



Bringing Diversity, Equity, and Inclusion to Life

Dean's Report 2021



Table

of Contents

1	<u>A Reflection from Dean Otter</u>	1
2	<u>SCS at a Glance</u>	4
3	<u>Advancing Diversity, Equity, and Inclusion</u>	7
a	<u>Implementing Everyday Change through the Jesuit Values Cultural Indicator Framework</u>	8
b	<u>ITL Explores “a Different Way of Being” in a Troubled, Violent World</u>	10
c	<u>A Holistic Social Approach to Health and Medicine: The Social Medicine & Public Policy Summer High School Program</u>	12
d	<u>Inclusivity in International Programs: The English Language Center’s Programs with Angolan and Japanese Students</u>	14
4	<u>Student and Alumni Advocacy</u>	16
a	<u>Applying Cura Personalis in Community Development</u>	17
b	<u>Increasing Access to Communities in Need</u>	17
c	<u>Building a Playground for Diversity</u>	18
d	<u>Paying It Forward for Black First-Generation College Students</u>	18
e	<u>Advocating for Women Veterans</u>	19
5	<u>Building Community</u>	20
a	<u>Embedding Inclusion, Diversity, and Accessibility: Reflections on the Learning for Success Initiative</u>	21
b	<u>Creating Spaces for Belonging: The Founding and Ongoing Evolution of the Diversity, Equity, Belonging, and Inclusion Council (DEBIC)</u>	23
6	<u>SCS Academic Programs</u>	24

**A Reflection
from Dean Otter**



A Reflection from Dean Otter

Kelly Otter, PhD



DEAR SCS COMMUNITY,

The watershed events of 2020 sparked a genuine national reckoning on systemic racism and social justice. A confluence of events exposed the injustices that communities of color continue to face in America: the COVID-19 pandemic that has disproportionately impacted Black, Indigenous, Latinx, and other communities of color; the wave of hate crimes against minority groups, especially Asian-American Pacific Islander communities; and the police killings of George Floyd, Breonna Taylor, Daunte Wright, and far too many other Black Americans. On a societal level, such events have reignited tough conversations on the ways in which institutions and organizations—especially the justice system—perpetuate systemic racism, and on just measures of redress. On an individual level, they have prompted discussions about white supremacy, anti-racism, and effective allyship and action.

Such conversations have occurred not only nationwide, but also right here at Georgetown's School of Continuing Studies (SCS). Especially in the aftermath of George Floyd's death, members of our community sought not only an outlet to express their shock, anger, and grief, but also ways to take a stand. When the School conducted its first listening circles in Summer 2020—as a way for staff, faculty, students, and alumni to come together virtually—time and again I heard an urgent call to action: What can *we* do to advance social justice?

In light of such a difficult year, the theme of the 2021 Dean's Report is diversity, equity, and inclusion (DEI) at SCS. With nearly 10,000 students served each year, more than 10,000 alumni worldwide, leading faculty and industry partners, and a team of dedicated staff, our School truly has one of the most diverse communities at Georgetown. This Report offers a snapshot of the ways in which members of our community are advancing DEI values, and invites respectful dialogue regarding the work we still need to do in order to bring about a more inclusive and equitable community.

I realize that conversations around racism, equity, and inclusion are often multi-layered and uncomfortable—yet they are vital for progress. Doing so is not only the right thing to do, but fundamental to who we are as Georgetown. Anchored in a 500-year-old educational tradition inspired by St. Ignatius of Loyola, Georgetown is a Catholic and

Jesuit institution that affirms being a “Community in Diversity” as one of [our core values](#). As members, we are all charged with fostering an inclusive and respectful environment for people representing all backgrounds—a responsibility that our School lives and breathes in all we do.

To that end, the stories featured herein underscore how the hard work of advancing social justice is a shared and daily endeavor for the long-term. Intended as a starting point, this Report offers insight into how DEI values are brought to life within SCS throughout our multifaceted portfolio. A few highlights include:

- **Vice Dean Shenita Ray, PhD**, discusses her initiative to examine and update the core mechanisms (e.g., legacy networks, processes, policies, and tools) that drive the School’s work in order to more fully embody Jesuit and DEI values;
- **Valerie Brown, Sukari Pinnock, Bill Pullen, and Lynn Screen** from the Institute of Transformational Leadership offer a candid look at how the racial justice protests during Summer 2020 catalyzed a moment of deep self-reflection within the Institute, reexamining and renewing its commitment to DEI;
- **La Quita Frederick, EdD, Erwin Hesse, EdD, Rondha Remy, and Caitlin Cochran** reflect on the founding and ongoing evolution of the inaugural Diversity, Equity, Inclusion, and Belonging Council, which strives to serve SCS’s unique needs while also aligning with Georgetown’s DEI initiatives as a whole;
- **Celine Akaliza, Terrell Hawkins, Tahina Montoya, Isaac Salmeron Mora, and Chris White** share their perspectives on how their experiences at SCS have inspired them to be DEI advocates in their communities.

We at SCS still have much work to do. While systemic racism cannot be addressed by one institution alone, as dean it remains my utmost priority to ensure that principles of racial justice and fostering a culture of belonging are embedded in our management and academic cultures. With guidance from the Office of Institutional Diversity, Equity, and Affirmative Action (IDEAA) and key University offices, we at SCS will continue to support Georgetown’s efforts as a whole to reevaluate our institutional processes and systems, while also addressing the unique needs of our community.

The stories featured in the 2021 Dean’s Report represent only some of the profound work and attributes of diversity in our community; there is so much more to be explored and shared. My genuine hope is that these stories will initiate meaningful, respectful dialogue across our community. How might we each support and advance DEI values not only at SCS, but also in our everyday lives? How might we serve as better allies for marginalized communities?

Together let us continue the good work of fostering a more just, inclusive community.



Kelly J. Otter, PhD
Dean
School of Continuing Studies



SCS at a Glance

SCS at a glance

9,656

Students Served*

All Degree Programs

3,688

Total Registered

19-78

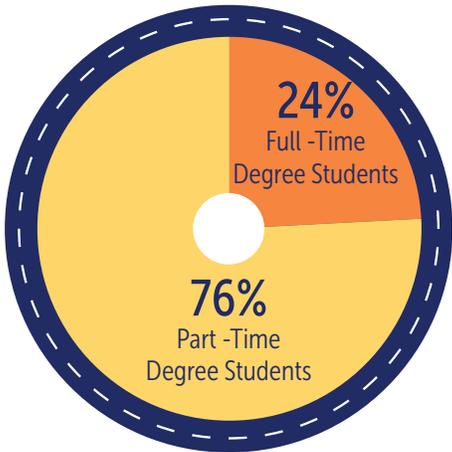
Age Range

32

Average Age

481

Military-Connected Students



Number of Degree Programs



*This total reflects the 3,688 degree students and 5,850 non-degree students who registered in the Summer 2020, Fall 2020, and Spring 2021 semesters.

