

## **G1. Diversity and Cultural Competence**

**The school or program defines systematic, coherent and long-term efforts to incorporate elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum, scholarship and community engagement efforts.**

**The school or program also provides a learning environment that prepares students with broad competencies regarding diversity and cultural competence, recognizing that graduates may be employed anywhere in the world and will work with diverse populations.**

**Schools and programs advance diversity and cultural competency through a variety of practices, which may include the following:**

- **incorporation of diversity and cultural competency considerations in the curriculum**
- **recruitment and retention of diverse faculty, staff and students**
- **development and/or implementation of policies that support a climate of equity and inclusion, free of harassment and discrimination**
- **reflection of diversity and cultural competence in the types of scholarship and/or community engagement conducted**

- 1) *List the school's self-defined, priority under-represented populations; explain why these groups are of particular interest and importance to the school; and describe the process used to define the priority population(s). These populations must include both faculty and students and may include staff, if appropriate. Populations may differ among these groups.*

The school generally follows the NIH guidelines regarding underrepresented populations (URP), as well as those of the US Office of Management and Budget for students, staff and faculty. As such, the following racial/ethnic categories are considered URP at GWSPH: American Indian/Alaska Native, Native Hawaiian/Pacific Islander, Hispanic/Latino origin, African American/Black and Asian. These designations were chosen to help support applications for external funding and for ease of comparing GWSPH to other schools of public health and other institutions within our geographic area. Additionally, GWSPH includes active and retired military personnel in our defined URP. GW wishes to be at the forefront of support for active and retired military and has made concerted efforts in the last decade toward increasing military representation at the university.

- 2) *List the school's specific goals for increasing the representation and supporting the persistence (if applicable) and ongoing success of the specific populations defined in documentation request 1.*

Diversity and inclusion are [core tenets](#) of GWSPH. The school's 2020 strategic plan outlines goals to maximize diversity and inclusion with the priority being to complete and implement a Diversity and Inclusion Plan. To spearhead this effort, Wanda Nicholson, MD, MPH, MBA joined GWSPH as Senior Associate Dean for Diversity, Equity and Inclusion in November 2022. Under Dr. Nicholson's leadership, the Office of Inclusive Excellence, Diversity and Justice (OIE) is committed to creating a dynamic, diverse and inclusive school community and sustainable culture of belonging. To achieve this, OIE aims to:

- Increase the number of URP applicants to graduate programs through exposure to GW through cross-collaborations with historically black universities and colleges (HBCUs), Hispanic-serving institutions (HSIs), majority institutions and community partners.
- Promote diversity, equity and inclusion (DEI) training for students, faculty and staff including skill-building education to reduce microaggressions and ensure civility in classroom interactions.

- Design a schoolwide campaign to integrate a sense of belonging, diversity and inclusion.
- Implement assessments of intra- and inter-group interactions, within and between departments to create, cultivate and sustain a supportive culture of belonging.
- Develop new and improved infrastructure that promotes hiring, retaining, mentoring and promoting of entry-level URP faculty.

In 2018, the university released [The George Washington University Response Action Plan for Diversity, Equity and Inclusion](#) in response to an offensive and racially inflammatory social media posting. Students, staff and faculty collaborated to develop nine goals with detailed plans for implementation (see ERF > Criterion G > Criterion G1 > G1.2: Goals).

- 3) *List the actions and strategies identified to advance the goals defined in documentation request 2 and describe the process used to define the actions and strategies. The process may include collection and/or analysis of school-specific data; convening stakeholder discussions and documenting their results; and other appropriate tools and strategies.*

Dr. Nicholson led the development of OIE's strategic plan through discussions with students, staff and faculty via informal "listening" sessions (see ERF > Criterion G > Criterion G1 > G1.3: Goal Advancement). Aims were solidified following review and approval by GWSPH executive leadership, the GWSPH Diversity and Inclusion Action and the GW Office of Diversity, Equity, and Community Engagement (ODECE). Such collaboration engendered engagement from all levels of the university in promoting and implementing strategies to improve diversity and inclusion at GWSPH.

