



CUNY Institute for Health Equity Strategic Plan

2021-2026



“Our activities are driven by the highest standards of scientific rigor, the epidemiology of disease burden, meaningful community engagement, and faculty leadership.”

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Forward

Health equity has been a key aspect of The City University of New York's (CUNY) vision since the system was created, as evidenced by the schools and programs at CUNY such as the CUNY School of Public Health's Graduate School of Public Health and Health Policy, established in 1972, and the CUNY Urban Food Policy Initiative. The Graduate School, in particular, holds to its mission to advance improved health and social justice for all. That commitment translates to one of its core values of incorporating health equity into everything the SPH does.

Lehman College is CUNY's sole senior college in the Bronx, and a catalytic, anchor institution in a borough that has been historically underserved – its residents ill served during decades of insufficient investment in holistic health initiatives. Year after year, the Robert Wood Foundation's County by county rankings finds the Bronx as one of the least healthy counties in the United States, and the least healthy borough in New York State. The status of our children is a reliable indicator of what we value, and it is important to note that the child poverty rate in the Bronx is 37 percent compared to 18 percent for all of New York state.

The Bronx is also largely comprised of people of color. According to 2019 Census statistics, 56 percent of Bronx residents are Hispanic or Latino; 43 percent are Black.

This is important to note because, while federal policies like the Affordable Care Act have led to increased access to health insurance over the years, there is still so much more work to be done. In the 36 years since the then-U.S. Department of Health and Human Services Secretary Margaret Heckler commissioned a Task Force on Black and Minority Health to release a groundbreaking, eight-volume report – which found that Blacks and other people of color had in excess of 60,000 deaths each year – the main sources of mortality and reduced life expectancy have barely changed. Systemic and environmental racism, poverty, food and housing insecurity and many other factors have all been instrumental in keeping health equity out of reach for people of color.

But despite the Bronx's demographics, and the devastating toll COVID-19 has had on the borough as an epicenter within the New York epicenter, the CUNY Institute for Health Equity is poised to be a significant community partner to lead efforts to eliminate health disparities and improve health outcomes, especially for people of color in the Bronx.

Message from the Director

Welcome to the City University of New York Institute for Health Equity (CIHE)!



CIHE is a CUNY-wide institute that coordinates research, teaching, service and community collaboration using data analytics to eliminate health inequalities and advance the science of health disparities. CIHE's focus is on the social determinants that create disparities, applied research, community capacity building research and projects, and in the translation of evidence-based programs, interventions and policies in community-settings.

CIHE is unique in its kind. We promote diversity in thought and in practice. Our activities are driven by the highest standards of scientific rigor, the epidemiology of disease burden, meaningful community engagement, and faculty leadership. Our core team is multi-disciplined and represent CUNY's campuses.

In the midst of the COVID-19 pandemic, we embarked in a visioning process to evaluate and define the Institute's mission and outline CIHE's first-ever Strategic Plan – 2021-2026. The Strategic Plan 2021-2026 is the result of a participatory process that included input from a distinguished group of affiliated faculty from across CUNY, community partners, Lehman College's leadership, and CIHE advisory board members.

I am excited and honored to lead CIHE activities and endeavors. I bring to CIHE a decade long career of holding leadership positions in academic, federal and international organizations, as well as an established research portfolio in health policy and economics and health disparities research.

At the core of CIHE is the mission to create and maximize opportunities for CUNY's faculty, students, and alumni to improve population health and reduce health disparities. We aim to be a model of innovative research that promotes rigorous research science that benefits our local community and beyond.

MARÍA ISABEL ROLDÓS-PROSSER, DRPH
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Executive Summary