Non-Degree Program Enrollment

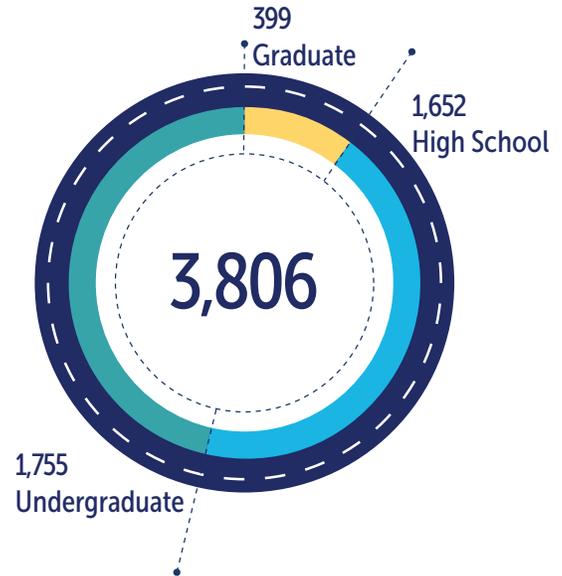
Certificates, Custom & Corporate Education, English Language Instruction, and Visiting Students



2,162

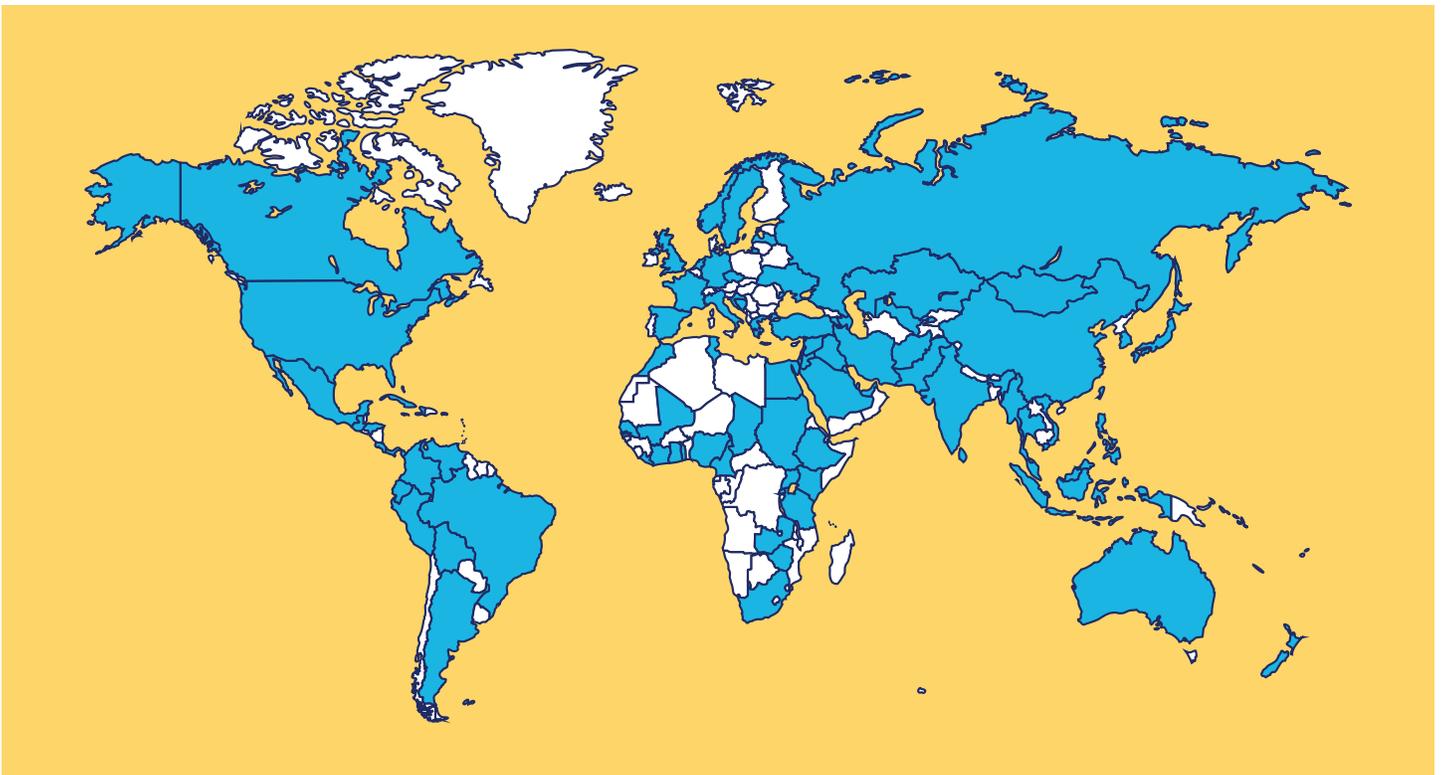
Total Students

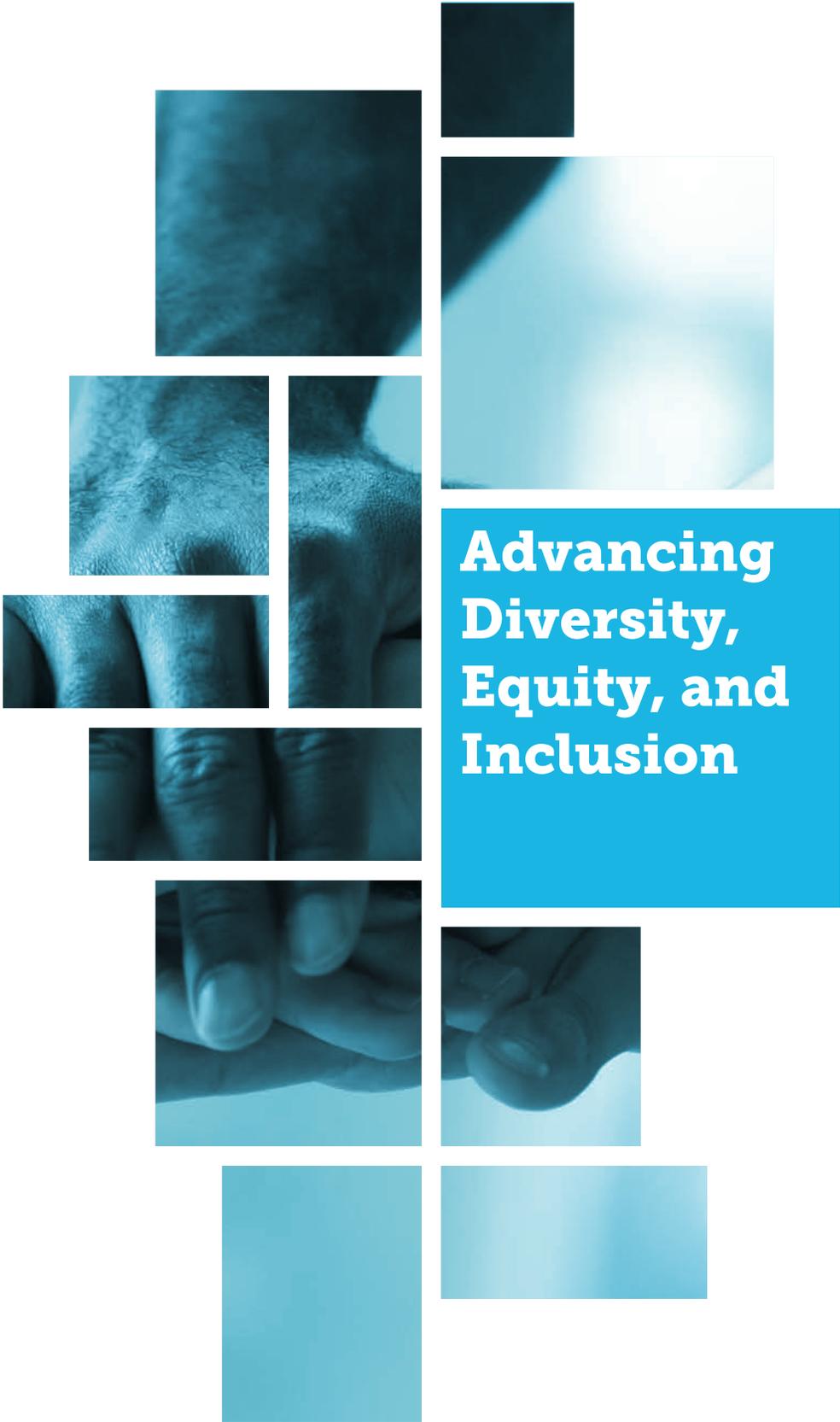
Summer 2020 Student Enrollment



SCS Around the World

The SCS mission is to deliver a world-class, values-based education to a diverse array of communities and individuals throughout their academic and professional careers, and to contribute to building a civic-minded, well-informed, and globally aware society. This year we have welcomed students from over 80 countries across six continents.





**Advancing
Diversity,
Equity, and
Inclusion**

Implementing Everyday Change through the Jesuit Values Cultural Indicator Framework

Shenita Ray, PhD



IT CAN BE VERY EXHAUSTING for people like me—a Black, African-American woman—to not only confront daily implicit and explicit acts of exclusion, discrimination, and bias but then also be charged with dismantling injustice—on top of a career, caring for family and friends, and simply trying to live out the highest ideals of self. Like so many others, I am tired of having to shoulder part of the burden of pointing out and reprogramming systems and algorithms designed by others to disenfranchise people like me. I am drained from having to constantly find innovative solutions to convince others that they should consider not being a racist. I am fatigued from wearing different masks to accommodate those who lack the resilience and emotional intelligence needed to not only examine perspectives that differ from their own, but assume the individual responsibility of figuring out what they can do to bring about social and economic justice—in their home, at their job, and throughout their community.

You may be asking, if I'm so tired, why am I writing this article? Because I am on fire. My exhaustion as a human being does not define my internal and eternal flame which cannot be snuffed out. My body needs rest daily, but my spirit—she is always at the ready.

Selfishly, I don't give myself the luxury of turning away from injustices that have become daily experiences for many people that—without vigilance—can tip over into numbness. As James Baldwin's powerful writing reminded me in 2020: it is not only the oppressed who are negatively impacted by the varied faces and forms of discrimination, so are the oppressors.

I am indebted to the freedom fighters, the protestors, the agitators, the artists, the writers, the athletes, the everyday people, the parents and grandparents, who

put themselves in “good trouble.” Because they fought courageously, with their lives, for equity, justice, and civil rights, they have made my life as a Black, African-American woman immeasurably better.

Yet the work is not done and the debt is not paid.

So how am I doing my part to continue dismantling systemic injustice? Here's one project that I am getting off the ground. I recently proposed to leaders internal and external to SCS that we implement a framework I designed to confront discrimination where it often hides—in legacy networks, relationships, processes, policies, practices, and tools that drive the work of an organization. The model, “SCS Jesuit Values and Cultural Climate Framework,” is reflective of the synergies between Georgetown's Jesuit Values and the Cultural Climate Survey the University implemented earlier this year.

In Spring 2020, Georgetown University launched its first cultural climate survey, inviting degree-seeking students across the university to share their perspectives and experiences about different aspects of campus life. The survey was adapted from the Culturally Engaging Campus Environments questionnaire, which was developed by the National Institute for Transformation

