied Health Sciences, Dr. Stephen Hooper, recruited faculty from each of the Allied Health Divisions and several doctoral students to participate in the task force.

The task force was divided into three work groups, each of which focused on developing recommendations in one of three areas: the learning environment, curriculum innovation, or faculty development. The entire task force met monthly for three-hour work sessions. During these work sessions, the group convened as a large group for 30 minutes, then met among the three subcommittees for 120 minutes, and concluded with a 30-minute report-out and discussion.

Recommendations were formed through the information gathered by the task force. The recommendations address key gaps, goals, objectives, metrics, and outcomes to integrate social justice into the curriculum.

The Process to Integrate Social Justice into the Curriculum with Anti-Racist Components

The Learning Environment, Curriculum Innovation, and Faculty Development: Understanding gaps and developing goals, objectives, metrics, outcomes, and recommendations to integrate social justice into the curriculum with anti-racist components

LEARNING ENVIRONMENT

I. Gaps

The task force sub-committee on learning environment identified the following areas where adjustments and additions are needed to address social justice:

- A. Need for holistic and united approach to support diversity, equity and inclusion in the classroom and clinical space to promote student success.
- B. Need to recruit, develop, and support a population of students and faculty that more closely reflects the demographics of North Carolina.
- C. Need to provide support and training for clinical preceptors with regard to diversity, equity and inclusion and health care disparities.
- D. Need for diversity within admissions committees and for all those who serve on admissions committees to receive training in diversity, equity and inclusion.

Goal 1: To provide an inclusive environment where diverse groups of students can succeed and thrive.

1.1. Objectives

- a) To provide a more holistic approach to student support that considers students' financial, medical, psycho/social, accessibility, academic, and clinical needs.
- b) All DAHS faculty who are teaching in the classroom setting will insert the department DEI statement on their syllabi by fall of 2021.
- c) To create a diverse environment of faculty and current students in order to facilitate recruitment and retention of a diverse group of students.
- d) To recognize and reward faculty, staff and students who exemplify the professionalism goals and activities related to social justice.
- e) To develop policies that promote greater transparency related to faculty, staff, and students who do not comply with professionalism goals and activities related to social justice.
- f) To establish a diverse pipeline of potential mentors within the community and department and establish specific guidelines for student mentorship.
- g) To promote a hidden curriculum that provides an environment where diverse students can thrive and supports UNC SOM values of providing care to underserved populations and reducing health care disparities across North Carolina and beyond.

1.2. Metrics

- a) 50% reduction in the number of UR students who withdraw or are dismissed is achieved by 2024.
- b) A reduction of the opportunity gap such that the recruitment of UR students is more evenly distributed.
- c) 50% improvement in student satisfaction in all student support areas including financial aid, academic assistance, career advising, psycho/social support, and health care needs as assessed by student surveys by 2022.
- d) 50% increase in satisfaction with the learning environment as assessed by student surveys by 2022.

1.3. Outcome

- a) Students from diverse backgrounds will thrive and demonstrate levels of achievement on par with their classmates from the larger university and nationally. Should there be differences, then appropriate corrections will be planned.

RECOMMENDATIONS

Recommendation 1.1: Integrate student satisfaction surveys into coursework or division programs in order to perform a qualitative/quantitative analysis of 1) the personal and professional needs of students and 2) UNC DAHS “hidden curriculum” and its impact on the learning environment.

Recommendation 1.2: Appoint an embedded faculty member with expertise and interests in diversity and inclusion to provide support from each DAHS division.

Recommendation 1.3: Analyze outcomes of DAHS matriculants including academic and professionalism performance. Track the characteristics of students who withdraw or are dismissed, and establish procedures for exit interviews and identify challenges and barriers to student success in order to aid in identifying causes of the opportunity gap in DAHS students.

Recommendation 1.4: Review and create policies, procedures, and incentives to address accountability, transparency, and recognition for faculty who exemplify professionalism goals and activities related to social justice.

Recommendation 1.5: Create systems that ensure that faculty responsible for career advising are effective and accountable with respect to DEI principles and practices.

Goal 2: Allied Health clinical preceptors and instructors will be offered education and training in areas of social justice; diversity, equity, and inclusion; social determinants of health; and healthcare disparities. This training will emphasize knowledge and skills for enhancing patient care delivery as well as interprofessional practice in order to facilitate a more inclusive environment in the clinical setting.

2.1. Objectives

- a) Develop or create educational modules to include a specific focus on competencies related to social justice; diversity, equity, and inclusion in healthcare; and healthcare disparities.
- b) To ensure accessibility of the curriculum to all clinical preceptors and instructors and feasibility of delivery, the platform for delivery must be adaptable for independent learning (i.e., similar to an EdX course).

2.2. Metrics

- a) A preliminary online social justice curriculum will be available by 2023.
- b) 75% of clinical sites will engage with the curriculum by 2024.
- c) Student evaluations demonstrate improved knowledge base of clinical preceptor, instructors and faculty regarding social justice, DEI, social determinants of health, and health care disparities.

2.3. Outcome

- a) Clinical preceptors and instructors demonstrate increased awareness of social justice; diversity, equity, and inclusion; social determinants of health; and healthcare disparities and the students will find the clinical environment to be inclusive.

RECOMMENDATIONS

Recommendation 1.6: Recruit working group/task force of content experts from DAHS and other UNC entities, including student and faculty representatives, to develop core competencies, content, and case studies for an online course for clinical preceptors as it pertains to social justice, DEI, and healthcare disparities.

Recommendation 1.7: With respect to Recommendation 1.6, all DAHS Division Directors or their designees will work with their individual discipline licensing agencies to establish continuing education credit for the course. The course will be provided free of cost to all clinical preceptors.

Goal 3: The work of the admissions committee should be guided by the UNC School of Medicine's education and patient care missions to recruit students from highly diverse backgrounds to create a socially responsible, highly skilled workforce that reaches underserved populations and reduces health disparities across North Carolina and beyond.

3.1. Objectives

- a) To recruit and admit demographically diverse students that share the UNC SOM's values of service, social justice, equity, and inclusion.
- b) To recruit and admit a class of students that promotes a welcoming learning environment for students from demographically diverse groups.
- c) To promote a demographically diverse group to review applications and participate in admissions activities.
- d) To develop an ongoing social justice curriculum for those who review applications or participate in admissions procedures that reinforces the principles of holistic review, selection bias, and the patient care and education goals of the UNC SOM.

- e) To develop a scope of work for faculty members of the admissions committee that can be clearly communicated to department chairs for the purposes of granting sufficient release time and consideration in promotion and tenure decisions.
- f) To develop programs to educate undergraduate and high school students about DAHS professions as well as bridge programs for URM admitted students prior to matriculation.

3.2. Metrics

- a) UNC Allied Health Science's student body will have demographics that more closely mirror the demographic makeup and projected growth of the state of North Carolina by 2024.
- b) 100% of admissions participants will complete continuing social justice training by 2023.

3.3. Outcome

- a) UNC SOM's student body will be supportive, inclusive, and with a growth mindset, eager and able to provide unbiased and excellent patient care to residents of North Carolina.

RECOMMENDATIONS

Recommendation 1.8: Implement an annual review of student application screening, interview, and selection processes in order to ensure equitable consideration for all applicants across the socioeconomic spectrum and aligned with the DAHS Division mission and values.

Recommendation 1.9: Require that all members of the admissions committee complete regular trainings related to the principles of holistic review, selection bias, and alignment with the mission and values of DAHS Divisions for implementation by the 2022-2023 Admissions Cycle.

