

G1. Diversity and Cultural Competence (SPH and PHP)

Aspects of diversity may include age, country of birth, disability, ethnicity, gender, gender identity, language, national origin, race, historical under-representation, refugee status, religion, culture, sexual orientation, health status, community affiliation and socioeconomic status. This list is not intended to be exhaustive.

Cultural competence, in this criterion's context, refers to competencies for working with diverse individuals and communities in ways that are appropriate and responsive to relevant cultural factors. Requisite competencies include self-awareness, open-minded inquiry and assessment and the ability to recognize and adapt to cultural differences, especially as these differences may vary from the school's dominant culture. Reflecting on the public health context, recognizing that cultural differences affect all aspects of health and health systems, cultural competence refers to the competencies for recognizing and adapting to cultural differences and being conscious of these differences in the school's scholarship and/or community engagement.

- 1) List the school's self-defined, priority under-represented populations; explain why these groups are of particular interest and importance to the school; and describe the process used to define the priority population(s). These populations must include both faculty and students and may include staff, if appropriate. Populations may differ among these groups.

The college's Diversity and Inclusion Committee, established in 2012, consists of faculty and staff representatives from each of the departments in the college as well as a student representative. This committee, in partnership with college leadership, strives to broaden understanding and strengthen attention to diversity and cultural competence. The college values diversity because it increases the quality of student education and enriches the workplace experience for all faculty and staff.

Students: The college has designated African Americans and Hispanic/Latinos as underrepresented student populations. To make this determination, the college's student population was compared with the University of Florida's student population as a whole. The first aim of the college is to ensure that the diversity of the student population is at least on par with the university. As Table G1-1.1 indicates, the 2019-2020 percentage of African American students in the college was higher than in the population at UF, while the percentage of Hispanic/Latino students in the same period was lower than at UF. A third potential underrepresented group, Asian students, are not deemed an underrepresented population because the percentage of Asian students in the college is only slightly lower than the university's.

The college also prioritizes student recruitment based on the demographics of the state of Florida given UF's mission as a land grant university is to serve the state. In 2019, 78.2% of the student body at UF were Florida residents. The percentage of Black/African American students in the college (7.7%) in all programs is significantly lower than the state population (16.9%). This discordance is true as well for UF overall with 5.6% of students describing themselves as Black/African American. The population of Hispanic/Latino students in PHHP is comparable to the UF population overall but lower than the state population.

The UF Black/African American MPH student population is comparable to other accredited schools of public health in Florida such as the University of South Florida (USF), Florida International University (FIU), and the University of Miami (UM). Student demographics were not available for comparison with Florida A&M University (FAMU), a Historically Black College/University with a CEPH-accredited Master of Public Health program. However, it is reasonable to assume that the two-hour geographic proximity affects UF applications and enrollment.

When comparing percentages of Hispanic/Latino students, UF, in the north central region of Florida, is comparable to USF (Tampa) and UM (Miami), but well under FIU's 54% Hispanic/Latino population (Miami area). UM is private while FIU is a sister state school, which reasonably accounts for its popularity with the Latinx population.

Table G1-1.1: Racial/Ethnic Groups of PPHP, UF and Florida University Students and the General Population of the State				
Racial / Ethnic Group	PPHP Student Population, Fall 2019 N=2,574	MPH Student Population, Fall 2019 N=211	UF Student Population, 2019¹ N=56,567	Florida State Population, 2019²
Black / African American	7.7%	15.2%	5.6%	16.9%
Hispanic / Latino	16.9%	13.7%	19.7%	26.1%
Asian	8.4%	6.2%	7.8%	3.0%
American Indian or Alaska Native	0.1%	0.5%	0.2%	0.5%
Native Hawaiian or other Pacific Islander	0.4%	0%	0.2%	0.1%
Non-resident Alien	4.6%	6.6%	8.2%	ND
White	56.0%	51.2%	51.3%	53.5%
Two or more races	3.5%	3.3%	3.5%	2.2%
Not reported / other	2.5%	3.3%	3.6%	ND

¹ Source: University of Florida Registrar

²Source: [US Census Bureau Florida QuickFacts Florida](#) 2019. Source U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, Current Population Survey, Small Area Health Insurance Estimates, Small Area Income and Poverty Estimates, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits. Note per the Census data description, "Hispanics may be of any race, so also are included in applicable race categories". Thus this column does not add to 100%.

