

A1. Organization and Administrative Processes

The school demonstrates effective administrative processes that are sufficient to affirm its ability to fulfill its mission and goals and to conform to the conditions for accreditation.

The school establishes appropriate decision-making structures for all significant functions and designates appropriate committees or individuals for decision making and implementation.

The school ensures that faculty (including full-time and part-time faculty) regularly interact with their colleagues and are engaged in ways that benefit the instructional school (e.g., participating in instructional workshops, engaging in school-specific curriculum development and oversight).

Embodying a culture of dynamic innovation and strategic foresight, the school demonstrates effective and streamlined administrative processes, meticulously tailored to not only uphold its mission and aspirations but also to exceed the benchmarks set for accreditation. Every facet of our administrative framework is thoughtfully curated to amplify efficiency and foster a vibrant ecosystem of growth and learning, enabling us to chart a course toward unparalleled excellence.

At the heart of our operational ethos lies a commitment to excellence and to robust decision-making structures that align actions with our strategic vision and that are nimble, responsive and connected to our overarching goals. Through the astute appointment of dedicated committees and individuals, we ensure that each significant function is seamlessly orchestrated, fostering a collaborative environment where ideas flourish and transformative initiatives take flight.

In fostering a culture of vibrant collaboration and continual growth, the school actively cultivates a thriving community where faculty, both full-time and part-time, succeed through constant interaction and meaningful engagement. By championing their involvement in instructional workshops, empowering their contributions to the development of a dynamic curriculum and fostering a sense of belonging within the school's fabric, we nurture a collective spirit that transcends boundaries and fosters an ecosystem of shared success.

- 1) *List the school's standing and significant ad hoc committees. For each, indicate the formula for membership (e.g., two appointed faculty members from each concentration) and list the current members.*

Committee	Membership Formula	Current Members (Dept, Program, Title)
Appointment, Promotion and Tenure (APT)	Members represent each academic department, tenured at the rank of Professor. Members shall be elected by the regular tenured and tenure-accruing faculty of each department. On an annual basis, a chair is elected from its members.	Keith Crandall (DBB) Lance Price (EOH) Jeanne Jordan (EPI) Loretta DiPietro (EXNS) James Tielsch (GH) Avi Dor (HPM) Melissa Napolitano (PCH)

Committee	Membership Formula	Current Members (Dept, Program, Title)
Curriculum	One member from each department, who is engaged in teaching, three schoolwide faculty members, elected on an at-large basis and representing (and engaged in teaching in) each of the undergraduate, online master's and doctoral programs, a nonvoting student member elected by the Public Health Student Association and several ex-officio nonvoting members.	Heather Hoffman (co-chair; DBB) Scott Quinlan (co-chair; EPI) Robert Canales (EPH) Heather Young (EPI) Amanda Visek (EXNS) John Sandberg (GH) Lorens Helmchen (HPM) Monica Ruiz (PCH) Carla Berg (PCH) Kim Robien (EXNS) Jonathan Lancaster (MPH, Epidemiology) Sara Wilenksy (ex-officio; HPM) George Gray (ex-officio; EOH) Jane Hyatt Thorpe (ex-officio; HPM) Katherine Puskarz (ex-officio)
Admissions	Representatives elected by the governing faculty of each department which may elect up to two departmental representatives, one member elected by the governing faculty of the school to represent the MPH@GW program, a nonvoting student member elected by the Public Health Student Association and several ex-officio nonvoting members. On an annual basis, a chair is elected from its members.	Marcos Perez-Losada (DBB) Angelo Elmi (DBB) Jordan Kuiper (EOH) Manya Magnus (EPI) Karina Lora (Co-Chair; EXNS) Adam Richards (Co-Chair; GH) Melissa Goldstein (HPM) Leah Masselink (HPM) Khadidiatou Ndiaye (PCH) Christina Heminger (PCH) George Gray (ex-officio; EOH) Gene Migliaccio (ex-officio; GH) Heather Renault (ex-officio) Jane Hyatt Thorpe (ex-officio; HPM) Rusha Patel (MPH, Global Health Program Design, Monitoring and Evaluation)
Research	One faculty member (who meets specific requirements) is elected from each department, two nonvoting doctoral students elected by their respective constituencies (one from the DrPH program and one from the PhD program) and at least one ex-officio nonvoting member. On an annual basis, a chair is elected from its members.	Ionut Bebu (DBB) Cindy Liu (EOH) Debra Bernat (EPI) Sameera Talegawker (EXNS) Emily Smith (Chair; GH, EXNS) Ali Moghtaderi (HPM) Katy Roche (PCH) Adnan Hyder (ex-officio; Senior Associate Dean for Research and Innovation) Rebecca Clifton (ex-officio; EPI) Brendan Fries (PhD, Global Public Health Science)
Student Academic Appeals	Members are elected on an at-large basis by the faculty. On an annual basis, a chair is elected from its members.	Melinda Powers (EPI) Bob Bonar (Chair; HPM) Adam Ciarleglio (DBB) Seble Frehywot (GH) Peter LaPuma (EOH) Monica Ruiz (PCH) Beverly Westerman (EXNS)