Recommendation 1.10 In order to mirror North Carolina's demographics in the student body, examine and address barriers that prevent 1) recruitment of more diverse student candidates and 2) diversity of admissions committees by 2022-2023. Develop a plan to sustainably minimize those barriers by 2023-2024.

CURRICULUM INNOVATION

I. Gaps

The task force sub-committee on curriculum innovation identified the following areas where transformation is needed to curricular content that supports diversity, equity, and inclusion:

- A. Students report continued use of discriminatory language and/or images in portions of the curriculum. Promotion of myths and misinformation and utilization of antiquated/inappropriate language.
- B. Pedagogical structure and delivery that privileges the lecture format is unengaging and systematically shortchanges underrepresented minority students. Active learning and culturally meaningful content are meaningful for all students.
- C. Assessment methods based primarily on multiple-choice testing do not fully measure nor promote professional skill-acquisition, and fail to promote social justice principles.

- D. Accountability to social justice and evidence-based teaching is lacking.
- E. Effective advocacy on behalf of patients beyond the clinical setting is underdeveloped among graduating medical students.
- F. Service learning and immersive learning experiences are not currently formally integrated into the curriculum. Need time to cultivate relationships. Mistrust within some communities. Preparing students appropriately to enter communities other than their own. Cultural brokers/liasons. Partnerships in communities. Avoid volu-tourism. Need didactics prior to going to the community (cultural humility, SDOH, learner introspection/goal-setting). Current: superficial, overview. Integration into population. Intentional pre- and post-immersive experience curriculum to guide students in how to engage with communities. Current: we are on the ivory tower.
- G. Social justice content and themes, if currently integrated, are introduced in a modular, siloed, non-longitudinal manner. Integration of such is seen as a checkbox to achieve and sometimes done superficially or marginally. “Diversity statement on the syllabus” [it’s not enough] professional practice or multicultural courses [it’s not enough]. Goal: move to a more longitudinal, authentic integration. Current: cultural competency gives the connotation that it is a checkbox to achieve; move towards cultural responsiveness.
- H. Curriculum prepares students for serving diverse patient populations through focused multicultural issues courses, infusion of multicultural issues into subject courses, and clinical instructor/preceptor mentorship. Students need to come out of the program with the skills to serve patients who come from backgrounds different from their own. Example- ethnographic interviewing skills applied to taking patient histories and building rapport with patients from different backgrounds.
- I. Lack of scholars, authors, academics represented in the thoughts, resources, and books utilized in courses.
- J. Concepts of race and ethnicity may not be discussed in any depth, which makes it likely that students (and faculty) do not really understand what they believe. Both students and faculty may not be adequately prepared to interact with Precision Medicine initiatives in an informed way.

II. Goals, Objectives, Metrics, Outcomes, and Recommendations

GOAL 1: Eliminate from the curriculum racist, sexist, ethnocentric, and ableist content/terminology and implicit bias, and create content that uses inclusive concepts, imagery, and terminology regarding race/ethnicity, gender and sex, ability, sexuality, nationality, religion, socioeconomic status, and similar factors.

1.1. Objectives

- a) Integrate social justice topics longitudinally and authentically throughout the curriculum. Courses should be developed with a social justice framework.
- b) Promote intercultural dialogue, within the curriculum, that attends to the historical context of our society and our respective disciplines.
- c) Integrate texts and resources authored by diverse community members, persons with lived experiences, and scholars, scientists, clinicians and academics of diverse backgrounds.

- d) Faculty will affirm commitment to social justice curriculum in classroom settings by including the department DEI statement on their syllabi.

1.2. Metrics

- a) At least 75% of DAHS classes across each Division will include teaching and/or educational activities that incorporate foundational social justice principles, content, and terminology by Fall 2022.
- b) At least 75% of DAHS classes across each Division will include teaching and/or educational activities that incorporate content on historical social and/or health inequities within their respective discipline by Fall 2022.
- c) At least 75% of DAHS Classes across each Division will include readings and scholarly material developed and/or authored by individuals with lived experiences and marginalized backgrounds, including persons of color, persons with disability, gender minorities, global perspectives, and persons with other historically marginalized identities by Fall 2022.
- d) 100% of DAHS syllabi will include the departmental DEI statement by Fall 2022.

1.3 .Outcome

- a) Faculty will consistently and proactively use appropriate, inclusive, and culturally informed language, content, concepts, and imagery regarding race/ethnicity, gender and sex, sexuality, ability, nationality, religion, and socioeconomic status, leading to: less biased and more culturally competent students and future professionals, more effective, accurate and timely diagnoses and treatments, and improved learning equity and greater student engagement by traditionally marginalized students.

RECOMMENDATIONS

Recommendation 2.1: DAHS leadership will provide workshops by content experts for DAHS faculty and staff on how to incorporate outlined core concepts of social justice and anti-racism into curriculum, with a plan for ongoing use.

Recommendation 2.2: DAHS leadership and faculty will examine and change course content as needed to include anti-racist and social justice concepts as defined in the objectives.

Recommendation 2.3: DAHS faculty will examine sources of scholarly material and content used in class, and will modify, accordingly, to include resources from persons, scholars, and authors from marginalized backgrounds and with lived experiences.

Recommendation 2.4: DAHS leadership and faculty will examine course content and incorporate content that attends to historical disparities and inequities as they relate to the respective class topic and focus.

GOAL 2: In clinical training and settings, create a culture of high expectations and accountability towards social justice task force outcomes.

2.1. Objectives

- a) DAHS clinical education coordinators will offer a curriculum addressing social justice, social and racial inequities, and culturally-informed practices for clinical educators, including learning modules and other opportunities for continuing education.
- b) Clinical educators working with DAHS students will participate in/complete the curriculum addressing social justice and culturally informed practices.
- c) DAHS clinical education coordinators will provide ongoing support to clinical educators to ensure mentoring of student skills that integrate social justice outcomes.
- d) Students will have the opportunity to provide feedback about how social justice, social and racial inequities, and culturally-informed practices are carried out at clinical sites.

2.2. Metrics

- a) All DAHS clinical education coordinators will offer a social justice curriculum by 6/2022.
- b) 75% of clinical educators will complete the curriculum addressing social justice and culturally informed practices by Fall 2023.
- c) All DAHS clinical education coordinators will document that they have integrated an assessment of social justice practices and outcomes during each site visit conducted by Fall 2023.
- d) All DAHS clinical education coordinators will modify site feedback forms to include items related to social justice by Fall 2023.

2.3. Outcome

- a) Students will receive clinical training in settings that recognize the importance of social justice and provide opportunities to learn about, apply, and reflect on diversity and equity in practice.

RECOMMENDATIONS

Recommendation 2.5: DAHS clinical education coordinators should identify, adapt as necessary, or develop trainings/continuing education curricula addressing social justice, social and racial inequities, and culturally-informed practices appropriate for clinical educators.

Recommendation 2.6: DAHS clinical education coordinators should provide social justice trainings on an annual basis.

Recommendation 2.7: DAHS will explore feasibility of CEUs as an incentive for clinical educators.

Recommendation 2.8: DAHS clinical education coordinators will include in site visit documentation items related to social justice outcomes and ensure these items are discussed with educators at least on an annual basis.

Recommendation 2.9: DAHS clinical education coordinators will provide students opportunities to give feedback regarding how social justice, social and racial inequities, and culturally-informed practices are enacted at all DAHS and community-based clinical sites.

GOAL 3: Integrate inclusive and interprofessional teaching and assessment practices into the curriculum.