and Equity. The survey gave students the opportunity to reflect on a range of issues—their sense of belonging, experiences involving bias, prejudice, and discrimination, campus accessibility, the classroom environment, and University resources and responsiveness.

Georgetown University is a Jesuit institution, grounded in a nearly 500-year old educational tradition inspired by St. Ignatius of Loyola. Given this legacy, the University identifies with characteristics or values that make Georgetown and sister Jesuit institutions a distinctive educational environment. Values include Academic Excellence, Care of the Whole Person (*Cura Personalis*), and Community in Diversity, among others.

As I analyzed the results of the Cultural Climate Survey, over time it became clear to me that many of its indicators are illustrative of the ways in which we aspire to animate our values—institutional diversity, culturally relevant and responsive pedagogy, and engagement with diversity. So I said to myself: “Why not align the cultural climate indicators with the University’s Jesuit Values to show, from another perspective, that enacting our values is part and parcel of diversity, equity, and inclusion?”

“As James Baldwin’s powerful writing reminded me in 2020: it is not only the oppressed who are negatively impacted by the varied faces and forms of discrimination, so are the oppressors.”

The framework focuses on updating the mechanisms (legacy networks, relationships, processes, policies, practices, and tools) that drive the School’s daily work to align with who we say we aim to be as an organization. It facilitates innovation at the individual, group, and local level by having faculty and staff examine the work they are already doing as part of their role and

responsibilities to better reflect Jesuit values and diversity, equity, and inclusion. It creates sustainable systemic structures to facilitate fairness, regardless of who is in any position in the organization. The goal of the framework is to change habits and outputs as a conduit to changing hearts and minds.

We will pilot the framework across curricular, co-curricular, and administrative processes, one of which is the online course maintenance and revision process. When faculty need to make curriculum changes to online courses, they must submit a formal request using a digital form to the online team in order to implement the changes.

As a result of collaborating with the online team and faculty for this experiment, we aim to achieve three primary outcomes: one, redesign operational tools, such as the Online Course Maintenance and Revision Request Form, to reflect features of the SCS Jesuit Values and Cultural Climate Framework; two, offer faculty exemplars of how inclusive pedagogy can be incorporated into online course updates; and three, inspire faculty to take the initiative to develop a curriculum demonstrative of diversity, equity, and inclusion, as reflected in Jesuit values.

Though still in its early phases, already the proposed framework has sparked meaningful conversations about where DEI values are being brought to life. Whether in terms of reexamining DEI-focused course work or student projects and events or scholarships, it has given many members what I hope is a useful starting point for advancing DEI at SCS.

Will it work? I am very hopeful. But you know what, who could have imagined 200, 100, or 50 years ago that someone like me—Black, African American, woman—would have an opportunity to change a culture?

There are those who did envision a future others refused to see.

I smile thinking about what Harriet Tubman, Mary McLeod Bethune, Fannie Lou, Shirley Chisholm, Nina Simone, Maya Angelou, and my grandmother would say about how far we have come in spite of our weariness, but with our eternal flames guiding and leading the way.