The GWSPH Diversity and Inclusion Action Committee, composed of elected faculty, staff members and students, advises and consults on all policies, programs and activities within the school that are relevant to achieving and strengthening the school's goals of DEI (see ERF > Criterion G > Criterion G1 > G1.3: Goal Advancement). This committee acts separately from OIE but provides meaningful feedback on OIE's goals and plans.

Starting in 2023, the GWSPH website team began updating the school's website to a new visual format. One of the changes is the creation of a [landing page for diversity and inclusion](#), accessible from the GWSPH main page. This landing page will include more information about OIE, its goals and activities.

Results from the university's recent Climate Survey (as described in [Criterion G1.6](#)) will be used to inform and strengthen these efforts.

GWSPH has focused on the following initiatives to increase diversity and inclusion in the last few years:

[Increase the number of URP applicants to graduate programs through exposure to GW through cross-collaborations with historically black universities and colleges \(HBCUs\), Hispanic-serving institutions \(HSIs\), majority institutions and community partners.](#)

To improve access to GW and increase URP graduate applicants, GWSPH strategically collaborated with HBCUs, HSIs and other institutions with historically high populations of URPs. For example, GWSPH's innovative interprofessional experience has expanded in recent years to partner with institutions such as Howard University, allowing undergraduate and high school students to gain exposure to GW. These opportunities are available because of long-standing research relationships with these institutions from whom we recruit summer research assistants. GWSPH also organizes health professions fairs, where invited undergraduate students, mostly

from URP, can learn about careers in public health. The GWSPH Office of Admissions and Recruitment annually recruits at Spellman and Morehouse, both HBCUs.

GWSPH is also focused on increasing the number of URP graduate applicants and matriculants through scholarship and other funding opportunities and personalized support through the admissions process. In 2020, GWSPH waived all standardized test scores (e.g., GRE) for admission to graduate certificate, master's, and DrPH programs through the spring of 2024.<sup>99</sup> In 2020, GWSPH became test-optional, meaning undergraduate students applying for first-year or transfer admission are not required to submit standardized test scores (e.g., SAT, ACT). There are a few [exceptions](#), but overall, this move reduces barriers, particularly for URP applicants. GWSPH participates in the [McNair Scholars Program](#), which provides opportunities for low-income, first-generation undergraduate students and students from underrepresented, disadvantaged backgrounds to pursue post-baccalaureate education. In November 2022, GW launched the [Third Century Scholarship Endowment Match](#) in which the university committed to matching new gifts to needs-based undergraduate scholarship endowments dollar for dollar. GWSPH happily offers scholarships to first-generation applicants. Last, in 2023, the university awarded 11 DC high school students a [Stephen Joel Trachtenberg scholarship](#), which covers the full cost of a four-year GW college education, including tuition, room, board, books and fees. One of these [bright students](#) enrolled at GWSPH in fall 2023.

To better track GWSPH's success in recruiting URP students, the GWSPH Diversity and Inclusion Action Committee and OIE are assisting in the development of an Inclusive Excellence Data Dashboard. This dashboard will expand on what the university currently provides regarding applicant and student demographics (i.e., beyond race and ethnicity).

In spring 2023, the Department of Environmental and Occupational Health proposed creating a joint program allowing students from any bachelor's degree at GW to enroll in any MPH program offered by the department. Undergraduate students from across the university can apply up to 12 MPH credits as crossover credits. The goal of this program is to increase the diversity of applicants to the MPH program.

The [GW Military and Veteran Services \(DVS\)](#), a division of Student Affairs, is committed to serving and supporting military-affiliated students across the university. Since 2013, GW has significantly expanded its veteran and military initiatives. As a result, DVS has experienced ongoing success in increasing the number of military-affiliated students enrolled at GW. These initiatives include:

- Yellow Ribbon Program provides a dollar-for-dollar match with the Department of Veterans Affairs (VA) contribution so active and retired military students can gain additional funds beyond those supplied in the Post-9/11 GI Bill.
- Military Community Center offers an on-campus home away from home for military-affiliated students to study and socialize.
- VetSuccess on Campus (VSOC) provides personalized support for students in the pursuit of their educational goals. Support may include, but is not limited to, assistance accessing VA services, career and academic counseling, expedited Chapter 31 services, and referral services, as needed.
- Student organizations, GW veterans and GW Naval Reserve Officer Training Corps (NROTC) students, provide networking opportunities, academic, professional and social support and military training experience.
- Tutoring assistance through VA benefit.