3.1. Objectives

- a) All DAHS faculty will utilize equitable, accessible, and inclusive instructional methods and strategies.
- b) All DAHS faculty will utilize equitable, accessible, and inclusive assessment methods of student learning and skills.
- c) Faculty and students will re-evaluate curriculum to support continuous improvement with reference to social justice goals and outcomes in support of improved patient outcomes on a regular basis.
- d) Each Division will identify and implement ways to provide education and learning opportunities that promote the development of cultural humility for students and faculty. All students will have multiple experiential opportunities to engage with diverse communities, populations, or settings before graduation.

3.2. Metrics

- a) 100% of DAHS class syllabi will reflect the use of equitable, accessible and inclusive instructional methods and strategies by the Fall 2022.
- b) Faculty will report out implementation and its impact on their courses at their annual review in 2023.
- c) 100% of DAHS class syllabi will reflect the use of multi-faceted student assessment tools, strategies and processes that are appropriate for all students by the beginning of Fall semester 2022.
- d) Faculty in each Division will seek, review and incorporate student input regarding appropriateness of the curriculum, and specific courses, to social justice goals and outcomes. Faculty will begin to survey each cohort at least once before the end of their program and review results at a faculty meeting before Fall 2022.
- e) Faculty in each Division, or as a Department, will meet to share their experiences working toward Objectives 1 and 2 and Metric 'c' at the end of academic years 2022-2023 and 2023-24, at which time they will reevaluate the time interval.
- f) Every Division will appoint a faculty member to lead colleagues in developing a plan to integrate existing options and identify other possible opportunities by the end of fall 2021. Faculty leaders will endeavor to promote multidisciplinary opportunities that cross Divisions and Schools, that are ongoing, and that offer benefit to communities.
- g) Programs will implement their plan by Fall 2022, and document that every student has participated at least once in experiential or service learning before graduation starting with classes that graduate Spring 2022.

3.3. Outcome

- a) Faculty will work together to integrate best practices in teaching and assessment so that students of all backgrounds have an equitable, inclusive and supportive learning experience across the curriculum. The curriculum will prepare students to engage thoughtfully and respectfully with diverse communities and populations.

RECOMMENDATIONS

Recommendation 2.10: DAHS leadership will support faculty in accessing and incorporating resources to support inclusive teaching and assessment practices by reflecting implementation expectations in teaching workload. Resources may be at the university or national levels including the Center for Faculty Excellence, CIRTL (Center for the Integration of Research, Teaching and Learning), and SoTL (Scholarship of Teaching and Learning); innovative community interaction such as Green Family Foundation Neighborhood Health Education Learning Program curricula and the Diversity and Inclusion toolkit at UNC.

Recommendation 2.11: DAHS leadership and faculty will identify, evaluate, modify, and/or develop student assessment procedures and processes that are inclusive and culturally-informed.

Recommendation 2.12: Students will be provided opportunities to provide feedback about their personal experience (i.e., equity and inclusion and the inclusion of social justice content in the curriculum).

Recommendation 2.13: All students will participate in community immersion or service-learning activities during their course of study in DAHS, preferably via interprofessional education initiatives.

Recommendation 2.14: DAHS leadership will promote opportunities for collegial sharing of successful practices in teaching and assessment in order to promote continuous improvement.

Recommendation 2.15: Increase the diversity of invited scientific speakers and report these data over time.

GOAL 4: Students will provide effective social justice advocacy on behalf of their patients/clients within and beyond the clinical setting, as well as on behalf of marginalized communities, organizations, and other systems.

4.1. Objectives

- a) All students will receive education and training in core advocacy skills, with consideration of the structural and social factors that affect health and health disparities.
- b) All students will participate in advocacy activities, including policy/legislative, community, clinical and other healthcare settings, and within other contexts.

4.2. Metrics

- a) 100% of DAHS students will receive education and training on effective social and legislative advocacy for diverse patients/clients, communities, and settings by Fall 2023.
- b) 100% of DAHS students will receive training on effective clinical advocacy for diverse patients/clients by Fall 2023.
- c) 100% of DAHS students will complete at least one advocacy activity prior to graduation, including policy/legislative, community, and within the clinical and other healthcare settings by Fall 2023.
- d) 100% of DAHS students will have opportunities to participate in interdisciplinary advocacy trainings or other educational activities by Fall 2023.

4.3. Outcome

- a) Students will effect change towards more just and equitable healthcare for their patients as well as communities, organizations and the broader health care system. Students will incorporate social justice advocacy goals in their practice beyond the educational setting, into their professional careers.

RECOMMENDATIONS

Recommendation 2.16: All programs will examine accreditation standards related to advocacy and demonstrate how social advocacy is included as per the standards.

Recommendation 2.17: Students will be exposed to and become familiar with literature regarding the importance of social justice advocacy for improved outcomes, including ways which clinicians can be advocates and supportive of social justice principles.

Recommendation 2.18: DAHS faculty and students will participate in advocacy activities at all levels, including individual, community, and societal. Activities may include, but are not limited to presentations, letters to local policy makers, or volunteer experiences.

Recommendation 2.19: DAHS Faculty and Students will seek professional development opportunities and involvement in professional and community organizations for health and social justice advocacy.

Recommendation 2.20: Interdisciplinary teams of DAHS students will effectively work together on community and social justice advocacy outreach. This can be based in the DAHS Ambassador Program, but should extend into the department to invite inclusion from all students.

Recommendation 2.21: Division Directors will monitor faculty mentoring with the individual faculty member during the annual review process to ensure (a) that they are occurring, (b) that they are useful, and (c) that they are providing the necessary faculty support, particularly for UR faculty.

FACULTY DEVELOPMENT

I. Gaps

A. Professional Development

1. Need to make basic Implicit Bias Training mandatory at all levels to include faculty involved in research, teaching, clinical activities, and service.
2. Need annual professional development in IPE from a social justice perspective (not a “one and done” experience), for all faculty and clinical educators/preceptors.
3. Need for all faculty search committee members and student admission team to be trained in social justice principles so as to examine the processes for hiring and admissions from a social justice lens.
4. Need to develop baseline survey data (e.g., Climate Survey) to determine faculty development needs in social justice and departmental blind spots.

5. Need for support mechanism/forum for faculty to engage in difficult discussions with peers and other departmental members.
- B. Incentives
1. Integrate social justice into promotion and tenure process.
 2. Increase leadership accountability at all levels of the department (Chair → DEI Director → JEDI Committee → Division/Unit Directors/Associate Chairs → Faculty & Staff). This accountability also should extend to the annual review process conducted by Division/Unit Directors of all faculty.
 3. Increase fiscal resources to Justice, Equity, Diversity, & Inclusion (JEDI) Committee so as to increase opportunities for faculty (and staff and students) for ongoing DEI activities and development.
 4. Create biannual JEDI Award to accompany other departmental faculty awards.
- C. Faculty recruitment, support, mentorship, and retention
1. Examine mentorship of underrepresented faculty (e.g., additions to Mentoring Procedures)
 2. Increase preceptor training in Implicit Bias and related social justice issues (e.g., via annual Preceptor Appreciation Event and other venues).
 3. Examine pathways for greater involvement of UR faculty from HBCUs.
 4. Implement enrichment programs for UR alums to come back for additional training to engage in preparation for teaching/academic positions.
 5. Examine factors that contribute to UR faculty candidates NOT coming to UNC-CH DAHS.
 6. Examine possible postdoctoral/post-professional programs for alums to return, perhaps via UNC UR Postdoctoral Fellow Program, to groom for potential faculty positions.
 7. Provide additional supports to faculty search committees to ensure that qualified minority candidates are considered and successfully recruited (i.e., We should not accept the notion, “There just weren’t any qualified minority candidates for this position.”).

II. Goals, Objectives, Metrics, Outcomes, and Recommendations

Goal 1: All DAHS faculty, as part of the core expectations of being a faculty member, will effectively integrate social justice content into their teaching, clinical services, and research endeavors and be able to effectively respond to feedback on those activities via a social justice lens.