ITL Explores “a Different Way of Being” in a Troubled, Violent World

Larry Hardy

VALERIE BROWN, a lawyer and lobbyist turned leadership coach, had recently started teaching her second cohort in Georgetown University’s Leadership Coaching program when a video surfaced in the news and on social media of a tall, middle-aged Black man being pinned and choked by a white police officer on a Minneapolis street. The man kept saying “I can’t breathe” until he couldn’t talk at all.



Valerie Brown

The murder of George Floyd “was a moment of reckoning for me,” says Brown, and for the University’s Institute for Transformational Leadership (ITL), where she is a co-director in the coaching program. “We’re not going to solve racial injustice. But I felt what we did need to be able to say was, ‘This is happening. This is wrong. This is inconsistent with Jesuit values.’”

Brown was referring to something broader and deeper than the killing itself: a society that, out of ignorance, prejudice, fear, or complacency had allowed these kinds of crimes, as well as countless lesser, more subtle acts of aggression, to continue.

Six days after the murder, Georgetown President John DeGioia wrote a somber letter to members of the University community condemning not only the killings of Floyd and other Black men and women, but also the societal structures that sustain inequality in everything from education and housing to healthcare and criminal justice. He also referenced Georgetown’s complicity in building and maintaining those structures as a slaveholding institution in the early 19th century.



Lynn Screen



Larry Hardy

Two days later, Lynn Screen, the Institute’s managing director, posted a message on the ITL blog titled, “In Solidarity with Our Black Community.” While that was a good first step, it was clear to Screen, ITL Academic Director Bill Pullen, and others that statements alone were not enough; that an institute known for asking students to engage in pointed self-exploration in order to become better leaders would have to do some self-reflection of its own.

“A Different Way of Being”

ITL was established in 2012 to create, as Screen says, “an institute entirely focused on the development of leaders—and we weren’t starting from scratch.” The idea was to link several related programs—including a highly successful leadership coaching program that started in 2000—under one umbrella and a guiding philosophy that delved deeper, in a personal way, than similar leadership programs.

“We were also talking about a different way of being and a philosophy of leadership in the world,” Screen says. “Yes, there’s the doing of the skills and the competencies, but this different way of being starts with getting to know yourself better, with tapping into our mind, body, spirit, emotion, and our many identities.”



Bill Pullen

The focus on mind, body, and spirit meshed well with Georgetown's values of People for Others, Care of the Whole Person (*Cura Personalis*), and Community in Diversity. And over the years the Institute started to more fully live out these values in its programs.

“There is always more to learn and ways to continue to improve.”
- Bill Pullen

And yet, according to Pullen, Screen, Brown, and others associated with the Institute, there was too often a blind spot when it came to race. Looking back, it is perhaps possible to imagine delving into one's deepest emotions and gaining a measure of growth and insight without ever broaching the subject of race—if, that is, you are white.

“After the murder of George Floyd, there's been a big awakening, but that's for us, for the white population,” Screen says. For people of color, “unconscious bias has been in the air they breathe for their entire lived experience.”

Sukari Pinnock, an Organization Development Consultant and director of the Diversity, Equity, & Inclusion certificate program, who earned a coaching certificate from the Leadership Coaching program in 2008, recalls the experience of being one of the few Black students.

“As someone who enters learning spaces in which no one looks like me, I spend a good deal of my time and energy trying to figure out: How do I fit? What do I say that's not going to make me look like I don't belong?” Pinnock says. “So, whereas my classmates are having an opportunity to have all their focus and attention on the content, I'm often navigating other things.”

A Renewed Commitment to Diversity

The Institute had one advantage in responding to the death of George Floyd, and, once again, that was be-

cause it was not starting from scratch. In 2017 and 2018, ITL had recommitted itself to “Community in Diversity” in a more meaningful—and quantifiable—way.

Working with a diverse team of faculty, ITL hired more faculty of color, reexamined its classroom practices, and adopted a more inclusive curriculum. And it asked Pinnock to bring the program she leads, the Executive Certificate Program in Diversity, Equity & Inclusion (DEI), to join ITL's group of certificates and programs. The Institute now houses five certificate programs. In addition to the leadership coaching and DEI programs, they include Facilitation, Health & Wellness Coaching, and Organizational Development Consulting & Change Leadership.

“This important work continues,” says Pullen. “There is always more to learn and ways to continue to improve.”

The leadership coaching program “looks very different today in that there is a conscious effort to bring diverse voices in front of the students,” says Brown, who earned a leadership coaching certificate from the program in 2011. “And there is a complete module on identity, culture, power, and intersectionality that I helped design and teach that specifically challenges and acquaints students to their racial identity, and the other elements of their own identity, and gets them to begin to examine these questions. None of that existed when I went through the program.”

After the death of George Floyd, Pullen and Screen hired Pinnock to teach three virtual seminars on diversity and inclusion and urged all 120-plus Institute faculty to attend.

“I was relieved to be asked because for many years I have felt that SCS was not giving its full attention to issues of diversity, equity, and inclusion,” Pinnock says.

The response to the workshops “was overwhelmingly positive,” Pinnock explains. “Most people were engaged. They asked really good questions. Many admitted not knowing at all how to manage conversations in your classroom that had to do with race or conflict around race. I found, overwhelmingly, people wanting to learn, interested in learning. We tried to build them into a learning community—a group of learners who would be doing the work together.”



Sukari Pinnock

A Holistic Social Approach to Health and Medicine: The Social Medicine & Public Policy Summer High School Program

Brian Floyd and Neeraj Mistry, MD, MPH



Brian Floyd



Neeraj Mistry, MD, MPH

GEORGETOWN'S SUMMER HIGH SCHOOL Programs offer an immersive learning experience that prepares students with the tools needed for college success. The Medical Academy is one of many accelerated, hands-on programs that students may enroll in and learn from Georgetown University School of Medicine faculty and medical students. In the Social Medicine & Public Policy track of the program, students investigate contemporary medical challenges facing society today and reflect on the meaning of democracy, freedom, justice, and equality, as well as investigate how advocacy leads to change in public health policy.

Why was it important to you as instructors to develop this particular track of the Medical Academy for high school students?

Floyd: Designing this course was a unique opportunity to expose high school students, who have an interest in one day working within various health professional fields, to the importance of understanding the interaction between delivering medical care and the social environment, and the social forces that shape disease and illness and health outcome patterns. This is commonly referred to in medical education as social medicine. It recognizes that medicine is inextricably embedded in social contexts. It involves asking sophisticated questions through research, designing interventions, creating

programs and policies that also take into consideration the social determinants of health (e.g. characteristics of where we live, study, work, and play), the changing social meanings of health, the diversity of healthcare behaviors and practices, and the social factors that influence treatment and populations health effectiveness.

Students in this class are exposed to how a patient's rich and detailed social history (e.g. race & ethnicity, social economic status, language, housing, religious background, immigration status, employment, and education) is a window into an essential aspects of their health and healthcare, and what role now and in their future chosen profession they can play in creating more equitable environments and thus healthier outcomes for patients.

Mistry: Health and medicine are often seen as a scientific intervention, rather than understanding the complex social, political, economic, racial, and cultural elements that predispose to wellness and disease. Furthermore, medical interventions only account for a smaller proportion of progress in health outcomes, the vast majority of which is due to social determinants of health. It is critical, at an early stage, that students interested in health and medicine as a career understand these contextual factors and influences.