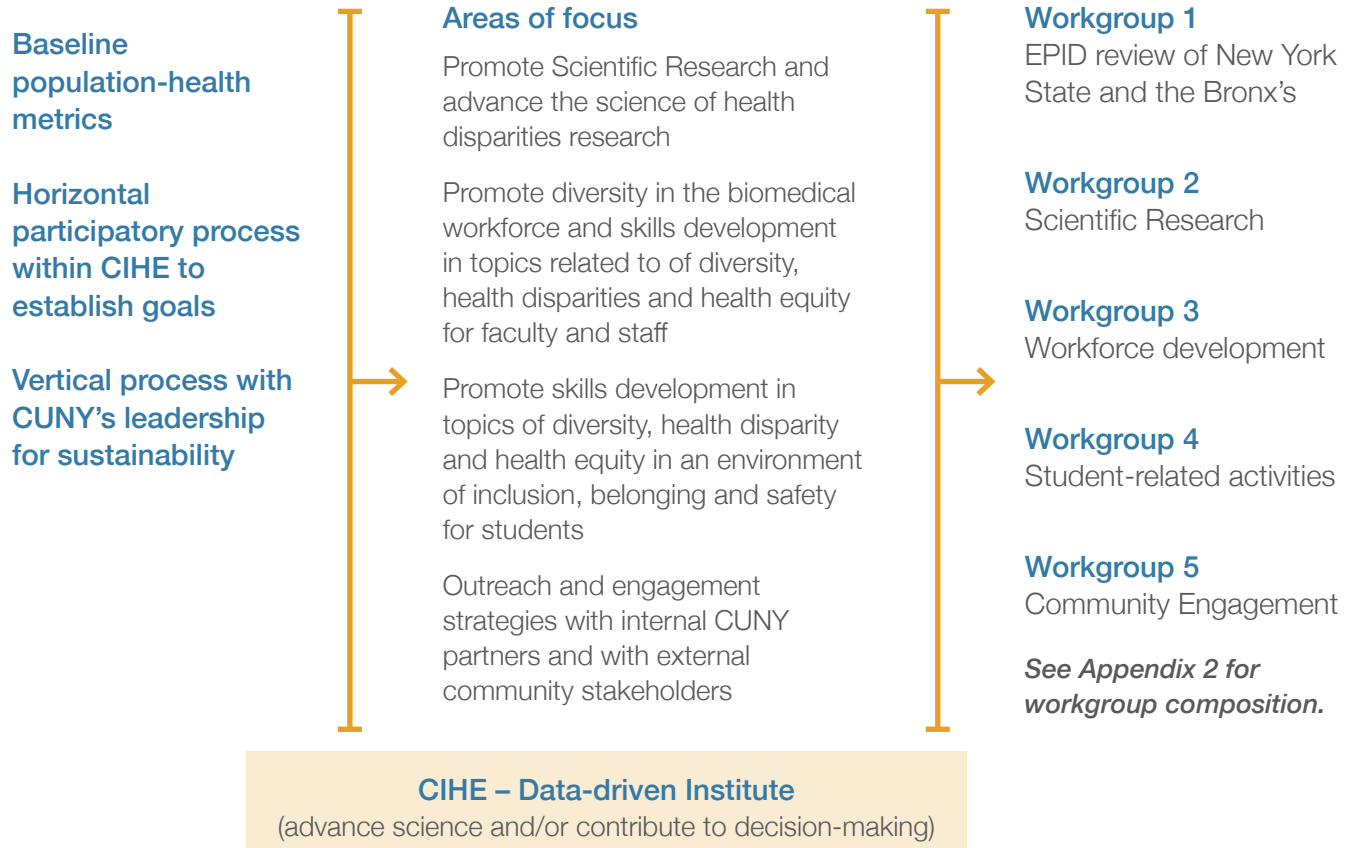
Detailed description begins on page 16.

During academic year 2020-2021, CIHE formed faculty workgroups across CUNY's campuses (see Appendix 1, workgroup membership) that envisioned and proposed goals and objectives for CIHE and engaged in an epidemiological disease transition analysis of New York State and Bronx County. These two initiatives worked in parallel to inform and guide the Strategic Plan (SP). The process is illustrated on the next page. The NYS and Bronx County epidemiology transition and health disparity study results were submitted for peer-review and will be available upon publishing. Therefore, the present document will focus on the Strategic Plan administrative document.

The SP has 4 goals and 17 objectives for period of 2021-2026:

1. Promote workforce skills development related to Health Disparities Research (HDR) and Health Equity (HE);
2. Advance the Science of Health Disparities Research (HDR) and Health Equity;
3. Foster CUNY students to develop analytical skills to address health disparities and address health inequalities; and
4. Develop successful outreach and engagement strategies with internal CUNY partners and with external community stakeholders, academic, and political partners to improve population health and community accountability.

CIHE SP process 2021-2026



Central to the Strategic Plan is the development of evaluation metrics of its goals and objectives to be accountable to community partners and governing bodies and guarantee the institutional scientific and financial sustainability.