1.1. Objectives

- a) All DAHS faculty will complete foundational implicit bias training.
- b) Annual training should increase faculty knowledge and awareness of the history of discrimination and racism in the US and their relationship to health and health care so as to effectively incorporate issues of discrimination based on age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status into education/classroom, clinical, and research settings by July 2022.
- c) All Peer Teaching Evaluations for promotion or other types of faculty evaluation (Peer Clinical Evaluation) will include a social justice component as part of the evaluation by July 2022.

- d) Student course evaluations will be targeted, as part of the faculty member's annual review, for appropriate emphasis on DEI principles for the content (i.e., there is one question on inclusion on the current evaluation form).

1.2. Metrics

- a) 100% of faculty will have completed core educational training in Implicit Bias by 2021.
- b) 90% of faculty will have completed additional DEI training sessions on an annual basis by fall 2023.
- c) Update Annual Review Form to include key items on inclusion of social justice in faculty instructional material, participation in annual required training in social justice principles, and items from student course evaluations.
- d) Update Peer Teaching Evaluation Form to include social justice components as part of the evaluation.
- e) Increase number of faculty collaborating with Student Services to include additional course evaluation questions pertaining to social justice themes and principles.

1.3. Outcome

- a) Faculty incorporate social justice concepts across their work.
- b) Faculty will consistently and proactively develop learning materials and assessments that teach didactic, clinical, and research content with a social justice lens, seek to engage students from various backgrounds, and actively resist the disparities that result from unaddressed biases in the learning environment.

RECOMMENDATIONS

Recommendation 3.1: All DAHS faculty will complete annual DEI trainings and professional development (e.g., implicit bias). New faculty will be directed to the SOM DEI webpage ([Diversity, Equity, & Inclusion | UNC School of Medicine](#)) for available trainings to satisfy this recommendation. Such trainings will be required of new faculty and staff within 6 months of hire. Completed for current faculty (June 2021).

Recommendation 3.2: Faculty will document their annual DEI trainings on their APPR and how they have incorporated this into their teaching/mentoring/course work.

Recommendation 3.3: It is recommended that faculty utilize the JEDI Toolkit for resources to address annual training needs.

Recommendation 3.4: As part of each faculty member's professional development, it is recommended that both new and existing faculty receive orientation to the JEDI Toolkit and other DEI resources that are available on campus.

Recommendation 3.5: Increase the number of DAHS faculty who obtain the SOM DEI certificate on an annual basis beginning in July 2022.

Recommendation 3.6: Develop a process to articulate how social justice is incorporated into teaching/clinical/research and associated rubrics for Peer Teaching Evaluation and other types of faculty evaluation (Clinical, Research).

Recommendation 3.7: Explore modification of student evaluation form to include additional questions pertaining to inclusion and delivery of social justice content in a course. (Related resource: [Student Course Evaluations](#)).

Recommendation 3.8: Faculty who mentor researchers should have access to ongoing mentoring resources for accommodating cultural differences (e.g., Culturally Aware Mentoring from CIMER <https://cimerproject.org/cam-nrnm/>) and coaching in challenging relationships. UNC SOM should provide train-the-trainer resources for CAM and other relevant workshops.

Goal 2: All UNC DAHS Faculty will be assessed regarding their contributions in the domain of social justice and incentivized for such contributions.

2.1. Objectives

- a) All annual faculty reviews will include an assessment of how the faculty member contributed to social justice in their work (teaching/clinical/research) and this assessment will be linked to the department's compensation plan and other incentives by 2023.
- b) The UNC SOM Tenure and Promotion Guidelines have been modified to include an assessment of how the faculty member contributed to social justice and such a contribution will be required for promotion by July of 2021.
- c) All Division Directors will report on their division's contributions to social justice as part of their Annual Review Process by 2022.

2.2. Metrics

- a) 100% of faculty will have social justice issues and practices included in their annual evaluations. This will include clinical, teaching, and research activities.
- b) Promotion and Tenure Guidelines will have social justice added as a domain required for promotion for all faculty by 2021.
- c) Development of an annual DEI Award by 2023 (when the other awards are conducted).

2.3. Outcome

- a) Faculty will be appropriately incentivized for inclusion of social justice content in all of their departmental efforts.

RECOMMENDATIONS

Recommendation 3.9: Examine department compensation plan to include criteria for incentive payments for reaching annual goals as per Division.

Recommendation 3.10: Examine and develop other mechanisms for faculty incentive for addressing, exceeding, and/or innovating social justice objectives.

Recommendation 3.11: Along with the 3 biannual faculty awards, the department will explore development of a 4th award devoted to the faculty member who exemplifies the attributes of a DEI Champion (e.g., JEDI Champion) by 2022, with first award in 2023 (along with the other

faculty awards), and this will be overseen by the JEDI Committee and other ad hoc designated faculty members.

Recommendation 3.12: All faculty will include a separate section on their CV related to social justice as well as a specific DEI statement by 2022.

Recommendation 3.13: Develop evaluation criteria for inclusion of social justice component on Division Director annual evaluations.

Goal 3: UNC DAHS will improve processes to recruit and retain UR faculty to reflect the diversity in our communities.

3.1. Objectives

- a) UNC DAHS will continue to improve the learning and work environment so that all faculty, staff, students, and other trainees feel valued, supported, and empowered to thrive (e.g., utilization of Wellness Committee, JEDI Committee, Mentoring Teams, Student Ambassador Program, etc.).
- b) UNC DAHS will strengthen justice, diversity, equity, and inclusion as core and highly visible parts of the culture of the department (e.g., website visibility showing our commitment to DEI). This will include ongoing examination of our mission statement as well as promotion of DEI initiatives via the JEDI Committee, IPE activities, and/or Division-specific endeavors.
- c) UNC DAHS, in conjunction with SOM and the Provost's Office, will make a significant, visible, and sustained financial investment to recruit and retain UR faculty.
- d) UNC DAHS will strive to increase our partnerships with system schools (e.g., HBCUs, HMSIs) to facilitate new faculty recruitments as well as possible joint hires.
- e) UNC DAHS will develop innovative mechanisms to attract UR candidates in faculty searches in addition to consistently utilizing existing strategies for reaching potential UR applicants.
- f) UNC DAHS will be proactive in mentoring underrepresented students toward future goals, including academic careers.

3.2 Metrics

- a) All Division Directors will show evidence of continuous and systematic efforts to address and increase the diversity of their departments (faculty, staff, students) to reflect the demographics of North Carolina related to race/ethnicity and sex/gender by 2025.
- b) All Divisions will more closely reflect the demographics of North Carolina related to race/ethnicity and gender in 2025 than it did in 2020.
- c) The representation of leadership in the department will more closely reflect the demographics of North Carolina related to race/ethnicity and sex by 2024 than it did in 2020, with the goal of matching the state demographics over time.

3.3. Outcome

- a) UNC DAHS is an inclusive place that nurtures and supports all faculty and is a place that faculty from other institutions actively seek out for professional engagement and/or employment.

RECOMMENDATIONS

Recommendation 3.14: Social justice principles and resources will be covered in the departmental orientation documents for onboarding of all new faculty and staff.

Recommendation 3.15: Departmental leadership will develop a system to routinely check-in on UR faculty. This could be Division/Unit-specific so as to have regular, systematic contact. Of particular importance will be the level of perceived support by the faculty member, available resources to be successful, and progress toward career advancement (e.g., promotion).

