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.

The university and the college aspire to be institutions that celebrate diversity by welcoming all students, faculty, administrators, and staff as respected and valued participants in their educational mission. Key documents referenced in this section include: ETSU 2011-15 strategic diversity plan http://www.etsu.edu/equity/strategicplan.aspx, the college’s 2008-13 Strategic Plan http://www.etsu.edu/cph/about/strategicplan0813.aspx, the college’s 2014–19 Strategic Plan http://www.etsu.edu/cph/about/goalsobjective.aspx, the college’s Diversity Plan http://www.etsu.edu/cph/about/diversity.aspx, and the Diversity and Social Justice Workgroup report (see Resource File).

1.8.a A written plan and/or policies demonstrating systematic incorporation of diversity within the school.

University Policies and Practices

The university has articulated its vision in the 2011-15 Strategic Diversity Plan: http://www.etsu.edu/equity/strategicplan.aspx. As a part of its mission, ETSU “affirms that a diverse population is necessary for the intellectual, social, economic, and professional development of our campus and regional communities.” Further, the university: “recognizes that the pursuit of knowledge is enriched by an environment in which people of diverse backgrounds learn together and from each other... in a free and genuine exchange of views. We must prepare students to function successfully in a diverse society. A university diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. The university’s core values state that “People come first, are treated with dignity and respect;” “Relationships are built on honesty, integrity, and trust;” and “Diversity of people and thought is respected.”

The Office of Equity and Diversity oversees the university’s commitment to equity and diversity and “monitors the University's policy on equal opportunity and affirmative action to ensure that educational and employment opportunities are available to all eligible persons without regard to race, creed, color, sex, religion, age, national origin, disabilities, veteran status or sexual orientation/gender identity” (http://www.etsu.edu/equity). The office oversees:

1) A range of relevant training programs: preventing sexual harassment, title VI, welcoming diversity http://www.etsu.edu/equity/trainingprograms.aspx
2) The Office of Student Success, designed “to help underrepresented minority and socially-economically disadvantaged students meet some important goals while at ETSU” http://www.etsu.edu/equity/programs/default.aspx
3) Programs that seek to recruit, mentor, and retain a diverse student body (Discover ETSU, diversity scholarships, student diversity educators, Quest for Success, BEST mentoring program) (http://www.etsu.edu/equity/programs/default.aspx)
4) Faculty and staff hiring practices, including certifying candidates for interview and for hire.

The university supports a range of student organizations committed to representation and/or advocacy for issues related to student diversity https://etsu.collegiatelink.net/organizations including, for example, Black Affairs Association, Chinese Student and Scholars Association, the Feminist Majority Leadership Alliance, H.E.R.O.E.S, Hispanic American Student Community Alliance, the Muslim Student Association, Silent Bucs and many others. There are also a range of other religious, cultural and social
organizations addressing student needs. A new Multicultural Center, now in the planning stage, will provide educational programs and support services and will serve as a catalyst for dialogue around diversity-related issues.

**College Policies and Practices**
The college is strongly committed to the university’s goal of preparing students to become productive, enlightened citizens who actively serve their communities and the world. The college complies with university philosophy and welcomes people of different races, ethnicities, religions, creeds, national origins, genders, sexual orientation/gender identity, physical abilities, ages, veteran status, and social, economic, and educational backgrounds. The college supports and encourages the promotion of diversity in its curricula, programs, faculty research, scholarship and creative activities. Diversity has been a core value of the college since its inception, stating “we embrace diversity and seek to attract and retain diverse faculty, staff, and student bodies.” The college’s Diversity Plan is in the Resource File and at: [http://www.etsu.edu/cph/about/diversity.aspx](http://www.etsu.edu/cph/about/diversity.aspx).

### 1.8.a.i Description of the school’s under-represented populations, including a rationale

According to the university’s 2011–15 Strategic Diversity Plan: “When applied within the context of education, diversity represents the inclusion and support of groups of people...beyond the legally protected classes of race, sex, age, religion, national origin, disability status, veteran status - to include, but not be limited to, socio-economic status, sexual orientation/gender identity, first generation college status, urban or rural upbringing and other characteristics that shape an individual’s identity and life experience.” The plan identifies Hispanic and Black students as target groups to monitor progress.

The college’s 2014–19 Diversity Plan has specific objectives related to recruiting minority students and minority and female faculty. Additionally, because of the university’s mission, the college’s plan includes objectives related to recruiting students from Appalachia. The mission of ETSU is the outcome of its history and geographic location. In 1911, the university was created in a rural and geographically isolated part of east Tennessee to meet the educational needs of an impoverished and historically underserved population of central Appalachia. Since then, this region and the central portion of Appalachia represent the major service area for the university. The college is, at the time of this writing, the only CEPH-accredited school of public health in Tennessee and the only one in central Appalachia. Appalachian students are historically economically disadvantaged, have lower rates of educational achievement, and have worse health outcomes than most other Americans. Forty-two percent of people living in Appalachia reside in rural areas (as compared to 20% nationally) and between 2007 and 2011, 16.1% lived in poverty. Over half of the counties in central Appalachia are economically “distressed” or “at-risk”. Approximately one third of the graduate students in the college are the first in their family to graduate from college. Further, Appalachian residents are included among the populations facing health disparities as identified by the National Center on Minority Health and Health Disparities.

The demographic breakdown of the 492,477 people living in the eight counties of northeast Tennessee (where the majority of ETSU’s undergraduate students come from) is 95.4% non-Hispanic white, 1.9% non-Hispanic black, and 2.8% Hispanic. Of this group, 18.9% of individuals are reported to be living in poverty (2005 – 2009 data: [http://hit.state.tn.us/CountyChronicProfile/Northeast.pdf](http://hit.state.tn.us/CountyChronicProfile/Northeast.pdf)). Central Appalachia in general, and east Tennessee, in particular, is a region of significant health needs. According to the 2008 Gallup HealthWays Survey, the four worst Congressional districts in the country for “physical health” were located in central Appalachia, including Tennessee’s First Congressional
District (that houses ETSU). For these reasons, the college includes goals and objectives for recruiting and retaining students from Appalachian states, as well as recruiting and retaining minority students.

1.8.a.i 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 2008-13 Strategic Plan detailed goals and measurable objectives related to faculty and student diversity, and these have been monitored annually for the past five years, included in the dean’s annual State of the College address, and reported regularly to the college constituents. The final update to the 2008-13 plan is online at: [http://www.etsu.edu/cph/about/strategicplan0813.pdf](http://www.etsu.edu/cph/about/strategicplan0813.pdf). On April 18, 2014, the dean sent a Dean’s Note to all college faculty, staff, students, alumni, retirees and supporters, discussing the final report and linking to it [http://www.etsu.edu/cph/deansNotes.aspx](http://www.etsu.edu/cph/deansNotes.aspx). Table 1.8.a.ii presents a summary of the 2008-13 diversity objectives and data.

<table>
<thead>
<tr>
<th>Table 1.8.a.ii Diversity Goals and Objectives, 2008-13 Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Goal E.4.0 Recruit and retain a qualified and diverse faculty.</strong></td>
</tr>
<tr>
<td>E.4.3 Increase proportion of core faculty who are members of minority groups to 25%.</td>
</tr>
<tr>
<td>E.4.4 Increase proportion of core faculty who are women to 40%.</td>
</tr>
<tr>
<td><strong>Goal E.5.0 Recruit and admit a qualified and diverse student body that reflects the population served and the mission of the college.</strong></td>
</tr>
<tr>
<td>E.5.1 Maintain 50% or more of incoming graduate students who are residents of bordering states in Appalachia.</td>
</tr>
<tr>
<td>E.5.2 Maintain 10% or more of incoming students (graduate and undergraduate) who are members of minority groups.</td>
</tr>
</tbody>
</table>

In 2012, the college established the Diversity and Social Justice Workgroup to inform the development of the 2014-19 Diversity Plan. In support of the goal to “Foster a culture and environment that celebrate diversity and encourage cultural awareness and social justice,” the Diversity Plan outlines four specific objectives and related outcome measures. (See Table 1.8.e below for 2014-19 diversity outcomes and data for the past three years.)

