

1.8 DIVERSITY. THE SCHOOL SHALL DEMONSTRATE A COMMITMENT TO DIVERSITY AND SHALL EVIDENCE AN ONGOING PRACTICE OF CULTURAL COMPETENCE IN LEARNING, RESEARCH AND SERVICE PRACTICES.

1.8.a. A written plan and/or policies demonstrating systematic incorporation of diversity within the school. Required elements include the following:

i. Description of the school's under-represented populations, including a rationale for the designation.

The School follows the NIH guidelines regarding under-represented populations (URP), as well as those of the U.S. Office of Management and Budget. Racial/ethnic categories we track include American Indian/Alaska Native, Native Hawaiian/Pacific Islander, Hispanic/Latino origin, African American/Black, Asian, and White. Except for "white," we consider all of these groups to be under-represented. These designations were chosen to help support applications for external funding and for ease of comparing how we are doing relative to other schools of public health and within our geographic area. We would like to track and support student diversity regarding socioeconomic background. However, to date, this has not been feasible since the School itself has not processed financial aid applications. We are seeking to obtain this information now that we have financial aid staff within the School. To help inform our diversity targets, we consider data from other Schools of Public Health and U.S. Census data for our region.

In comparison to other schools of public health, SPH has a lower than average representation for students and faculty of Hispanic origin. The percent of faculty of Asian origin is lower than other schools of public health, but higher than national and regional census data. The School's representation of African American students, faculty and staff all exceed the averages compared to other schools of public health. Representation of African Americans holding staff positions is lower than the regional level percentages, and as such, is an area of focus for us.

In addition to the above categories, we also track military status of students. GW wishes to be at the forefront of support for active and retired military. Both the University and School are proud sponsors of the Yellow Ribbon Program. In addition, the University has an Office of Military and Veteran Student Services (<http://services.military.gwu.edu/>), under the recently created (April 2013) position of Associate Provost for Military and Veterans Affairs (held by Vice Admiral [ret.] Melvin Williams, Jr). Since Admiral Williams' arrival, the University has bolstered its commitment to military and veterans, and as a consequence, we have been able to recruit more students with military backgrounds.

Table: 1.8.a.i.: Military status of enrolled students in the SPH (fall census)

Military Status	2012/13	2013/14	2014/15	2015/16
Veteran	3	5	12	37
Active	0	1	9	34
Reserve	1	5	4	4
National Guard	0	2	3	2
Dependent	0	4	4	12
TOTAL	4 (<1%)	17 (1.47%)	32 (2.24%)	89 (5.0%)

ii. A list of goals for achieving diversity and cultural competence within the school, and a description of how diversity-related goals are consistent with the university’s mission, strategic plan and other initiatives on diversity, as applicable.

The goal the University is to foster an environment in which all members of the GW community are treated equitably, contribute fully to the university's mission, and embrace and demonstrate GW values. Below are definitions we use, which were provided by the President's Council on Diversity and Inclusion: <https://diversity.gwu.edu/>.

Diversity: The term diversity is used to describe individual differences (e.g. life experiences, learning and working styles, personality types) and group/social differences (e.g. race, socio-economic status, class, gender, sexual orientation, country of origin, ability, intellectual traditions and perspectives, as well as cultural, political, religious, and other affiliations) that can be engaged to achieve excellence in teaching, learning, research, scholarship, and administrative and support services.

Inclusion: The term inclusion is used to describe the active, intentional, and ongoing engagement with diversity -- in people, in the curriculum, in the co-curriculum, and in communities (e.g. intellectual, social, cultural, geographic) with which individuals might connect.