A sample of these metrics include (the complete list is detailed in the sections that follow):

- » A cohort of scientists/scholars clearly identified and leading at least one initiative
- » Taskforce formed to develop a curriculum/course-seminar to promote faculty skills in health equity and health disparity research
- » Community geospatial tool that allows the visualization of CIHE-affiliated community organizations and key determinants of health
- » Speaker Series organized each year targeting faculty, students, and staff CUNY-wide
- » Memorandum of Understanding (MOU) or similar agreements, signed and implemented to promote CIHE's mission and SP.
- » CIHE-developed and implemented targeted project using CBPR approach
- » Multi-authored, CIHE-sponsored publications
- » Poster and/or conference presentations
- » Cohorts of CIHE-supported students interested in conducting health disparities research
- » Community project developed and implemented focusing on promoting science knowledge, health awareness, and health literacy

“CIHE is
unique in
its kind.”



City University of New York (CUNY) Commitment to Health Equity

Higher Education institutions are tasked with supporting faculty skill development to address these priorities and foster a learning environment that allow students, staff, and faculty to conduct research, promote the implementation of projects in the communities we serve, bridge technical assistance and knowledge to community members and stakeholders, and foster partnerships.

The CUNY-wide commitment to our students and, more broadly, our community is built into the CUNY mission. To quote the CUNY mission, the “The University’s historic mission continues to this day: provide a public first-rate education to all students, regardless of means or background.”¹ CUNY spans 25 campuses across the city’s five boroughs providing exceptional access for high school graduates, high academic quality, numerous programs to support student completion, and deep connections with important industries for career success.¹

CUNY Institute for Health Equity History

The CUNY Institute for Health Equity (CIHE) was established at Lehman College by the CUNY Board of Trustees in 2009. Herbert H. Lehman College is the only senior college of the City University of New York (CUNY) located in the Bronx, the poorest borough of New York City and the second poorest county in New York State. Since its beginnings, CIHE has focused on the social determinants that affect the physical and mental health of New York City's poor and underserved racial and ethnic populations.

The Institute has always been committed to assuring the participation of faculty and students from across CUNY campuses, to programs in public health and other disciplines, and to collaboration with non-profit and community-based organizations. CIHE aims to be a hub for research collaborations locally, nationally, and internationally where we cultivate health disparities and health equity research that is meaningful for urban cities.

The leadership of CIHE reflects the diversity of CUNY with the CIHE Director housed at Lehman College and three Associate Directors representing different campuses and types of faculty appointments. The CIHE governing body is chaired by Lehman College's Provost and the Dean of the School of Health Sciences, Human Services and Nursing.

In 2020, the *CIHE Director* (Dr. Maria Isabel Roldos) was appointed to the Department of Health Sciences in the School of Health Sciences, Human Services and Nursing at Lehman College; the *Scientific Research Associate Director* (Dr. Judith Aponte) is an Associate Professor and Specialization Coordinator of the Community/Public Health Nursing (MS) Graduate Program at Hunter-Bellevue School of Nursing (H-BSON) at Hunter College; the *Capacity Building Associate Director* (Dr. Jaye Jones) is the Interim Associate Dean of the School of Health Sciences, Human Services and Nursing at Lehman College, and the *Data Analytics and Knowledge Transfer Associate Director* (Dr. John Orazem), an adjunct professor from Lehman College, is a trained biostatistician with extensive experience on clinical study designs and statistical methods, analysis and interpretation of non-interventional studies, investigations of medical record databases, and quantitative risk-benefit assessment of drug candidates.

The Institute has always been committed to assuring the participation of faculty and students from across CUNY campuses, to programs in public health and other disciplines, and to collaboration with non-profit and community-based organizations.

Conceptual Framework of the Strategic Plan

Healthy People is a national effort that sets goals and objectives to improve the health and well-being of people in the United States. Since the *Healthy People* initiative was first launched in 1979, the United States has made significant progress. Achievements include reducing major causes of death such as heart disease and cancer; reducing infant and maternal mortality; reducing risk factors like tobacco smoking, hypertension, and elevated cholesterol; and increasing childhood vaccinations.² However, due to limited progress in health equity, a subset of objectives —the Leading Health Indicators (LHIs)— were launched to focus attention to priorities.³ Therefore, the National Academies of Sciences, Engineering, and Medicine appointed a committee in 2019 to provide recommendations regarding *Criteria for Selecting Leading Health Indicators for Healthy People 2030*¹ released in August 2019, and *Leading Health Indicators 2030: Advancing Health, Equity and Well-being*² released in January 2020.