In addition, the college has taken the following steps:

1) Created the Recruitment and Retention Committee and charged it with developing a plan to enhance overall and targeted student recruitment and retention;
2) Participated in university-wide events to recruit minority and rural students; and
3) Revised the mission statement in 2013 to specifically state that the college is committed to: “Create an environment that is personally and professionally rewarding for faculty, staff, and students,” and “To use our expertise to improve the health status of all people including those in underserved communities through education, evidence-based advocacy, collaborative research, and partnerships.”

The college diversity goals and the action steps to achieve them are consistent with the university’s Diversity Strategic Plan ([http://www.etsu.edu/equity/strategicplan.aspx](http://www.etsu.edu/equity/strategicplan.aspx)), specifically with:
1) Goal 1.1: Increase the number of underrepresented undergraduate students at ETSU
2) Goal 1.2: Increase participation of traditionally underrepresented students in graduate programs particularly in doctoral programs
3) Goal 2.1: Increase the retention rate of traditionally underrepresented students
4) Goal 2.2: Increase the graduation rate of traditionally underrepresented students
5) Goal 3.1: Recruit and retain diverse faculty
6) Goal 4.4: Require departments to include a uniform diversity statement on all syllabi to let students know that ETSU has policies against discrimination

1.8.a.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.

ETSU’s Office of Equity and Diversity monitors and assures that all ETSU members are protected by EEOC, Title VI and IX laws, the Americans with Disabilities Act, and the university’s Affirmative Action Plan. To quote Policy PPP-04, Equal Employment Opportunity, Affirmative Action and Discrimination,

“ETSU will not discriminate against any employee or applicant for employment because of race, color, religion, ethnic or national origin, sex, disability, age, veteran status, or sexual orientation/gender identity. Similarly, the University shall not, on the basis of a protected status, subject any student to discrimination under any educational program. No student shall be discriminatorily excluded from participation in nor denied the benefits of any educational program on the basis of a protected status. ETSU specifically finds that diversity of students, faculty, administrators and staff is a crucial element of the educational process and reaffirms its commitment to enhancing education through affirmative action to increase diversity at all levels.”

This policy may be found in the Resource File and at: http://www.etsu.edu/humanres/documents/PPPs/PPP-04-EEO-AAD.pdf.

Title VI of the Civil Rights Act prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance (42 U.S.C. § 2000d). It is the intent of the Tennessee Board of Regents (TBR) that the institutions under its jurisdiction shall fully comply with Title VI and Regulations issued pursuant thereto. The university has specific policies to support employees or students who wish to file grievances related to discrimination issues. Racial, sexual, and other harassment, as well as hate crimes and other bias-related incidents are reported to the special assistant to the president for equity and diversity. The process for filing an internal complaint concerning potential violations of the Civil Rights Act is found here: http://www.etsu.edu/humanres/documents/PPPs/ppp-30.pdf.

The college operates under the oversight of the TBR and the university, and as such, TBR and university policies supersede those of the college. All recruiting and hiring procedures are overseen by the Office of Equity and Diversity. Procedures for each are described below.

ETSU maintains three online training programs intended to promote a respectful work environment: means of recognizing and avoiding sexual harassment, employment discrimination, and associated legal issues. The programs outline the current laws on sexual harassment and employment discrimination and ETSU’s policies and procedures for reporting incidents. These training modules help ETSU to meet its
legal requirements (Titles VII & IX of the Civil Rights Act of 1972; Tennessee Code Annotated 49-7-122, 1993; Title VI; TBR Policy P-080) that all employees receive periodic training. The website for the training and a letter from the President outlining the policy are found at: http://www.etsu.edu/humanres/td/training/required.aspx.

It is the policy of the university that neither its students nor its employees are discriminated against on the basis of that individual's sexual orientation. This policy helps ensure that equitable and consistent standards of conduct and performance are applied and only relevant factors are considered. The policy (PPP-62) can be found at this link: http://www.etsu.edu/humanres/relations/PPP62.aspx.

Finally, the university provides faculty and staff the opportunity to complete SafeZone training, a program through the Tennessee Equality Project for celebrating diversity with the intention of protecting civil rights for the LGBTQ community. This program allows employees of the university who have gone through a short orientation to identify their offices/work spaces by means of a symbol placed on their door or other convenient location as safe zones for members of the LGBTQ community. College faculty and staff who have recently completed this training include: R. Carter, C. Casto, A. Hagaman, M. Quinn, and J. Stork.

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

In February 2011, ETSU adopted a strategic diversity plan to address TBR policy 1-9-00-00 Diversity. The intent of the TBR policy is to ensure that:

> “... all of the institutions within the TBR System will model and promote diversity at all levels and in all sectors and as a result of that diversity will foster environments of equality and inclusive excellence.”

The university’s Strategic Diversity Plan (http://www.etsu.edu/equity/strategicplan.aspx) includes goals, objectives, and action plans related to diversity as it pertains to 1) student access to education, including health professions education, 2) student success in completing college and advanced degrees, 3) recruitment and retention of diverse faculty, staff, and students, and 4) the campus environment and climate.

Three university-level committees routinely address diversity-related matters: the ETSU Commission for Women Standing Committee, the Disability Issues Standing Committee, and the International Advisory Council. The charge and makeup of each committee can be found at: http://www.etsu.edu/universitygovernance/committees.

The university also provides mandatory training to ensure that all employees are aware of and comply with policies and procedures concerning diversity in the workplace and classroom experience (http://www.etsu.edu/equity/trainingprograms.aspx). Each employee participates in diversity training when hired and thereafter, as necessary.

In addition to the university’s Office of Equity and Diversity (http://www.etsu.edu/equity/), multiple offices, organizations, and events on campus are devoted to enhancing the diverse learning environment on campus. Below, several are offered, with their associated websites:

**International Programs and Services** (http://www.etsu.edu/honors/international/). This office provides a range of support services for current and prospective international students. One example of such services is the ETSU International Friendship Families Program. The office also facilitates study abroad and exchange programs, as well as ETSU faculty international opportunities.
Disability Services ([http://www.etsu.edu/students/disable/](http://www.etsu.edu/students/disable/)). The mission of Disability Services is to provide services and promote an accessible environment that allows people with disabilities an equal opportunity for participation in educational and other campus activities.

Women’s Resource Center ([http://www.etsu.edu/wrcetsu/](http://www.etsu.edu/wrcetsu/)). The mission of the center is to enhance the university climate regarding opportunities for women through educational and cultural events, services, and policies and procedures.

Office of Multi-Cultural Affairs ([http://www.etsu.edu/students/multcult/](http://www.etsu.edu/students/multcult/)). The Office of Multicultural Affairs is responsible for creating and fostering a campus-wide climate of respect while promoting a culturally diverse and nondiscriminatory campus community. The office offers year round programs to expose students, faculty, and staff to other cultures and ethnicities.

Women’s Studies Program ([http://www.etsu.edu/cas/comm/wsp/](http://www.etsu.edu/cas/comm/wsp/)). The program offers a feminist approach to subject matter, method of inquiry, teaching and learning. It offers an undergraduate major, minor and has a dedicated faculty and staff.

African and African American Studies ([http://www.etsu.edu/afam/](http://www.etsu.edu/afam/)). A multi-disciplinary faculty offers the African and African-American Studies minor from the College of Arts and Sciences. In addition to the minor, they also organize public lectures, cultural activities and publish a quarterly newsletter.

The college is deeply committed to diversity and the value that diversity brings to the work environment. In 2013, the college revised its mission to specifically state that the college exists, in part, to “create an environment that is personally and professionally rewarding for faculty, staff, and students.” The college affirms the TBR statement that “diversity will foster environments of equality and inclusive excellence.” It is a critical feature of the 2008-13 and the 2014-19 Strategic Plans to include specific, measurable objectives for increasing the diversity of faculty and students. Outcomes from those efforts are summarized below, in section 1.8e.