The SPH has been a leader in promoting diversity on the campus. The School has set diversity objectives for faculty, staff and students. Of the current faculty body, over 20% self-identified as belonging to a minority group. In the tenure track, just over 19% of our faculty identify as minority, and women comprise well over half of our tenured or tenure track faculty. Currently, the School does not track LGBTQ students, staff or faculty. However, both the University and School follow non-discrimination policies. (<https://provost.gwu.edu/important-personnel-policies-0>)

From the School strategic planning document:

The SPH has the opportunity to create a more welcoming academic community that is more supportive of all of its members – faculty, students and staff, from multiple disciplines and regardless of race/ethnic, gender, sexual orientation and other aspects. First, although we have made great strides with diversity, we recognize the need to make enhancement of diversity a priority in searches and selection of chairs,

faculty, students and staff. Second, we recognize that the culture within the SPH, our collective identity, set of values, and definition of where we want to be in the future, is still in a state of transition.

Objectives

1. Support diversity of administrators, faculty, staff and students.
2. Support formal faculty/researcher orientation and mentoring.
3. Governance structure and systems that reflect the diverse constituency that exists in the School.

iii. Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity; the school should also document its commitment to maintaining/using these policies.

The University is an Equal Employment Opportunity/Affirmative Action (EEO/AA) employer committed to maintaining a non-discriminatory, diverse work environment. The university does not unlawfully discriminate on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity or expression, genetic information, or on any other basis prohibited by applicable law in any of its programs or activities. Policies related to Equal Employment Opportunity can be found at: <http://hr.gwu.edu/policies-procedures>. The School upholds the values of the university and complies with all policies related to hiring and treatment of faculty, staff and students.

iv. Policies that support a climate for working and learning in a diverse setting.

At the University level, all members of the GW community are encouraged to expand their ideas and attitudes about diversity by viewing the GW website on “valuing diversity”: <http://ode.hr.gwu.edu/valuing-diversity>. The University Statement of Ethical Principles can be found at <http://hr.gwu.edu/statement-ethical-principles>. This statement sets forth standards of ethical conduct to which all persons acting on the university’s behalf should aspire.

In addition to fostering attitudes and behaviors, the SPH had a unique opportunity to create a physical environment that embodies our commitment to inclusion and respect for diversity when we designed and built our new building. Included in the building are 1) automated wheel chair accessible bathrooms and office suites on two floors; 2) a transgender bathroom; 3) a mother’s room with a refrigerator; 4) an abundance of private and public spaces for students to work collaboratively or individually, meditate or pray; 5) kitchens for students with refrigerators and microwaves so that students have the option of bringing, storing and preparing their own food.

v. Policies and plans to develop, review and maintain curricula and other opportunities including service learning that address and build competency in diversity and cultural considerations.

The department-level curriculum committees review course and program content related to diversity and inclusion and in line with program mission, vision and values. Refer to Criteria 1.8.6 below for a table of relevant course content.

At the undergraduate level, we support service learning. The School currently offers one service learning course.

vi. Policies and plans to recruit, develop, promote and retain a diverse faculty.

The SPH follows the University Office of Faculty and Recruitment & Personnel Relations processes: <http://provost.gwu.edu/recruitment-process#aed>. For faculty, it is mandated that every faculty search committee appoints a faculty diversity advocate, who is a full voting member of the committee and has specific duties and responsibilities, which are found in **ERF 1.8.a: Faculty Diversity Advocates**.

The diversity advocate's role is to advance the University's commitment to "intentionally act to create a diverse and inclusive community." This is accomplished not only by monitoring all phases of the search process and being an advocate for diversity and inclusion but also by leading discussions on strategies for developing a diverse pool, assisting the committee in a self-assessment about potential biases (videos and self-assessment tools are provided), or suggesting additional outreach activities as necessary based on the applicant pool. While the diversity advocate is identified after the search committee is assembled, one of the first tasks is to work with the committee on developing a position announcement that would attract a diverse applicant pool including women, persons of color, persons with disabilities and veterans. During the applicant evaluation process, the diversity advocate helps eradicate bias, prejudice or stereotyping that might be noticed during discussions of applicants, interview questions, or verbal communications. If insufficient outreach was done to attract a diverse pool, the diversity advocate can recommend additional outlets to tap into diverse populations. The diversity advocate verifies that each search follows University guidelines in the search process and that good faith efforts were made to meet the goal of diversity and inclusion.