Recommendation 3.16: Obtain and utilize SOM Climate Survey results to examine DAHS environment with respect to areas of need. Further, it is suggested that the SOM Climate Survey occur at regular intervals (e.g., annually, biannually) and results charted to show growth and needs.

Recommendation 3.17: Develop and make readily available a database of organizations and resources that provide support for faculty, staff, and students who are UR (e.g., Carolina Black Caucus, etc.). Additionally, these resources should be added to the DAHS JEDI Toolkit).

Recommendation 3.18: DAHS mission statement will be examined annually by JEDI Team and DAHS faculty for necessary adjustments.

Recommendation 3.19: Website content will be revised on a regular basis by our Communication Director in conjunction with the JEDI Team and other committees, and designed to be responsive to current DEI issues, challenges, and ongoing departmental DEI-related initiatives.

Recommendation 3.20: Increase departmental utilization of VITAE and Minority Postdoctoral Program to recruit potential faculty members from UR groups.

Recommendation 3.21: DAHS will make a significant effort to improve mentoring and support of UR faculty. This should initially start via modifications to the Mentoring Program document and will be expanded to include initiatives under the newly established Associate Chair for Faculty Affairs (e.g., explore opportunities for UR faculty so as to promote their advancement in the UNC system).

Recommendation 3.22: Explore conversations with state HBCUs to examine what partnerships might be collaborative and mutually beneficial for all partners.

Recommendation 3.23: All faculty search committees will:

- a) consult with DEI strategists at the university, SOM and DAHS levels to maximize outreach to UR candidates;
- b) write job descriptions that include language addressing social justice;
- c) engage with relevant professional organizations dedicated to advancing DEI within their respective fields;

- d) optimize mechanisms to reach the broadest possible diversity of qualified candidates; and,
- e) clearly document why UR candidates were not represented in the various stages of the hiring process.

Recommendation 3.24: Identify students currently in DAHS programs and counsel them relative to future career options, particularly UR doctoral students who may be candidates for such university-based programs as the Carolina Postdoctoral Program for Faculty Diversity or the VITAE Program.

APPENDIX A

Task Force Recommendations Organized by Suggested Responsible Party

Allied Health Division Directors

Recommendation 1.1: Integrate student satisfaction surveys into coursework or division programs in order to perform a qualitative/quantitative analysis of 1) the personal and professional needs of students and 2) UNC DAHS hidden curriculum and its impact on the learning environment.

Associate Dean and Chair of the Department of Allied Health

Recommendation 1.2: Hire or appoint an embedded faculty member with expertise and interests in diversity and inclusion to provide support to all DAHS divisions.

Recommendation 2.1: DAHS leadership will provide workshops by content experts for DAHS faculty and staff on how to incorporate outlined core concepts of social justice and anti-racism into curriculum, with a plan for ongoing use.

Recommendation 3.1: Completed for current faculty (June 2021). Such trainings will be required of new faculty and staff within 6 months of hire. It is recommended that new faculty will be directed to the SOM DEI webpage ([Diversity, Equity, & Inclusion | UNC School of Medicine](#)) for available trainings to satisfy this objective.

Recommendation 3.23: All faculty search committees will:

- a) consult with DEI strategists at the university, SOM and DAHS levels to maximize outreach to UR candidates
- b) write job descriptions that include language addressing social justice
- c) engage with relevant professional organizations dedicated to advancing DEI within their respective fields
- d) optimize mechanisms to reach the broadest possible diversity of qualified candidates and
- e) clearly document why UR candidates were not represented in the various stages of the hiring process.

JEDI Committee in consultation with Division Directors or designee

Recommendation 1.3: Analyze outcomes of DAHS matriculants including academic and professionalism performance. Track the characteristics of students who withdraw or are dismissed and establish procedures for exit interviews and identifying challenges and barriers to student success in order to aid in identifying causes of the opportunity gap in DAHS students.

JEDI Committee

Recommendation 1.4: Review and create policies, procedures, and incentives to address accountability, transparency, and recognition for faculty who exemplify professionalism goals and activities related to social justice.

Department Chair in consultation with Faculty Development Subcommittee

Recommendation 1.5: Create systems that ensure that faculty responsible for career advising are effective and accountable with respect to DEI principles and practices.

Division Clinical Coordinators/Directors of Clinical Education and 1-2 JEDI representatives

Recommendation 1.6: Recruit working group/task force of content experts from DAHS and other UNC entities, including student and faculty representatives, to develop core competencies, content, and case studies for an online course for clinical preceptors as it pertains to social justice, DEI, and healthcare disparities.

Division Directors and Division Clinical Coordinators/Directors of Clinical Education

Recommendation 1.7: All DAHS Divisions will work with their individual discipline licensing agencies to establish continuing education credit for the course. The course will be provided free of cost to all clinical preceptors.

Division Admissions Chair

Recommendation 1.8: Implement an annual review of student application screening, interview, and selection processes in order to ensure equitable consideration for all applicants across the socioeconomic spectrum and aligned with the DAHS Division mission and values.

Division Admissions Chair and Division Director

Recommendation 1.9: Require that all members of the admissions committee complete regular trainings related to the principles of holistic review, selection bias, and are in alignment with the mission and values of DAHS Divisions for implementation by the 2021-2022 Admissions Cycle.

Division Directors

Recommendation 1.10 In order to mirror North Carolina's demographics in the student body, examine and address barriers that prevent 1) recruitment of more diverse student candidates and 2) diversity of admissions committees by 2022-2023. Develop a plan to sustainably minimize those barriers by 2023-2024.

Recommendation 2.2: DAHS leadership and faculty will examine and change course content as needed to include anti-racist and social justice concepts as defined in the objectives.

Recommendation 2.3: DAHS faculty will examine sources of scholarly material and content used in class, and will modify, accordingly, to include resources from persons, scholars, and authors from marginalized backgrounds and with lived experiences.

Recommendation 2.4: DAHS leadership and faculty will examine course content and incorporate content that attends to historical disparities and inequities as they relate to the respective class topic and focus.

Recommendation 2.11: DAHS leadership and faculty will identify, evaluate, modify, and/or develop student assessment procedures and processes that are inclusive and culturally-informed.

Recommendation 2.12: Students will be provided opportunities to provide feedback about their personal experience re equity and inclusion and the inclusion of social justice content in the curriculum.

Recommendation 2.13: All students will participate in community immersion or service-learning activities during their course of study in DAHS, preferably via interprofessional education initiatives.

Recommendation 2.14: DAHS leadership will promote opportunities for collegial sharing of successful practices in teaching and assessment in order to promote continuous improvement.

Recommendation 2.15: Increase the diversity of invited scientific speakers and report these data over time.

Recommendation 2.16: All programs will examine accreditation standards related to advocacy and demonstrate inclusion of standards.

Recommendation 2.17: Students will be exposed to and become familiar with literature regarding the importance of social justice advocacy for improved outcomes, including ways which clinicians can be advocates and supportive of social justice principles.

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Recommendation 2.21: Division Directors will monitor faculty mentoring with the individual faculty member during the annual review process to ensure (a) that they are occurring, (b) that they are useful, and (c) that they are providing the necessary faculty support, particularly for UR faculty.

Recommendation 3.6: Develop a process to articulate how social justice is incorporated into teaching/clinical/research and associated rubrics for Peer Teaching Evaluation and other types of faculty evaluation (Clinical, Research).

Division Clinical Coordinators

Recommendation 2.5: DAHS clinical education coordinators should identify, adapt as necessary, or develop trainings/continuing education curricula addressing social justice, social and racial inequities, and culturally-informed practices appropriate for clinical educators.

Recommendation 2.6: DAHS clinical education coordinators should provide social justice trainings on an annual basis.