Finally, all course syllabi include a uniform diversity statement to communicate to students about policies against discrimination. The statement is as follows:

> “East Tennessee State University is an AA/EEO employer and does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Special Assistant to the President for Equity and Diversity and Title IX Coordinator and may be contacted at: 206 Burgin E. Dossett Hall, Johnson City, TN 37614, 423-439-4211, equity@etsu.edu or via this webpage: [http://www.etsu.edu/equity/compliance.aspx](http://www.etsu.edu/equity/compliance.aspx). Additionally, the Title IX Coordinator is designated to monitor and oversee Title IX complaints.”

### 1.8.a.v Policies and plans to develop, review and maintain curricula and other opportunities including service learning that address and build competency in diversity and culture.

The university has a strong commitment to service-learning and community service and was recognized on the President’s Higher Education Community Service Honor Roll in 2013. The mission of the Office of Service-Learning is “To make service an integral part of students’ education by providing hands-on learning opportunities, expanding students’ knowledge of social issues, fostering a sense of civic responsibility and social justice, and creating an expectation of service as an intentional part of the collegiate experience” ([http://www.etsu.edu/coe/chs/servicelearning/](http://www.etsu.edu/coe/chs/servicelearning/)). The university maintains a Service-Learning/Community Service Standing Committee. The dean serves on this committee.
The college also has a strong commitment to building competency in diversity and cultural considerations. This is reflected in the college mission, “To use our expertise to improve the health status of all people including those in underserved communities through education, evidence-based advocacy, collaborative research, and partnerships.” Additionally, this issue is addressed in four of the college core values: altruism, community service, dignity, and diversity (Criterion 1.1.b). This commitment is manifested in the college strategic plans, curricula, and research projects, as described in each of the sections below.

**Commitment to Building Competency in Diversity and Culture as Evidenced in the College Strategic Plans**

The 2008-13 Strategic Plan included specific goals and objectives related to building competence in diversity and culture. Table 1.8.a.v.1 presents the relevant 2008-13 goals and objectives, as well as targets and data at the start and end of that planning cycle. The full 2008-13 Strategic Plan Final Report can be found at [http://www.etsu.edu/cph/about/sp0813final.pdf](http://www.etsu.edu/cph/about/sp0813final.pdf).

<table>
<thead>
<tr>
<th>Objective</th>
<th>5-Year (2013) Target</th>
<th>Baseline Year (2007-08)</th>
<th>Final Year (2012-13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SERVICE Goal S.1.0 Expand the capacity of the college for assessing the needs and improving the health status of the community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective S.1.1 Establish collaborative service-learning opportunities mutually beneficial for community residents and students.</td>
<td>10 or more service-learning opportunities annually</td>
<td>123</td>
<td>175 -- Target Met</td>
</tr>
<tr>
<td>SERVICE Goal S.2.0 Provide service and health advocacy activities to the community.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective S.2.4 The Public Health Student Association conducts two or more extracurricular community service projects annually.</td>
<td>2 or more community service projects each year</td>
<td>6 service projects</td>
<td>4 service projects -- Target Met</td>
</tr>
<tr>
<td>RESEARCH Goal R.2.0 Conduct collaborative and community-based research activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective R.2.2 Increase the proportion of funded of public health research projects that are community-based.</td>
<td>50%</td>
<td>32%</td>
<td>67% -- Target Met</td>
</tr>
</tbody>
</table>

The 2014-19 Strategic Plan and 2014-19 Diversity Plan (see the Resource File and [http://www.etsu.edu/cph/about/diversity.aspx](http://www.etsu.edu/cph/about/diversity.aspx)) further commit to service-learning and to building competency in diversity and culture and include related goals, objectives, and outcome measures, as shown in Table 1.8.a.v.2. Just as the Diversity and Social Justice Workgroup recommended the diversity goals and objectives, the Community Service and Applied Public Health Workgroup recommended goals and objectives in the areas of service-learning and community service. (See the Resource File for the final reports of the workgroups. Also see Criterion 1.1.e for a description of the role of the workgroups in the strategic planning process).
<table>
<thead>
<tr>
<th>Table 1.8.a.v.2 Goals and Objectives Related to Building Competency in Diversity and Culture, 2014-2019 Strategic Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Measure/Indicator</strong></td>
</tr>
<tr>
<td><strong>SERVICE Goal S.1 Expand applied/hands-on learning opportunities that enhance the practical skills of students and community benefit.</strong></td>
</tr>
<tr>
<td>Objective S.1.1 Increase community-based learning courses and other applied learning opportunities.</td>
</tr>
<tr>
<td>S.1.1.a Number of public health degree programs that include at least one required community-based learning course (in addition to field experience).</td>
</tr>
<tr>
<td>S.1.1.b Number of Academic Health Departments (AHDs).</td>
</tr>
<tr>
<td>S.1.1.c Number of non-academic (non-credit bearing) applied/hands-on learning opportunities.</td>
</tr>
<tr>
<td><strong>SERVICE Goal S.2 Contribute faculty and student expertise to strengthen our communities and professions.</strong></td>
</tr>
<tr>
<td>Objective S.2.1 Contribute faculty expertise to strengthen our communities and professions.</td>
</tr>
<tr>
<td>S.2.1.a Proportion of faculty who participate in one or more community service and/or health advocacy activity consistent with their professional position.</td>
</tr>
<tr>
<td><strong>Objective S.2.2 Encourage student engagement in community service and advocacy activities.</strong></td>
</tr>
<tr>
<td>S.2.2.a Student-led community health service and advocacy activities.</td>
</tr>
<tr>
<td><strong>RESEARCH Goal R.1 Actively engage faculty and students in the conduct and dissemination of collaborative research that is focused on important health challenges globally, nationally and in the Appalachian communities.</strong></td>
</tr>
<tr>
<td>Objective R.1.2 Maintain a substantive inter-professional and community-based research effort using community-based research methodology where possible in investigations.</td>
</tr>
<tr>
<td>R.1.2.b Proportion of externally funded public health grants that are community-based.</td>
</tr>
<tr>
<td><strong>DIVERSITY Goal D.1 Foster a culture and environment that celebrate diversity and encourage cultural awareness and social justice.</strong></td>
</tr>
<tr>
<td>Objective D.1.3 Promote curricula that build competence in cultural awareness and social justice both in the classroom and in the community.</td>
</tr>
<tr>
<td>D.1.3.a Degree programs with one or more competencies addressing diversity, cultural, or social justice issues.</td>
</tr>
<tr>
<td>D.1.3.b Percent employers who rank “Effectiveness of college programs in preparing graduates to meet community needs” as “high” or “highest”.</td>
</tr>
<tr>
<td>D.1.3.c Percent employers who rank college graduates as “high” or “highest” in “Ethics and Social Responsibility.</td>
</tr>
<tr>
<td>D.1.3.d Percent alumni who report competence to “interact and communicate with diverse individuals &amp; communities.”</td>
</tr>
<tr>
<td>D.1.3.e Percent students who report “Program helped me embrace diversity and treat all people with dignity and respect.”</td>
</tr>
<tr>
<td><strong>Objective D.1.4 Ensure that faculty, staff, and student development incorporates issues of diversity, social justice and ethics.</strong></td>
</tr>
<tr>
<td>D.1.4.a Number of in-house seminars that focus on diversity, cultural awareness and social justice.</td>
</tr>
</tbody>
</table>
The college monitors its strategic plan at least annually to ensure that all targets are achieved, or that progress is being made towards achieving them. For each measure listed in Table 1.8.a.v.2, see Table 1.8.e, below, for data for each of the past three years.

**Commitment to Building Competency in Diversity and Culture as Evidenced in the Curricula**

The college curricula are competency- and practice-based and expose students to diversity and culture through coursework and other learning opportunities.

Diversity-Related Competencies. The competency sets of the degree programs emphasize diversity and cultural awareness. Table 1.8.a.v.3 lists the diversity-related competencies by degree program. Those competencies are mapped to the respective degree curricula, as shown in the degree competency matrices in Criterion 2.6.