One area where we have been challenged is in the percent of faculty of Hispanic origin. We are excited about the recent recruitment of a senior faculty member in the Department of Global Health; Dr. Carlos Santos-Burgoa. Dr. Santos-Burgoa started with the School in August 2015. Additionally, Dr. Matias Attene Ramos has recently accepted our offer to join our faculty in the Department of Environmental and Occupational Health. We hope that recruitment of these established practitioners and scholars will attract more students of Hispanic origin.

vii. Policies and plans to recruit, develop, promote and retain a diverse staff.

The University and the School are committed to maintaining diversity in the workplace and providing an environment that supports equal opportunity. For details of the University hiring and workplace policies: <http://hr.gwu.edu/maintaining-diversity-workplace>. These policies govern accommodations for religious beliefs and practices, employees with disabilities, affirmative action, an environment that does not tolerate harassment and equal opportunity.

Summary policy:

<https://provost.gwu.edu/important-personnel-policies-0>

Separate policies:

Equal Employment Opportunity

<http://my.gwu.edu/files/policies/EqualEmploymentOpportunityStatement.pdf>

Disability

<http://my.gwu.edu/files/policies/DisabilitiesFINAL.pdf>

Religious Accommodation

<http://my.gwu.edu/files/policies/ReligiousAccommodationFINAL.pdf>

Non-Retaliation

<http://my.gwu.edu/files/policies/NonRetaliationFINAL.pdf>

viii. Policies and plans to recruit, develop, promote and retain and graduate a diverse student body.

The SPH is committed to recruiting and enrolling a diverse class reflective of the communities we seek to serve. We have nurtured the Black Public Health Student Association and have helped to support their annual health disparities conference which is held at the SPH every other year. The Office of Recruitment and Admissions participates in recruitment events targeted at minority student populations, including the Tri-State Summer Medical and Dental Education Program (SMDEP) for the last two years, the [Atlanta University Consortium](#) (Clarke, Moorehouse, Spellman), and the [UC Davis Annual Pre-Medical and Pre-Health Conference](#), which primarily focuses on underrepresented students in the health care field. When our admissions team visits campus fairs, they specifically do outreach to any minority public health or related groups, to the extent they exist on that campus. The admissions team also travels to many urban areas with diverse populations (this past year : New York City, Boston, Miami, Chicago, Atlanta, Ann Arbor/Detroit, San Francisco, Los Angeles, San Diego, Newark, New Orleans, and Baltimore).

For calendar year 2015, we have continued to attend the fairs mentioned above, and also added the SMDEP mid-Atlantic event in June, as well as the National Hispanic Medical Association Recruitment Fair in March. Additionally, the recruitment staff is evaluating fairs that would have a significant representation of LGBTQ students exploring health professions. The SPH Admissions Committee continuously evaluates our admissions and recruitment processes and results. The admissions team reports to the Graduate Student Admissions Committee on a monthly basis from September through May.

While we do not provide need-based financial assistance based on personal financial data, the Dean has made a commitment to fund any shortfalls for all Gates scholars, starting in 2014. To date we have provided \$26,898 to 3 Gates Scholars. The School has had three Gates Scholars in each of the past two academic years.

ix. Regular evaluation of the effectiveness of the above-listed measures.

Diversity of faculty, students and staff is evaluated annually. As noted, faculty searches are monitored for inclusiveness by a member of each search committee. The Admissions Committee reviews diversity numbers and discusses strategies to retain or improve diversity through targeted marketing and events.

For students, we also survey their perceptions of the university and school environment through the Graduate Student Graduation Survey (GSGS). The GSGS is conducted each year between mid-March and the end of May for students who have completed or are completing their degree in the current academic year. As part of this exit survey, graduating students are asked questions about their own perceptions of the culture. Overall, the university earned a positive response from approximately 72% of the students. Below are results from students who graduated from the School of Public Health from calendar years 2012 through 2014.

