

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.

Required Documentation

1.8.a A written plan and/or policies demonstrating systematic incorporation of diversity within the school. Required elements include the following:

i. Description of the school's under-represented populations, including a rationale for the designation.

The College defines underrepresented populations as those racial and ethnic groups that are underrepresented among the College's students, faculty and staff as compared to criteria appropriate for each group.

Students: The College has designated African Americans and Hispanic/Latinos to be underrepresented populations among our students. To make this determination, we compared our student population with the student population of the University of Florida as a whole and the student population in the Florida State University System. The first aim of the College is to ensure that the diversity of our student population is on par with the University. As Table 1.8.a.1 indicates, the 2013 percentage of African American students in the College was slightly higher than in the population at UF, while the percentage of Hispanic/Latino students in the same period was lower than at UF. The percentage of Asian students in the College is also slightly lower compared with the University. However, compared to the State University System (comprised of the [twelve state universities in the state of Florida](#)) PHHP's population of African American, and particularly Hispanic, students is significantly lower.

We also compared our student population with the general population in the state of Florida. In 2011, 89% of the student body at the University of Florida was made up of Florida residents. As it is part of the University's mission to serve the state, the College aims to reflect the racial and ethnic make-up of the state in its student body as much as it is practical.

The PHHP student populations of Asians, Pacific Islanders, and Native Americans are all above or the same as the percentage of the general population in the state of Florida, and for this reason are not considered underrepresented populations.

Table 1.8.a 1 Racial/Ethnic Groups of PHHP, UF, and Florida University Students and the General Population of the State

Racial / Ethnic Group	PHHP Student Population, Fall 2013 N=1,355	UF Student Population, 2012-13 ¹	Florida State University System 2012 ²	Florida State Population, 2011 ³
Black / African American	8.0%	7.8%	13.3%	16.5%
Hispanic / Latino	12.8%	16.8%	23.2%	22.9%
Asian	6.9%	8.0%	4.9%	2.6%
Native American	1.0%	0.4%	0.3%	0.5%
Not reported / other	3.2%	3.5%	2.0%	1.8%
Pacific Islander	0.1%	0.5%	0.2%	0.1%
White	68.1%	63.0%	56.0%	78.5%

¹ Source: University of Florida Registrar

² Source: Board of Governors Interactive University Database <http://myfsa.org/resources/board-of-governors>

³ Source: [US Census Bureau Florida QuickFacts](#) 2011. Source U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits Last Revised: Thursday, 23-May-2013 14:17:23 EDT

It is important to note that the student data in Table 1.8.a.1 does not include foreign nationals, who add considerable diversity to our student body, particularly at the graduate level. In fall 2013, 7.3% of graduate students in PHHP were foreign nationals.

Faculty: The College has designated African Americans and Hispanic/Latinos as underrepresented populations among our faculty. The College strives to have a faculty at least as diverse as the faculty at colleges and universities in the United States as a whole. As indicated in Table 1.8.a.2, the percent of African American faculty members in the College is lower than the national average. The percent of Hispanic faculty in the College is slightly higher than the national average. However, the Hispanic student population in the College is 14.5%, and in order to best serve these students, the College aims to increase the percent of Hispanic/Latino faculty. Asians are not designated as an underrepresented population because the PHHP population is higher than the national average and greater than the student population in the College and the University.

Table 1.8.a.2 Faculty by Racial/Ethnic Group, UF PHHP and US College and Universities

Racial / Ethnic Group	PHHP Primary Faculty, Fall 2013 N=141	US Colleges and Universities Faculty, 2009 ¹
African American / Black	4.3%	7.0%
Hispanic / Latino	5.0%	4.2%
Asian / Pacific Islander	9.9%	6.3%
American Indian	0%	0.5%
White	76.6%	79.0%
Foreign national	3.5%	3.0%
Other unknown	0.7%	not reported

¹ Source: U.S. Department of Education, National Center for Education Statistics. (2011). *Digest of Education Statistics, 2010* (NCES 2011-015), [Table 256](#).

Staff: The College has also designated African American and Hispanic/Latino as underrepresented racial and ethnic groups for College staff. We compared the staff population to the racial and ethnic composition of Alachua County, Florida (where UF is located) and the eight surrounding counties. The College staff is recruited primarily from this local area, and the racial and ethnic composition of the local area varies considerably from that of the state as a whole. For these reasons, a comparison to the regional population was deemed more valid than a comparison to the state population as a whole. As indicated in Table 1.8.a.3, the percentage of African American staff is lower than that of the local population as a whole. Although the percentage of Hispanic/Latino staff is slightly higher than the local population, it is considerably lower than the percentage of Hispanic/Latino students in the College. For this reason, the College has designated Hispanic/Latino staff as underrepresented.