### Table 1.8.a.v.3 Diversity-Related Competencies by Degree Program

<table>
<thead>
<tr>
<th>Degree</th>
<th>Diversity-Related Competencies</th>
<th>Course(s) Addressing Competencies</th>
</tr>
</thead>
</table>
| BSPH   | - Recognize the roles of history, power, privilege and structural inequality in producing health disparities.  
         - Differentiate between the availability, acceptability, and accessibility of health care across diverse populations.  
         - Recognize social justice and human rights principles when addressing community needs.  
         - Promote high standards of personal and organizational integrity, compassion and respect for all people. Embrace a definition of public health that captures the characteristics of the field and how these contribute to professional practice.  
         - Recognize how gender, race, poverty, history, migration and culture are important in the design of interventions within public health systems. | HSMP 3200 Health Svcs Admin  
COBH 4030 Community Health  
COBH 4607 Gerontology & Health  
COBH 3330 Cultural Competence |
| BSHS   | - Recognize and discuss current public health issues and needs, and how cultural, behavioral, economic and societal factors impact the health status of a population. | EPID 3080 Prin of Epidemiology  
COBH 1020 Intro Pub Health |
| BSEH   | - Identify the sociological, economic, political, legal, and ethical complexity of current environmental issues. | ENVH 3010 Human Ecology  
ENVH 3100 Wastewater  
ENVH 4000 PH Law  
ENVH 4357 Toxicology  
ENVH 4080 Env Health Practice |
| MPH    | - Demonstrate cultural sensitivity, initiative and leadership skills for building teams.  
         - Demonstrate ethical choices, values and professional practices implicit in public health decisions. | ENVH 5100 Env Hlth I  
COBH 5200 Soc & Beh Hlth  
EPID 5400 Epidemiology I  
HSMP 5500 Hlth Serv Admin  
HSMP 5020 Phil of Pub Hlth |
| MSEH   | - Apply current environmental risk assessment methods and communicate the results to various audiences.  
         - Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.  
         - Understand the role of environmental hazards and exposures in public health protection.  
         - Identify common chemical, biological, and physical hazards. This entails recognizing the potential (for a given scenario) of a hazard to cause harm to human health or the environment and defining the hazard characteristics. | ENVH 5100 Env Hlth I  
ENV 5357 Toxicology  
ENVH 5640 Risk Assessment  
ENVH 5860 Env Admin  
ENVH 5200 Env Chemistry  
ENVH 5250 Env Microbiol |
<table>
<thead>
<tr>
<th>Degree</th>
<th>Diversity-Related Competencies</th>
<th>Course(s) Addressing Competencies</th>
</tr>
</thead>
</table>
| DrPH   | - Demonstrate ability to influence health policy and program decision-making by scientific evidence, stakeholder input, public opinion data, and social justice.  
- Integrate appropriate cultural and health literacy concepts into communication and marketing initiatives.  
- Demonstrate ability to develop collaborative partnerships with community stakeholders, policy makers, and relevant groups.  
- Assess sociocultural, environmental, and behavioral influences on the health of diverse populations.  
- Demonstrate ability to engage communities in the implementation of evidence-based, culturally appropriate policies, programs, and services. | ENVH 5870 Public Health Law  
ENVH 5640 Env Risk Assessment  
COBH 6110 Soc/Bhv Det  
HSMP 6130 Lead/Policy/Ethics  
COBH 6150 Eval Rsch  
COBH 6160 Systems App |
| PhD in Environmental Health Sciences | - Define: how environmental exposures affect human health; how individuals differ in their susceptibility to these exposures; and how these susceptibilities change over the life span.  
Graduates will be able to accomplish at least one of the following:  
- Investigate environmental conditions that may affect a community’s health status, and provide technical assistance and leadership to address the concerns of communities.  
- Develop and implement effective strategies and programs for the maintenance of health and the prevention and management of disease and injury.  
- Develop effective environmental health policies.  
- Collaborate and work with communities for the promotion of health and the prevention and control of disease. | ENVH 5100 Env Hlth I  
ENVH 6920 Doctoral Seminar  
ENVH 6960 Dissertation Research |

**Diversity-Related Courses.** The college offers several courses that are either devoted to, or address, diversity, social justice, and cultural competence. Tables 1.8.a.v.4 and 1.8.a.v.5 offer several of those courses, at the bachelor’s and graduate levels, respectively, including brief course descriptions, and whether the course is required or elective.
<table>
<thead>
<tr>
<th>Course Rubric, Number, Title, and Credit Hours</th>
<th>Course Description</th>
<th>Required or Elective Course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>COBH 2000 ESSENTIALS (3 credits)</td>
<td>Teaches the essential skills and strategies necessary to improve and advance low-resource settings. Provides an overview of selected international health needs and current improvement strategies. Topics range from micro-economics, malaria control, and global resources to construction of water filters, cook stoves/food preservation, sanitary toilets, and basic shelters.</td>
<td>Core course required of all BSPH students effective 2015. Elective course for BSPH students till 2014.</td>
</tr>
<tr>
<td>HSMP 2100 Health Systems (3 credits)</td>
<td>Studies health systems in the United States and other countries, with emphasis on such management issues as the ability to deliver health-related services, their cost and their operations within a legal framework. Included in the topics are discussions of such major developments as prepaid group practice, managed care, national health insurance, planning for health care and an overview of the issues associated with these developments.</td>
<td>Core course required of all BSPH students effective 2015. Required course of BSPH Health Administration Concentration students until 2014.</td>
</tr>
<tr>
<td>HSMP 3210 - Legal and Ethical Issues in Healthcare (3 credits)</td>
<td>Investigates legal and regulatory standards and ethical dilemmas confronting health care organizations and professionals.</td>
<td>Required course of BSPH Health Administration Concentration students effective 2015.</td>
</tr>
<tr>
<td>COBH 3330 Cultural Competence and Spirituality in Health Care (3 credits)</td>
<td>Recognizes that the effectiveness of health care services increases when the cultural and spiritual traditions of the patient are addressed. Offers an orientation to the practices and concerns of diverse cultural and religious groups.</td>
<td>Core course required of all BSPH students until 2014. Required of BSPH Community Health Concentration students effective 2015.</td>
</tr>
<tr>
<td>COBH 4707 International Health (3 credits)</td>
<td>Designed to provide a fuller understanding of the patterns of medical care delivery and public health practices and the factors that inhibit or enable their applications among community groups and organizations around the world.</td>
<td>Elective course for BSPH and other bachelor’s students.</td>
</tr>
<tr>
<td>COBH 4957 Social Justice (3 credits)</td>
<td>Inter-professional course offered jointly by the College of Public Health and the Department of Philosophy and Humanities. Covers the history of social justice from the philosophy perspective and reviews the social determinants of health and leading health challenges. Students engage in individual and group projects and significant discussions on current health issues.</td>
<td>Elective course for BSPH and other bachelor’s students.</td>
</tr>
<tr>
<td>Course Rubric, Number, Title, and Credit Hours</td>
<td>Course Description</td>
<td>Required or Elective Course?</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>HSMP 5020 Philosophy of Public Health (1 credit)</td>
<td>Introduces the foundational principles and philosophy of public health practice.</td>
<td>Core course required of all MPH students.</td>
</tr>
<tr>
<td>COBH 5200 Social and Behavioral Foundations of Public Health (3 credits)</td>
<td>Reviews the concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems. Social, cultural, economic and environmental factors are discussed as the fundamentals of public health at the various governmental and community levels.</td>
<td>Core course required of all MPH students.</td>
</tr>
<tr>
<td>COBH 5125 Rural Health Research and Practice (3 credits)</td>
<td>Inter-professional course with nursing, medicine, public health and other disciplines is the first of a two-semester series of courses which allows students to develop an understanding of rural health issues using community based participatory research methodology. Student and faculty teams partner with rural communities to assess health priorities and develop plans to address identified needs.</td>
<td>Either COBH 5125, or its equivalent, COBH 5120, is required of MPH Community Health Concentration students.</td>
</tr>
<tr>
<td>COBH 5135 Rural Health Projects (3 credits)</td>
<td>Inter-professional teams of students develop a community-based health proposal in collaboration with their rural community partners. Through implementing and evaluating the proposed community-based project, students gain hands-on experience in using participatory methods to promote the health of a selected rural population.</td>
<td>Either COBH 5135, or its equivalent, COBH 5130, is required of MPH Community Health Concentration students.</td>
</tr>
<tr>
<td>COBH 5707 International Health (3 credits)</td>
<td>Provides an overview of the patterns of health care delivery, public health practice, and the factors that inhibit or enable their applications among community groups and organizations around the world.</td>
<td>Elective course for MPH and other graduate students.</td>
</tr>
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<td>Elective course for MPH and other graduate students.</td>
</tr>
<tr>
<td>COBH 6110 Social and Behavioral Determinants of Health and Disease (3 credits)</td>
<td>Presents an in-depth analysis of factors contributing to health and disease in populations, including lifestyle, personality and cognitive processes, cultural and spiritual forces, socioeconomic status, age, race, gender, and environmental exposure. Students explore relationships of these health determinants within the context of selected social and behavioral theories.</td>
<td>Core course required of all DrPH students.</td>
</tr>
<tr>
<td>HSMP 6130 Public Health Leadership, Policy Development, and Ethics (3 credits)</td>
<td>Addresses the conceptual, methodological, and ethical foundations of public health leadership leading to the development and analysis of public health policy at the federal, state, and local levels.</td>
<td>Core course required of all DrPH students.</td>
</tr>
</tbody>
</table>
Diversity-Related Field Experiences. All professional public health degrees (MPH, DrPH) and bachelor’s degrees in public health (BSPH, BSEH) require students to complete a field internship which is an extensive service learning experience. See Criterion 2.4 and Criterion 2.9 for descriptions of the graduate and undergraduate field experience courses, respectively.