Committee	Membership Formula	Current Members (Dept, Program, Title)
Executive Advisory	Dean, chair of each department, associate deans, three faculty members elected at large by the faculty, the nonvoting president of the Public Health Student Association, a nonvoting doctoral student elected by peers and invited guests.	<p>Scott Evans (DBB Chair) Jennifer Sacheck (EXNS Chair) James Tielsch (GH Chair) Anne Markus (HPM Chair) Deanne Kerrigan (PCH Chair) Manya Magnus (EPI Chair) Susan Anenberg (EOH Chair) Karen McDonnell (PCH, Faculty Rep) Melissa Goldstein (HPM, Faculty Rep) Rob van Dam (EXNS, Faculty Rep) Lynn Goldman (EOH, Dean) Natasha Kazeem (Executive Dean for Operations) Jane Hyatt Thorpe (HPM, Senior Associate Dean for Academic, Student and Faculty Affairs) Adnan Hyder (GH, Senior Associate Dean for Research and Innovation) George Gray (EOH, Associate Dean for MPH Programs) Gene Migliaccio (GH, Associate Dean for Applied Public Health) Heather Renault (Assistant Dean for Student Affairs) Monica Partsch (Assistant Dean for Faculty Affairs) Sara Wilensky (HPM, Associate Dean for Undergraduate Education) Lorien Abrams (PCH, Associate Dean for PhD and MS Programs) Andrew Wiss (Assistant Dean for Academic Innovation) Wanda Nicholson (PCH, Senior Associate Dean for Diversity, Equity and Inclusion) Meredith Enish (Finance) Coreene Daniels (Human Resources) Jackie Wood (Associate VP and Chief Development Officer) Sloane Hurst (Communications) Stacey DiLorenzo (Executive Dean for External Relations) Paige Kulie (PhD, Health Policy) Radha Vakkalagadda (MPH, Health Promotion)</p>

Committee	Membership Formula	Current Members (Dept, Program, Title)
Diversity, Equity and Inclusion	Four faculty members elected from among the governing faculty of the school on an at-large basis, three staff members elected on an at-large basis, three student members from each of the three degree programs (undergraduate, master's and doctoral), an ex-officio associate dean, appointed by the Dean and other nonvoting members. On an annual basis, a chair is elected from its members.	Mark Edberg (PCH, Co-Chair) Wendy Ellis (GH, Co-Chair) Loretta DiPietro (EXNS) Jennifer Sacheck (EXNS) Robin Delk (staff) Shamaah Walls (Research) Natasha Kazeem (ex-officio) Wanda Nicholson (ex-officio) Kammikia Barnes (MPH, Community-Oriented Primary Care) Jasmine Charter-Harris (PhD, Exercise Physiology and Applied Nutrition) Mayah Bourne (BS, Exercise Science)
Rules	Members elected on an at-large basis by the faculty. On an annual basis, a chair is elected from its members.	Zoe Beckerman (HPM) Todd Miller (Chair; EXNS) Anne Markus (HPM) Jonathon Rendina (EPI) John Sandberg (GH) Manya Magnus (EPI)
Decanal Selection (ad hoc)	Members set forth in the Faculty Code Procedures.	n/a
Practice (ad hoc)	Associate Dean for Public Health Practice, departmental practice directors and one system support representative.	Gene Migliaccio (GH) Jennifer Skillicorn (OAPH) Geri Kemper Seeley (staff) Elizabeth Mason (staff) Peter LaPuma (EOH) Veronica Southerland (EOH) Georgia Middleditch (EOH) Joe Schmitthener (EPI) Michelle Stevens (EXNS) Nino Paichadze (GH) Chloe (Nick) Nickel (GH) Melissa Goldstein (HPM) Lara Cartwright-Smith (HPM) Leticia Chavarria (HPM) Kelley Vargo (MPH@GW) Christiana Ebiasah (MPH@GW) Laura Vasisko (MPH@GW) Stephanie Shorten (MPH@GW) Malika Hook Muhammad (MPH@GW) Ann Rich (MPH@GW) Iris An (MPH@GW) Taylor Burke (MPH@GW) Nitasha Nagaraj (MPH@GW) Courtney Coffey (PCH) Katie Fernandez (PCH)