The *Leading Health Indicators 2030: Advancing Health, Equity and Wellbeing* report is grounded on the revised *Health People 2030 Framework*. This framework's overarching goals highlight, among other goals, the need to eliminate health disparities, achieve health equity, and attain health literacy to improve the health and well-being of all.⁴ Health disparities are the result of differences in and interplay among numerous determinants

of health, including biological factors, the environment, health behaviors, sociocultural factors, and the way health care systems interact through complex, multilevel pathways.⁵

Key to improving health equity is to determine priority populations and the approach to study health equity and health disparities. CIHE has prioritized populations that experience gaps or disparities at a health outcome. For the purpose of CIHE Strategic Plan, these populations are to be labeled as “priority populations.” These include, and are not limited to, racial and ethnic minority populations (as defined by the Office of Management and Budget (OMB); less privilege socioeconomic status (SES) populations, underserved rural populations, and sexual and gender minorities (SGM).

Furthermore, CIHE approach to health equity and health disparities research follow best practices in the science of health disparity research as well as federal guidelines, including but not limited to: Department of Human Health Services, Office of Minority Health, the National Institutes of Health and others.³ Therefore, CIHE's scholarship seeks to understand why a priority population has a specific health outcome, and identify factors that contribute to any specific health condition, independent of whether a health disparity exists or is identified. In parallel or independently,

this scholarship seeks to identify differences in health between groups, to understand the mechanisms as to why a priority population has a worse health outcome compared to a reference group.³ Highlighted methodological approaches include the use of socioecological frameworks of determinants that intersect individual behaviors, family and community

factors with outcomes, as well as the use of community-based participatory research (CBPR) approaches. Social determinants of health and CBPR offer the greatest promise to identify disparities and translate scientific advances to implement and disseminate effective interventions across diverse communities.⁶

Strategic Planning Process

In 2020, CIHE was proud to embrace leadership support to embark on a collaborative Strategic Planning process among affiliated Faculty across CUNY, community partners, and consultation with CUNY leadership, to determine the direction and focus of the Institute over the next 5 to 10 years.

The collaborative nature of CIHE makes the Institute a unique platform to develop science and enrich educational programs. CIHE is positioned within the School of Health Sciences, Human Services and Nursing at Lehman College which places the Institute in an excellent position to promote faculty and student scholarship, enhance experiential learning, and cultivate student researchers that will pursue graduate education and make scientific contributions to the field.

The strategic planning process included listening sessions with the Institute's partners and stakeholders, the formation of working groups with Affiliated Faculty to inform the direction of goals and objectives, and coordination with CIHE's governing body and leadership across CUNY campuses. Graph 2 illustrates the participatory nature of the strategic planning process.



Goals and Objectives

The following pages describe the CIHE Strategic Plan 2021-2026 in detail. Each section includes a goal, objectives, and action items.

- » Goals are designed to guide CIHE strategic direction in the long term (20 years +)
- » Objectives are designed to guide CIHE medium term initiatives (10 years)
- » Action items are to guide CIHE short term activities and projects (5 years)





Promote workforce skills development related to Health Disparities Research (HDR) and Health Equity (HE)

		Year 1	Year 2	Year 3	Year 4	Year 5	Evaluation Metric
Objective 1							
Provide training and mentorship programs and skill-development opportunities for health disparities research scholars associated with CIHE, to promote career advancement and research.							
1.1	Develop a strategy to recruit and retain scientists working on health disparities-related areas associated with CIHE	x	x				(1) A cohort of scientists/scholars clearly identified and leading at least (1) activity related to CIHE SP a year
	Advance CIHE within and outside of CUNY to promote HE and HD CIHE affiliated scientists		x	x	x	x	
1.2	Conduct Scientific Roundtables, sponsored talks for core-CIHE scientists	x	x	x	x	x	
1.3	Pilot test curriculum/course-seminar of topics related to HE and HD methods and measurement for early to mid-career faculty interested in developing the science of health disparities research		x				(1) Taskforce formed to develop a curriculum/course-seminar
	Develop and execute a yearly training module for HD CUNY scientists focused on methods and measurement			x	x	x	(1-2) publications/lessons learned multi-authored CIHE white paper
	Evaluate course-training modules focused on methods and measurements			x	x	x	
1.4	Disseminate newsletters and/or other CIHE communications focused on health equity and health disparities for external career development initiatives geared toward promoting leadership trainings and fellowships	x	x	x	x	x	(1) CIHE Communication strategy developed and implemented. (1) Communication/media outlet developed and implemented providing regular information to faculty on topics related to HD and HE.