Recommendation 2.8: DAHS clinical education coordinators will include in site visit documentation items related to social justice outcomes and ensure these items are discussed with educators at least on an annual basis.

Recommendation 2.9: DAHS clinical education coordinators will provide students opportunities to give feedback regarding how social justice, social and racial inequities, and culturally-informed practices are enacted at clinical sites.

Department Chair and Division Directors

Recommendation 2.7: DAHS will explore feasibility of CEUs as an incentive for clinical educators.

Recommendation 2.10: DAHS leadership will support faculty in accessing and incorporating resources to support inclusive teaching and assessment practices by reflecting implementation expectations in teaching workload. Resources may be at the university or national levels including for example the Center for Faculty Excellence, CIRTl (Center for the Integration of Research, Teaching and Learning) and SoTL (Scholarship of Teaching and Learning), examples of innovative community interaction e.g., Green Family Foundation Neighborhood Health Education Learning Program curricula and the Diversity and Inclusion toolkit at UNC.

Departmental leadership; JEDI team

Recommendation 3.2: Faculty will document their annual trainings on their APPR and how they have incorporated this into their teaching/mentoring/course work.

Recommendation 3.3: It is recommended that faculty utilize the JEDI Toolkit for resources to address annual training needs.

Recommendation 3.4: As part of each faculty member's professional development, it is recommended that both new and existing faculty receive orientation to the JEDI Toolkit and other DEI resources that are available on campus.

Recommendation 3.5: Increase the number of DAHS faculty who obtain the SOM DEI certificate on an annual basis beginning in July 2022.

Recommendation 3.8: Faculty who mentor researchers should have access to ongoing mentoring resources for accommodating cultural differences (e.g., Culturally Aware Mentoring from CIMER <https://cimerproject.org/cam-nrmn/>) and coaching in challenging relationships. UNC SOM should provide train-the-trainer resources for CAM and other relevant workshops.

Recommendation 3.14: Social justice principles and resources will be covered in the departmental orientation documents for onboarding of all new faculty and staff.

Recommendation 3.15: Departmental leadership will develop a system to routinely check-in on UR faculty. This could be Division/Unit-specific so as to have regular, systematic contact. Of particular importance will be the level of perceived support by the faculty member, available resources to be successful, and progress toward career advancement (e.g., promotion).

Recommendation 3.16: Obtain and utilize SOM Climate Survey results to examine DAHS environment with respect to areas of need. Further, it is suggested that the SOM Climate Survey occur at regular intervals (e.g., annually, biannually) and results charted to show growth and needs.

Recommendation 3.17: Develop and make readily available a database of organizations and resources that provide support for faculty, staff, and students who are UR (e.g., Carolina Black Caucus, etc.). Additionally, these resources should be added to the DAHS JEDI Toolkit).

Students Services, JEDI Team

Recommendation 3.7: Explore modification of student evaluation form to include additional questions pertaining to inclusion and delivery of social justice content in a course. (Related resource: [Student Course Evaluations](#)).

Recommendation 3.24: Identify students currently in DAHS programs and counsel them relative to future career options, particularly UR doctoral students who may be candidates for such university-based programs as the Carolina Postdoctoral Program for Faculty Diversity or the VITAE Program.

Division Directors; Associate Chair for Finance; Faculty Awards Committee; JEDI Team

Recommendation 3.9: Examine department compensation plan to include criteria for incentive payments for reaching annual goals as per Division.

Recommendation 3.10: Examine and develop other mechanisms for faculty incentive for addressing, exceeding, and/or innovating social justice objectives.

Recommendation 3.11: Along with the 3 biannual faculty awards, the department will explore development of a 4th award devoted to the faculty member who exemplifies the attributes of a DEI Champion (e.g., JEDI Champion) by 2022, with first award in 2023 (along with the other faculty awards), and this will be overseen by the JEDI Committee and other ad hoc designated faculty members.

Division Directors and Individual Faculty, APT Committee

Recommendation 3.12: All faculty will include a separate section on their CV related to social justice as well as a specific DEI statement by 2022.

Recommendation 3.13: Develop evaluation criteria for inclusion of social justice component on Division Director annual evaluations.

DAHS Communications Director, JEDI Team

Recommendation 3.18: DAHS mission statement will be examined annually by JEDI Team and DAHS faculty for necessary adjustments.

Recommendation 3.19: Website content will be revised on a regular basis by our Communication Director in conjunction with the JEDI Team and other committees, and designed to be responsive to current DEI issues, challenges, and ongoing departmental DEI-related initiatives.

Provost's Office, SOM Dean's Office, Associate Chair for Faculty Affairs

Recommendation 3.20: Increase departmental utilization of VITAE and Minority Postdoctoral Program to recruit potential faculty members from UR groups.

Recommendation 3.21: UNC DAHS will make a significant effort to improve mentoring and support of UR faculty. This should initially start via modifications to the Mentoring Program document and will be expanded to include initiatives under the newly established Associate Chair for Faculty Affairs (e.g., explore opportunities for UR faculty so as to promote their advancement in the UNC system).

Chair of DAHS/Associate Dean of Medicine

Recommendation 3.22: Explore conversations with state HBCUs to examine what partnerships might be collaborative and mutually beneficial for all partners.

Area/Recommendation	Description	Measures	Target Date	Responsible Party
Learning Environment				
<i>Recommendation 1.1</i>	Integrate student satisfaction surveys into coursework or division programs in order to perform an analysis of (1) the personal and professional needs of students and (2) UNC DAHS "hidden curriculum" and its impact on the learning environment.	50% increase in student satisfaction in all student support areas including the learning environment, financial aid, academic assistance, career advising, psycho/social support, and health care needs as assessed by student surveys.	Survey developed in 2021-2022; increase noted in 2024-2025 – Could work with SOM Climate Survey	Student Services, Student Ambassadors
<i>Recommendation 1.2</i>	Appoint an embedded faculty member with expertise and interests in diversity and inclusion to provide support from each DAHS division.	Identified faculty member	2022-2023	Division Directors
<i>Recommendation 1.3</i>	Analyze outcomes of DAHS matriculants including academic and professionalism performance. Track the characteristics of students who withdraw or are dismissed, and establish procedures for exit interviews and identify challenges and barriers to student success in order to aid in identifying causes of the opportunity gap in DAHS students.	50% reduction in the number of UR students who withdraw or are dismissed is achieved	2024-2025	
<i>Recommendation 1.4</i>	Review and create policies, procedures, and incentives to address accountability, transparency, and recognition for faculty who exemplify professionalism goals and activities related to social justice.	Establishment of DEI faculty award	Developed in 2021-2022; Inaugural Award in spring of 2023 and then biannually	Chair
<i>Recommendation 1.5</i>	Create systems that ensure that faculty responsible for career advising are effective and accountable with respect to DEI principles and practices.	Faculty will document their DEI trainings on their annual reviews. This will require a slight modification to the current forms.	To begin in 2022-2023	Division Directors
<i>Recommendation 1.6</i>	Recruit working group/task force of content experts from DAHS and other UNC entities, including student and faculty representatives, to develop core competencies, content, and case studies for an online course for clinical preceptors as it pertains to social justice, DEI, and healthcare disparities.	A preliminary online social justice curriculum will be developed for clinical preceptors. Student evaluations to show improved knowledge base of	Task force appointed in 2021-2022; pilot curriculum developed for 2022-2023.	Appointed Task Force to develop module(s); Clinical Coordinators; AHEC Liaison