Table 1.8.a.ix.: GSGS Results

Question	2012	2013	2014
Percent that completed survey/number of responses	77%/251	79%/275	71%/220
Percent of Students who agreed or strongly agreed to the following questions:			
<i>Students in my school are treated with respect by faculty</i>	82%	85%	85%
<i>Overall, the climate in the program is positive</i>	82%	86%	85%
<i>Environment at GW is supportive of persons of diverse ethnic/racial backgrounds</i>	83%	85%	85%

1.8.b. Evidence that shows the plan or policies are being implemented. Examples may include mission/goals/objectives that reference diversity or cultural competence, syllabi, and other course materials, lists of student experiences demonstrating diverse settings, records and statistics on faculty, staff and student recruitment, admission and retention.

Core values: Diversity is one of the nine core Values of the University <http://hr.gwu.edu/values>. The SPH Strategic plan includes the following core values:

Diversity: *Inclusiveness, and a desire to create an environment that welcomes students, faculty and staff regardless of race, ethnicity, sexual orientation, social class and religion, and incorporates a diverse array of perspectives and experiences.*

Respect: *Respect for the rights of individuals and communities, and adherence to the highest ethical principles in working with individuals, communities, and colleagues; treatment of others with courtesy and dignity.*

Curriculum: These values are reflected in our curriculum, which is reviewed annually by each department Curriculum Committee to ensure that the curriculum aligns with the mission, vision and values of the School and individual program. In the table below are some (of many) examples of course content related to diversity and inclusion goals.

Table 1.8.b.: Diversity and Inclusion in the SPH Curriculum

Course Title	Course Number	Relevant content
Health & Environment	PUBH 3132 (UG)	Environmental justice unit
Environmental & Occupational Epidemiology	PUBH 6121	Extensive discussion of environmental justice
Assessment & Control of Environmental Hazards	PUBH 6126	Potential exposure differences for vulnerable groups
Communication Science for Public Health	PUBH 6134	Cultural awareness in science communication
Global Health Program Management and Leadership	PUBH 6436	Components in an ethical global health programs

1.8.c. Description of how the diversity plan or policies were developed, including an explanation of the constituent groups involved.

University

In late spring 2010, George Washington University President Steven Knapp created the Council on Diversity and Inclusion to: “Propose a series of best practices that benefit all members of the GW community, enhance the experience of traditionally underrepresented populations, and cultivate a more inclusive climate for students, staff, faculty and the broader community of which George Washington is an integral part.” Link: www.diversity.gwu.edu. This Council consisted of 16 members drawn from virtually all parts of the GW community, including students, faculty, staff, and alumni from various schools and other units of the university. The Council members lead four working group discussions. The Council met from October 2010 through May 2011. School faculty and staff participating in this process included Dante Verme and Monica Partsch. Other faculty, including Vanessa Northington Gamble, Josef Reum and Susan Wood, also represented the School on this council, which remains active. The result of their work was a series of recommendations to the President of the University. In addition to creating the Council, President Knapp added a new position to the senior administrative staff of the University, and appointed Dr. Terri Harris Reed as the Vice Provost for Diversity and Inclusion. One of the first tasks of the new Vice Provost was to develop the Institution Diversity

Statement: https://diversity.gwu.edu/sites/diversity.gwu.edu/files/downloads/gw_statement_on_diversity_and_inclusion.pdf

School

Refer to Criteria 1.1.e for a detailed description of the planning process that the School has undertaken prior to and following the separation from the Medical Center. Many discussions of diversity and inclusiveness occurred through this process, and as a result diversity was included as a core value.

Through the Academic Program Review process departments work collectively to re-evaluate their mission, vision, values and goals.

1.8.d. Description of how the plan or policies are monitored, how the plan is used by the school and how often the plan is reviewed.

From the SPH Strategic Plan we monitor our plan by:

- Reporting, at least once year, faculty, staff and student diversity statistics by gender and racial/ethnic categories. Improve the accuracy and the collection of diversity-related data;
- At all levels consider diversity in recruitment and advancement of faculty and staff;
- Promote diversity by rank, classification, departmental affiliation, gender and race/ethnicity of the SPH faculty in faculty governance.