*High profile + Focused in institutional strengthening ~ Intended to promote faculty advancement/student enrichment



Year 1 Year 2 Year 3 Year 4 Year 5

Evaluation Metric

Objective 2

Provide staff and faculty CUNY-wide with training, fellowships and skills development opportunities in topics, themes, methods, and other areas related to health equity research, practice and policy.

2.1	Develop an ongoing Speaker Series for a CUNY-wide audience on topics of Health Equity and Health Disparities	x	x	x	x	x	(1-2) Speaker Series organized a year targeting faculty, students, and staff CUNY-wide
2.2	Organize and conduct a conference/ summit for the CUNY community that will include professional development workshops, panels, presentations, and posters*		x		x		(2) Conferences organized CUNY-wide

Objective 3

Promote multidisciplinary partnerships CUNY-wide across faculty, staff, students, alumni to develop scholarship in topics related to health disparities and health equity among priority populations.

3.1	Identify and establish collaborations with peer CUNY institute's/organizations that share CIHE's mission/values to establish alliances and collaboration		x	x	x	x	(1-3) Memorandums of Understanding (MOU) or similar agreements, signed and implemented to promote CIHE's mission and SP
	Identify and execute (1) activity and/or initiative with a partner CUNY Institute, Center or Collaborative that promotes inter-institutional scholarship each year						
3.2	Develop partnerships with other universities' institutes focused on HE and HD that will foster skills development of HE and HD scientists		x	x	x	x	
	Identify and execute (1) activity and/or initiative with a partner Institute, Center or University outside CUNY that promotes inter-institutional scholarship each year			x	x	x	(2-3) Inter-institutional activities/initiatives planned and executed involving CIHE affiliated faculty and other scholars from different institutions inside or outside CUNY

Objective 4

Support research to understand the impact of diversity and inclusivity among health disparities research scholars at all stages of career development.

4.1	Conduct a study to explore the role of race, ethnicity, and diversity in career advancement and teaching andragogy			x	x		(1-2) studies conducted. (1) multi-authored, CIHE-sponsored publication
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*High profile + Focused in institutional strengthening ~ Intended to promote faculty advancement/student enrichment



Advance the Science of Health Disparities Research and Health Equity

Promote health disparities research to achieve Health Equity

		Year 1	Year 2	Year 3	Year 4	Year 5	Evaluation Metric
Objective 5							
Develop the Healthy Bronx community-based participatory research project (HB_CBPR)*.							
5.1	Identify, qualify, and engage community-based organizations in the Bronx to co-lead a Healthy Bronx community project	x					(1) CIHE-developed and implemented targeted project using CBPR approach. (1-3) multi-authored, CIHE-sponsored publications. (1-2) poster and/or conference presentations
	Prioritize health burden and health disparity areas and aim to address them via a CBPR project		x				
	Identify and apply for grant support		x				
	Design and implement CBPR pilot project			x	x		
	Evaluation of a CBPR project					x	
	Re-application and seek funding for the continuous implementation of a CBPR project				x	x	
Objective 6							
Promote analyses of big data and other secondary data sources to explore potential inequalities in health outcomes and the causes and pathways associated with inequalities.							
6.1	Identify and make public databases available aimed at promoting research in health equity/health disparity related topics	x	x	x	x	x	(1-5) multi-authored, CIHE-sponsored publications. (1-2) poster and/or conference presentations using secondary data sources and innovative data analytics to illustrate health disparities
6.2	Support concepts and protocol development via data analytics	x	x	x	x	x	

*High profile + Focused in institutional strengthening ~ Intended to promote faculty advancement/student enrichment



“The status of our children
is a reliable indicator of
what we value.”



Year 1 Year 2 Year 3 Year 4 Year 5 Evaluation Metric

Objective 7

Promote research that encompasses the continuum of research activities, from basic through applied research, including but not limited to: health services research, population-health, and intervention sciences to improve the health of priority populations and/or reduce health disparities.