---

<sup>99</sup> The waiver is expected to be extended beyond spring of 2024.

- Military and Veteran Career Services Initiative guides military-affiliated students in their career goals through assistance with résumé writing, internship and employment opportunities and career-focused events.
- Specialized scholarships are available to military-affiliated students.

Promote DEI training for students, faculty and staff including skill-building education to reduce microaggressions and ensure civility in classroom interactions

In spring 2019, ODECE released an online DEI education module. The interactive module features video stories of students with discriminatory lived experiences, and addresses topics such as identity, power, privilege and oppression, and respectful and open communication. Built-in quizzes assess students' knowledge. The module is required of all undergraduate GW students at the time of enrollment. In the same semester, ODECE launched a website for [reporting incidents of bias](#). Any member of the GW community can report incidents of bias or other forms of unwelcome conduct. Staff from the Bias Incident Response Team (BIRT) are alerted to submissions and respond with appropriate action.

All new faculty to GWSPH receive an official appointment letter that includes a statement about following the Code of Ethical Conduct and completing the university's *Preventing Harassment and Discrimination* online module. Likewise, new and reappointed part-time faculty members receive an official appointment letter with a similar statement.

The [9th Annual Diversity Summit](#) is a two-part series open to all members of the GW community including faculty, staff and students. This year's summit, *Defining Revolutionary: A Call for Justice, Liberation and Empathy*, challenges the GW community to engage and reflect in the face of threats that are antithetical to DEI and justice, including the rise of book bans, anti-LGBTQIA+ policies, the erasure of black history from K-12 pedagogy and the elimination of DEI offices and race-conscious admissions in higher education. The October 2023 session includes a series of panel discussions and keynote sessions on topics such as the recent Supreme Court decision on race-based admissions, threats against DEI in the US, gender and sexuality bans, campus safety and policing, and the goals for inclusive excellence at GW. Part Two in February 2024 will allow GW community members to develop and implement their own educational sessions, research papers, panel discussions and poster presentations. GWSPH faculty have been presenters and participants at past summits.

Additional trainings are discussed in [Criterion G1.4](#).

Design a schoolwide campaign to integrate a sense of belonging, diversity and inclusion

In 2021, the Office of Academic Affairs and the GWSPH Diversity and Inclusion Action Committee developed a DEI statement which was added to all GWSPH syllabi in the appendix. The university approved the following statement:

<p style="text-align: center;"><b>DIVERSITY, EQUITY AND INCLUSION (DEI)</b></p> <p><b><i>DEI Resources and Bias Reporting</i></b></p> <p>The Milken Institute School of Public Health (GWSPH) at the George Washington University (GW) is committed to support the highest standards and practices of diversity, equity, and inclusion in all of our processes, systems and interactions throughout our community. We embrace an intellectual community enriched and enhanced by diversity along a number of dimensions, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. We at the GWSPH will work in the promotion of diversity, equity and inclusion not only to drive innovation and excellence throughout all our programs but also in</p>
---

honoring our commitment to social justice. Each of us is responsible for creating a safer, more inclusive environment. More information is available on our school website here.

Unfortunately, incidents of bias or discrimination do occur, whether intentional or unintentional. Resources available at the University to assist you include the following:

- GW maintains a website for reporting incidents of bias, <https://diversity.gwu.edu/report-bias-incident-online>. This site allows any university community member to report, including anonymously, incidents of bias and other forms of unwelcome conduct motivated by hatred based on race, color, religion, gender or gender identity, sexual orientation, national origin or any other factor.
- GW Office of Diversity Equity and Community Engagement: <https://diversity.gwu.edu/>

### **Religious Holidays**

In accordance with university policy, students should notify faculty during the first week of the term, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls in the first three weeks of the term, the student must inform the faculty within the first week of the semester that they are enrolled in the class. For details and policy, see "Religious Holidays" at: <https://provost.gwu.edu/policies-procedures-and-guidelines>.