		clinical preceptor regarding social justice, DEI, and health care disparities.	75% of clinical sites will engage with the curriculum by 2024 and student evaluations will be examined.	
<i>Recommendation 1.7</i>	With respect to Recommendation 1.6, all DAHS Division Directors or their designees will work with their individual discipline licensing agencies to establish continuing education credit for the course. The course will be provided free of cost to all clinical preceptors (perhaps via AHEC ²)	CEU credits obtained for each discipline.	2022-2023	Division Directors or their designees.
<i>Recommendation 1.8</i>	Implement an annual review of student application screening, interview, and selection processes in order to ensure equitable consideration for all applicants across the socioeconomic spectrum and aligned with the DAHS Division mission and values.	A reduction of the opportunity gap such that the recruitment of UR students is more evenly distributed.	2022-2023	Division Director or their designees.
<i>Recommendation 1.9</i>	Require that all members of the admissions committee complete regular trainings related to the principles of holistic review, selection bias, and alignment with the mission and values of DAHS Divisions for implementation by the 2022-2023 Admissions Cycle.	As documented as part of the annual review process	2022-2023	Division Directors or their designees.
<i>Recommendation 1.10</i>	In order to mirror North Carolina's demographics in the student body, examine and address barriers that prevent (1) recruitment of more diverse student candidates and (2) diversity of admissions committees by 2022-2023. Develop a plan to sustainably minimize those barriers by 2023-2024	Increase in diversity on admissions committees; develop a method for examining barriers to recruitment of UR students;	A strategy to examine barriers across programs by 2022-2023; Strategies to minimize barriers by 2023-2024; the department will strive to have a three-	Division Directors; Admission Committee Directors; Student Services

<i>Curriculum Innovation</i>			
		year rolling average of approximately 33% UR in the study body by 2025-2026.	
<i>Recommendation 2.1</i>	DAHS leadership will provide workshops by content experts for DAHS faculty and staff on how to incorporate outlined core concepts of social justice and anti-racism into curriculum, with a plan for ongoing use.	Discuss with DAHS leadership team about what would be most useful in facilitating this process (e.g., internal v. external expertise).	2022-2023 JEDI Committee; Chair: SOM Diversity Office
<i>Recommendation 2.2</i>	DAHS faculty will examine and change course content as needed to include anti-racist and social justice concepts as defined in the objectives.	At least 75% of DAHS classes across each Division will include teaching and/or educational activities that incorporate foundational social justice principles, content, and terminology. 100% of DAHS syllabi will include the departmental DEI statement	2022-2023 Individual faculty; Division Directors
<i>Recommendation 2.3</i>	DAHS faculty will examine sources of scholarly material and content used in class, and will modify, accordingly, to include resources from persons, scholars and authors from marginalized backgrounds and with lived experiences.	At least 75% of DAHS Classes across each Division will include readings and scholarly material developed and/or authored by individuals with lived experiences and marginalized backgrounds, including persons of color, persons with disability, gender minorities, global perspectives, and persons with other historically marginalized identities.	2022-2023 Individual faculty; Division Directors
<i>Recommendation 2.4</i>	DAHS faculty will examine course content and incorporate content that attends to historical disparities and	At least 75% of DAHS classes across each Division	2022-2023 Individual faculty; Division Directors

	inequities as they relate to the respective class topic and focus.	will include teaching and/or educational activities that incorporate content on historical social and/or health inequities within their respective discipline.		
<i>Recommendation 2.5</i>	Identify, adapt, or develop trainings/continuing education module addressing social justice, social and racial inequities, and culturally-informed practices appropriate for clinical educators.	Development of social justice module	2022-2023	Clinical Coordinators
<i>Recommendation 2.6</i>	Provide annual social justice trainings to preceptors.	75% of clinical preceptors will complete the module(s) addressing social justice and culturally informed practices.	2023-2024	Clinical Coordinators
<i>Recommendation 2.7</i>	Explore feasibility of CEUs as an incentive for clinical educators.	Contact with AHEC; contact with professional organizations	2022-2023	AHEC Liaison; Division Directors
<i>Recommendation 2.8</i>	Include in site visit documentation items related to social justice outcomes and ensure these items are discussed with educators at least on an annual basis.	Modification of site feedback forms to include items related to social justice.	2022-2023	Clinical Coordinators
<i>Recommendation 2.9</i>	Provide students opportunities to give feedback regarding how social justice, social and racial inequities, and culturally-informed practices are enacted at all DAHS and community-based clinical sites.	Utilization of site feedback form by students.	2022-2023	Clinical Coordinators
<i>Recommendation 2.10</i>	DAHS leadership will support faculty in accessing and incorporating resources to support inclusive teaching and assessment practices by reflecting implementation expectations in teaching workload. Resources may be at the university or national levels including the Center for Faculty Excellence, CIRTL (Center for the Integration of Research, Teaching and Learning), and SoTL (Scholarship of Teaching and Learning); innovative community interaction such as: Green Family Foundation Neighborhood Health Education Learning Program curricula and the Diversity and Inclusion toolkit at UNC.	100% of DAHS class syllabi will reflect the use of equitable, accessible and inclusive instructional methods and strategies.	2022-2023	Individual Faculty
<i>Recommendation 2.11</i>	DAHS leadership and faculty will identify, evaluate, modify, and/or develop student assessment procedures and processes that are inclusive and culturally-informed.	100% of DAHS class syllabi will reflect the use of multi-faceted student assessment	2022-2023	Individual Faculty

		tools, strategies and processes that are appropriate for all students.		
<i>Recommendation 2.12</i>	Students will be provided opportunities to provide feedback about their personal experience (i.e., equity and inclusion and the inclusion of social justice content in the curriculum).	Student reflections	2022-2023	Individual faculty
<i>Recommendation 2.13</i>	All students will participate in community immersion or service-learning activities during their course of study in DAHS, preferably via interprofessional education initiatives.	# of IPE activities; # of service-learning activities.	2022-2023	Individual faculty
<i>Recommendation 2.14</i>	DAHS leadership will promote opportunities for collegial sharing of successful practices in teaching and assessment in order to promote continuous improvement.	# of activities per year	2022-2023	Academic Affairs Committee; Associate Chair for Faculty Development
<i>Recommendation 2.15</i>	All programs will examine accreditation standards related to advocacy and demonstrate how social advocacy is included as per the standards.	Extraction of accreditation standards and mapping to social advocacy principles and policies.	2022-2023	Division Directors and/or their curricular designs; individual faculty
<i>Recommendation 2.16</i>	Students will be exposed to and become familiar with literature regarding the importance of social justice advocacy for improved outcomes, including ways which clinicians can be advocates and supportive of social justice principles.	Faculty in each Division will seek, review and incorporate student input regarding appropriateness of the curriculum, and specific courses, to social justice goals and outcomes. Faculty will survey each cohort at least once before the end of their program and review a summation of division results.	2022-2023	Individual faculty; Division Directors
<i>Recommendation 2.17</i>	DAHS faculty and students will participate in advocacy activities at all levels, including individual, community, and societal. Activities may include, but are not limited to presentations, letters to local policy makers, or volunteer experiences.	100% of DAHS students will complete at least one advocacy activity prior to graduation, including policy/legislative, community, and within the	2023-2024	Student Advisors; Data to be collected by the Division Director or their designee.