Committee	Membership Formula	Current Members (Dept, Program, Title)
Student Affairs Advisory (ad hoc)	Two undergraduate students, seven graduate students and one doctoral student, seven members of the faculty reflecting the diversity of GWSPH and the Associate Dean of Student Services (ex-officio).	n/a Heather Renault (ex-officio, Assistant Dean for Student Affairs)
PhD Directors (ad hoc)	All PhD program directors, the Associate Dean for PhD/MS Programs and one elected PhD student representative.	Lorien Abrams (PCH, Associate Dean for PhD and MS Programs) Kate Applebaum (EOH) Lance Price (EOH) Heather Young (EPI) Jennifer Scheck (EXNS) Nirbhay Kumar (GH) Leighton Ku (HPM) Avi Dor (HPM) Keith Crandall (DBB) Guoqing Diao (DBB) Toshi Hamasaki (DBB) Jeffrey Bingenheimer (PCH) Alyssa Khan (PhD, Global Public Health Science student) Adnan Hyder (ex-officio, GH, Senior Associate Dean for Research and Innovation)
Lab PI Committee (ad hoc)	GWSPH researchers, research support and lab support.	Matthew Barberio (Chair; EXNS) Adnan Hyder (ex-officio, Senior Associate Dean for Research and Innovation) Ali Rahnavard (DBB) Andrew Stranieri (EXNS) Bahareh Sarrami (Operations and Planning) Christopher Mores (GH) Cindy Liu (EOH) Clifford Hayashi (Lab Tech) Gregory Davis (Research) Imomotimi Imomotebegha (Research) Jack Villani (Lab Manager) Jeanne Jordan (EPI) John Twomey (GWSPH Labs) Kamwing Jair (Epi) Keith Crandall (DBB) Kyle Levers (EXNS) Lance Price (EOH) Mimi Ghosh (EPI) Natasha Kazeem (Executive Associate Dean of Operations and Chief Operating Officer) Nirbhay Kumar (GH) Yi Cao (Postdoc)

Committee	Membership Formula	Current Members (Dept, Program, Title)
MPH Advisory Committee (ad hoc)	Key members of the MPH administrative team.	George Gray (EOH, Dean of MPH Programs) Scott Quinlan (EPI) Lara Cartright-Smith (HPM) Zoe Beckerman (HPM) Loretta DiPietro (EXNS) Olga Price (PCH) Heather Hoffman (DBB) Jennifer Seager (GH) Heather Young (EPI) Sarah Baird (GH) Andy Wiss (Academic Innovation) Kreda Boci (Program Operations) Iris An (MPH@GW)

See ERF > Criterion A > Criterion A1 > A1.1: Committees.

2) *Briefly describe which committee(s) or other responsible parties make decisions on each of the following areas and how the decisions are made:*

a) *degree requirements*

The [GW Office of the Provost](#) sets academic policies regarding academic integrity, credit hours and syllabi content, as well as guidelines for certificate, combined degree, doctoral and accelerated programs. The [Office of Registrar](#) sets academic policies regarding undergraduate transfer credits and is responsible for reviewing student records and awarding the degree upon graduation.

GWSPH establishes policies for degree requirements housed within the school, meeting the minimum requirements set by the university. Major initiatives, such as launching a new degree program, changing the credit requirements for an existing program or developing new modalities for an existing degree program, typically originate in the departments or schoolwide program committees in consultation with the Dean's office. Such initiatives are reviewed by the respective departmental curriculum committees or schoolwide program committee, before going through the GWSPH Curriculum Committee and Executive Advisory Committee review and approval process, followed by review and approval by the University Provost. The process of implementing new and modifications to existing courses and programs under the purview of the school are outlined in the Curriculum Guidebook (see ERF > Criterion A > Criterion A1 > A1.3: Bylaws-Policy Documents).