In 2022-2023, OIE updated the diversity and inclusion section of the GWSPH website to include [resources for students, staff and faculty](#). Resources include links to university offices that support an inclusive campus, academic support, and university services that improve the experience of student, staff and faculty. Further updates to the OIE website are planned in 2023-2024, including a diversity statement, strategies to diversify an applicant pool, upcoming OIE events, resources for educational training (in collaboration with ODECE) and a section that highlights inclusive excellence among students and faculty. The goal of the highlights section is to recognize the work of students, staff and faculty and their commitment toward DEI and addressing the challenges of health disparities.

OIE has scheduled Inclusive Excellence Days in fall 2023 and spring 2024, which feature Assistant Professor Anushree Vichare, PhD, MD; and the editor of JAMA, Kirsten Bibbins-Domingo, PhD, MD, respectively. Additional seminars are being planned that focus on diversity and health equity, particularly the importance of diversity in research and community partnerships. The first proposed discussion topic is the impact and influence of DEI on achieving health equity. Invited speakers may include Joseph Wright, MD, MPH, FAAP,<sup>100</sup> and Deneen Richmond, MHA,<sup>101</sup> both distinguished GW alums. Dr. Wright was recently elected as the inaugural Chief Health Equity Officer at the American Academy of Pediatrics. Dr. Wright's work addresses race-based medical algorithms, and Ms. Richmond's work focuses on health care quality and compliance.

---

<sup>100</sup> GW has recognized Dr. Wright several times over the years. He won the 950 Alum Award, administered by GWSPH in recognition of a distinguished alum. Dr. Wright recently won the Distinguished GW Alumni Achievement Award, a university-wide award that highlights the impressive work of alums (see ERF > Criterion G > Criterion G1 > G1.3: Goal Advancement).

<sup>101</sup> Deneen Richmond has received several awards over the last several years. As a distinguished alum, she won the 950 Award in 2018. As a dedicated instructor in the school's online MHA@GW program, Ms. Richmond earned the Excellence in Teaching Master's Level Online Award.

Implement assessments of intra- and inter-group interactions, within and between departments to create, cultivate and sustain a supportive culture of belonging

An inclusive excellence retreat to improve communication, open discussion and respect among faculty is under development. During this retreat, an action plan and working group on assessments of intra- and inter-group interactions will be developed. The current landscape and data collection mechanisms need to be identified before any action can be taken.

Develop new and improved infrastructure that promotes hiring, retaining, mentoring and promoting of entry-level URP faculty

All faculty search committees are required to participate in annual bias training conducted by [Caroline Laguerre-Brown, JD](#), at ODECE. Additionally, each committee has a designated diversity advocate who ensures the identification and recruitment of a diverse pool of faculty candidates are paramount at each stage of the process. During the recruitment phase, open faculty positions are posted to the *Chronicle of Higher Education* with a diversity boost. Faculty also complete a training on our internal Human Resources website (Talent@GW) regarding equal employment opportunity during the interviewing and hiring process. Progress in hiring and retaining URP faculty is tracked in OIE's Data Dashboard.

- 4) *List the actions and strategies identified that create and maintain a culturally competent environment and describe the process used to develop them. The description addresses curricular requirements; assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities; and faculty and student scholarship and/or community engagement activities.*

As previously stated, GWSPH is committed to accepting and employing a diverse student, faculty and staff body. Furthermore, through faculty practice experience, community partnerships and the school's location, GWSPH recruits a diverse group of guest lecturers and practicum preceptors. Additionally, ODECE offers trainings on inclusive classrooms, unconscious bias and other topics to promote a culturally competent environment upon request.

Inclusive Classroom Toolkit

MTA created the [Inclusive Classroom Toolkit](#) in 2021, updating it regularly as new resources become available. The toolkit assists faculty in understanding the concepts of inclusive teaching and incorporating these ideas into the classroom and addresses academics, research, practice and operations. MTA developed the toolkit in response to a call for GWSPH to integrate DEI into every sphere of our work (see ERF > Criterion G > Criterion G1 > G1.4: Actions and Strategies).

