



# VCU

VIRGINIA COMMONWEALTH UNIVERSITY

## Medical Center

# Addressing the CEPH Diversity Criterion in the VCU MPH Program

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# VCU MPH Program

- Generalist Program in School of Medicine
  - Student focus: Practice or Research
- Accreditation
  - 1996 first accreditation
  - 2014 most recent re-accreditation
- Annual enrollment 30-45; >400 alumni
- Dual degrees with Medicine, Pharmacy, Social Work

# Diversity is a Program Value

## MPH Program Values include:

*Diversity – ensuring a climate of trust, honesty, and integrity in which all people are valued and differences are recognized as an asset, through the composition of the Program faculty and staff, a student body with varying backgrounds and interests, and sustained links with diverse University and community public health researchers and practitioners.*

# University Culture of Diversity

- VCU Strategic Plan for Excellence, Equity, and Diversity
  - Theme I: Diverse student body
  - Theme IV: Diverse work environment
- School of Medicine Strategic Plan

# University Culture of Diversity

www.inclusivevcu.edu

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Division for Inclusive Excellence

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Services: ADA Services | Education and Programming | Institutional Equity | Great Place Initiative

We don't strive for diversity. We live it.

Diversity at VCU

“ Diversity is absolutely essential at a research university, just as it is in life. It is an indispensable part of the learning process. It shapes what we learn and how ”

Upcoming events and educational sessions include:

- Promising Pathways: March 3, 2015

# Responding to CEPH Diversity Criterion

- Ad hoc Diversity Subcommittee of MPH Assessment Committee formed
  - Drafted diversity goal & four objectives
- Self-Study Committee refined

# MPH Program Target Population

Defining under-represented racial and ethnic groups (URREG)

- School of Medicine Strategic Plan
- NIH definition of underrepresented groups
- URREG representation in current/recent student body, faculty, & staff
  - Purposefully limited to race and ethnicity

# MPH Program Target Population

Definition of URREG for VCU MPH Program:

- American Indian/Alaska Native
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- More than one race
- International



# MPH Program Diversity Goal

## Goal IV. Diversity

Foster learning and working environments that value a sense of inclusiveness and respect for all individuals by embracing diversity and equity.

# Program Diversity Objectives

## Objective 1. (Student Diversity)

Within the limits of the available applicant pool, strive to increase or maintain the proportion of students from under-represented racial/ethnic groups (URREG) who meet program standards who are offered admission to, matriculate in, and graduate from the MPH Program from the baseline of 25%.

# Program Diversity Objectives

## Objective 2. (Faculty Diversity)

Within the available applicant pool, strive to increase or maintain the proportion of URREG in program faculty.

# Program Diversity Objectives

## Objective 3. (Staff Diversity)

Within the available applicant pool, strive to increase or maintain the proportion of URREG in long-term, full-time, and part-time program staff.

# Program Diversity Objectives

## Objective 4. (Diverse Governance)

Ensure representation of faculty and students from URREG participating in Program governance (committees) (i.e., 15-25% of each committee's composition of voting members, depending on committee size).

# Implementing the Plan: Student Diversity

- Continued adherence to admissions process (minimum standards)
- Revision to Admissions Committee charge
- Additional review and guidelines incorporated to meet diversity goal

# Implementing the Plan: Faculty & Staff Diversity

## Faculty diversity

- Various recruitment platforms
  - Academic Keys
  - Diverse Issues in Higher Education
- Staff diversity
  - Continued compliance with University EEO policy in hiring practices

# Implementing the Plan: Diversity in Governance

- Committee composition
  - Balancing faculty program service obligations
  - Full student body invitation to participate
- Deliberate committee assignment process



# Monitoring Progress

## MPH Assessment Committee

- Annual assessment of Program progress toward meeting goals/objectives

## MPH Admissions Committee

- Review of Program applicants

## MPH Curriculum Committee

- New course proposal review: address relevant cross-cutting competencies

# Initial Outcomes – Student Diversity

Category/Definition	Target	Year 1 2011-12	Year 2 2012-13	Year 3 2013-14
<b>Students—increase or maintain proportion of URREG, accepted &amp; matriculated</b>				
<b>Accepted to Program</b>				
Target	35% (final target after 3 years)	25%	30%	35%
Actual		31%	44%	16%
<b>Matriculated in Program</b>				
Target	30% (final target after 3 years)	25%	28%	30%
Actual		24%	40%	13%

# Initial Outcomes – Faculty & Staff

Category/Definition	Target	Year 1 2011-12	Year 2 2012-13	Year 3 2013- 14
Faculty Target: Increase or maintain proportion of URREG in core faculty	At least 1 URREG faculty member in 3 years (2011-14)			
Actual URREG faculty added		0	1	1
Staff Target: Increase or maintain proportion of URREG on staff	At least 1 URREG staff member in 3 years (2011-14)			
Actual URREG staff added		0	0	0

# Initial Outcomes – Governance

Category/Definition	Target	Year 1 2011-12	Year 2 2012-13	Year 3 2013-14
<b>Program committees— Ensure representation of URREG faculty &amp; students</b>				
Admissions-Target	15%	15%	15%	15%
Actual (Faculty/Student members)		0%	0%	17%/40%
Assessment-Target	20%	15%	20%	20%
Actual		20%	22%	38%
MPH Curriculum-Target	20%	10%	10%	25%
Actual		0%	11%	33%
Division Curriculum-Target	25%	*	15%	15%
Actual		*	33%	33%
Self-Study-Target	15%	*	15%	15%
Actual		*	25%	25%

\* Committee did not exist.

# Culture of Diversity – Program Seminars

## Seminar series requirement

- Suicide risk in senior living facilities
- Immigrant enclaves and risk of psychiatric disorders in Sweden
- Proximity to public housing and infant mortality/ preterm birth rates
- Creating a culture of health and wellness: CBPR approach to conducting needs assessment
- Age of sexual debut and physical dating violence victimization: Gender differences
- Disparities in colorectal cancer screening adherence

# Culture of Diversity – Service Learning

## Service-learning requirement

- Exposure at the grass roots level:
  - Community gardens
  - Agencies serving homeless
  - Resource centers/subsidized housing communities
  - Food banks
  - Community clinics
  - International service trips

# Culture of Diversity – MPH Curriculum

## Social & Behavioral Health

- Cultural competence focus: final social marketing project

## Health Policy

- “Availability, acceptability, and accessibility of health care across diverse populations”
- Sessions on health disparities, global health policy

## Applied Data Analysis – final research posters

- Topics focus on diverse issues that include the underserved, specific racial/ethnic groups, and special populations

## Environmental Health

- Environmental justice & equity through discussion forums, assignments
- Final social marketing project – required to address health equity

# Culture of Diversity – Outreach to Ultimately Improve Workforce Capacity

- Local Governor’s high school outreach
  - Faculty guest lectures
  - Internships with Program faculty
- Post-baccalaureate Research Education Program (PREP)
- VCU Public Health Pipeline Program with regional HBCUs
  - Engagement of HBCU student groups, faculty, staff, & administration
  - VCU on-campus opportunities
  - Guest lectures by Program faculty at HBCUs



# Reflections & Moving Forward

- Growing and engaging people at HBCUs in the VCU Public Health Pipeline Program
- Revisiting & modifying our Diversity goal & objectives
  - Compare outcomes to existing objectives
  - Consider incorporating objectives related to service-learning requirement, etc.

Thank you! Questions?



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