How did you strive to bring DEI values to life through the curriculum?

Floyd: It is important to incorporate the values of diversity, equity, and inclusion into the social medicine curriculum in courses such as this one because the successful implementation of social medicine training requires the institutionalization of biosocial curricula;

the utilization of innovative, engaging pedagogies; and the involvement of students from broad demographic backgrounds and who have various career interests. Throughout this course students have the opportunity to hear and engage with various leaders who are actively working and collaborating with various stakeholders in a community—from citizens to its government, education and medical/public health officials—to improve health and wellness and ensure equitable access to healthcare. Our curriculum provides students with training on a wide variety of topics that include but are not limited to: changing populations in the U.S.; health disparities related to diverse populations; how culture influences attitudes, behaviors, and expectations related to health, medications, treatment regimens, healthcare, and healthcare providers; and how to meet diverse needs of patients with disabilities and/or cognitive or mental health impairments.

“Health is a combination of society and medicine.” **- Neeraj Mistry**

Mistry: We created an enabling environment for students to reflect on and share their own experiences of privilege and vulnerability. The juxtaposition of various views and experiences was important to view their predicaments in relation to others.

How did you further adapt this program in light of the COVID-19 pandemic?

Floyd: This course became even more relevant for students during the COVID-19 pandemic. We were able to not only highlight the importance of addressing the social determinants of health in affecting health outcomes, but how populations with high social risk are disproportionately impacted by COVID-19—both via epidemiological and social approaches and its economic consequences. This was incorporated through the utilization of real-time information via local, state, and federal data; exposure to various health practitioners responsible for delivering primary care practices; and providing patients and communities with unmet social needs, such as food, housing, and income security. Students also got an up-close look through online tutorials and group simulation work on some of the key consid-

erations for clinics implementing programs that identified and addressed patients’ social needs in a way that promotes equity, quality, and sustainability.

What were opportunities and challenges in terms of conducting this course virtually?

Floyd: As a result of being virtual we were able to create a unique integrative curriculum and provide opportunities to review examples of core concepts through breakout rooms, self-reflection and group assignments, and online asynchronous simulations. We had access to guest speakers who were in various locations across the country and this gave us the opportunity to expose the students virtually to a wider variety of leaders working in different professions. It was a challenge in the beginning, but based on feedback received from students, overall this was an effective educational program offering high-quality and diverse learner-centered educational and practical interactions, despite being in a virtual-only environment.

What key learnings did you want your students to take away from the program?

Floyd: The knowledge of social medicine and public policy is integral to becoming a good doctor or health professional, because it teaches you a framework for approaching your patients and for thinking about not just disease and suffering but the ways individual and population health is structured and operates within a social context. At its core, this class’s main goal is to provide an introduction to the various topics in social medicine, public and population health, while covering the fundamentals of health policy, the real-world problems we face, and the solutions being offered to address them within various fields.

Mistry: Health is a combination of society and medicine. Through this course, we hope to impart that broader awareness of social issues, and the individuals’ position relative to others, can hopefully evoke greater empathy, and seeing the interconnectedness and interdependence in society.

Inclusivity in International Programs: The English Language Center's Programs with Angolan and Japanese Students

Regan Carver



WHAT DOES ADVANCING DEI VALUES look like when working with international students? The English Language Center's (ELC) commitment to embrace diversity and inclusion in international education is reflected through recent programming sponsored by the Republic of Angola's Ministry of Economy & Planning (MEP-Angola), and an initiative to teach high school students from across the Shizuoka Prefectural Board of Education in Japan. In each case, teams of ELC faculty use English as the medium to expand educational access through real-time Zoom classrooms, which help bridge geographic and cultural divides. While the populations served are radically different, ELC's spirit of inclusive, Jesuit-rooted education remains the same.

Ministry of Economy & Planning (MEP), Republic of Angola

Beginning in January 2021, ELC used a communicative English teaching approach to virtually train 100 Portuguese-speaking employees of the Republic of Angola's Ministry of Economy & Planning (MEP-Angola). English is the lingua franca of the global business and political world, and program sponsors in Angola sought a partner who could help them use English fluency as a catalyst to drive economic development in the country.

Course content meets the needs of MEP-Angola employees

Senior Director Marcel Bolintiam and Director of

Programs Suzanne Matula collaborated with Angolan partners to ensure that the curriculum would mix English learning fundamentals with assignments focusing on the unique needs of professionals at MEP-Angola, who are learning to communicate effectively and confidently in English. According to ELC faculty member Kathleen Kearney, students developed "a sense of community that is important in practical, day-to-day classroom interactions, but it plays an essential role in their end-of-session projects, which focus on Angola. In June, they worked as entrepreneurial teams to develop products and design business plans that would benefit Angolan communities."

Further, according to faculty member Michelle Marrero, one of the students shared: "I am so happy because yesterday we were in a meeting with the World Bank and Vacha and I had to speak English. We were so confident speaking, and the people from the World Bank [were impressed]. We immediately said it was because of our Georgetown classes."



Classes are welcoming and accessible by design

One of the hallmarks of our MEP-Angola program design is the manner by which ELC has worked to en-

sure that classes are welcoming and inclusive for participating students. Through the duration of the ten-month project, ELC faculty members worked on an early-morning schedule in order to ensure that classes are accessible during working hours in Angola's capital of Luanda. Further, Ramases Harnett of Georgetown University Information Services has become an indispensable partner for faculty and students alike by using his working fluency in Portuguese to help Angolan students maintain access to Georgetown's learning management systems.

Shizuoka Prefectural Board of Education

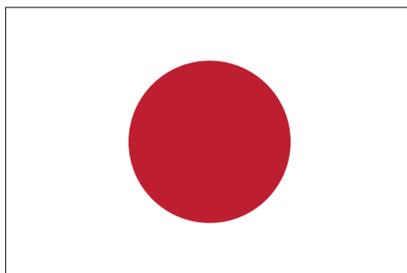
This past summer, ELC also worked in tandem with program sponsors from the Shizuoka Prefectural Board of Education in Japan to design and implement a distance education program to help nearly 100 high school students improve their conversational English skills.

Catalyzing cross-cultural exploration

Stephanie Gallop, ELC's on-ground academic coordinator, and Shizuoka colleagues Takaaki Suzuki and Tonya Nagatsuka collaborated to implement a conversational English curriculum that encouraged students to explore Japanese and U.S. culture. "One aspect of the Shizuoka program curriculum that was the highlight for many students was the opportunity to choose and research a [cultural] topic of interest and prepare a presentation for their classmates," said Gallop. "For example, one student presented a comparison of barbeque and picnic summer traditions between Japan and the U.S. Another student discussed how and why Halloween had become more popular in Japan in recent years, driven by worldwide social media accounts." Many students even stated that they learned insights about their own culture through the lessons of the class.

Expanding access and optimizing learning for Japanese students

The Shizuoka Prefectural Board of Education demonstrated a strong commitment to expand program access by recruiting



and financially sponsoring almost ten times more students than had been possible in earlier years, when ELC

hosted Shizuoka students on Georgetown's Hilltop Campus. ELC faculty also played their part by teaching late in the evenings to make sure participating students could start their lessons in the morning in Japan. As a positive externality, the program's Zoom-facilitated classes enabled students to form friendships with peers from neighboring high schools in a serendipitous manner that would have been impossible without the program.