7.1	Identify, establish and maintain research lines, support CIHE core scientists.	x	x	x	x	x	(1-2) CIHE-sponsored research initiatives conducted. (1-4) multi-authored, CIHE-sponsored publications. \$\$ raised to support seed monies
	Bridge expertise from subject matter experts to CIHE research lines via technical assistances, sponsored talks, site visits, etc.		x	x	x	x	
	Seek monies to create “seed-monies grant program for HE and HD research”*		x				
Develop a strategy and implement seed-monies to promote HE/HD research~			x	x	x		
7.2	Promote the dissemination of research findings of researchers from diverse backgrounds via projects that increase the visibility of their science advances with the support of internal and external funding*		x	x			(1) Initiative created and implemented

Objective 8

Promote the understanding of the causes of health disparities related to structural inequalities to reduce or eliminate health differences to inform decision-makers and impact policy change.

8.1	Form interdisciplinary group to identify and prioritize the impact of upstream social determinants of health (SDOH)/structural inequalities to specific health outcomes creating health disparities among priority groups (i.e. food insecurity)		x				(1-2) CIHE-sponsored research initiatives conducted. (1-2) multi-authored, CIHE-sponsored publications. \$\$ raised to support seed monies
	Develop a collaborative approach to illustrate the relationship between SDOH and health outcomes			x			
	Develop and implement an initiative to address the upstream SDOH in collaboration with community partners to reduce a health disparity			x	x		
	Evaluate and disseminate findings from initiative developed and assess replicability					x	

*High profile + Focused in institutional strengthening ~ Intended to promote faculty advancement/student enrichment



Year 1 Year 2 Year 3 Year 4 Year 5 Evaluation Metric

Objective 9

Develop approaches to reduce the gap between science and practice by promoting the dissemination of evidence-based interventions into communities experiencing health disparities as well as translating research findings into diverse types of formats and audiences.

9.1	Promote the visibility of scholarly work of core-faculty associated to CIHE (through websites, translations, research to practice translations)		x	x	x	x	CIHE-sponsored bi-monthly communication tool and/or bulletin to showcase HE and HD science advances and initiatives
	Promote HE and HD publications and science advances of core-CIHE scientists		x	x	x	x	
9.2	Identify and foster research among core-scientists that have practice-applications for translation into different formats		x		x		(1) Project/initiative developed that implements an evidence-based program in a community setting geared at reducing a health disparity. \$\$ raised to implement initiative

*High profile + Focused in institutional strengthening ~ Intended to promote faculty advancement/student enrichment





Foster CUNY students to develop analytical skills to address health disparities and inequalities

Promote diversity and Health Equity knowledge and skills development among CUNY students and alumni in an environment that fosters wellness, inclusion and belonging

		Year 1	Year 2	Year 3	Year 4	Year 5	Evaluation Metric
Objective 10							
Foster a pipeline of future health professionals and health disparities scientists by providing training, fellowships, research, and professional development opportunities.							
10.1	Identify students interested in developing skills in topics related to health equity and health disparities via survey, faculty referrals, and research student boards	x	x				(1-3) cohorts of CIHE-supported students interested in conducting health disparities research. (1-2) Memorandums of Understanding drafted and established to exchange opportunities to study inequality internationally. Students participating in conferences or academically-driven venues annually
	Annually assemble a cohort of students that will receive training, and mentoring from CIHE faculty in topics related to health equity and health disparities		x	x	x	x	
10.2	Support the dissemination of mentorship of CIHE-core scientists with students via preparation of research posters, papers, abstracts, and other formats to showcase scientific advances		x	x	x	x	
10.3	Seek international partners to promote student exchange to understand inequality at the international level with the support of staff and faculty associated with CIHE*		x	x			
	Establish and execute annual exchanges between faculty and students dyads or groups in international settings to study health inequality internationally			x	x	x	

*High profile + Focused in institutional strengthening ~ Intended to promote faculty advancement/student enrichment