Faculty: The college has also prioritized African American/Black and Hispanic/Latino faculty as underrepresented populations. The college strives to have a faculty at least as diverse as that of the university, but more importantly strives to recruit and retain these populations commensurate with the demographics of the nation as a whole. As indicated in Table G1-1.2, the percent of African American/Black faculty in the college is similar to that of the university. Hispanic/Latino faculty members are slightly underrepresented in the college. Actions and strategies to increase minority faculty are described in section G1-1.3.

Table G1-1.2: Faculty by Racial/Ethnic Group, UF PPHP and US College and Universities			
Racial / Ethnic Group	PPHP Faculty, Fall 2020 N=174	UF Faculty¹ Fall 2019 N=5,747	US Colleges and Universities Faculty, 2017²
Black / African American	4.0%	4.1%	5.5%

Hispanic / Latino	4.0%	7.9%	4.8%
Asian	19.5%	13.2%	10.0%
American Indian or Alaska Native	0%	0.2%	0.4%
Not reported / other	0%	0.9%	2.9%
Native Hawaiian or other Pacific Islander	0%	0%	0.1%
Non-resident Alien	2.3%	5.3%	5.5%
Two or more races	0.6%	1.1%	0.9%
White	69.5%	67.4%	69.8%

¹ Data is updated by UF Institutional Planning in December of each year.

²Source: National Center for Education Statistics, Digest of Education Statistics;
https://nces.ed.gov/programs/digest/d18/tables/dt18_315.20.asp

Staff: The college also prioritizes African American/Black and Hispanic/Latino populations as underrepresented populations among the staff (Table G1-1.3). The college strives to recruit and retain minority populations for positions that cut across all human resources levels and classifications. Staff are generally long-term residents of the Gainesville area and surrounding communities; thus the college has compared its staff population to that of the nine counties that include and surround the UF main campus in addition to the whole population of UF staff. The racial and ethnic distributions of PPHP staff are representative of the region. PPHP has a slightly lower percentage of Black/African American staff compared to UF or the region; representation of Hispanic/Latino staff is similar to both UF and the region. A major goal for the college is to employ more minority staff as positions become available, especially now when the unemployment rate is high.

Racial / Ethnic Group	PPHP Staff¹, Fall 2020 N=150	UF Staff¹ Fall 2019 N=9,716	UF Region²
Black / African American	12%	14.5%	15.6%
Hispanic / Latino	10%	10.1%	10.7%
Asian	7.3%	4.6%	2.9%
American Indian or Alaska Native	0%	0.1%	0.5%
Not reported / other	0%	0.3%	ND
Native Hawaiian or other Pacific Islander	0%	0.1%	0.1%
Non-resident Alien	1.3%	1.3%	ND
Two or more races	2.0%	1.6%	2.4%
White	67.3%	67.6%	69.2%

¹Staff includes benefitted exempt (salaried) and non-exempt (hourly) employees; Data is updated by UF Intentional Planning in December of each year.

²UF Region includes the following counties surrounding the UF main campus location: Alachua, Bradford, Clay, Columbia, Gilchrist, Levy, Marion, Putnam, Union; Source: US Census 2019 Quick Facts. Note per the Census data description, "Hispanics may be of any race, so also are included in applicable race categories". Thus, this column does not add to 100%.

2) List the school's specific goals for increasing the representation and supporting the persistence (if applicable) and ongoing success of the specific populations defined in documentation request 1.

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 align with the identification of diversity and inclusion as core values for the college (B1-1). These goals also support two of the objectives for goal 1 of PPHP's mission: 1.1) enroll a strong and diverse student body and to recruit and 1.2) retain outstanding and diverse faculty (B5-1).

These goals are consistent with the [University of Florida mission statement](#), which places a strong emphasis on the importance of cultural competence as indicated 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 UF President’s Council on Diversity’s [Diversity Statement](#), the efforts of the [UF Faculty and Staff Climate Initiative](#), and the mission of UF Multicultural and Diversity Affairs, which states, “Through transformative educational experiences and developmental opportunities, Multicultural and Diversity Affairs celebrates and empowers diverse communities and advocates for an inclusive campus for all students across identities.”

3) List the actions and strategies identified to advance the goals defined in documentation request 2, and describe the process used to define the actions and strategies. The process may include collection and/or analysis of school-specific data; convening stakeholder discussions and documenting their results; and other appropriate tools and strategies.

Several actions and strategies are used to advance representation of the priority populations within the college’s educational programs and faculty. Actions that support goal 1 are discussed here, while actions that support goals 2 and 3 are discussed in section G1-4.