The MEP-Angola and Shizuoka-Japan programs have been made possible through the dedication and commitment to inclusivity and equity among faculty and students, who collaborated in making their respective initiatives come to life in an evolving and culturally competent manner. Each program also succeeded because of the partnerships between sponsors and ELC staff, who used distance education as a means to expand access and diversity while meeting unique learning out-

“While the populations served are radically different, ELC’s spirit of inclusive, Jesuit-rooted education remains the same.”

come goals in two very distinct geographical regions of the world. Looking to the future, ELC is excited to build on the successes of each program by pursuing new opportunities to serve the global English learner community in creative ways that align with ELC's mission to “promote global understanding and education,” through a “commitment to diversity and tolerance, and respect for the individual.”



**Student and
Alumni Advocacy**





Applying *Cura Personalis* in Community Development

Chris White, Bachelor of Arts in Liberal Studies

CHRIS WHITE, AN ALUMNUS OF the Bachelor of Arts in Liberal Studies program, has adapted the skills and knowledge he

gained in the program and applied them to his personal and professional life.

A Jesuit value that resonates with him the most is *Cura Personalis* or Care of the Whole Person. White works in community development finance in Washington, D.C., for the largest Black-led bank in the country that lends to communities, individuals, businesses, and organizations that might otherwise not have access to credit and capital. The bank was founded in the mid 1990s with no more than 10 million dollars in startup capital, but has since deployed over a billion dollars in funding to low-income, predominantly minority communities.

To describe the focus of his work, he details how the dichotomy within a single city drastically affects the communities residing there. “In Washington, for example, you have a tale of two cities: there is an incredibly affluent side of the city which is west of the Anacostia River, and then east of the River is a predominantly African-American, low-income community. It’s dramatically different.”

The majority of White’s work is east of the Anacostia River, a community that the bank has invested about a billion dollars in throughout the last 25 years. “While most banks focus on just executing deals, a significant part of the community and development work we do is collaborating with small business owners and real estate developers who are growing, and helping them gain access to government and private resources,” says White. Reflecting on his time at SCS and how Jesuit values influence his life now, the phrase “preferential option for the poor”—which calls on us to apply our talents and other gifts to benefit those who are most vulnerable—is something that has continued to be a guiding force in Chris’s work and daily intentions.

“While this work takes immense time and effort, it ultimately shows the benefit of thinking long and hard about how you are going to impact a community,” White says. “It’s about mobilizing that purposefulness into action and change, while leading with heart and compassion.”

Increasing Access to Communities in Need

Celine Akaliza, MPS in Supply Chain Management



THE COVID-19 PANDEMIC HAS brought supply chain issues to the forefront. Everything from toilet paper to furniture to building materials has been scarce or experienced delays in reaching consumers. Celine Akaliza, a student in the Supply Chain Management (SCM) program, knows that supply chains can be affected by anything and affect everyone. She is focused on providing solutions and making supply chains more effective—particularly in terms of increasing access to communities in need.

What opened Akaliza’s eyes to the supply chain and logistics profession was an internship with GOODR, an Atlanta-based, Black-owned start-up focused on food recovery. GOODR takes otherwise unused food from places like airports, restaurants, and hotels, and delivers it to homeless shelters. They leverage technology and logistics to waste less food and feed more people. After this experience, Akaliza knew she wanted to pursue supply chain management long-term, because she saw how managing the supply chain could truly help those in need. She explains, “It was an amazing experience because I was doing something I’d always wanted to do, but I was also helping people.”

Akaliza has found a great fit in the Supply Chain Management program. Originally from Rwanda, she has often felt different during her time studying and working in the U.S. She wanted to be in an environment where she did not have to feel different, and she has found that at Georgetown. “It’s really interesting to find students from all over the world and from all different backgrounds,” Akaliza adds. “Everyone feels like they belong here.”

Though she is only in her first year of the program, Akaliza says that her classes have already had an impact on her. Her “Ethics & Corporate Social Responsibility in Supply Chain” course opened her eyes to climate change, making her think about its complex challenges in a completely different way; she was also inspired by her professor’s passion for the topics they covered in class. Akaliza has been thrilled with the multitude of diverse speakers and guests she and her fellow students have been exposed to: “We can all see ourselves in the workforce.”



Building a Playground for Diversity

Isaac Salmeron Mora, MPS Global Hospitality Leadership

ISAAC SALMERON MORA HAS WORN many hats while working over a decade in the marketing and hospitality industries,

but one learning is clear: the importance of diversity. A graduate of the Master’s in Global Hospitality Leadership (GHL) program, Salmeron has spent his career to date working for some of the world’s most well-known brands, such as LENOX, Sharpie, Rubbermaid, and Marriott Hotels. Born in Venezuela, he also spent a few years in his native country as an entrepreneur in the food and beverage industry. Currently a digital marketing director at NIHI Hotels, Salmeron attributes a large part of his professional success to how he strives to integrate diversity, equity, and inclusion values in his work.

In Isaac’s view, this approach is especially critical in the hospitality industry, where his colleagues and clients come from very diverse backgrounds. “I believe in the diversity of knowledge,” he says. “It teaches you that you always have to be aware of differences with others, because it can affect how you do your work and how to make a positive impact.”

In particular, Salmeron credits the GHL program for broadening his own perspective—especially by exposing him to Georgetown’s diverse community. “[The program] always strived to emphasize to try to see a bigger perspective from what you were born with and what you grew up with,” he says. “These tools can ultimately help you understand other cultures and other countries.”

Since graduation, Salmeron has taken these lessons to heart and applies them every day to his own work. Whether in his role at NIHI Hotels (ranked Best Hotel

in the World by Travel and Leisure for two consecutive years) or as a Marketing Advisor At-Large for renowned luxury brands, he has become adept at working with multinational clients—from partnering with clients based in Indonesia or South Africa, or preparing strategy presentations for U.S.-based board members.

Although the hospitality industry faces many challenges ahead—due to the pandemic and other interrelated factors—Salmeron affirms the importance of prioritizing diversity, equity, and inclusion values.

“The fight for diversity especially in this country has been really important in achieving many spaces for minorities. Speaking as a Latino, I know [those spaces are] not always granted,” he reflects. “You have to build a playground for diversity to bloom naturally...and also let people be how they want to be.”

Paying it Forward for Black First-Generation College Students

Terrell Hawkins, MPS in Higher Education Administration



TERRELL HAWKINS’S PASSION FOR education is palpable. A graduate of the Master of Professional Studies in Higher Education Administration (HEA), Terrell views education as an opportunity—particularly for those who look like him. A first-generation, African-American college graduate, he saw firsthand the impact that senior-level administrators could have on students’ lives. Though he was a political science major as an undergraduate, he was inspired to adjust course. “I really felt that the Master’s of Professional Studies in Higher Education Administration program would help me reach that [higher] level,” Hawkins explains.