Table 1.8.a.3 Staff Members by Racial / Ethnic Group, UF PPHP and North Central Florida Population

Racial / Ethnic Group	PPHP Staff Fall 2013 N=230	North Central Florida Population, 2011 ¹
African American / Black	10.9%	15.3%
Hispanic/Latino	8.3%	7.2%
American Indian	0.0%	0.5%
Asian ²	4.3%	1.5%
Hawaiian Native / Pacific Islander	0.4%	0.1%
White (non-Hispanic)	73.0%	74.6%
Other/ Unknown	2.2%	NA

¹ Source: [US Census Bureau Florida QuickFacts](#) 2011. Source U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits Last Revised: Thursday, 27-Jun-2013 13:52:14 EDT

ii. 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.

In keeping with an overarching mission to broaden understanding and strengthen attention to diversity and cultural competence in the College of Public Health and Health Professions' teaching, research and service, the College has established three specific diversity and cultural competence goals as stated below.

1. Enhance recruitment and retention of a diverse student body and faculty.
2. Foster a culture that encourages an open and constructive dialog about cultural differences.
3. Assure cultural competence in the curricula across programs.

These goals are consistent with the [University of Florida mission statement](#), which places a strong emphasis on the importance of cultural competence as indicated in the extract below:

The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.

The College goals are also consistent with the President’s Council on Diversity’s [Diversity Statement](#) and the University of Florida [Diversity Action Plan \(August 2011\)](#). The action plan details the University’s objective of achieving a “critical mass of individuals who are members of minority groups, are women, or are members of a low socio-economic or other under-served group.” Critical mass is defined as adequate representation to breakdown stereotypes, prevent isolation and marginalization, create broadly diverse settings for learning, enhance multicultural competency, and to serve the needs of Florida with a well-qualified, diverse workforce and academic research community.

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.

The College adheres to [the University of Florida’s Regulation 6C1-1.006 Non-Discrimination Policy](#), which sets forth policies and practices related to non-discrimination, freedom from harassment, and rights to privacy. The [Institutional Equity and Diversity](#) office at the University of Florida ensures equitable treatment for all students and employees and networks with all aspects of campus employment in order to work toward a learning and working environment free of discrimination and harassment. The plans and policies of Institutional Equity and Diversity are maintained at the College through the Office of the Dean and department-level human resource staff. All faculty and staff complete mandatory training in Sexual Harassment Prevention. Faculty and staff can also choose to take courses that specifically address issues of diversity:

- Diversity at Work: addresses how to leverage UF’s diverse population to succeed in today’s global economy.
- Ages and Stages: addresses cultivating an appreciation for the contributions of faculty and staff from different generations and how to harness the strengths of a multigenerational workforce.
- Gator Allies: addresses issues relevant to the lesbian, gay, bisexual, transgender and allied communities to increase awareness and understanding.

Each new staff member of the College undergoes a mandatory orientation conducted by the Office of Human Resource Services. Information about the University’s equal employment opportunity policy, sexual harassment policy, and accommodations for individuals with disabilities are provided at orientation. Information about the University’s equal opportunity and reasonable accommodations policies are also covered in the [Employee Handbook](#). Each new faculty member is required to attend New Faculty Orientation, which is conducted annually by the Office of the Provost. The Dean’s Office ensures that all new faculty members are invited to orientation and strongly encourages attendance. At orientation, faculty members receive information about the University’s equal opportunity policies and about the equity and diversity resources available on campus. This information is also available in the [UF Faculty Handbook](#).

The human resources administrator for the College attends the University of Florida Annual [Equity and Diversity Conference](#). This full-day conference pertains to equity in employment with special interest toward health disparities, ethnic minorities, women, and members of the lesbian, bisexual, gay and transgender community. Information gathered at this conference is

disseminated to the College through monthly human resource staff meetings, and through human resource staff members' interactions with faculty and staff.