At the university level, Goal 1 of the university strategic plan, [The Decade Ahead](#), is “An exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty and staff who have diverse experiences and backgrounds.” The four objectives of this goal are:

1. UF students, faculty and staff with increasingly diverse demographic and geographic characteristics
2. A university climate that is inclusive, supportive and respectful to all
3. Diverse, robust educational and interdisciplinary areas of excellence
4. Increased globalization to enhance our effectiveness as world citizens

[UF Multicultural and Diversity Affairs](#), a department within the Division of Student Affairs, provides educational opportunities, outreach activities, learning and support for students. Programs under Multicultural and Diversity Affairs include [Asian Pacific Islander American Affairs](#), [Black Affairs](#), [Hispanic-Latino Affairs](#), and [LGBTQ Affairs](#). Black Affairs oversees the Institute of Black Culture, initially established in 1971 and which celebrated the opening of its new location in fall 2019, and the Black Enrichment Center, which is housed in the Reitz Student Union. Hispanic-Latino Affairs also moved to their new location, Casita, in fall 2019.

The position of [Chief Diversity Officer](#) (CDO) was created in 2018 to “shape our campus climate and foster the success of all Gators.” Campus Diversity Liaisons have been identified in each college and business unit to advance diversity initiatives. The CDO meets regularly with leaders of faculty/staff and student affinity groups. In addition to those mentioned above, student affinity groups include the [Collegiate Veterans Success Center](#), [Disability Resource Center](#), [First Generation Student Success](#), [Black Graduate Student Organization](#), [Black Women's Image Initiative](#) and [Pride Student Union](#). Other CDO initiatives include a mentoring program among affinity group leaders and cabinet members, a faculty learning community around implicit bias and micro messaging, [a weekly podcast](#) that explores how students, faculty and staff are creating belonging at UF, grant applications to support diversity in STEM fields, as well as training in Crucial Conversations.

In addition, the [Office of Graduate Diversity Initiatives](#), a function of the Graduate School dedicated to recruitment and retention of underrepresented graduate students, 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 the 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:

- The [FAMU Feeder Fellowship](#) matches qualified FAMU graduates interested in pursuing advanced degrees (particularly doctorates) and provides a stipend, in-state tuition and health insurance that cover up to five years of doctoral studies.
- The [Board of Education Summer Fellowship](#) is an opportunity for newly admitted minority and first-generation graduate students to become acquainted with UF.
- The [Edward A. Bouchet Graduate Honor Society](#) recognizes outstanding scholarly achievement and promotes diversity and excellence in doctoral education and the professoriate.
- The [McNair Graduate Assistantship 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.
- The [UF/SFC College Faculty Development Project](#) is a partnership between UF and local Santa Fe College (SFC) that aims to increase faculty diversity at SFC while providing African American and Hispanic doctoral students at UF with valuable teaching experience.

While the university assists with these goals, the faculty in PPHP are also working to achieve diversity through their funded research, their courses and their daily lives. 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, the 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." The college has undertaken several actions and strategies to enhance recruitment of a demographically and geographically diverse student body. The college actively participates in institutional pipeline programs, particularly the AHC Robert Wood Johnson Foundation [Summer Health Professions Education Program](#) for underrepresented and/or disadvantaged rising sophomore and junior college students interested in the health professions. This summer program brings 80 students annually from around the country to the UF campus to engage in programs developed to prepare students for careers in public health and the health professions. In addition, the college achieves this goal through recruitment outreach by the graduate programs to Historically Black Colleges and Universities, such as Bethune-Cookman University, and through UF sponsored outreach activities such as the [Machen Florida Opportunity Scholars](#), the summer research program Florida Comprehensive Cancer Research Training Opportunities for Outstanding Leaders Program ([ReTOOL](#)), the Society for Advancement of Chicanos/Hispanics and Native Americans in Science and other opportunities on campus or within the region. The Study of Teen Opioid Misuse and Prevention (STOMP) research lab recruits and trains undergraduate and predoctoral investigators from historically underrepresented and/or disadvantaged backgrounds to go on to research careers in public health and medicine. The lab consistently hosts National Institute on Drug Abuse summer scholars, a program for undergraduate students from diverse populations to experience drug abuse and addiction research in the biomedical, behavioral, clinical and social sciences. Initiatives related to cultural and geographic diversity are highlighted in section G1-4. In addition, one of the T32 programs has created a pre-T32 transition program. The purpose of the

program, entitled “The Study of Teen Opioid Misuse and Prevention (STOMP) Research Lab: Gifted Future Investigators from Underrepresented and Disadvantaged Backgrounds,” is to train and transition underrepresented minorities into the T32 program through the MPH or MS programs relevant to their interests. STOMP is a trans-disciplinary research laboratory that focuses on opioid misuse and opioid use disorder (OUD) that is comprised entirely of undergraduate underrepresented minorities.