He is currently working at the Georgetown Center for Intercultural Education and Development as the Outreach Coordinator for English Language Programs, a State Department-funded program that promotes language learning and supports the teaching of English. The core principles studied in the HEA program—such as ethics, leadership, and higher education policy—have been incredibly relevant to Hawkins’s work outside the classroom. “I felt I would be able to perform at any type of administrative level within the institution because of all of the areas that were encompassed in the curriculum,” he reflects.

He describes his time in the HEA program as transformative: he was exposed to concepts and ideas that he had never considered before. “The Diversity and Social Justice course taught by Dr. Kimberly Underwood really helped streamline what my passion is, and ultimately what my purpose is.” Hawkins explains. “That purpose is to serve and to utilize my voice to create more opportunities for people who look like me in spaces where there aren’t that many of us.”

His goal is to start a mentorship program specifically for African-American men that starts when they are high school seniors (typically in the twelfth grade) and carries them through the completion of college. Having that support during such a pivotal time is so crucial, Hawkins explains. “I wish I had that,” he says. “Being a first-generation college student, Google was my [main] source for finding answers to some of the questions I had.” Providing that support system for others navigating higher education and pursuing their college degrees is how Hawkins plans on giving back and living out his purpose.



Advocating for Women Veterans

Tahina Montoya, Doctor of Liberal Studies

TAHINA MONTOYA’S EXPERIENCES exemplify the many identities that SCS students often

ten juggle in both their personal and professional lives. She is a student in the Doctor of Liberal Studies (DLS) program; she is a veteran of the United States Air Force and an Officer in the U.S. Air Force Reserve; she is a Women Veterans Policy Fellow at the U.S. House of Representatives Committee on Veterans’ Affairs; she is a member of the Air Force Women’s Initiative Team (WIT); and she is a mom.

So much of Montoya’s work is deeply personal. She recognizes that her success is due in part to the support she received while navigating the transition out of the Air Force and into the next phase in her life; she also credits her strong family network: from her husband (who is also a Commander in the Navy) and sons to her parents and in-laws. However, she realizes that such dedicated support is not what all veterans—particularly women—receive. For this reason, Montoya is focused on giving back.

Women veterans are the fastest growing population of veterans in the United States. There are specific needs that women veterans have, and Montoya is focused on doing everything in her power to address those needs. Some of those projects include increasing access to breast milk; working with women veterans experiencing homelessness; and seeking policy changes for reg-

“That purpose is to serve and to utilize my voice to create more opportunities for people who look like me in spaces where there aren’t that many of us.”

ulations that place unfair burdens on women veterans, particularly those who are lactating and have to pay out of pocket to transport their breast milk. “Even though women want to serve, they are faced with this financial burden that male service members don’t necessarily face,” Montoya explains. “This forces them to choose between a potentially great career opportunity and their families.”

She describes her work in the DLS program as a tremendously important complement to the work she is doing outside the classroom. “My passions overlap with a lot of different subject areas, focusing on advocacy and gender,” she says. The interdisciplinary aspect of the DLS program has allowed her to explore a variety of courses and subject matter that have helped her become a true changemaker. “I was really able to take advantage of everything Georgetown has to offer,” she adds. “I took the foundational courses, but all of my electives centered around where my interests lie. That made for a much more personalized and enjoyable experience.”

Montoya is also the Vice President of the Georgetown University Student Veterans Association and founded a subgroup specifically for women veterans at Georgetown. In these roles, she creates a safe space for veterans to share their experiences and challenges, as well as providing assistance in navigating benefits.

As a first generation Colombian-American, Montoya also feels a sense of responsibility to show Latinas in her community that they too can be drivers of change. As she puts it, “You don’t have to take no for an answer. You can be the change you want to see.”



**Building
Community**

Embedding Inclusion, Diversity, and Accessibility: Reflections on the Learning for Success Initiative

Crystal Williams

BEFORE I HAD ANY formal education about diversity, equity, and inclusion (DEI), I was advancing the concepts in educational environments. I recall an early instance of this, where as a high schooler I developed and proposed a change to the Black History Month curriculum. I remember feeling that the student body deserved a richer, more engaging educational experience than what had been offered in the past. The result was to retire a classic yet dated documentary and introduce an ongoing, school-wide research project into the social, political, cultural, and economic movements led by Black Americans. The activity culminated in an interactive, multidisciplinary learning experience for the school community. Back then, my classmates were my motivation to push for change. Now, Georgetown students motivate me in my continued learning about and promotion of diversity, equity, and inclusion.

As a member of SCS's Office of Academic Affairs and Compliance, I share responsibility for academic policy development and implementation. To carry out my responsibilities to the Georgetown community with integrity, I have to remain a lifelong learner and a student of DEI in particular. So when SCS launched the Learning for Success initiative in the Spring 2021 semester, which allowed faculty and staff to complete non-credit certificates at no cost, I was excited to take advantage of the opportunity.

In particular, I was drawn to the Online Instructional Design Certificate so that I could enhance my support of students and colleagues learning and teaching online and for its focus on social impact and inclusion. In addition to foundational theory and skills of instructional design, the program teaches students how to create courses that are built upon universal design principles, include diverse authors and perspectives, and support fair assessment, all through a lens of social impact and responsibility. My experience in the program was what



I hope all SCS students experience—applied learning informed by values and backed by research.

Many of the skills that I learned in the certificate program are transferable to, and will have an impact on, my work in academic affairs and compliance. For example, an instructional designer collaborates with a faculty member to align assignments with learning objectives in order to ensure that instructions for course assignments are clear, and that rubrics for evaluation are transparent. The same qualities apply to academic policy-making. I can draw upon instructional design skills to ask, “Are the policy and associated actions clearly stated? Is the policy aligned with intended outcomes? Are we transparent about how the policy will be applied?” The Online Instructional Design certificate program teaches that embedding inclusion, diversity, and accessibility into course design creates a better educational experience for all learners. In the same vein, when academic policies and practices are informed by all modalities, DEI, and the institution’s core values, they are better able to support a diverse academic community.

As I look to the future, DEI concepts and values will continue to underpin my work. My learning on these topics will never be complete—it can’t be. There is much to learn and do to support today’s learners. To that end, I will strive to listen with an open mind, challenge in good faith, and spark change within our community and beyond.

Creating Spaces for Belonging: The Founding and Ongoing Evolution of the Diversity, Equity, Belonging, and Inclusion Council

Frances Bajet and Kristen Hodge-Clark, PhD



Frances Bajet



Kristen Hodge-Clark, PhD

LOOKING BACK, MANY WOULD AGREE that Summer 2020 was the epitome of a tough year for the SCS community.

The COVID-19 pandemic claimed far too many lives in the U.S. and worldwide, taking a steep toll on overall health and mental well-being; it also had a disproportionate impact on certain communities, especially those of color. Like the rest of Georgetown, in mid-March the School pivoted quickly to remote teaching and operations. Although it was already better positioned to achieve this transition due to its ever-growing offering of online courses and programs, the new virtual normal nonetheless left students, faculty, and staff alike feeling isolated from their peers, colleagues, and loved ones.

Then, on top of an already challenging environment, the deaths of Black Americans involving law enforcement made headlines once more and outraged the nation—sparking a renewed national reckoning on systemic racism, police brutality, and their effects on the Black community.