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

In addition to [UF Regulation 6C1-1.006](#) University of Florida Non-Discrimination Policy, three other regulations support a climate for working and learning in a diverse environment:

[Regulation 6C1-1.0061](#) UF Affirmative Action Plan for Institutional Equity and Diversity, and Administrative Organization for the Affirmative Action Plan

[Regulation 6C1-3.051](#) Finance and Administration, University Grievance Procedures

[Regulation 6C1-3.062](#) Finance and Administration General Personnel Policy for University Support Personnel System Employees

Creating and sustaining environments across the University in which individuals of all backgrounds feel supported is the focus of the President's Council on Diversity's [Diversity Action Plan](#) (2011). The [Institutional Equity and Diversity](#) office is charged with developing, implementing and executing policies related to equitable employment, and as such ensures that the University fosters diversity and cultural competence among faculty and staff. Information regarding these initiatives and policies is disseminated to the College through numerous channels such as administrative memos and [InfoGator](#). College administrators also attend regular meetings with university administration that include representatives from human resources. These meetings include a monthly provost's meeting for the academic deans, monthly human resources forum, and a monthly associate deans' council, among others.

In addition, the Multicultural and Diversity Affairs ([MCDA](#)) Division of Student Affairs is actively engaged with supporting a climate for working and learning in a diverse setting. The MCDA runs numerous programs that create a welcoming environment for students from underrepresented minorities such as the [UF MLK Celebration](#). It also offers services that emphasize the value of our diverse student body including the [BEAD](#) (Become Educated About Diversity) Project and the University Minority Mentoring Program aimed at helping first year undergraduate students make a successful transition to university life. PHHP students are made aware of these important resources through student handbooks and student orientations, and many are active participants.

v. Policies and plans to develop, review and maintain curricula and other opportunities including service learning that address and build competency in diversity and cultural considerations.

In preparation for this self-study, each department completed an inventory identifying courses and service learning opportunities that pertain to diversity and cultural competence in their degree programs. This information provides a current overview of diversity and cultural competence learning opportunities in the College. The complete reports are provided in the resource file.

Diversity and cultural competence are well integrated in the curricula of the College's degree programs. In every degree program, there is at least one course that has a diversity or cultural

competence component, and most degree programs require students to take several courses in which diversity and cultural competence are important aspects of the syllabi.

The Department of Clinical and Health Psychology will be developing a core course on diversity and cultural competence that will be taught starting in spring 2015. The working title for the course is “Health and Culture: Social, Psychological, and Behavioral Factors Impacting Health Inequities.”

Through internships, practica and other community-based activities, service learning is an integral part of the educational experience of students in the College. There are numerous service learning opportunities that offer students practical opportunities to apply diversity and cultural competence training in real world settings. The opportunities within each degree program are too numerous to mention individually, but are included in the reports. Some of the major initiatives in the College include:

- *Global Health Workshop*. In 2012, Dean Perri launched a Global Health Workshop to prepare students traveling internationally for service and research projects. This interdisciplinary workshop takes place in two sessions during the spring semester and provides cultural competence instruction to help students make the most of their international service learning opportunities. Participating students traveled to underserved areas in Yucatán, Mexico; Nicaragua; and Haiti in 2012 and 2013.
- *HealthStreet*. Founded by Dr. Linda Cottler, Chair of the Department of Epidemiology, HealthStreet, <http://epidemiology.phhp.ufl.edu/healthstreet/>, is a community-based effort that works to reduce disparities in health care and research by linking medically underserved individuals to medical and social services and opportunities to participate in research. The program offers students an opportunity to interact with populations from diverse cultures and backgrounds and gain insight into cultural factors relevant to epidemiological research.
- *Rural South Public Health Training Center*: The RSPHTC, <http://ruralsouthphct.phhp.ufl.edu/>, was established by PHHP in partnership with Florida Agricultural and Mechanical University (FAMU) to serve the medically under-served counties of Florida, especially those in rural regions. One goal of the center is to decrease disparities in access to services in medically under-served areas. Through the RSPHTC, students have an opportunity to participate in public health workforce development, research and service projects related to health disparities and to interact with populations from diverse backgrounds.
- *A Better Tomorrow for Haiti*: This research and service initiative, described at <http://global.phhp.ufl.edu/better-tomorrow-for-haiti/>, provides faculty and students the opportunity to work on public health projects in Haiti through the UF Public Health Laboratory and UF sponsored public health clinics.

At present, cultural competence is integrated into the College curricula through coursework within the nine departments and numerous service learning opportunities. However, the College does not have uniform standards by which to assess the effectiveness of the cultural competence education that each department is providing independently. The PHHP Ad Hoc Diversity Committee has established a working group to develop a cultural competency education

framework for the College. This framework will establish cultural competence learning objectives and standards. Once completed, the framework will be an important measure by which the College can evaluate cultural competence learning opportunities available to students and make recommendations for improvements to the curricula as deemed necessary.