Inclusive Teaching Workshops

In collaboration with LAI and the GWSPH Office of Academic Affairs, MTA offered three workshops in 2022-2023 on creating an inclusive teaching environment. The fall sessions focused on implementation strategies using the Inclusive Classroom Toolkit and best practices for handling emotionally reactive and/or difficult conversations, whether spontaneous or planned, with a special focus on strategies for facilitating inclusive discussions. The spring session discussed how faculty can handle "hot moments" during class discussions utilizing real-life experiences from GWSPH faculty members, as well as case studies from similar academic settings.

Our partners, 2U, also host weekly workshops, some of which are on DEI topics (see ERF > Criterion G > Criterion G1 > G1.4: Actions and Strategies).



### Accessible Online Courses

GWSPH administrators, including the current Assistant Dean for Academic Innovation, are directly involved in setting university standards regarding accessibility of online courses through appointments to the GW Accessibility Oversight Committee and its Education Subcommittee. In GWSPH online courses, all video lectures and multimedia are fully closed captioned by an outside vendor (2U and Caption First). Additionally, full text-based transcripts are provided for all course media.

### Study Abroad Opportunities

All students at GWSPH may participate in study abroad experiences. The [Department of Global Health](#) offers students, staff and faculty the opportunity to practice their global public health skills in a number of international locations, such as Cambodia, Mexico, Rwanda, and Denmark.

The [GW Office of Study Abroad](#) coordinates approved study abroad programs open to all undergraduate and graduate students. While temporarily halted during the COVID-19 pandemic, Study Abroad is currently operating 150 programs in more than 60 countries as well as at least one virtual experience. Out of all the programs, GWSPH has highlighted five programs as high priority for GWSPH students because they focus on global health and health policy.

- [SIT Global Health and Development Policy in Switzerland](#)
- [DIS Copenhagen–Study Abroad in Scandinavia](#)
- [GW Exchange–University of New South Wales](#)
- [IES Abroad–Health Practice and Policy in London](#)
- [SIT Switzerland Program \(Summer\)](#)

### Center for Excellence in Maternal and Child Health

The [Maternal and Child Health Leadership, Education and Advancement in Undergraduate Pathways \(GW-LEAP\) Training Program](#) is a HRSA grant-funded program offered by the [Center for Excellence in Maternal and Child Health](#). This innovative and integrative program is designed to develop undergraduate students' maternal and child health interest, knowledge, self-efficacy, and skills. Specifically, GW-LEAP provides students from underserved or underrepresented backgrounds with opportunities for training and engagement to ultimately improve levels of representation, reduce health disparities, foster health equity and increase the capacity of the maternal and child health workforce to meet the needs of a diverse US population. The center welcomed nine undergraduates in 2022 and ten undergraduates in 2023 into GW-LEAP.

The Center for Excellence in Maternal and Child Health also funds practice fellowships, which are awarded to students who intern with one of the center's community-based organizations. These students learn from and with experienced public health professionals from organizations such as [Mamatoto Village](#), which offers safe, compassionate, inclusive and radial collective care in Washington, DC. Nine fellowships were awarded in spring 2023, and an additional eight fellowships were awarded in summer 2023.

Last, students who are enrolled in a Center of Excellence in Maternal and Child Health or GW-LEAP Training Programs are eligible to apply for the competitive Title V Fellowship. Awardees focus on improving the health of women, children or families in an assigned state or territorial Title V program. In 2023, five GW students received this fellowship and traveled to five different state health departments (Vermont, Wyoming, Utah, Minnesota and Massachusetts).

- 5) *Provide quantitative and qualitative data that document the school's approaches, successes and/or challenges in increasing representation and supporting persistence and ongoing success of the priority population(s) defined in documentation request 1.*

Data on faculty and student diversity was collected for a 10-year span, 2013-2023, to provide a baseline for future actions and approaches in increasing representation and supporting persistence and ongoing success of the priority population. Data were collected in the fall term of each academic year listed. Faculty data include part-time and full-time faculty. Student data are pulled from their application and represent the current study body in that academic year. The student population data include undergraduate and graduate student information. The term “nonresident aliens” is how the system codes international students.