b) *curriculum design*

Instructors, with guidance from course leads, program directors, school and department leadership and accreditation requirements, are generally responsible for curriculum design. All departments have curriculum committees that periodically and regularly evaluate course, program and curricular content. For courses required in multiple departments, faculty regularly connect across departments to ensure content needs are met. Depending on the type of curricular change, varying levels of approval within the school and university are required, as outlined in the Curriculum Guidebook (see ERF > Criterion A > Criterion A1 > A1.3: Bylaws-Policy Documents). The most common updates to syllabi (e.g., changes to readings and assignment due dates) do not require any departmental or GWSPH Curriculum Committee approval and are at the sole discretion of the instructor. Departmental

curriculum committee approval is required for minor changes to syllabi (e.g., course titles, prerequisites, course descriptions, etc.) or courses (e.g., admissions requirements, program missions, etc.) that must be updated in the University Bulletin. GWSPH Curriculum Committee approval is required for major changes such as new program, concentration or course proposals and new program-specific competencies. A fourth tier of approval, the University Board of Trustees, is required only for new doctoral program proposals.

c) *student assessment policies and processes*

Instructors initially determine the methods of student assessment and develop grading rubrics for their courses. Instructors follow established policies and procedures such as using the uniform grading scale and maintaining assessments linked to competencies when developing assignments. The school maintains template syllabi for undergraduate, graduate and online courses that are reviewed and updated annually to support instructors. Assessments are reviewed when the syllabi are initially and periodically reviewed through the processes mentioned above in department and schoolwide program committees as well as the GWSPH Curriculum Committee.

Additionally, every seven years, departments conduct an Academic Program Review, which requires a thorough examination of a department's programs, program competencies and assessments of those competencies (see ERF > Criterion A > Criterion A1 > A1.3: Bylaws-Policy Documents).

d) *admissions policies and/or decisions*

The admissions process is managed by two different divisions depending on the type of program. The GW Office of Undergraduate Admissions manages undergraduate admissions, GWSPH manages all graduate residential degree admissions, and GWSPH and 2U jointly manage online degree admissions with all admissions decisions made by GWSPH. The GWSPH Admissions Committee determines policies and standards for admission to all GWSPH programs, including the ones managed by GW (i.e., undergraduate) and 2U. GWSPH Admissions works closely with school and department leadership and program directors to develop marketing and recruitment messages as well as identifying the best practices for applicant engagement and yield. While GWSPH sets eligibility criteria for undergraduate admissions, admissions decisions are made by the university, except in cases of readmittance. All graduate applications (residential and online) are reviewed by GWSPH faculty, who make the final admittance decision.

The university provides relevant data to the school through the Graduate Enrollment Management Committee for graduate students and the Undergraduate Admissions Team for bachelor's degree programs.

e) *faculty recruitment and promotion*

Recruitment and Appointment

Every year, department chairs present their faculty requests to the GWSPH Dean, who collates and prioritizes the requests on behalf of the school. The Dean submits these requests to the Provost, who grants approval for faculty lines. Approval of faculty lines are based on a myriad of factors including, but not limited to, budget, student enrollment numbers, strategic planning and university initiatives.

Once the Provost approves a faculty line, department chairs organize a search committee for each faculty position. Search committees generally have three to five members, of whom

one is elected chair and one is appointed as a diversity advocate. Search committees are responsible for drafting the position advertisement and identifying outreach activities. At the bare minimum, positions are posted to the *Chronicle of Higher Education* with a diversity boost. Advertisements and strategies are approved by Faculty Affairs and the Dean. Thirty days post-advertisement, search committees may begin reviewing applications and selecting candidates for interview. The search committee determines the interview process and candidate schedule. Finalists for each faculty position are typically interviewed by the Dean. Search committees make their candidate recommendation(s) to the department chair, who makes the final hiring decision. Based on guidance from the Dean, Assistant Dean for Faculty Affairs and Program Development and search committee, the offer letter states a recommended salary and rank, pending approval from the appropriate Appointment, Promotion and Tenure (APT) Committee(s) as well as the Provost.

Accepted offers at the rank of associate or full professor require a review and approval by the department APT committee and the GWSPH APT Committee. Accepted offers at the assistant professor rank generally are reviewed and approved only at the department APT committee level. At the GWSPH APT Committee level, votes may only be cast for candidates by faculty at the same rank level or higher or for tenure by tenured faculty. In either case, new hires require concurrence by the Dean and approval by the Provost, who issues the formal offer letters.