The college has established highly diverse internship sites for students and has increased the number of Memoranda of Understanding with affiliate organizations to more than 150 agreements covering more than 280 sites locally, nationally, and internationally. The majority of these sites are located in, or around, underserved communities in central Appalachia. Support of domestic internships in underserved areas has come from: 1) The ASPIRE Appalachia Scholarship program with support from William Kenneth “Big Kenny” Alphin and the Love Everybody Foundation; and 2) LIFEPATH (the Tennessee Public Health Training Center). External support has been received to support international internships in developing countries, including from: 1) the Frist Global Health Scholars Program with support from the Hope Through Healing Hands Foundation and the Niswonger Foundation, 2) the Wykoff Family Scholarship, and 3) the ETSU Honors College.

Diversity-Related Professional Development. Once a year, the college co-sponsors, with the Department of Philosophy and Humanities, a Leading Voices in Public Health as the "Justice, Health, and Humanities" lecture focusing on issues of social justice and inequity.

Commitment to Building Competency in Diversity and Culture as Evidenced in Research
The college faculty and students are engaged in several research projects that include aims related to diversity and social justice. These are listed on the college diversity webpage, but briefly, they include a rural telemedicine cardiovascular disease project, an inter-professional prescription drug abuse prevention study, studies on chronic diseases that impact minorities at a differential rate, and a school-based obesity prevention program in rural Appalachia. Each of these projects had a component of the work that was focused on diversity and included students in research process. See http://www.etsu.edu/cph/about/diversitygrants.aspx for descriptions of these and other diversity-related projects.

Review of Curricula to Ensure Competency in Diversity and Culture
One of the objectives in the 2014-19 Diversity Plan is to “Promote curricula that build competency in cultural awareness and social justice both in the classroom and in the community.” The associate dean for academic affairs is responsible for ensuring that this objective is met, and specifically that all degree programs incorporate one or more competencies addressing diversity, cultural, or social justice issues. The Diversity and Social Justice Committee is charged with monitoring the implementation of the Diversity Plan and with systematically following progress on the strategic goals and objectives outlined in the plan. Further, the 2014-19 Strategic Plan calls for “conducting a comprehensive review of every program in the college every three to four years to further align with workforce and student needs.” (See Education Objective E.1.3 in the 2014-19 Strategic Plan available in the Resource File and at http://www.etsu.edu/cph/about/goalsobjective.aspx.) The associate dean for academic affairs, working with the chairs and program coordinators, is responsible for overseeing this objective. This objective, and related outcome measures, will further ensure that the college curricula remain responsive to workforce needs in addressing diversity and cultural matters.

While the above objectives are part of the 2014-19 plan, the college has adopted diversity as a core value since its inception in 2007-08 and has always maintained curricula that build competency in diversity and cultural issues. The faculty routinely review the curricula and ensure that competencies
related to diversity, culture, and/or ethics and social justice are considered, revised or otherwise improved upon. For degree programs that transcend one department, such as the MPH and DrPH programs, the respective operations committee (i.e., MPH Operations Committee, DrPH Operations Committee) is responsible for guiding the curricula and for using program-level assessment findings from multiple surveys to inform the periodic revision of competency sets. The college stakeholder surveys assess student competence in diversity and culture-related issues in several surveys, and the assessment findings are used for the continuous improvement of programs. Specifically,

1) The alumni survey, conducted annually, asks graduates to rate the extent to which their education prepared them to “interact and communicate with diverse individuals and communities.”
2) The student exit survey, conducted every semester, assesses student agreement with two diversity-related items: “The program helped me embrace diversity and treat all people with dignity and respect,” and “The program helped me develop a sense of altruism towards the less fortunate.”
3) The employer survey, conducted biannually, asks respondents to evaluate college graduates’ “Ethics and social responsibility,” and their “Ability to meet the community’s needs.”

Data for each of the above measures are reported in Table 1.8.e below.

In addition, ad hoc workgroups charged with major re-structuring of programs systematically ensure the incorporation of diversity and cultural considerations in the new or revised curricula. For example, the Undergraduate Re-structuring Taskforce, charged with revising the BSPH curriculum, incorporated additional diversity-related and service learning opportunities into the new curriculum, including the ESSENTIALS course (described above) and four Skills and Encounters (service-learning) courses. Both courses will be required as a part of the core curriculum effective 2015. Further, the taskforce retained COBH 3330, Cultural Competency, as a required course for the BSPH Community Health Concentration. Similarly, the Department of Health Sciences revised its BSHS curriculum in 2012, added a core competency, “Recognize and discuss current public health issues and needs, and how cultural, behavioral, economic and societal factors impact the health status of a population,” and mapped this competency primarily to a new core course titled “Introduction to Public Health.”

Finally, the college Curriculum Committee, carefully reviews all curricular proposals and ensures that they are reflective of the college mission and plans.

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

The university and the college are committed to recruiting, retaining, and promoting a diverse faculty. ETSU’s Office of Equity and Diversity enforces policies and procedures for recruiting faculty and is led by the Special Assistant to the President for Equity and Diversity. The Office has put forward affirmative action plans for women and minorities and for persons with disabilities and qualified veterans. Both plans are available in the Resource File.

Policies that support a climate free of discrimination are described in 1.8.a.iii above. Consistent with those policies, the college works closely with ETSU’s Office of Equity and Diversity to ensure that employment opportunities in the college are available to all eligible persons. The Office approves the composition of all search committees, faculty and staff recruitment plans (as proposed by the appropriate search committees), and applicants slated for interview and for hire. The manual that contains policies related to the hiring and promotion of a diverse faculty is PPP-3 at: http://www.etsu.edu/humanres/documents/PPPs/PPP-35-Guidelines_Appendices.pdf. Section IV articulates the legal basis for affirmative action procedures, section V offers affirmative action
procedures and guidelines related to hiring, section IX covers the Americans with Disabilities Act, and the appendices offer various supporting checklists and documents.

The faculty recruitment process begins with a search committee, which is composed of faculty, staff, and students, if appropriate. The committee develops the job ad, reviews applications, and recommends to the department chair which candidate to interview. The applicant pool is submitted to the Office of Equity and Diversity for approval and certification. After interviews, the committee recommends its leading candidate to the department chair and dean. In addition to this standard procedure, efforts to attract a diverse faculty include:

1) Starting the search as early as possible in the fall semester, so that campus interviews are conducted and job offers made early during the spring semester;
2) Advertising widely using traditional approaches, as well as in websites of professional associations and other online tools;
3) Publishing notices of open faculty positions in relevant minority and women journals and professional organizations;
4) At the time of hiring, making job offers as attractive as possible in terms of start-up funds, research support and other incentives.