Notably, our racial diversity among our faculty has increased materially since 2013, specifically among our Asian faculty members (12% in 2023) and Black or African American faculty members (16% in 2023). Our student body also continues to be increasingly diverse (16% Asian, 18% Black or African American and 11% Hispanic/Latinx in 2023). As noted in our strategic plan and our mission, diversity, equity and inclusion are core tenets of the school and GWSPH remains committed to sustaining dynamic and diverse faculty and student bodies.

<b>Faculty Diversity by Gender, N (%)</b>											
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Female	146 (63%)	163 (64%)	181 (63%)	198 (67%)	223 (67%)	226 (65%)	194 (65%)	195 (63%)	225 (67%)	228 (66%)	214 (65%)
Male	84 (37%)	92 (36%)	108 (37%)	99 (33%)	112 (33%)	124 (35%)	106 (35%)	115 (37%)	113 (33%)	116 (34%)	114 (35%)

<b>Faculty Diversity by Race, N (%)</b>											
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
White	183 (81%)	200 (78%)	213 (74%)	208 (70%)	235 (70%)	231 (66%)	196 (65%)	210 (68%)	213 (63%)	220 (64%)	213 (65%)
Asian	15 (7%)	17 (7%)	23 (8%)	27 (9%)	31 (9%)	37 (11%)	33 (11%)	38 (12%)	51 (15%)	44 (13%)	39 (12%)
Black or African American	20 (9%)	26 (10%)	34 (12%)	39 (13%)	46 (14%)	46 (13%)	45 (15%)	42 (14%)	54 (16%)	54 (16%)	52 (16%)
Hispanic / Latinx	7 (3%)	9 (4%)	12 (4%)	15 (5%)	14 (4%)	16 (5%)	15 (5%)	15 (5%)	16 (5%)	19 (6%)	18 (5%)
Two or More Races				5 (2%)	4 (1%)	2 (1%)	3 (1%)	2 (1%)	3 (1%)	5 (1%)	4 (1%)
Race Unknown	2 (1%)	2 (1%)	6 (2%)	3 (1%)	5 (1%)	18 (5%)	8 (3%)	3 (1%)	1 (0%)	2 (1%)	2 (1%)
American Indian / Alaskan Native		1 (0%)	1 (0%)								

<b>Student Diversity by Gender, N (%)</b>											
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Female	1029 (81%)	1230 (77%)	1503 (76%)	1772 (76%)	1983 (77%)	2094 (78%)	2158 (79%)	2457 (81%)	2627 (81%)	2435 (79%)	2189 (80%)
Male	246 (19%)	360 (23%)	462 (24%)	556 (24%)	581 (23%)	586 (22%)	587 (21%)	644 (21%)	614 (19%)	608 (20%)	538 (20%)
Nonbinary				1 (0%)					2 (0%)	21 (1%)	19 (1%)



<b>Student Diversity by Race, N (%)</b>											
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
White	604 (47%)	702 (44%)	875 (45%)	1067 (46%)	1158 (45%)	1186 (44%)	1189 (43%)	1379 (44%)	1410 (43%)	1334 (44%)	1139 (41%)
American Indian / Alaskan Native	4 (0%)	4 (0%)	6 (0%)	9 (0%)	6 (0%)	9 (0%)	8 (0%)	6 (0%)	3 (0%)	2 (0%)	4 (0%)
Asian	139 (11%)	171 (11%)	266 (14%)	346 (15%)	416 (16%)	446 (17%)	450 (16%)	499 (16%)	493 (15%)	465 (15%)	448 (16%)
Black or African American	185 (15%)	225 (14%)	342 (17%)	437 (19%)	459 (18%)	469 (18%)	500 (18%)	545 (18%)	601 (19%)	542 (18%)	486 (18%)
Hispanic / Latinx	46 (4%)	78 (5%)	133 (7%)	169 (7%)	206 (8%)	246 (9%)	269 (10%)	315 (10%)	359 (11%)	320 (10%)	296 (11%)
Native Hawaiian or Other Pacific Islander	1 (0%)	3 (0%)	6 (0%)	9 (0%)	6 (0%)	6 (0%)	6 (0%)	6 (0%)	8 (0%)	7 (0%)	4 (0%)
Non-resident Alien	41 (3%)	51 (3%)	53 (3%)	52 (2%)	56 (2%)	64 (2%)	78 (3%)	79 (3%)	86 (3%)	115 (4%)	135 (5%)
Two or More Races	25 (2%)	51 (3%)	67 (3%)	81 (3%)	108 (4%)	92 (3%)	97 (4%)	125 (4%)	138 (4%)	139 (5%)	125 (5%)
Race Unknown	230 (18%)	305 (19%)	217 (11%)	159 (7%)	149 (6%)	162 (6%)	148 (5%)	145 (5%)	145 (4%)	140 (5%)	109 (4%)