Such a reckoning had a profound impact on SCS as well. Over Zoom calls and text messages, via email and through social media, many members checked in with each other, seeking a way to process, reflect, and grieve. Many also felt called to action in various ways like participating in protests, joining the Black Lives Matter movement or engaging in frank discussions about institutional racism. Through each of these different channels of engagement, one need became urgent clear: SCS needed to create a centralized,

shared space dedicated to addressing and combating racism and racial injustice.

Out of this difficult period, SCS's Diversity, Equity, Belonging, and Inclusion Council (DEBIC) was born. A cross-functional body, DEBIC consisted of staff and faculty representing an intentional mix of backgrounds, programs, and roles throughout the School. Its "Mission, Vision, and Values" statement declared: "Our vision is to grow more fully a ['Community in Diversity'](#) in which all members of Georgetown SCS feel included, welcomed, and affirmed in the diversity of their identities." Former and current members—Erwin Hesse, La Quita Frederick, Rondha Remy, and Caitlin Cochran—shed light on DEBIC's growth since Summer 2020: its origins and iterative approach, progress to date, and future areas of impact.

A Necessary Working Group

Although Georgetown University has an institution-wide designated entity for issues of diversity through its Office of Institutional Diversity, Equity, and Affirmative Action (IDEAA), SCS members believed that the School needed a complementary local group that understood the unique needs and diverse community. Erwin Hesse, EdD, the former Executive Director of Enrollment Management and one of the founding members, pointed to increasing [research](#) that suggests that universities should have a local diversity and equity group at each school and/or college. Such conversations led to the founding of DEBIC: a forum dedicated to aligning both School and University-level values and initiatives.

For La Quita Frederick, EdD, Faculty Director of the Master's in Sports Industry Management (SIM) and Associate Professor of the Practice, joining DEBIC deeply personal. In her view, it was her way to take a stand against the everyday injustices that fellow African-Americans like herself have endured at the hands of law enforcement. She

was especially driven by a need to show that such traumatizing experiences occur far too often—even to SCS’s own members.

“When George Floyd happened, I knew DEBIC was my way that I could do something and make a difference,” Frederick said. “Though I didn’t know what it would show up as, I just knew: this is how I know how to effect change.”



La Quita Frederick

An Iterative Approach

More than a year since its founding, DEBIC remains committed to coordinating and aligning its efforts with ongoing diversity and inclusion work both within SCS and across Georgetown. To date DEBIC has focused its work on three key areas: community listening circles, data collection, and communication.

A member from the beginning, Rondha Remy, who is also the Program Director for Business and Management programs, cited the community listening circles as one



Rondha Remy

of DEBIC’s most impactful initiatives so far. They were organized partly in response to additional stressors: from rising hate crimes against the Asian-American Pacific Islander community; to increasing anti-LGBTQ legislation across the country; to the border crisis impacting especially

the Latinx community. The community listening circles enabled students, alumni, staff, and faculty not only to share their feelings and personal experiences, but also to actively listen to others. In surveys afterwards, many attendees shared their appreciation for the opportunity to gather and discuss difficult topics with fellow SCS members in a meaningful way.

In addition, DEBIC’s initiative focused on data collection has been especially helpful. A months-long project, a smaller group of members conducted interviews with manager-level staff and faculty directors to gather inventory on DEI-related efforts throughout SCS. The project has provided a systematic, internal assessment of the many DEI initiatives already happening; it has encouraged DEBIC

members to brainstorm ways to conduct inventory and regularly share such updates with the School. As Remy put it: “[Gathering inventory] was truly important because now we have data on what others are thinking, and how they are pushing diversity and inclusion within their scope.”

Above all, Remy appreciated the commitment and dedication of her fellow members, who volunteer their time and energy on top of their regular responsibilities. “We all have a sense of shared responsibility to do more and to push the needle,” Remy commented. “This is all volunteer work, but [members] are consistently showing up.”

DEBIC’s Future Impact

DEBIC continues to evolve and apply an intentionally iterative approach. It remains focused on building a foundation for the future, because while students, faculty, and staff may come and go, diversity and inclusion work is for the long-term.

The group shared their own hopes for DEBIC’s impact on SCS. In Frederick’s view, now that DEBIC has become more established, perhaps even formalized, it is critical that the group does not, as she put it, “tick a box to fulfill a metric.” Rather, DEBIC should continue to be at the forefront of advancing diversity, equity, and inclusion values at the School.

Other current DEBIC members offered their thoughts on future initiatives. Caitlin Cochran, Assistant Dean for Summer and Special Programs and a newer member to DEBIC, emphasized that its ongoing work is also contingent upon the community’s active participation and engagement. “My hope is that DEBIC continues to spread awareness of not just the importance of diversity and inclusion, but also the need to go further and strive for acceptance, belonging, and justice,” Cochran said. “[It is critical that] the SCS community continues to support these efforts by showing up, allowing each other to be vulnerable, and practicing empathy.”

For Remy, regardless of what form DEBIC’s future work may take, the group should remain centered on a key goal: creating an inclusive space for all community members, especially the School’s diverse students. “DEBIC can play an important role in helping them feel like they made the right choice in coming to Georgetown,” she said. “They should feel not only that they can learn and be successful here, but that they belong.”

Degree Programs

MASTER OF PROFESSIONAL STUDIES DEGREES

Master's Degrees in Business & Management:

- Global Hospitality Leadership
- Higher Education Administration
- Human Resources Management
- Project Management
- Sports Industry Management
- Supply Chain Management

Master's Degrees in Marketing & Communications:

- Design Management & Communications
- Integrated Marketing Communications
- Journalism
- Public Relations & Corporate Communications

Master's Degrees in Real Estate & Urban Planning:

- Real Estate
- Urban & Regional Planning

Master's Degrees in Technology & Security:

- Applied Intelligence
- Cybersecurity Risk Management
- Emergency & Disaster Management
- Strategic Digital Transformation (*Launching Fall 2022*)
- Technology Management

LIBERAL STUDIES DEGREES

- Bachelor of Arts in Liberal Studies
- Master of Arts in Liberal Studies
- Doctor of Liberal Studies

GRADUATE CERTIFICATES

- Competitive Business Intelligence
- Cybersecurity Risk Management
- Lean & Agile Practices
- Digital Technology Integration (*Forthcoming*)

SCS

Academic Programs

Non-Degree Programs

PROFESSIONAL CERTIFICATES

- 8 Business, Finance, & Management
- 9 Education, Health, & Policy Certificates
- 1 Marketing & Communications Certificate
- 4 Social Impact Certificates
- 4 Technology & Security Certificates

EXECUTIVE LEADERSHIP PROGRAMS

- Diversity, Equity, & Inclusion
- Facilitation
- Leadership Coaching
- Organization Development Consulting & Change Leadership

PROFESSIONAL BOOTCAMPS

- Business Essentials for Successful Managers
- Data Analytics
- Digital Marketing Strategy
- Finance for Non-financial Managers

SUMMER AND SPECIAL PROGRAMS

- Hoya Summer Sessions
- Hoya Summer High School Sessions
- Visiting Non-Degree Programs

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