After hire, policies and procedures concerning faculty promotion, tenure, and appeal are in the Faculty Handbook: [http://www.etsu.edu/senate/facultyhandbook/a_z_index.aspx](http://www.etsu.edu/senate/facultyhandbook/a_z_index.aspx). College of Public Health tenure and promotion criteria are published on the web at this location: [http://www.etsu.edu/senate/facultyhandbook/colldept/cph.aspx](http://www.etsu.edu/senate/facultyhandbook/colldept/cph.aspx)

The college Diversity Plan includes an objective to “increase the diversity of college faculty, staff, and students.” Two outcome measures linked to this objective are the “proportion of new faculty hires who are women,” and the “proportion of non-white primary faculty.” Data for each of those measures for the past three years are presented in Table 1.8.e, below, and indicate that the college has met or exceeded its targets for both measures in fall 2014 and the previous two years. The Diversity Plan identifies the following action steps to further support the recruitment of diverse faculty:

1) Continue to conduct faculty searches in collaboration with the Office of Equity and Diversity;
2) Charge Faculty Search Committees that include women and minority representation;
3) Share the diversity targets with the search committees;
4) Draft faculty job ads that demonstrate commitment to diversity (i.e., include the college and university diversity statements);
5) Advertise job ads in venues that target women and minority candidates.

The Diversity Plan also specifies action steps to support developing and retaining diverse faculty, including:

1) Develop a mentoring program that connects junior and senior women faculty and junior and senior minority faculty to encourage retention;
2) Ensure an environment that supports work-life balance.
1.8.a.vii Policies and plans to recruit, develop, promote and retain a diverse staff.

The Office of Equity and Diversity enforces policies and procedures for recruiting staff, as described for faculty searches in Criterion 1.8.a.vi. That office has put forward affirmative action plans for women and minorities and for persons with disabilities and qualified veterans. Both plans are available in the Resource File. As with the faculty, the manual that contains all policies related to the recruitment and appointment of a diverse staff is PPP-35 and is provided at this link: http://www.etsu.edu/humanres/documents/PPPs/PPP-35-Guidelines_Initiatives.pdf. Section IV articulates the legal basis for affirmative action procedures, section V offers affirmative action procedures and guidelines related to hiring, section IX covers the Americans with Disabilities Act, and the appendices offer various supporting checklists and documents.

At the college level, the Diversity Plan includes a specific measure addressing staff diversity. Further, the college recognizes and supports the efforts, on the part of its staff, to increase their professional satisfaction and advance their careers by formally pursuing additional academic training. In a recent survey of 18 college staff members, 10 were currently pursuing or had recently completed a formal degree program (including five master’s and two doctoral degrees), and one additional staff member had taken academic courses though not towards a degree program. The university provides tuition waivers for educational development of full-time employees, and the college offers flexible time for staff to pursue this training. In addition, the Department of Human Resources offers an array of non-academic training programs, largely focused on the training needs of ETSU staff (http://www.etsu.edu/humanres/td/) and requires that annual performance evaluations of staff include a professional development plan. The college also offers non-academic opportunities for staff development through lectures and guest speakers and encourages staff to attend these activities.

1.8.a.viii Policies and plans to recruit, admit, retain and graduate a diverse student body.

Student recruitment efforts formally take place at both the university and college level. Policies that support the college in recruiting, admitting, retaining, and graduating a diverse student body are related to the policies that regulate the appointment and retention of staff and faculty. Specifically, affirmative action plans for women and minorities and for persons with disabilities and qualified veterans.

University-level Policies and Plans to Recruit and Retain a Diverse Student Body
The university’s Strategic Diversity Plan includes goals, objectives, and action plans related to diversity as it pertains to student access to education and student success. In support of this plan, the Office of Equity and Diversity (http://www.etsu.edu/equity/) sponsors four programs focused on recruitment and retention of underrepresented minority students groups.

DISCOVER ETSU (http://www.etsu.edu/equity/programs/discover/default.aspx) is a recruitment program that invites 11th and 12th grade high school students, from underrepresented minority groups and socioeconomically disadvantaged students, onto campus for a weekend in the fall and spring semesters. The visit includes a campus tour, an opportunity to meet ETSU faculty, staff, and students and learn about admissions, financial aid, scholarships, housing, and campus life. The program is free to the students and their guests.

QUEST for Success (http://www.etsu.edu/equity/programs/questprogram/default.aspx) is a college transition program designed to help underrepresented students become acclimated to campus life while building a network of friends, faculty, and staff to assist them through their college journey. The program seeks to increase underrepresented minority student participation in all academic opportunities
involving leadership, study abroad, research, and internships thereby integrating them into the institution both academically and socially. In addition, students meet regularly throughout the year, and each meeting is geared towards one of following development areas: personal development, interpersonal development, organization development, and career transitioning.

**Student Diversity Educators** ([http://www.etsu.edu/equity/programs/diversityed/default.aspx](http://www.etsu.edu/equity/programs/diversityed/default.aspx)) supports a group of student peer educators who are passionate about social justice and equality. The program helps to further the development of students’ competence and capability of facilitating dialogue and education around issues of oppression and diversity.

**ETSU’s BEST - Bucs Empowering the Students of Tomorrow** ([http://www.etsu.edu/equity/programs/etsu_best/default.aspx](http://www.etsu.edu/equity/programs/etsu_best/default.aspx)) is a mentoring program committed to empower incoming first-year underrepresented students beyond the mere college experience. From their acceptance to ETSU to their graduation and beginning of their career, they will be assigned the BEST mentor, the BEST role-model, the BEST motivator and the BEST peer to guide, to advise, to inspire, and to experience with them the realization of their potentials.

In addition, multiple offices, organizations and events on campus are devoted to supporting a diverse student body. Below, several are offered, with their associated websites:

**International Programs and Services** ([http://www.etsu.edu/honors/international/](http://www.etsu.edu/honors/international/)) provides a range of support services for international students, including the ETSU International Friendship Families Program. The office also facilitates study abroad and exchange programs.

**Disability Services** ([http://www.etsu.edu/students/disable/](http://www.etsu.edu/students/disable/)) provides services to support students with disabilities in educational and other campus activities.

**Women’s Resource Center** ([http://www.etsu.edu/wrcetsu/](http://www.etsu.edu/wrcetsu/)) enhances the university climate regarding through educational and cultural events, services, and policies and procedures.

**Office of Multi-Cultural Affairs** ([http://www.etsu.edu/students/multcult/](http://www.etsu.edu/students/multcult/)) promotes a culturally diverse campus community and offers year round programs to expose students to other cultures and ethnicities.

**African and African American Studies** ([http://www.etsu.edu/afam/](http://www.etsu.edu/afam/)) organizes public lectures and cultural activities and publishes a quarterly newsletter.

Finally, the recently hired director of admissions for the university has begun a very active program to expand admissions activities, including those targeting students living in Appalachia as well as racial and ethnic minority students.

**College-level Policies and Plans to Recruit and Retain a Diverse Student Body**

At the college level, the Diversity Plan defines two outcome measures for a diverse student body, including “proportion of incoming graduate students from Appalachia,” and “proportion of incoming students who are members of racial/ethnic minority groups.” Data related to those measures are presented in Table 1.8.e. below, and show that the college has consistently met or exceeded its targets for both measures. In addition, the college has significantly increased the geographic diversity of its graduate student body. By 2014, 40% of graduate students came from Tennessee, 39% from 20 other U.S. states, and 21% from 10 other countries. (In comparison, in 2006, 50% of graduate students came from a single country-India, 4% came from four other countries, 35% from Tennessee, and 10% from six other U.S. states.). Further, in the past three years, the college has had graduate applications from 43 U.S. states and 30 countries.
Two college committees directly support the college commitment to a diverse student body.

1) The college established the Recruitment and Retention Workgroup in 2013 and transitioned it into a standing committee in spring 2014. The committee is charged with coordinating and implementing plans for recruitment and retention at the college level.

2) The college established the Diversity and Social Justice Workgroup in 2012 and transitioned it into a standing committee in fall 2014. The committee is charged with systematically following progress on the diversity objectives; advising student recruitment activities related to diversity issues; interfacing with appropriate university, community and regional bodies to address diversity-related issues of regional importance; and recommending in-house lectures, seminars or other activities that focus on diversity, cultural awareness, and social justice.