Promotion

Faculty performance is annually reviewed by chairs of each department. As part of this review process, chairs propose merit increases and nominate faculty for promotion and/or tenure. Faculty may also self-nominate for promotion. Faculty prepare a promotion dossier which is reviewed by the department APT committee. If the promotion is to the associate or full professor rank, the GWSPH APT Committee also reviews the promotion dossier. Again, at the GWSPH APT Committee level, votes may only be cast for promotion by faculty at the same rank level or higher or for tenure by tenured faculty. All faculty rank decisions are reviewed and approved by the Dean who makes the recommendations to the Provost. Tenure decisions must be approved by the Board of Trustees.

f) *research and service activities*

The academic department chairs, working with the Dean, establish annual expectations for research and service for each faculty member. Overall policies for faculty service and research are included in the department and school APT guidelines as well as a faculty coverage guidance document (see ERF > Criterion A > Criterion A1 > A1.3: Bylaws-Policy Documents). The GWSPH Research Committee provides faculty participation in decisions related to the research activities of the school.

3) *A copy of the bylaws or other policy documents that determine the rights and obligations of administrators, faculty and students in governance of the school.*

See ERF > Criterion A > Criterion A1 > A1.3: Bylaws-Policy Documents.

4) *Briefly describe how faculty contribute to decision-making activities in the broader institutional setting, including a sample of faculty memberships and/or leadership positions on committees external to the unit of accreditation.*

GWSPH faculty members are actively engaged in the university community and governance. Faculty serve on both formal and informal ad hoc university committees. Below are committees that GWSPH members have served on in the last year.

University Committee	GWSPH Members (Dept, Title)
Advisory Council for Research (ACR)	Adnan Hyder (GH, Senior Associate Dean for Research and Innovation) Candice Chen (HPM) Ali Rahnavard (DBB) Jennifer Seager (GH) Tamara Taggart (PCH) Marinella Temprosa (DBB)
Collaborative Research Administrators Group (CRAG)	Michael Burdan (POD) Theresa Chapman (POD) Rita Dikdan (POD) Adnan Hyder (ex-officio, GH, Senior Associate Dean for Research and Innovation)
Council of Associate Academic Deans	Jane Hyatt Thorpe (HPM, Senior Associate Dean for Academic, Student and Faculty Affairs)
Council of Deans	Lynn Goldman (EOH, Dean)
Council of Graduate Deans	Adnan Hyder (GH, Senior Associate Dean for Research and Innovation) Jane Hyatt Thorpe (HPM, Senior Associate Dean for Academic, Student and Faculty Affairs)
Council of Undergraduate Deans	Sara Wilensky (HPM, Associate Dean of Undergraduate Education)
Graduate Enrollment Management	Heather Renault (Assistant Dean for Student Services)
Institutional Biosafety	Mimi Ghosh (Epi)
Institutional Review Board	Paul Ndebele (ORE, GH) Melissa Goldstein (HPM)
POD Leadership Committee	Adnan Hyder (GH, Senior Associate Dean for Research and Innovation)
Research Leadership Council (RLC)	Adnan Hyder (GH, Senior Associate Dean for Research and Innovation)
University Leadership Council	Lynn Goldman (EOH, Dean)
Faculty Senate	Susan Anenberg (EOH) James Tielsch (GH) Amita Vyas (PCH)

University Committee	GWSPH Members (Dept, Title)
University Faculty Senate Sub-Committees <i>Appointment, Salary and Promotion Policies</i>	Wendy Ellis (GH) Amita Vyas (PCH) Heather Young (EPI)
<i>Athletics and Recreation</i>	Kyle Levers (EXNS) Karen McDonnell (PCH) Scott Quinlan (EPI) Mark Tatelbaum (HPM) Heather Young (EPI)
<i>Educational Policy and Technology</i>	Amita Vyas (Faculty Senate Liaison; PCH) Scott Quinlan (EPI) Jane Hyatt Thorpe (HPM, Senior Associate Dean for Academic, Student and Faculty Affairs) Margaret Ulfers (EPI)
<i>Fiscal Planning and Budgeting</i>	James Tielsch (GH)
<i>Honors and Academic Convocations</i>	Leonard Friedman (HPM)
<i>Libraries</i>	Marinella Temprosa (DBB)
<i>Physical Facilities and Safety</i>	James Tielsch (Chair, GH) Kyle Levers (EXNS) Wendy Ellis (nonvoting, GH) Monica Ruiz (nonvoting, PCH) Richard Southby (nonvoting, emeritus GH)
<i>Professional Ethics and Academic Freedom</i>	Guenevere Burke (HPM) Kurt Darr (emeritus HPM) Jennifer Seager (GH)
<i>Research</i>	Karen McDonnell (Co-Chair, PCH) Kate Applebaum (EOH) Keith Crandall (DBB) Adnan Hyder (nonvoting, GH, Senior Associate Dean for Research and Innovation) Nirbhay Kumar (GH) Rob Van Dam (EXNS)
<i>University and Urban Affairs</i>	Sara Wilensky (HPM, Associate Dean of Undergraduate Education)

- 5) Describe how full-time and part-time faculty regularly interact with their colleagues (self-study document) and provide documentation of recent interactions, which may include minutes, attendee lists, etc.