Year 1 Year 2 Year 3 Year 4 Year 5

Evaluation Metric

Objective 11							
Support peer-learning opportunities that cultivate knowledge and skills development in topics, themes, methods, and other areas related to health equity research, practice and policy							
11.1	Identify student organizations across campuses	x	x				
	Identify and implement (1) initiative with student organizations or group of students to promote scholarship in health equity and health disparities per year		x	x	x	x	(1-3) initiatives developed and sustained that promote the formation of health equity scholarship among students
11.2	Conduct a Health Equity/ Health Disparities summer seminar for students (non-credit)		x	x	x	x	(1-3) Health Equity Seminars planned and executed to benefit CUNY-wide students
Objective 12							
Promote research and research-to-practice applications that aim to improve student wellness, wellbeing and sense of belonging.							
12.1	Conduct an annual activity focused on promoting wellness and inclusivity lead by students and sponsored by CIHE (i.e. 5k run; nutritional pop-up tents)	x	x	x	x	x	# of student organizations working with and in CIHE-led initiatives. (1) activity/initiative planned and executed to benefit CUNY-wide students that promotes wellness
12.2	Identify, quantify, and enlist participation from student organizations to create partnerships and build capacity		x	x	x	x	
12.3	Identify and implement (1) initiative with student organizations or group of students to promote inclusion and belonging within CUNY campuses per year		x	x	x	x	



Develop successful outreach and engagement strategies with internal CUNY partners and with external community stakeholders, academic, and political partners to improve population health and community accountability

		Year 1	Year 2	Year 3	Year 4	Year 5	Evaluation Metric
Objective 13							
Establish and maintain active engagement with stakeholders to obtain insights and share information in support of CIHE's mission to design, deliver, and evaluate health equity and health disparity initiatives							
13.1	Conduct and lead meetings with community stakeholders to explore collaborative initiatives	x	x	x	x	x	
Objective 14							
Develop Community-GIS initiatives that locate Bronx community-based organizations and relate their objectives and mission to social determinants of health by zip code/community district* ⁺							
14.1	Identify, quantify, and enlist participation from members of the Bronx community to create partnerships and build capacity	x					(1) Community geospatial tool that allows the visualization of CIHE-affiliated community organizations and key determinants of health. (1) Publication/report of the lessons learned and practical applications
	Assess the social determinants of health and develop a shared vision for community change	x	x				
	Develop and execute processes for building community capacity to address social determinants as part of a shared mission and vision		x				
	Represent community organizations and social determinants in GIS platforms and visual tools to empower communities		x	x			
	Update and maintain the versatility of a GIS platform			x	x		
	Update and include projects addressing SDOH, community and health burden				x	x	
14.2	Conduct regular meetings with community stakeholders to assess and address community needs	x	x	x	x	x	

*High profile + Focused in institutional strengthening ~ Intended to promote faculty advancement/student enrichment



Year 1 Year 2 Year 3 Year 4 Year 5 Evaluation Metric

Objective 15
Lead the formation of a Community Advisory Board (CAB) to support CIHE’s mission, and in the implementation of the Strategic Plan (SP)⁺

15.1	Identify, quantify, and enlist participation from members of the Bronx community to create partnerships and build capacity	x					(1) Community Advisory Board created and functioning. Plan and execute regular meetings with CAB. Co-sponsor at least (1) CAB-CIHE initiative that addresses the health disparities in the Bronx
	Identify between 1-2 topics with community partners (i.e diabetes coalition) related to excess health burden using a social determinant approach to address the health inequities)		x	x	x	x	
	Develop and implement an action plan for each initiative			x	x	x	
	Assess the progress of each initiative progress, make adjustments as needed, and share the results with others (e.g., community members)				x	x	
	Formally form a CAB-CIHE			x			
	Create and conduct regular meetings with community stakeholders to assess and address community needs			x	x	x	

Objective 16
Conduct inclusive and neighborhood specific community-based reading and discussion groups focused on books (novels, non-fiction) that deal with health-related topics

16.1	Develop a library of thematic curricula aligned with selected texts that build science knowledge, health awareness, and health literacy		x	x	x	x	(1) Community project developed and implemented focused on promoting science knowledge, health awareness, and health literacy. \$\$\$ Raised for project implementation
16.2	Provide audiovisual, technological, academic, and other supports to engage a wide range of learners		x	x	x	x	



Year 1 Year 2 Year 3 Year 4 Year 5

Evaluation Metric

Objective 17							
Activate and engage in meaningful relationships between the administrative operation of CIHE and the External Advisory Board ⁺							
17.1	Review the CIHE Advisory Board roles and legal mandates		x				(1) Strategy and implementation plan developed to receive guidance and support from the Advisory Board. (1) Fundraising event executed to raise funds to support CIHE's operation, initiatives, and activities
	Engage in meaningful discussion with boards members		x				
	Develop a strategy to develop the support of the advisory board in conjunction with the CIHE Executive Committee and the Lehman College Foundation		x				
	Identify priority activities within CIHE SP to seek guidance and support from the CIHE Advisory Board			x			
17.2	Seek external technical assistance and financial support, via a grant or other mechanism, to strengthen the role of the Advisory Board to benefit CIHE mission in alignment with SP		x	x			
17.3	Conduct a fundraising event/initiative for CIHE activities with support of the Advisory Board			x			
17.4	Maintain regular and updated meetings with Advisory Board			x	x	x	