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

Recruitment. The University, the Health Science Center and the College are strongly committed to recruiting, developing, promoting and retaining a diverse faculty. College employment policies are governed by University of Florida rules and regulations regarding equal opportunity in recruitment and employment without regard to race, color, national origin, sex, age, disability, or veteran status. In addition, the [University of Florida regulation 6C1-1.0061](#) Affirmative Action Plan for Equal Employment Opportunity and Administrative Organization for the Affirmative Action Program establishes policies and practices aimed at “enlarging and expanding the employment opportunities to qualified women and minorities throughout the University.”

All College search committee members are required to take online training about the search process. Diversity considerations are featured prominently in this training.

[The UF Faculty Recruitment Toolkit](#) outlines best practices regarding the recruitment of a diverse faculty. In the toolkit a “good search” is defined by “the participants’ awareness of the roles that retention and broad diversity play in recruitment.” As such, diversity and retention are addressed throughout the document.

The toolkit establishes best practices for good searches, but does not supersede University regulations, policies or procedures. Some key recommendations include:

- Gathering a search committee with a broadly defined diverse membership
- Charging one search committee member with monitoring diversity
- Adopting specific strategies for reaching out to underserved minority candidates, as well as ideas for creating a welcoming environment and growing the applicant pool for future searches
- Developing a List of Experts who serve in a consulting capacity and can be called upon to achieve a diverse applicant pool. These experts may be drawn from external professional contacts or professional networks of existing faculty or alumni.

In November 2012, the University of Florida established a contract with INSIGHT into Diversity that allows UF hiring departments to post job openings to INSIGHT into Diversity’s website. This offers the University and the College access to a diverse pool of applicants. All open faculty positions in the College are posted to INSIGHT into Diversity.

In addition to following the best practices developed at the University level, the College has instituted its own policies and plans to improve faculty diversity. At the Executive Leadership Committee retreat in 2011, the College’s commitment to faculty diversity was discussed as an area of strategic importance. Efforts to improve diversity have involved active recruiting of

underrepresented minorities and securing financial support in terms of start-up packages to make the College attractive to these applicants. These efforts have shown promising results. In academic year 2012-2013, faculty hires included: one Hispanic/Latina woman, one Hispanic/Latino man, and one African American/black man, in addition to two white women, two white men and two Asian men,

Development, promotion, and retention. Faculty development and retention is a high priority for the University and the College. Policies and procedures designed to provide an environment in which faculty can be productive and successful are described under Criterion 4.2. All faculty are encouraged to engage with these opportunities. In addition, the College research office and chairs encourage minority faculty members to apply for minority supplements to NIH grants and other funding opportunities available specifically to minorities. PPHP faculty have been awarded four minority supplements since July 2009.

At the University level, the President's Council on Diversity has drafted an [Equity, Health, and Development Plan](#) that is currently being finalized. The plan calls for multiple initiatives that build on UF resources and focus not only on the professional environment, but also opportunities for social and family support. Consistent with this initiative, the University created a Diversity and Inclusion Award to recognize an employee who demonstrates exemplary conduct that fosters full participation by diverse faculty, students and staff; creates a climate of inclusion on campus or in the community; and promotes diversity to enhance educational, research or other work outcomes. The recipient of the first award in 2012 was Michael Crary, PhD, Professor in the College's Department of Speech, Language and Hearing Sciences.

vii. Policies and plans to recruit, develop, promote and retain a diverse staff.

As stated above, the College employment policies are governed by University of Florida rules and regulations regarding equal opportunity in recruitment and employment without regard to race, color, national origin, sex, age, disability, or veteran status. In addition, the [University of Florida regulation 6C1-1.0061](#) Affirmative Action Plan for Equal Employment Opportunity and Administrative Organization for the Affirmative Action Program establishes policies and practices aimed at "enlarging and expanding the employment opportunities to qualified women and minorities throughout the University." These policies apply equally to faculty and staff. Due to equal opportunity regulations, the College cannot use minority status as a recruitment criterion. On the other hand, staff positions are equally available to individuals of all backgrounds.

Development and retention of a diverse staff depends upon comfortable and collegial work environments. Data on staff perceptions of their work environments, specifically with regard to diversity and cultural competence, were collected for the first time in 2013. The results of the survey suggested that the vast majority of staff members (85%) perceive the work environment to be accepting and supportive of diversity. More than 90% of respondents reported that they are familiar with University policies regarding discrimination and harassment. However, the survey also revealed that more than 13% of respondents were unaware of the College's diversity and cultural competence mission and goals and more than 10% were unaware of the resources related to diversity and cultural competence at the university. Additionally, more than 20% of

respondents were not aware of how to report a complaint regarding discrimination or harassment at the university.