Students: The Admissions Committee reviews student demographics every term. When we see areas of challenge we develop a strategy to address the need. For example, the undergraduate curriculum committee has been discussing ways to attract more students of color. To this end, we will be sending faculty to relevant undergraduate student organizations and housing to explain our BS-PH. We are also providing opportunities for students who take our introductory undergraduate PH courses to learn more about our degree program. These classes are much more diverse than our undergraduate cohort. We hope to be able to identify students interested in public health during their first or early second year of undergraduate education so that we can advise them on courses to take in preparation for applying to our program and to hopefully entice them to public health.

Staff: As mentioned above, the School adheres to the hiring practices of the University to support a diverse and inclusive faculty and staff. While the staff hiring process does not include a diversity advocate per se, we strive to ensure that all search processes for staff include a diverse group to interview applicants and provide input on who is hired.

For faculty, academic departments and search committees play a key role in building faculty excellence and advancing faculty diversity. The School encourages search committees to maximize opportunities to recruit a diverse faculty and encourage search committees to:

- Value diversity and inclusion;
- Understand and comply with University equal employment policies and procedures;
- Discuss unconscious bias and how to prevent it from negatively affecting decisions and actions;
- Recruit a qualified and diverse applicant pool, including targeted outreach to under-represented groups;
- Interview top candidates fairly and equitably; and
- Select the best, qualified person for the position.

1.8.e. Identification of measurable objectives by which the school may evaluate its success in achieving a diverse complement of faculty, staff, and students, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Data Template 1.8.1. At a minimum, the school must include four objectives, at least two of which relate to race/ethnicity. Measurable objectives must align with the school’s definition of under-represented populations in Criterion 1.8.a.

Template 1.8.1.: CEPH Data Template 1.8.1 Diversity Outcomes

Category/Definition	Method of Collection	Data Source	Target	AY 2012/13	AY 2013/14	AY 2014/15	AY 2015/16
Race: African American Faculty	Self report	Banner	12%	7.8%	8.9%	8.3%	11.3%
Race: African American students	Self report	SOPHAS/ASPPH	15%	16.2%	14.2%	12.2%	15.7%
Race: African American staff	Self Report	Banner	20%	14.7%	18.2%	20.2%	18.3%
Ethnicity: Hispanic Faculty	Self report	Banner	7%	3.0%	2.4%	3.6%	4.0%
Ethnicity: Hispanic Students	Self report	SOPHAS/ASPPH	7%	2.3%	2.9%	4.3%	6.7%
Military: Students	Self identify	Office of Military and Veteran Student Services	5%	<1%	1.47%	2.24%	5.0%

The School will aim to meet these targets through the following mechanisms:

- Expansion of our financial aid to create a diverse portfolio that will attract a diverse student population (i.e. merit scholarships, assistantships, fellowships, training grants etc.)
- Assure that all of those responsible for recruitment of students, faculty and staff are educated and committed to the SPH and GW diversity goals.
- In our recruitment efforts engage our faculty in assisting the School in these efforts through reaching out to potential minority faculty recruits and providing an additional level of effort to persuade them to come to GW.
- Expand and market academic programming that will attract a more diverse student body. (Example: offering residential students up to a third of the curriculum online to reduce costs of living in DC)
- Hosting informational sessions in collaboration with our Public Health Students Association that will attract a diverse student body racially, ethnically, economically and internationally.

- For administrative positions, work with search firms to identify diverse candidates for leadership positions.

1.8.f. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths:

- The University and School both hold diversity as one of their core values.
- Commitment to diversity is included in the School Strategic Plan and throughout the program competencies and values.
- Ethnic and racial diversity among faculty, students and staff.

Challenges:

- Lower than average representation of Hispanics in both faculty and student populations.

Future Plans:

- Increase diversity of staff more in alignment with DC metro area demographics