*High profile + Focused in institutional strengthening ~ Intended to promote faculty advancement/student enrichment

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Appendix 1:

Faculty Workgroup Membership

Workgroup 1

Epidemiological Study

María Isabel Roldós-Prosser

John Orazem

Talita Fortunato Tavares

Workgroup 2

Promote Research

María Isabel Roldós-Prosser

Martin Downing

Eleanor Wurtzel

Mia Budescu

Katherine Burt

Amanda Sisselman-Borgia

Robin Moon

Workgroup 3

Promote Workforce Development Skills

María Isabel Roldós-Prosser

Justine McGovern

Katherine Gregory

Ileana Carillo

Workgroup 4

Promote student health equity related activities

María Isabel Roldós-Prosser

Jaye Jones

Jacob Eubank

Naomi Rodriguez

Judith Aponte

Workgroup 5

Outreach, Communication and Dissemination

María Isabel Roldós-Prosser

Dean Elgloria Harrison

Appendix 2:

CIHE Organizational Structure

Executive Committee

Dean Elgloria Harrison, Ph.D. and Provost Peter O. Nwosu, Ph.D.

Director

Dr. Maria Isabel Roldós holds a Doctor in Public Health (DrPH) degree from the University of Georgia (UGA) awarded in 2012, in addition to two master's degrees, one in Public Administration from New York University (NYU) and another in Public Policy and Economics from Georgia State University (GSU). Her experience includes: CDC's National Center for Injury and Violence Prevention; the NIH's National Institute of Minority Health and Health Disparities (NIMHD)'s Office of Science Policy, Strategic Planning, Assessment, Reporting and Data (OSPARD) and multiple global health appointments including: USAID; associate dean of Universidad San Francisco de Quito-Ecuador and as the highest ranking public health official in the city of Quito-Ecuador – as Health Commissioner.

Associate Director, Scientific Research

Dr. Judith Aponte received her BSN and MS from H-BSON; and was the first Hispanic to graduate with her Ph.D. from Columbia University School of Nursing. Dr. Aponte is a tenured Associate Professor and Specializing Coordinator of the Community/Public Health Nursing (MS) and Community/Public Health Nursing/Urban Health (MS/MPH) Graduate Programs at Hunter-Bellevue School of Nursing (H-BSON), Hunter College. Dr. Aponte, is a Fellow of the New York Academy of Medicine, a Full Member of the Clinical and Translational Science Center and a Faculty Associate of the Roosevelt House. Dr. Aponte has published book chapters and numerous peer-reviewed articles in nursing, nursing education, and in diabetes and its risk-factors affecting the Hispanic population.

Associate Director, Capacity Building

Dr. Jaye Jones received her Ph.D. in Social Work from the University of Chicago, an M.S. degree from Columbia University's School of Social Work, an M.A. in Women's Studies from George Washington University, and a B.A. in Psychology from the University of Iowa. Dr. Jones is currently the Interim Associate Dean of the School of Health Sciences, Human Services & Nursing at Lehman College. She has been at Lehman for 7 years, and was previously the Executive Director of the Institute for Literacy Studies (ILS) [2016 -18] and director of the Adult Learning Center (a unit of ILS) [2012-2016]. Dr. Jones is committed to an interdisciplinary research agenda focusing on adult literacy learners with histories of trauma, and the creation of emotionally responsive learning contexts that honor learners' knowledges and foster collective empowerment.

Associate Director, Data-Analytics/Knowledge Transfer

Dr. Orazem holds a Ph.D. in biostatistics from Columbia University. He has over 30 years of supervisory statistical experience working in the clinical and pharmaceutical industry. Dr. Orazem contributed to clinical drug development (small molecule and biologics) in diverse therapeutic areas, including neurology, central nervous system, cardiology, urology, oncology, hematology, tropical diseases, and diseases of the immune system. In addition to extensive experience in the design on clinical study designs and statistical methods, analysis and interpretation of non-interventional studies, investigations of medical record databases, and quantitative risk-benefit assessment of drug candidates.

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