Increase the number of URP applicants to graduate programs through exposure to GW through cross-collaborations with historically black universities and colleges (HBCUs), Hispanic-Serving Institutions (HSIs), majority institutions and community partners

Historical data on URP acceptances to GWSPH are available in [Criterion H4](#). Under new guidance related to the Supreme Court decision on *Students for Fair Admissions, Inc v. Harvard College and University of North Carolina*, GWSPH is pivoting to focus on targeting recruitment efforts (getting students to apply) as well as matriculation efforts (moving from offer to acceptance) to increase representation and support of URPs. GWSPH aims to increase recruitment efforts at HBCUs and HSIs by 10% over the next three years. GWSPH also set a goal of creating three new partnerships with identified minority-serving institutions for special student/faculty engagements over the next three years. Additionally, GWSPH will focus on increasing enrollment of low/middle-income undergraduate students and low-income and first-generation graduate students by 5% over the next three years. To encourage matriculation, GWSPH will promote Pell Grant applications to all eligible undergraduate applicants. Last, GWSPH will assist both undergraduate and graduate students with locating scholarships, particularly ones that target URP applicants, to diminish the cost of attendance.

Promote DEI training for students, faculty and staff including skill-building education to reduce microaggressions and ensure civility in classroom interactions

Students are taught DEI topics in the classroom. A review of GWSPH courses has revealed that a vast majority address DEI topics. Departments have made a concerted efforts to address these topics in an appropriate manner. As noted above, MTA and the GWSPH Office of Academic Affairs hosted sessions in partnership with the University Instructional Core of LAI to address

course design and classroom techniques that are inclusive as well as strategies to address classroom interactions.

	<b>Number of courses</b>
Undergraduate courses	15
• Public Health	10
• Exercise and Nutrition Sciences	5
Graduate courses	27
• Global Health	6
• Prevention and Community Health	8
• Health Policy and Management	12

DEI trainings for faculty are discussed in [Criterion G1.4](#).

Design a schoolwide campaign to integrate a sense of belonging, diversity and inclusion; Implement assessments of intra- and inter-group interactions, within and between departments to create, cultivate and sustain a supportive culture of belonging

These new goals were developed by OIE leadership. Senior Associate Dean for Diversity, Equity and Inclusion Wanda Nicholson conducted several “listening sessions” with faculty and staff to identify barriers, challenges and opportunities to develop a schoolwide campaign and assessments related to a sense of belonging.

Develop new and improved infrastructure that promotes hiring, retaining, mentoring and promoting of entry-level URP faculty

Historical data on the diversity of GWSPH faculty and staff are in Criteria [C2](#) and [C3](#). Any new infrastructure is still in planning stages with OIE leadership. For example, a data dashboard of faculty demographics is being considered to provide information on current faculty and as a basis for improvement goals.

- 6) *Provide student and faculty (and staff, if applicable) perceptions of the school’s climate regarding diversity and cultural competence.*

In 2022, GW conducted a university-wide Climate Survey whereby faculty, staff and students answered questions related to DEI. Survey results are still being analyzed and an embargo is in effect so there are no survey responses in the ERF and only preliminary results are discussed below.