		clinical and other healthcare settings.		
<i>Recommendation 2.18</i>	DAHS faculty and students will seek professional development opportunities and involvement in professional and community organizations for health and social justice advocacy.	100% of DAHS students will receive education and training on effective social and legislative advocacy for diverse patients/clients, communities, and settings.	2024-2025	Student advisors; Data to be collected by the Division Director or their designees.
<i>Recommendation 2.19</i>	Interdisciplinary teams of DAHS students will effectively work together on community and social justice advocacy outreach.	100% of DAHS students will participate in interdisciplinary advocacy trainings or other educational activities.	2022-2023	DAHS Ambassador Program, but should extend into the department to invite inclusion from all students.
<i>Recommendation 2.20</i>	Division Directors will monitor faculty mentoring with the individual faculty member during the annual review process to ensure (a) that they are occurring, (b) that they are useful, and (c) that they are providing the necessary faculty support, particularly for UR faculty.	Annual review process	2022-2023	Division Directors
<i>Faculty Development</i>				
<i>Recommendation 3.1</i>	All DAHS faculty will complete foundational implicit bias training. New faculty will be directed to the SOM DEI webpage (Diversity, Equity, & Inclusion UNC School of Medicine) for available trainings to satisfy this recommendation. Such trainings will be required of new faculty (and staff) within 6 months of hire. Completed for current faculty (June 2021).	100% of faculty will have completed core educational training in Implicit Bias.	New faculty to complete within 6 months of their hire.	Division Director; JEDI Committee.
<i>Recommendation 3.2</i>	Faculty will document their annual DEI trainings on their APPR and how they have incorporated this into their teaching/mentoring/course work.	Update Annual Review Form to include key items on inclusion of social justice in faculty instructional material, participation in annual required training in social justice principles, and items from student course evaluations; 90% of faculty will have completed additional DEI training sessions on an annual basis	2022-2023	JEDI Committee; Administration; Division Directors

		as documented on their Annual Reviews.		
<i>Recommendation 3.3</i>	It is recommended that faculty utilize the JEDI Toolkit for resources to address annual training needs.	Survey # of faculty who utilize the toolkit	2022-2023	JEDI Committee
<i>Recommendation 3.4</i>	As part of each faculty member's professional development, it is recommended that both new and existing faculty receive orientation to the JEDI Toolkit and other DEI resources that are available on campus.	Include in new faculty onboarding materials.	2022-2023	Administration
<i>Recommendation 3.5</i>	Increase the number of DAHS faculty who obtain the SOM DEI certificate on an annual basis beginning in July 2022.	# of faculty with SOM certificate tracked over the next 3 years.	2022-2025	JEDI Committee
<i>Recommendation 3.6</i>	Develop a process to articulate how social justice is incorporated into teaching/clinical/research and associated rubrics for Peer Teaching Evaluation and other types of faculty evaluation (Clinical, Research).	Update Peer Teaching Evaluation Form to include social justice components as part of the evaluation.	2022-2023	Academic Affairs Committee
<i>Recommendation 3.7</i>	Explore modification of student evaluation form to include additional questions pertaining to inclusion and delivery of social justice content in a course. (Related resource: Student Course Evaluations).	Develop additional questions to be added to each DAHS course evaluation; # of faculty who modify course evaluations.	2022-2023	Student services
<i>Recommendation 3.8</i>	Examine department compensation plan to include criteria for incentive payments for reaching DEI and social justice-related annual goals as per Division.	Develop and implement criteria for incentive payments that include DEI components	2022-2023	JEDI Committee
<i>Recommendation 3.9</i>	Examine and develop other mechanisms for faculty incentive for addressing, exceeding, and/or innovating social justice objectives.	List of innovative suggestions	2022-2023	JEDI Committee
<i>Recommendation 3.10</i>	Along with the 3 biannual faculty awards, the department will explore development of a 4 th award devoted to the faculty member who exemplifies the attributes of a DEI Champion (e.g., JEDI Champion) by 2022, with first award in 2023 (along with the other faculty awards), and this will be overseen by the JEDI Committee and other ad hoc designated faculty members.	Development of a biannual DEI Award	Development of award criteria by 2022; implementation of award in spring 2023	JEDI Committee
<i>Recommendation 3.11</i>	All faculty will include a separate section on their CV related to social justice activities as well as a specific DEI statement by 2022.	This is a requirement of the new APT guidelines	2022-2023	Division Directors; individual faculty
<i>Recommendation 3.12</i>	Develop evaluation criteria for inclusion of social justice component on Division Director annual evaluations.	100% of faculty will have social justice issues and practices included in their	2022-2023	Administration; Division Directors

		annual evaluations. This will include clinical, teaching, and research activities.			
<i>Recommendation 3.13</i>	Social justice principles and resources will be covered in the departmental orientation documents for onboarding of all new faculty (and staff).	Provision of the JEDI Toolbox	2022-2023	Administration	
<i>Recommendation 3.14</i>	Departmental leadership will develop a system to routinely check-in on UR faculty. This could be Division/Unit-specific so as to have regular, systematic contact. Of particular importance will be the level of perceived support by the faculty member, available resources to be successful, and progress toward career advancement (e.g., promotion).	Mentoring Teams; Division Meetings; Individual meetings	2022-2023	Division Directors; Chair	
<i>Recommendation 3.15</i>	Obtain and utilize SOM Climate Survey results to examine DAHS environment with respect to areas of need. Further, it is suggested that the SOM Climate Survey occur at regular intervals (e.g., annually, biannually) and results charted to show growth and needs.	SOM Climate Survey	2022-2023	JEDI Committee; Division Directors	
<i>Recommendation 3.16</i>	Develop and make readily available a database of organizations and resources that provide support for faculty, staff, and students who are UR (e.g., Carolina Black Caucus, etc.). Additionally, these resources should be added to the DAHS JEDI Toolkit).	Collection of all SOM and UNC resources for inclusion on DAHS website.	2022-2023	Communication Director	
<i>Recommendation 3.17</i>	DAHS mission statement will be examined annually by JEDI Team and DAHS faculty for necessary adjustments.	Review of mission statement	Annually	JEDI Committee	
<i>Recommendation 3.18</i>	Website content will be revised on a regular basis by our Communication Director in conjunction with the JEDI Team and other committees, and designed to be responsive to current DEI issues, challenges, and ongoing departmental DEI-related initiatives.	# of changes to webpage to update DEI materials and information.	Annually or more frequently as needed.	Communication Director in collaboration with Division Directors and JEDI Committee	
<i>Recommendation 3.19</i>	Increase departmental utilization of VITAE and Minority Postdoctoral Program to recruit potential faculty members from UR groups.	# of VITAE, SOM, Carolina Postdoctoral Program hiring attempts	Ongoing	Division Directors; Chair	
<i>Recommendation 3.20</i>	DAHS will make a significant effort to improve mentoring and support of UR faculty. This should initially start via modifications to the Mentoring Program document and will be expanded to include initiatives under the newly established Associate Chair for Faculty Affairs (e.g.,	Mentoring Programs	Annually	Associate Chair for Faculty Affairs	

	explore opportunities for UR faculty so as to promote their advancement in the UNC system).			
<i>Recommendation 3.21</i>	Explore conversations with state HBCTUs to examine what partnerships might be collaborative and mutually beneficial for all partners.	Explore with Division Directors	Ongoing	Chair and Division Directors
<i>Recommendation 3.22</i>	All faculty search committees will (a) consult with DEI strategists at the university; SOM and DAHS levels to maximize outreach to UR candidates; (b) write job descriptions that include language addressing social justice; (c) engage with relevant professional organizations dedicated to advancing DEI within their respective fields; (d) optimize mechanisms to reach the broadest possible diversity of qualified candidates; and, (e) clearly document why UR candidates were not represented in the various stages of the hiring process.	Calculate # of UR candidates in each search	For each hire	Division Directors, Faculty recruitment chairs, HR
<i>Recommendation 3.23</i>	Identify students currently in DAHS programs and counsel them relative to future career options, particularly UR doctoral students who may be candidates for such university-based programs as the Carolina Postdoctoral Program for Faculty Diversity or the VITAE Program.	# of students reached	Ongoing	Faculty advisors, Division Directors

