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

Division for Inclusive Excellence

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, 2016
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
Goal IV. Diversity

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

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

<table>
<thead>
<tr>
<th>Category/Definition</th>
<th>Target</th>
<th>Year 1 2011-12</th>
<th>Year 2 2012-13</th>
<th>Year 3 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Target:</td>
<td>At least 1 URREG faculty member in 3 years (2011-14)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase or maintain proportion of URREG in core faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual URREG faculty added</td>
<td></td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Staff Target:</td>
<td>At least 1 URREG staff member in 3 years (2011-14)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase or maintain proportion of URREG on staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual URREG staff added</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Initial Outcomes – Governance

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

* 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?