In total, approximately 2,370 undergraduate students, 2,900 graduate students, 900 faculty and 1,475 staff members across the enterprise participated. Of these, approximately 125 undergraduate students, 450 graduate students, 65 faculty and 100 staff members identified as attending or being employed at GWSPH. There were six sections on the survey, listed below, containing both universal questions answered by all participants and role-specific questions assigned only to participants with that role. The questions were a mix of mostly Likert scale and check-all-that-apply (multiple selection).

- Campus climate and community
- Intentions to leave GW
- DEI practices and organizational support
- Experiences of negative treatment
- Observations of negative treatment
- Safety
- Reporting bias, discrimination or harassment

Preliminary results indicate that the majority of GWSPH employees and students feel that the current university climate either positively or neutrally impacts their experiences at GW. Students, at both the undergraduate and graduate levels, report feeling supported to engage in critical thinking, ask questions and bring forward new ideas. A majority also report being given access to opportunities to learn about different people. Almost all faculty report actively changing their pedagogy to include DEI content related to their field, and a majority report actively changing their pedagogy to be more inclusive and address the needs of a diverse student body.

While the results of the university climate survey are not publicly available, GWSPH does have access to school-specific data and is currently developing action steps based on these results. School-specific (confidential) climate survey results are available in the ERF for site visitors. Additional details will be available to the site visit team in April.

In March 2024, the DEI Committee plans to survey GWSPH faculty, staff and students. The aim is to identify issues and opportunities specific to GWSPH to help promote diversity, equity and inclusion. In the fall, the DEI Committee will host a series of focus groups and brown bag group model building sessions to co-design solutions identified through the survey.

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

#### Strengths

- GWSPH has a nationally recognized commitment to recruiting URP faculty and students. As a result, GWSPH has developed a national reputation for drawing a diverse pool of applicants. Contributing to this reputation are the close community-academic partnerships and the school's location in the nation's capital.
- In 2021, GWSPH launched a Diversity and Inclusion Action Committee that was approved and added to the School Rules following a vote in favor by the governing faculty. The committee members include faculty, staff and students who have been elected by their peers.
- In 2022, GWSPH successfully recruited a Senior Associate Dean for Diversity, Equity and Inclusion and launched OIE to lead and support DEI initiatives across the school.
- GWSPH recently hired a Co-Director for OIE.

#### Challenges

- The 2023 Supreme Court decision on affirmative action raises questions and potential challenges to GWSPH's commitment to a diverse student, staff and faculty body. We are still working to understand the practical and legal ramifications of the ruling. The overarching challenge for the school will be maintaining a diverse applicant pool and graduating practitioners who are representative of our communities.
- There is an ongoing competition with other schools for a diverse applicant pool, which could become steeper after the Supreme Court ruling.
- GWSPH has faced some challenges in retaining and mentoring diverse faculty along their career path.

#### Future Plans

- While GWSPH already has connections at some HBCUs and HSIs, we would like to expand our current partnerships to develop more robust interactions and develop new relationships, both with the goal of expanding the diversity of faculty and student applicant pool.

- GWSPH is interested in creating an online forum where interested students and faculty recruits can engage with GWSPH faculty and students to learn more about the institution and opportunities for enrollment/employment.
- GWSPH is addressing faculty mentorship, focusing on senior and tenured faculty supporting early career faculty members with their professional and academic goals.
- OIE is developing two specific workshops to fill training gaps. One training will address microaggressions and bystander intervention. A second training will focus on creating inclusive research teams, which could help to promote the recruitment, hiring and retention of diverse research staff.
- During the 2023-2024 academic year, OIE and the GWSPH Office of Academic Affairs will collaborate to develop a robust inclusive teaching and learning environment statement and resource page on the OIE website. Feedback from faculty, staff and students will contribute to the development of these plans.
- Unlike the NIH definition, women have not been included in our definition of URP because women are generally not underrepresented in our field. The NIH does identify individuals with disabilities as URP, and GWSPH aims to continue to build mechanisms to identify and meet the needs of these individuals.
- Recent world events have further emphasized our recognition of the importance of maintaining safe spaces for our students, staff and faculty to effectively learn and communicate their perspectives and opinions. To assist in creating a sustainable environment of meaningful exchange, we plan to expand the scope of our mitigating microaggressions training curriculum to include skill building in bilateral communication on crises and events, domestically and globally.