Full-time and part-time faculty regularly interact with their colleagues during their routine instructional, research and service activities. This includes, but is not limited to, co-teaching courses, serving on a faculty or student committee, attending a culminating experience presentation, and attending school and student events.

Full-time GWSPH faculty are expected to attend monthly departmental faculty meetings. Generally, fewer part-time faculty teach in the residential programs and an even smaller number of these instructors teach core classes. The one exception is regular, part-time faculty, who usually commit 30% to 80% of their time to the school and attend more monthly meetings and are more likely to teach core classes. Meeting attendance is robust; for example, 95 to 100% of full-time Department of Health Policy and Management faculty attend monthly departmental meetings, and two of the three part-time faculty who teach for the department do so as well. These faculty are also the only part-time faculty who teach core courses in the department (see ERF > Criterion A > Criterion A1 > A1.5: Faculty Interaction). The master's programs in the Department of Health Policy and Management (MPH in Health Policy, MHA and MHA@GW) also hold regular program meetings with similar levels of attendance as the departmental monthly meetings. Both part-time and full-time faculty may volunteer to hold a membership position on one of the departmental committees (curriculum, APT, research and admissions). While only full-time faculty may be elected to certain schoolwide committees, part-time faculty may attend meetings, as appropriate, to promote key issues.

Biannually, GWSPH hosts a faculty assembly which is open to all GWSPH faculty. Topics such as policy and faculty and personnel changes, program and degree updates, research updates, status of the school's budget and recognition of award winners are discussed.

Part-time faculty members are included on all mass communications of the school. This includes, but is not limited to, the GWSPH faculty and staff weekly newsletter, start-of-term emails and broadcast emails from GWSPH leadership and program directors. The [GWSPH website](#) has a dedicated section for faculty resources. Faculty resources and program-specific and schoolwide content are also discussed during new faculty orientation. Contact information for GWSPH academic leadership is shared widely, and faculty are encouraged to reach out for support or guidance.

Most direct interactions between online part-time and full-time faculty are at the course level, with course directors and section leads meeting weekly or biweekly to discuss course content and assignments. In the MPH@GW program, part-time and full-time faculty are invited to the MPH@GW Faculty Forum, held three times per academic year. Similarly, faculty in the MHA@GW program convene quarterly. In both forums, faculty discuss program quality and student learning outcomes, which inform faculty development and program quality improvement activities. Approximately half of invited part-time faculty attend the Faculty Forum, with heavier attendance among newer instructors. After each term ends, course directors meet in the Community of Course Directors to debrief on lessons learned. While most course directors are full-time GWSPH faculty, there are a select few part-time faculty members who are eminently qualified and hold the course director position and, thus, attend these meetings.

See ERF > Criterion A > Criterion A1 > A1.5: Faculty interaction.

- 6) *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

Strengths

- Faculty and staff actively engage in decision-making at GWSPH through both formal and informal committees and channels. Inclusion of faculty and staff is intentional to foster diversity of engagement and viewpoints. For example, in 2021 a new GWSPH Diversity and Inclusion Action Committee launched that includes both faculty and staff members (elected by their peers) as well as student representation. Departments also have ad hoc committees that are formed to address specific issues, as needed. For example, the

Department of Health Policy and Management created faculty and staff affairs, DEI, and research committees to address matters related to professional development, diversity and inclusion issues and research funding, respectively.

- GWSPH has robust part-time faculty who benefit from regular collaboration with full-time faculty on courses intentionally designed to enable team-based approaches to teaching, particularly courses with a high volume of sections.

Challenges

- During the COVID-19 pandemic when operations were fully remote, and even upon return to campus, engagement and interaction have been strained by different in-person, remote and hybrid work schedules as well as technological challenges to fully accommodate hybrid meetings.

Future Plans

- GWSPH continues to consider how to best promote effective and meaningful engagement and interaction across our community, particularly as operations are fully resumed in person while maximizing the benefits of remote participation. The approach has been focused primarily on flexibility while seeking meaningful opportunities for engagement and interaction in a post-COVID-19 environment.