Fostering open communication about diversity and cultural competence efforts both at the University and the College level is a significant step in creating a work environment that supports diversity. Not only does this communication aid in the retention of a diverse staff but it also helps staff members succeed in supporting the faculty members and students from diverse backgrounds that they serve. In order to improve communication, members of the ad hoc Diversity Committee will periodically attend key staff meetings in order to inform staff of diversity and cultural competence initiatives in the College and University. The first such presentation will introduce the [PHEP diversity website](#) to the College staff. The website is a central repository of the College's diversity and cultural competence goals along with links to University resources. The Chair of Ad Hoc Diversity Committee will also attend the Executive Leadership Committee meeting to provide an update on the committee's activities.

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

The College values diversity across many characteristics, consistent with public health principles and the values of the University of Florida. As reflected in the College's mission statement, our first goal is to *provide excellent educational programs that prepare graduates to address the multifaceted health needs of populations, communities, and individuals*. One of the objectives designed to help achieve this goal is *to enroll a strong and diverse student body*.

As set forth in the [University's Strategic Work Plan](#) the University admits students regardless of race, ethnicity, age, disability, religion, sex or national origin. UF has set specific goals to increase student diversity, provide co-curricular and extra-curricular activities and services to maximize students' development, and expand students' access to educational programs through distance education. At the University level, there are three offices that promote diversity through a number of venues. The College participates fully in the opportunities presented by these offices.

[The Office of Graduate Minority Programs](#) fosters an equitable, hospitable and inclusive educational environment where people of all backgrounds, ages and life experiences can achieve their personal and professional best through higher learning, teaching and research. The office provides assistance in recruitment, retention and graduation of minority and underrepresented students in master's degree and doctoral degree programs. The first mission of this office is to increase the number of graduate students from underrepresented ethnic or racial groups. The second mission is to provide prospective and enrolled graduate students in underrepresented demographic groups with material aid and mentoring to help in their successful pursuit of a graduate school education. The office accomplishes these missions through a variety of programs, services and support initiatives. Those that specifically pertain to recruitment and retention of underrepresented minority students include:

- [Campus Visitation Program](#) The Campus Visitation Program (CVP) provides the opportunity for prospective students who are underrepresented in graduate schools to visit the University of Florida campus. During the two-day visitation, participants learn

more about UF's graduate and professional programs, as well as meet with administrators, faculty members and current graduate students.

- [FAMU Feeder Program](#) The Florida A&M University (FAMU) Feeder Program matches qualified FAMU graduates interested in pursuing advanced degrees (particularly doctorates) with admission/financial aid packages. UF provides a limited number of one-year research assistantships to FAMU Feeder Fellows.
- [Florida BOE Summer Fellowships](#) The Florida Board of Education (BOE) Summer Fellowship Program is an opportunity for newly admitted minority and first generation graduate students to become acquainted with UF.
- [McNair Scholars Program](#) The McNair Scholars Program is a federally funded program that focuses on recruiting underrepresented minorities into graduate school through undergraduate research. This program has various tools aimed at making the scholar the ideal graduate school candidate.
- [UF/SFC Development Project](#) The UF/SFC Development Project is a partnership between UF and local Santa Fe College (SFC) that aims to increase faculty diversity at SFC while providing minority and underrepresented doctoral students at UF with valuable teaching experience.

As mentioned in section 1.8.a. iv, the office of [Multicultural and Diversity Affairs](#), in the UF Dean of Students Office seeks to promote awareness, understanding of differences, collaboration of cross-cultural groups, and to foster a sense of communal relationships among all students. The office also assists students in their personal development by providing programs and initiatives that educate, motivate and challenge them as members of University of Florida. This resource plays an important role in the pathway to graduation for students from diverse backgrounds.

[The UF Career Resource Center](#) offers programs for the recruitment of students from diverse backgrounds. Gator Launch is a career mentoring program designed for sophomore and junior students who are looking to gain more exposure and experiential knowledge of various work environments and career opportunities.

The College works closely with the offices identified above to recruit a diverse student body. The Campus Visitation, BOE Summer Fellowship, and McNair Scholars programs have been of particular assistance in identifying and attracting students of diverse backgrounds. The College is eager to recruit and enroll minority students in all of our instructional programs. Table 1.8.a.4 shows that successful recruitment of underrepresented minority students varies across degree programs and, in many cases, is unstable across time.