Efforts to enhance recruitment and retention of a diverse faculty are also multi-pronged. The university, the academic health 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 Search Committee 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:

- Ensuring no search committee is constituted that is not diverse.
- Charging all members of the faculty to monitor 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.
- Displaying photos of committee members so candidates in the applicant pool feel comfortable.

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. These have involved active recruiting of underrepresented minorities and securing competitive start-up packages. The dean has obtained continuous support from the provost to match college contributions to provide attractive packages to underrepresented minority (URM) candidates. In addition, the dean has launched a new initiative to address faculty diversity in which pooled IDC, reserves, and matching dollars totaling more than \$1M for 2020-2021 have been set aside specifically for the recruitment of faculty who fill critical gaps in the college’s educational and research portfolio such as diversity and inclusion, and the college has identified 12 steps to enhance the recruitment of underrepresented faculty as described below.:

Step 1. Initiate Self Reflection and Self Assessment

- What value does the college attach to having a diverse faculty body?
- What is the college’s track record in recruitment and retention of faculty with diverse backgrounds?
- What are the major obstacles to URM recruitment and retention?
- How can the college overcome those barriers and create opportunities for enhancing diversity?

Step 2. Specify Goals, Resources, and Indicators of Progress

- Goals
 - Recruit two additional tenure-track or tenured URM faculty members.
 - Retain those who are currently on the faculty.
- Resources
 - Set aside > \$1M to support salaries and start-up/retention packages.
 - Dedicate a portion of recurring college IDCs.
 - Assess a one-time tax on reserve accounts.
- Metrics
 - Track number of URM faculty hired into tenure-track or tenured positions.
 - Track number of URM faculty retained.

Step 3. Carefully Consider the Composition of Search Committees

- Establish search committees that are diverse in terms of demographic characteristics and expertise but uniform in commitment to a proactive approach to diversity and inclusion.
- Provide committee members with training regarding evaluation biases and ways to overcome them in all aspects of the search, including drafting of the position description, reaching out to potential candidates, initial screening of applications, and conducting interviews.

Step 4. Appoint an “Equity Advocate” to Assist Search Committees

- Identify potential equity advocates who have been trained extensively in equitable hiring practices and policies and who can help support the search process.
- Appoint an advocate to sit on each search committee to help reinforce equitable decision-making.

Step 5. Treat the Search Process as a Continuous Activity

- Charge all faculty members to continually look for rising young colleagues in the field.
- Expand the network of national colleagues to be contacted for recommendations of potential job candidates.
- Establish ongoing memberships in national organizations of URM faculty (e.g., Black Caucus of the American Public Health Association).
- Invite URM faculty from other universities to give seminars at UF and assess their interest in potential positions.

Step 6. Identify Faculty at Other Institutions Who Are Mentoring URM Students

- Expand the recruitment network to include those with successful track records of mentoring minority students.
- Contact URM UF alumni for assistance.
- Use national contacts at HBCUs to expand the recruitment network.
- Have UF faculty give seminars at HBCUs, touting the opportunities for faculty positions at UF.

Step 7. Add “Inclusive” Job Search Criteria

- Compose an “inclusive” job advertisement by providing cues of “belonging.”
- Express interest in candidates with experience in research, teaching, and/or service to underrepresented communities.
- Note what resources and supports UF will provide to the prospective candidate.
- Avoid overly specific requirements that may lead some potential applicants to select themselves out of the pool.
- Ensure that websites and position prospectuses mention institutional values that support family-friendly policies and a commitment to diversity.
- Consider “cluster hires” and encourage URM candidates to bring their URM post-doctoral fellows to UF.

- Expand opportunities for “dual career” appointments.

Step 8. Request Candidates Provide a Diversity Statement

- Ask applicants to submit a statement about their past contributions to diversity.
- Request that applicants prepare a description of their anticipated contributions to diversity and inclusiveness at UF.