The college engages in ongoing efforts to recruit and support a diverse student body, including:

3) Participation since 2010 in SOPHAS, which has significantly enriched the diversity of the graduate applicant pool;

4) Development of a college diversity webpage featuring the Diversity Plan, diversity resources to support students, diversity grants, and related information;

5) Engagement in social media;

6) Enhancing awareness of the college programs across the university campus and to regional community colleges and universities;

7) Designating a student liaison between the college and the Office of Equity and Diversity to enhance communication and to raise awareness of college students about the university’s diversity programs and upcoming events;

8) Maintaining and developing online degree programs and certificates designed to meet the needs of non-traditional students and distance students.


**1.8.a.ix Regular evaluation of the effectiveness of the above-listed measures.**

The college is committed to on-going evaluation of all of its outcome measures. The associate dean for quality and planning, working with the Assessment and Evaluation Committee, oversees evaluation processes and data systems and is responsible for guiding the use of evaluation results for planning and quality improvement.

The 2008-13 Strategic Plan articulated specific diversity-related measures, and for each measure, a monitoring and feedback loop, including the position responsible for tracking the measure, the data source, and the frequency of monitoring. The diversity-related measures were tracked at least annually, and the findings were presented to the Leadership Council and at the college-wide all-hands meetings. In 2012, the dean created the Diversity and Social Justice Workgroup and charged it with conducting a comprehensive evaluation of the college diversity-related measures in preparation for the 2004-19 strategic planning cycle. Following deliberations, the workgroup found that many of the existing diversity-related measures continued to be relevant and recommended retaining them in the new plan while also recommending additional measures.
Similar to its predecessor, the 2014-19 plan articulates a monitoring and feedback loop for each diversity-related measure. The college will continue to evaluate those measures at least annually. The Diversity and Social Justice Workgroup, now a standing committee of the college, is responsible for monitoring the diversity plan, including outcome data, with support of the associate dean for quality and planning and the Assessment and Evaluation Committee. The Diversity and Social Justice Committee will communicate the diversity-related outcome data every year to the college stakeholders, including the Leadership Council, faculty, staff, students, and external stakeholders. The committee is also responsible for assessing the continued relevance of the diversity plan and will put proposed modifications to the plan forward for consideration by the Leadership Council.

The college diversity-related measures have proven effective in supporting a diverse college environment. As the data presented in Criterion 1.8.e. below demonstrates, the college has diverse faculty and student bodies, and the curricula build competence in cultural awareness and social justice, both in the classroom and in community-based learning. Further, the college evaluation systems have also proven effective in systematically collecting, disseminating and utilizing evaluation data. For example, the alumni survey (conducted annually), the student exit survey (conducted at the completion of each semester), and the employer survey (conducted every other year) have provided a key perspective on the college efforts to build competency in diversity and cultural matters. Response rates to those surveys, as reported in Criterion 2.7, are excellent. The current position of the Diversity and Social Justice Committee as a standing committee in the college will further enhance the evaluation of the diversity-related measures, and consequently, the student experience with respect to the value of diversity and the promotion of social justice. Annual reflection on the diversity goals and objectives by that committee is an appropriate time frame.

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.

As described above, both the 2008-13 and the 2014-19 Strategic Plans included diversity goals and objectives. These objectives are monitored annually and reported through a formal process to the faculty and staff. The results of the 2008-13 Strategic Plan, as relates to diversity, are included in Table 1.8.a.ii above. The 2014-19 diversity outcome measures and related data are detailed in Table 1.8.e. below. Also described above are the college efforts to actively gather information from exiting students, alumni, and employers that sheds light on the effectiveness of its educational programs in preparing graduates to understand and work in cross-cultural environments. The results of recent surveys, as relates to diversity, are reported in Table 1.8.e. below.

The degree program competency matrices, reported in Criterion 2.6, present the diversity-related competencies and map those competencies to the required courses. Course syllabi documenting the integration of diversity-related competencies are included in the Resource File.

Criterion 2.4, Practical Skills, and Criterion 2.9, Bachelor’s Degrees in Public Health, include a listing of the widely diverse sites where graduate and undergraduate students, respectively, have completed field experiences over the past two years. Those sites include public health agencies, non-profit organizations, and international programs serving diverse and disadvantaged population groups in Appalachia and globally.
1.8.c Description of how the diversity plan or policies were developed, including an explanation of the constituent groups involved.

The Diversity and Social Justice Workgroup was one of four faculty and staff-led planning workgroups established in 2012 to help guide the development of the 2014-19 planning cycle. The workgroup included a diverse and representative cross-section of college faculty, staff, and students. K. Ervin, Assistant Dean for Finance and Administration, chaired the workgroup. Faculty members included A. Alamian, E. Onyango, C. Pritchett, and L. Wang. Staff members included R. Carter and G. Kidwell. Student members included B. Brooks, C. Florence, and B. O’Connell.

The dean charged the workgroup to respond to three questions: 1) What policies and plans should we adopt to recruit, develop, and retain a diverse faculty, staff and student body? 2) What policies and plans should we adopt to maintain curricula that build competency in diversity and culture? 3) How do we integrate social justice/ethics learning objectives, related to course content, across the curriculum? After a series of workgroup meetings and discussions with university administrators and other stakeholders, the workgroup submitted its preliminary report to the dean in December 2012. In early 2013, the workgroup presented its recommendations to the college Leadership Council and at the college-wide faculty and staff meeting and sought feedback. The workgroup chair integrated the feedback into the preliminary report and submitted the final document to the dean in spring 2013. (See Resource File for the workgroup’s final report and meeting minutes.) These workgroup recommendations have been incorporated into the 2014-19 Diversity Plan. (See Resource File and http://www.etsu.edu/cph/about/diversity.aspx.)

In September 2014, the Diversity and Social Justice Workgroup was made a standing committee in the college by unanimous vote of the faculty. The committee is made up of at least two faculty, two staff, and two students from across the college and. The duties of the committee are to: 1) advise the dean and the Leadership Council on development and implementation of the college strategic diversity plan, 2) systematically follow college progress on the strategic goals and the objectives outlined in the diversity plan, 3) advise faculty, staff and student recruitment activities related to diversity issues, 4) interface with appropriate university, community and regional bodies to address diversity-related issues of regional importance, and 5) recommend in-house lectures, seminars, or other activities that focus on diversity, cultural awareness, and social justice.

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.

The 2014-19 Diversity Plan is presently active. The college uses the plan on an on-going basis to support its efforts to increase the diversity of faculty, staff, and students; to promote curricula that build competence in cultural awareness and social justice; and to ensure that professional development activities incorporate issues of diversity, social justice, and ethics. Specific action items defined in the plan guide the college efforts in those areas.

The college reviews its mission, vision, and core values every five years at the initiation of the strategic planning cycle. The college also reviews and reports on all of its outcome measures, including those in the Diversity Plan, at least annually. For each measure, the plan identifies the target performance level and articulates a monitoring and feedback loop, including method of data collection, data source, and person responsible for tracking and communicating the data. (See Table 1.8.e. below for a listing of the diversity outcome measures, monitoring and feedback loop, and current and historical data.) The Diversity and Social Justice Committee is responsible for monitoring the college diversity plan, including outcome data, at least annually, and for communicating this data every year to the college.
stakeholders, including the Leadership Council, faculty, staff, students, and external stakeholders. The committee is also responsible for assessing the continued relevance of the diversity plan on an annual basis. The committee will put proposed modifications to the plan forward for review by the Leadership Council, and action will be taken as needed.

1.8.e Identification of measurable objectives by which the school may evaluate its success in achieving a diverse faculty, staff and students, along with data for the last three years. CEPH Template 1.8.1. At a minimum, include 4 objectives, at least two of which relate to race/ethnicity.