Table 1.8.a. 4 Percent Underrepresented Racial/Ethnic Groups by Instructional Program

Degree/Specialization	Race/Ethnicity	2011	2012	2013
Bachelor's Degrees				
Bachelor of Health Science in Health Science - Health Science	Black	10.1%	13.2%	11.6%
	Hispanic	13.6%	14.5%	16.9%
Bachelor of Health Science – Communication Sciences and Disorders	Black	5.5%	1.1%	1.7%
	Hispanic	15.4%	17.2%	15.0%

Degree/Specialization	Race/Ethnicity	2011	2012	2013
Master's Degrees				
Master of Public Health	Black	16.0%	15.0%	12.9%
	Hispanic	10.3%	12.4%	10.1%
Master of Science - Biostatistics	Black	0%	0%	0%
	Hispanic	0%	0%	0%
Master of Science - Epidemiology	Black	n/a	n/a	0%
	Hispanic	n/a	n/a	0%
Master of Arts – Communication Sciences and Disorders	Black	3.5%	4.5%	4.5%
	Hispanic	8.6%	6.0%	4.5%
Master of Health Administration	Black	14.0%	6.7%	2.4%
	Hispanic	7.0%	13.3%	14.6%
Master of Health Science in Environmental and Global Health: One Health	Black	n/a	33.3%	33.3%
	Hispanic	n/a	0%	0%
Master of Occupational Therapy	Black	5.8%	2.8%	2.7%
	Hispanic	11.5%	13.0%	17.7%
Doctoral Degrees				
Doctor of Audiology - Distance Learning	Black	4.8%	1.9%	0%
	Hispanic	3.2%	5.8%	5.0%
Doctor of Audiology	Black	8.0%	8.0%	7.8%
	Hispanic	12.0%	16.0%	19.6%
Doctor of Physical Therapy	Black	1.8%	0.6%	0.6%
	Hispanic	6.8%	10.4%	12.5%
Doctor of Philosophy in Biostatistics	Black	25%	16.7%	25.0%
	Hispanic	0%	0%	0%
Doctor of Philosophy in Communication Sciences and Disorders	Black	8.3%	13.3%	15.4%
	Hispanic	16.7%	20.0%	23.1%
Doctor of Philosophy in Epidemiology	Black	0%	11.1%	14.3%
	Hispanic	8.3%	5.6%	7.1%
Doctor of Philosophy in Health Services Research	Black	21.4%	17.7%	8.3%
	Hispanic	14.3%	11.8%	25.0%
Doctor of Philosophy in Psychology	Black	7.5%	6.1%	8.6%
	Hispanic	8.8%	12.2%	12.3%
Doctor of Philosophy in Public Health	Black	25.0%	22.7%	22.4%
	Hispanic	8.3%	0%	7.4%
Doctor of Philosophy in Rehabilitation Science	Black	9.5%	9.5%	12.5%
	Hispanic	23.8%	19.1%	12.5%

The ad hoc Diversity Committee plans to identify and document best recruitment and retention practices among the departments that have achieved a diverse student body. While recruitment strategies differ depending on the specific needs and applicant pool for each program, we believe that sharing best practices across departments will invigorate efforts to improve diversity in the instructional programs with relatively few underrepresented minorities. We also note that the Bachelor of Health Science program exceeds the College-wide targets for diversity.

The ad hoc Diversity Committee recognizes that the composition of the pool of qualified applicants presents a potential obstacle to achieving the College's diversity goals. Encouraging interest in public health and our other health professions may expand the pools of potential applicants. While the College has strategies in place to reach out to undergraduate students from underrepresented racial and ethnic groups, we believe that introducing high school students in underserved populations to the College and its academic programs is also important. The College of Medicine Office for Diversity and Health Equity runs the [Health Care Summer Institute](#), a four-week summer camp for minority high school rising juniors and seniors interested in health care professions. On July 8, 2013, faculty members from various departments in the College gave a two-hour presentation on academic and career opportunities within the fields of public health and health professions to students from the Health Care Summer Institute. The College plans to expand our involvement with this program. In addition to offering a presentation to the students, the College plans to arrange shadowing opportunities in clinical and research settings.

The College also plans to explore other opportunities to introduce high school students from underserved minorities to the academic and career opportunities in the College. The first step in this project will be to coordinate with existing programs within the College — such as the Rural South Public Health Training Center and HealthStreet — and regional AHEC organizations to explore possibilities for collaborations.

ix. Regular evaluation of the effectiveness of the above-listed measures.

The effectiveness of the diversity and cultural competence measures are regularly assessed in the College. Data on the racial and ethnic distribution of the faculty and students are collected and reviewed annually by the University and the College, and reported to CEPH and ASPH.

