



Exploring a Culture of Fairness, Respect, and Anti-racism in Health  
Professions Education through an Accreditation Lens:  
The CEPH Experience

Laura Rasar King, EdD, MPH, MCHES  
Executive Director  
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# Introduction to CEPH

- Founded in 1974 as independent agency
- Corporate members: APHA and ASPPH
- Accredit baccalaureate, master's and doctoral degrees in SPH & PHP
- Currently accredit 227 schools and programs



# Evolution of Criteria related to DEI

No **discrimination** in regard to age, sex, race, religion, national origin in any aspect of a school of public health...including faculty , administrative staff, students...

1975

In student criterion - “Schools are urged to develop additional **affirmative action** policies, as appropriate.”

1988

“The school shall demonstrate a commitment to **diversity** and shall evidence an ongoing practice of **cultural competence** in learning, research and service practices.” [extensive interpretive language]

2011

1980

Moved into separate student and faculty criteria specifying that opportunities are to be applied **equitably**

1993

Moved into separate criteria (faculty & students) – “The school shall recruit, retain, and promote a diverse faculty and shall offer **equitable opportunities...**”

# Current Language - 2016

## G1. Diversity and Cultural Competence

The school or program defines systematic, coherent, and long-term efforts to incorporate elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum, scholarship, and community engagement efforts.

The school or program also provides a learning environment that prepares students with broad competencies regarding diversity and cultural competence, recognizing that graduates may be employed anywhere in the world and will work with diverse populations.

Schools and programs advance diversity and cultural competency through a variety of practices, which may include the following:

- incorporation of diversity and cultural competency considerations in the curriculum
- recruitment and retention of diverse faculty, staff, and students
- development and/or implementation of policies that support a climate of equity and inclusion, free of harassment and discrimination
- reflection of diversity and cultural competence in the types of scholarship and/or community engagement conducted

# MPH Competencies – 2016

## (Evaluate Content & Assessment)

- 6. Discuss the means by which **structural bias, social inequities, and racism** undermine health and create challenges to achieving health equity at organizational, community and systemic levels
- 8. Apply awareness of **cultural values and practices** to the design, implementation, or critique of public health policies or programs
- 14. **Advocate** for political, social, or economic policies and programs that will **improve health in diverse populations**
- 15. **Evaluate policies** for their impact on public health and **health equity**
- 20. Describe the importance of **cultural competence** in **communicating public health content**

# The journey is not complete

- 2021/2022 – discussion about incorporating DEI and anti-racism language throughout criteria, organizational assessment



# Facilitators of change

- The mission, vision and values of the field and profession as a whole
- *Racism is a public health crisis* - this is acknowledged by leading national and local public health organizations
- Accreditation can: 1) Ensure a minimum level of acceptable performance, 2) Expect continuous quality improvement
- Accreditation cannot: Be the conscience of the profession
- Collaborate, learn, and engage with partners in the field – practice and academic organizations, faculty, students



The Art of Facilitating Change Cultures, Daniel Christian Wahl, April 25, 2017





# Contact information

Laura Rasar King, EdD, MPH, MCHES

Executive Director

Council on Education for Public Health

[lking@ceph.org](mailto:lking@ceph.org)

[www.ceph.org](http://www.ceph.org)