Table 1.8.e below displays the diversity goal, objectives, and outcomes measures, as defined in the college 2014-19 Diversity Plan, along with data for the last three years. In the Diversity Plan, the terms “diversity” and “minority” are often related to racial/ethnic diversity and include the ratios of students and faculty who are non-White. In this calculation, when ethnicity data is not collected by survey but is otherwise available, non-Whites include: African American/Black, Asian, Hispanic/Latino/White, Hispanic/Latino/Black, Hispanic/Latino/Declined, Native American, Native Hawaiian/Pacific Islander, Multiracial, Declined, Unavailable/Unknown. The college further considers students of Appalachian heritage when calculating diversity statistics. The reason for this is that the region has historically been an impoverished and underserved one. Finally, because females have historically been under-represented in the professoriate in general, and in the college in particular, gender is considered when assessing the diverse nature of the social and intellectual climate of the college.
### Table 1.8.e Diversity Outcomes, 2014-19 Strategic Plan

<table>
<thead>
<tr>
<th>Category/Definition</th>
<th>Method of Collection</th>
<th>Data Source</th>
<th>Target</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal D.1</strong> Foster a culture and environment that celebrate diversity and encourage cultural awareness and social justice.</td>
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<tr>
<td><strong>Objective D.1.1</strong> Weave cultural awareness and social justice into the fabric of the college.</td>
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</tr>
<tr>
<td>D.1.1.a Transition the Diversity and Social Justice Workgroup into a standing committee.</td>
<td>College bylaws</td>
<td>Dean, College bylaws</td>
<td>By 2014-15</td>
<td>Work-group formed and charged</td>
<td>Work-group submitted its report</td>
<td>Report integrated into strategic diversity plan</td>
<td>Diversity and Social Justice added as a standing committee</td>
</tr>
<tr>
<td>D.1.1.b Create a web presence for diversity-related issues.</td>
<td>College website</td>
<td>Diversity and Social Justice Workgroup</td>
<td>2014</td>
<td>ETSU has a strong web presence for diversity-related issues</td>
<td>College diversity web presence drafted</td>
<td>College diversity web page published</td>
<td></td>
</tr>
<tr>
<td>D.1.1.c Designate a liaison between the college and the Office of Equity and Diversity.</td>
<td>Leadership Council minutes</td>
<td>Diversity and Social Justice Workgroup</td>
<td>2014</td>
<td>The college collaborates effectively with Ms. M. Jordan and Ms. A. Earle in the Office of Equity &amp; Diversity</td>
<td>College liaison designated</td>
<td>Liaison invited to participate in standing committee</td>
<td></td>
</tr>
<tr>
<td><strong>Objective D.1.2</strong> Increase the diversity of college faculty, staff and students.</td>
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<tr>
<td>D.1.2.a Proportion of new faculty hires who are women.</td>
<td>Human Resource Files</td>
<td>Assistant Dean Finance &amp; Admin</td>
<td>50%</td>
<td>33%</td>
<td>100%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>D.1.2.b Proportion of non-white primary faculty.</td>
<td>Human Resource Files</td>
<td>Assistant Dean Finance &amp; Admin</td>
<td>25%</td>
<td>32%</td>
<td>27%</td>
<td>25%</td>
<td>28%</td>
</tr>
<tr>
<td>D.1.2.c Proportion of incoming graduate students from Appalachia.</td>
<td>SOPHAS</td>
<td>Data Services Manager</td>
<td>50% or more</td>
<td>73%</td>
<td>74%</td>
<td>79%</td>
<td>62%</td>
</tr>
<tr>
<td>D.1.2.d Proportion of incoming students who are members of racial/ethnic minority groups.</td>
<td>SOPHAS (Grad), Banner (UG)</td>
<td>Data Services Manager</td>
<td>10% or more annually</td>
<td>18%</td>
<td>15%</td>
<td>14%</td>
<td>16%</td>
</tr>
<tr>
<td>D.1.2.e Proportion of college staff who are women and/or minority.</td>
<td>Human Resource Files</td>
<td>Assistant Dean Finance &amp; Admin</td>
<td>50% or more annually</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td><strong>Objective D.1.3</strong> Promote curricula that build competence in cultural awareness and social justice both in the classroom and in the community.</td>
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<tr>
<td>D.1.3.a Degree programs with one or more competencies addressing diversity, cultural, or social justice issues.</td>
<td>Degree Program Competency Matrices</td>
<td>Associate Dean Academic Affairs</td>
<td>Every degree program by 2015</td>
<td>Five degree programs have competency(ies) that directly address diversity, culture, or social justice issues. Two degree program have competencies that relate to diversity and culture.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category/Definition</td>
<td>Method of Collection</td>
<td>Data Source</td>
<td>Target</td>
<td>2011-12</td>
<td>2012-13</td>
<td>2013-14</td>
<td>Fall 2014</td>
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<tr>
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<tr>
<td>D.1.3.b Percent employers who rank “Effectiveness of college programs in preparing graduates to meet community needs” as “high” or “highest”</td>
<td>Employer Survey</td>
<td>Associate Dean Quality &amp; Planning</td>
<td>90%</td>
<td>94% (N = 53 employers surveyed in 2011)</td>
<td>Biannual survey (not conducted in 2012)</td>
<td>92% (N = 54 employers surveyed in 2013)</td>
<td>Biannual survey (not conducted in 2014)</td>
</tr>
<tr>
<td>D.1.3.c Percent employers who rank college graduates as “high” or “highest” in “Ethics and Social Responsibility.”</td>
<td>Employer Survey</td>
<td>Associate Dean Quality &amp; Planning</td>
<td>90%</td>
<td>Not collected in 2011 Employer Survey</td>
<td>Biannual survey (not conducted in 2012)</td>
<td>96% (N = 54 employers surveyed in 2013)</td>
<td>Biannual survey (not conducted in 2014)</td>
</tr>
<tr>
<td>D.1.3.d Percent alumni who report competence to “interact and communicate with diverse individuals &amp; communities.”</td>
<td>Alumni Survey (BSPH, MPH, and DrPH)</td>
<td>Associate Dean Quality &amp; Planning</td>
<td>Average score of 3.5 (1 – 4 scale)</td>
<td>3.5/4.0 (N = 72 alumni respondents)</td>
<td>3.6/4.0 (N = 42 alumni respondents)</td>
<td>3.5/4.0 (N = 56 alumni respondents)</td>
<td>Findings of the 2014 Alumni Survey presented at the site visit</td>
</tr>
<tr>
<td>D.1.3.e Percent students who report “Program helped me embrace diversity and treat all people with dignity and respect.”</td>
<td>Student Exit Survey</td>
<td>Associate Dean Quality &amp; Planning</td>
<td>90%</td>
<td>90.5% (N = 84 graduating student respondents)</td>
<td>94% (N = 104 graduating student respondents)</td>
<td>95% (N = 108 graduating student respondents)</td>
<td>Fall 2014 Student Exit Survey not conducted at this time</td>
</tr>
</tbody>
</table>

Objective D.1.4 Ensure that faculty, staff, and student development incorporates issues of diversity, social justice and ethics.

D.1.4.a Number of in-house seminars that focus on diversity, cultural awareness and social justice.

<table>
<thead>
<tr>
<th>Office of the Dean records</th>
<th>Diversity Committee</th>
<th>Target</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one event per year</td>
<td>2 events (Brock, Brooks)</td>
<td>2 events (Tuckson, Zhang)</td>
<td>2 events (Wolff, Hoffman)</td>
<td>At least 2 events planned</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 with commentary.

**Strengths:**

1) The university and the college have complete and appropriate rules and regulations to support the development and maintenance of diverse faculty, staff, and student bodies;
2) The college created the Diversity and Social Justice Workgroup in 2012 specifically to make recommendations for the 2014-19 Strategic Diversity Plan. The Diversity Plan has clearly defined metrics for diversity.
3) As called for in the Diversity Plan, the college has transitioned the Diversity and Social Justice Workgroup into a standing committee effective fall 2014.
4) The college collects data from graduating students, alumni and employers as to the graduates’ readiness and competence to address diversity-related issues in practice;
5) The college maintains a percentage of minority students that is significantly higher than the overall average for the university.

**Weaknesses:**

Though moving in the right direction, the college did not meet its 2013 objective for proportion the female faculty.

**Plans:**

1) The college will continue to pursue the diversity goals and objectives as outlined in the 2014-19 Diversity Plan.
2) The Diversity and Social Justice Committee will support the commitment of the college to diversity by monitoring the implementation of the Diversity Plan, periodically reviewing the diversity goals and objectives for relevance, and offering guidance on diversity-related policies, procedures and practices.