Each department conducts an annual review of its academic programs for the Office of the Provost. One of 20 assessed criteria is “Advances in diversity.” Department chairs must analyze advances the academic programs have made that academic year in terms of faculty and student diversity. In 2011-2012, the College participated in a University-wide PhD program assessment and conducted more detailed assessments of the PhD programs within the college. These activities led to development of five-year strategic plans for each program that included specific activities to promote recruitment of minorities. Progress on implementation of the plans is reviewed annually. The PhD five-year plans are in the resource file.

The achievement of cultural competence among students is assessed as part of their coursework. As noted above, all students in the College are required to complete coursework in cultural competence, and are evaluated on their mastery of this material through exams and other academic assessment tools.

As noted in section 1.8a vii, the College conducted a diversity and cultural competence survey of all PHHP staff in May 2013. This survey was conducted by the ad hoc Diversity Committee and administered and received by Dean's Office staff using Survey Monkey. The survey will be administered again in May 2014 in order to measure the effectiveness of diversity and cultural competence initiatives among the PHHP staff.

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 noted above, the College mission statement's educational goal lists diversity as the first objective, and diversity is one of six core values identified for the College. Diversity and cultural competence are at the heart of the teaching, research and service mission of this College.

This commitment to diversity and cultural competence is carried through to the department level as evidenced in various documents created within the College's nine departments. A complete listing of documents is provided in PHHP Cultural Competence by Department provided in the resource file. These documents include student handbooks, faculty handbooks, mission statements and the five-year strategic plans for PhD programs.

Further evidence that the College's diversity plans are being implemented is found in the improving numbers of underrepresented minorities among faculty, students and staff over the past three years. For example, the population of Hispanic/Latino students has increased from 10.8% in 2010-11 to 13.1% in 2012-2013. African American faculty increased from 3.9 to 5.7%. Complete data on diversity trends within the College are provided in Table 1.8.e.1.

On February 19, 2014, Dr. Thomas A. LaVeist, director of the Hopkins Center for Health Disparities Solutions and professor in health policy at the Johns Hopkins Bloomberg School of Public Health, will give a PHHP Distinguished Scholar Lecture. Dr. LaVeist's lecture will provide a unique opportunity for our College's students and faculty to interact with a national leader in the field of health equity. The lecture will be widely publicized to encourage maximum attendance.

On March 19, 2014, the College will host a Diversity Day. The cornerstone of this event will be a PHHP Distinguished Scholar Lecture by Dr. Donna Hubbard McCree, Associate Director for Health Equity, Division of HIV/AIDS Prevention (DHAP), National Center for HIV, Viral Hepatitis, STD and TB Prevention (NCHHSTP), Centers for Disease Control and Prevention (CDC) in Atlanta, Georgia. In addition to Dr. McCree's lecture and reception, the ad hoc Diversity Committee plans to organize a series of events for students and faculty focused on increasing awareness of diversity and inclusion initiatives in the College and at UF. These events will include panel discussions, student poster presentations, and table displays from organizations involved with diversity, cultural competence, and health equity efforts.

1.8.c. Description of how the diversity plan or policies were developed, including an explanation of the constituent groups involved.

Elements of the diversity plan were established with the adoption of the College Mission Statement in 2007 and reconfirmed in 2012. The mission statement places diversity as a core value for the College. Moving forward, plans related to recruitment and retention of diverse students, faculty and staff have been developed through the College's five-year strategic plan (2010), PhD Program Reviews (2011-12), and department level academic program reviews (annual). In addition to these ongoing efforts, an ad hoc Diversity Committee was formed in

January 2012. The committee membership includes faculty representation from the College's nine departments, administration, staff and students. The committee has three goals: 1) meeting the objectives stated in the UF Diversity Action Plan, 2) examining and enhancing multicultural competency in the College, and 3) promoting efforts to understand and enhance health equity through education, research and service. The committee meets once a month, and has been instrumental in establishing the diversity and cultural competence goals provided in 1.8.a.ii and developing the plans to carry these goals forward.

In addition to analysis of quantitative data, the committee conducted a survey of staff and an inventory of courses and service opportunities that pertain to diversity and cultural competence, as well as materials produced at the department level that serve as evidence of diversity and cultural competence. This documentation was used as a benchmark to examine how well the College is currently meeting its diversity and cultural competence objectives and to identify areas of weakness that will be addressed moving forward.

