Accreditation

Diversity

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Accreditation Overview

- Council on Education for Public Health criteria compliance
- Program quality assurance through criterion standards
- History--last accredited 2009; next site visit 2016
- Next steps—re-establish mission statement and goals
- Webinars—one a month through 2014 (except July and August)
Timeline (tentative)

- Kick-off—October 2013
- Determine mission—2013-2014
- Submit preliminary self-study—mid 2015
- Submit final self-study—late winter 2015/early spring 2016
- Hold site visit—spring 2016
- Receive decision—fall 2016
Diversity Criterion 1.8 (new)

The program shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research and service practices.
Documentation: Diversity

- A written plan and/or policies demonstrating systematic incorporation of diversity within the program
- Evidence showing plan or policies are being implemented.
  - Mission/goals/objectives that reference diversity or cultural competences
  - Syllabi and other course materials
  - Lists of student experiences demonstrating diverse settings
  - Records statistics on faculty, staff and student recruitment, admission and retention.
  - Description of how diversity plan or policies were developed, including explanation of constituent groups involved
Ohio Demographics

Population, 2013 estimate ........................................... 11,570,808
Females, 2012 .............................................................. 51.1%
White, 2012 ............................................................... 83.4%
Black or African American, 2012 .............................. 12.5%
American Indian and Alaska Native, 2012 ............. 0.3%
Asian, 2012 ............................................................... 1.8%
Two or more races, 2012 ........................................... 2.0%
Hispanic or Latino, 2012 ............................................. 3.3%
University Demographics

Graduate (masters level) student averages of available data 2011-2013 from The University of Akron, NEOMED, Ohio University

Females ................................................................. 57.0%
White ................................................................. 70.4%
Black or African American ...................................... 4.1%
American Indian and Alaska Native ......................... 0.2%
Asian ................................................................. 2.6%
Two or more races .................................................. 1.6%
Hispanic or Latino .................................................. 3.1%
International ........................................................ 9.9%
Unknown ............................................................ 8.1%
<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Females</td>
<td>60.4%</td>
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<tr>
<td>White</td>
<td>88.7%</td>
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<tr>
<td>Black or African American</td>
<td>5.7%</td>
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<td>American Indian and Alaska Native</td>
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<tr>
<td>Asian</td>
<td>5.7%</td>
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<tr>
<td>Two or more races</td>
<td>0.0%</td>
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<tr>
<td>Hispanic or Latino</td>
<td>1.9%</td>
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# CEOMPH Demographics

Students, average, 2010-2013, N=124

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Females</td>
<td>75.6%</td>
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<tr>
<td>White</td>
<td>61.4%</td>
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<tr>
<td>Black or African American</td>
<td>18.2%</td>
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<tr>
<td>American Indian and Alaska Native</td>
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<tr>
<td>Asian</td>
<td>15.6%</td>
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<tr>
<td>Two or more races</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>4.0%</td>
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</tbody>
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Age distribution:
- 30 & below = 60.2%
- 31-40 = 24.1%
- 41-50 = 6.9%
- >50 = 3.5%
How Should WE Define Diversity??
Discussion

• What should we measure for CEOMPH? We need four objectives, two related to race/ethnicity.
Sample Diversity Statement

It is with full recognition of the value that each person’s individual experience and character brings to our [workplace] that we embrace diversity as one of the Society’s (Legal Aid) core principles.

-Legal Aid
Sample Diversity Statement

Our school is strengthened by our diverse, cross-cultural community of students, faculty, and staff, who bring a multiplicity of voices and viewpoints to our shared endeavors. At the Harvard School of Public Health, we respect and value the inherent worth of each individual from all races, ethnic backgrounds, ages, genders, religions, sexual orientations, disabilities, economic or veteran status, and other diverse perspectives and individual differences. Further, we are committed to tolerance, sensitivity, understanding, and mutual respect everywhere within our community, and we hereby affirm our promise to provide a welcoming place for one and all. Through our educational mission, we establish ambitious goals as we strive to increase diversity at all levels of the school. HSPH is committed to providing safe and supportive opportunities for members of all groups within our learning, working, researching, and teaching communities. Only with a thoroughly inclusive community, we believe, can the school continue to fulfill its mission of educational excellence and lead global efforts that advance the health and well being of populations worldwide.

-Harvard School of Public Health
CEOMPH Diversity Statement

The CEOMPH program supports the commitment made by each of its partner institutions to create and maintain a collaborative environment that is free from discrimination while fostering the diverse talents and perspectives of students, faculty and staff.

-CEOMPH
The different perspectives, backgrounds, and cultures contribute to the diversity of the CEOMPH community. The program promotes learning through interactions among its diverse students, faculty, staff, and its stakeholders. The program seeks to build an environment that is welcoming, affirming and empowering. CEOMPH embraces and celebrates the rich dimensions of diversity within each individual and recognizes the value that this brings to its educational, research, and service mission. Finally, it energizes and supports all who seek to promote the importance of health and quality of life as a human right.
Discussion

- Is this statement inclusive?
- Is this statement clear?
- Does this statement represent us?
Wrap-up

• Selected groups for diversity criterion
• Diversity statement

Next webinar—competencies
May 22, 2014, noon-1 p.m. with Ron Graham, MPH, RD, LD
May 28, 2014, 4-5 p.m. with Tom Quade, MA, MPH, CPH

Webinar archives and feedback form
http://mph.neomed.edu/about-ceomph/accreditation

Email pubhealth@neomed.edu for questions/comments about today’s webinar