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 ad hoc Diversity Committee meets monthly to work on specific aspects of the PHHP Diversity and Cultural Competence Action Plan (provided in the resource file). Each action item in the plan either has a work group assigned or will at future meetings. Work groups report monthly on their progress.

Data regarding underrepresented racial and ethnic minorities are reviewed annually in the fall. . The ad hoc Diversity Committee will review these data to monitor trends in recruitment and hiring and make adjustments to the plan as necessary. The committee will also review and revise the best practices faculty recruitment document, to be developed as described in Criterion 1.8.a.vi, in response to trends in recruitment and retention.

The College is in the process of building a diversity website that will be housed within the main College website. This new website will serve as a central repository for diversity and cultural competence policies, procedures, resources, and events both at the University and College level. Work on this website is underway and will be live and accessible to the public no later than January 2014.

1.8.e. Identification of measurable objectives by which the school may evaluate its success in achieving a diverse complement of faculty, staff and students, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Data template 1.8.1. At a minimum, the school must include four objectives, at least two of which relate to race/ethnicity. Measureable objectives must align with the school's definition of under-represented populations in Criterion 1.8.a.

Measureable objectives for diversity among students, faculty and staff are shown in Table 1.8.e.1.

Table 1.8.e.1 Objectives and Targets for Diversity among Students, Faculty, and Staff in PHHP

Category/Definition	Method of Collection	Data Source	Target	2011	2012	2013
Total Students¹						
African American / Black	Self-Reported Applicant Data	Registrar Database / Program Records	10.0%	8.3%	9.4%	8.0%
Hispanic/Latino	Self-Reported Applicant Data	Registrar Database / Program Records	15.0%	10.5%	11.6%	12.8%
Faculty²						
African American / Black	Self-Reported at Hire	Peoplesoft	6.9%	3.8%	5.7%	4.3%
Hispanic/Latino	Self-Reported at Hire	Peoplesoft	6.3%	5.1%	4.4%	5.0%
Staff²						
African American / Black	Self-Reported at Hire	Peoplesoft	13.7%	12.7%	12.0%	10.9%
Hispanic/Latino	Self-Reported at Hire	Peoplesoft	9.0%	7.6%	7.4%	8.3%

¹US resident undergraduate students (with the class level equal to 3 or 4 on registrar database equates to Junior and Senior Status, respectively) and graduate students combined. Enrollment counts do not capture undergraduate freshmen and sophomores or foreign nationals

² Faculty and staff counts are captured for September 1 in the given year.

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.

Strengths:

1. Over the last three years the College has made improvements to the diversity of its student body and faculty with respect to underrepresented racial and ethnic groups — identified as African Americans and Hispanics.
2. These improvements have coincided with a concerted focus on diversity, cultural competence, health equity and reduction of health disparities on the part of College leadership.
3. In January 2012, the Dean charged an ad hoc Diversity Committee to provide clear focus and priority to these issues.
4. The College has solid plans in place to reach the targets identified in Table 1.8.e.1.
5. The University and College have clear policies with respect to discrimination and harassment and these policies are effectively transmitted to faculty, staff and students.
6. The College has also taken advantage of the resources at the University level that support working and learning in a diverse setting.
7. As a school of public health, cultural competence is a core component of our educational mission. A survey of the cultural competence learning opportunities demonstrates that instruction in cultural competence is well integrated in the College curricula.

8. Students have numerous opportunities to gain cultural competence through service learning within their degree programs.
9. Faculty members and students have opportunities to develop cultural competence through various College initiatives, including Global Health Workshop, HealthStreet, Rural South Public Health Training Center, and A Better Tomorrow for Haiti. .

Weaknesses:

1. While the College as a whole has shown improvements in student diversity over the past three years, these improvements are not evenly distributed across degree programs. Some programs have significant deficiencies in terms of underrepresented racial and ethnic populations among their student bodies.
2. The College's population of Hispanic students is particularly low as compared to the Hispanic student population in the State University System.
3. The College has been successful in disseminating information about diversity and cultural competence to the faculty and students, but has not been as consistent with the staff.
4. College staff is relatively diverse as compared to the criteria set forth in 1.8.a.i, but there has been a slight downward trend in the diversity of the College staff over the past three years.

Plans:

1. Document and share best student and faculty recruitment and retention practices across departments.
2. Address the broader issue of the student applicant pool through initiatives targeted at high school students from underrepresented populations and/or underserved areas. Particular attention will be paid to those programs that are currently lacking in diversity.
3. Develop a website devoted to diversity and cultural competence to be housed within the College website by January 2014.
4. Present diversity and cultural competence initiatives at key faculty and staff meetings.