Step 9. Access National Data on Diversity

- Use a national database such as “Interfolio” to compare the diversity of a job applicant pool for a given opening to that job’s national diversity average.
- Take proactive steps to enlarge the pool of potential candidates (e.g., have the Equity Advocate attend the Southern Regional Education Board’s Institute on Teaching and Mentoring, the largest convening of minority Ph.D. students seeking faculty positions).

Step 10. Certify Applicant Pools

- Establish a clear and transparent process for oversight of progress in recruitment.
- Provide the search committee (and hiring authority) with feedback regarding the diversity within the applicant pool and the list of semi-finalists.
- Certify the search to move forward at each stage based on whether the pool reflects appropriate diversity.

Step 11. Connect Applicants with Key UF Faculty Members with Diverse Backgrounds

- Invite URM applicants to meet with UF faculty and leadership with diverse backgrounds or track records of working with diverse communities.
- Invite URM applicants and their significant others/family members for social meetings with current UF URM faculty and their families.

Step 12. Create a Supportive Environment for New Hires

- Establish a UF center for support of new URM faculty hires.
- Invest in and support professional development programs for new faculty (e.g., National Center for Faculty Development and Diversity — NCFDD).
- Create a mentoring program that connects new faculty with supportive mentors across the country as well as on campus.

Faculty development is also a high priority for the university and the college. All faculty are encouraged to apply for minority supplements to their NIH grants and seek other funding opportunities available specifically to minorities or for work focused on underrepresented populations. With its numerous training grants that require plans for the recruitment and retention of minority populations, the college is leading the way in programs that recruit minority predoctoral and postdoctoral trainees and faculty. These recruitment activities filter down to other faculty in the college offering a robust plan of action.

The university also supports faculty and staff diversity through organizations that provide professional development and social opportunities for underrepresented groups:

- The [Asian Faculty and Staff Association](#) aims to promote the welfare of Asian Pacific Islander American people at the University of Florida through communication, professional networking and social opportunities for its members.
- The [Association of Academic Women](#) provides valuable networking and mentoring opportunities and acts as an advisory group to higher administration. AAW fosters career and personal growth for UF women in all faculty, administrative and professional roles by providing an interdisciplinary, university-wide platform for women and encouraging the building and strengthening of relationships among members.
- The Mission of the [Association of Black Faculty and Staff](#) is to promote an environment that fosters cultural sensitivity and enrichment by programming, networking and guiding

Black students, faculty and staff members, while actively working to improve the quality of the Black experience at the University of Florida by fostering a campus climate that is inviting, unified, encouraging and promotes upward mobility and success.

- [Cafe Latino](#) is a coalition of faculty and extension professionals for Latinos/Hispanics serving the needs of the Hispanic/Latino population in Florida. Their mission is “to advance the mission of Florida’s land-grant universities by ensuring equity, inclusion and full participation of Latino/Hispanic youth, families and communities in the benefits and leadership of Cooperative Extension.”
- Established in 2018, the [Latinx Staff and Faculty Association](#) (LSFA) strives to provide a welcoming and affirming space to recruit, represent and retain Latinx staff and faculty at the University of Florida. LSFA seeks to increase Latinx visibility at the University of Florida and promote an inclusive campus environment by advocating for social and professional development opportunities as well as supporting equitable policies for Latinx staff and faculty. Through its core values — community, advocacy, social justice and equity — LSFA champions increased representation for administrators, faculty and staff who identify as Latinx. In support of that effort, PHHP has helped organize a “Cafecito and Chat” event and has been an active promoter of the organization.
- [Queer Nation](#) strives to provide a welcoming and affirming space to attract, represent and retain LGBTQIA+ faculty and staff at the University of Florida. UF aims to promote an inclusive campus, advocate for equitable policies for LGBTQIA+ faculty, staff, and students; promote LGBTQIA+ visibility on the UF campus; and provide social and professional development opportunities for LGBTQIA+ faculty and staff.

4) List the actions and strategies identified that create and maintain a culturally competent environment and describe the process used to develop them. The description addresses curricular requirements; assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities; and faculty and student scholarship and/or community engagement activities.

Several actions and strategies have been used to create and maintain a culturally competent environment in the college. In 2012, PHHP established a Diversity and Inclusion Committee, which consists of faculty and staff representatives from each department as well as a student representative. This committee works in partnership with input and approval from the college’s Faculty and Staff Councils and the college’s Executive Leadership Committee (ELC). This year, partly in response to the Black Lives Matter movement, the Diversity and Inclusion Committee drafted a comprehensive plan for improving diversity, inclusion and equity in the college. It is currently being vetted across college constituents. Concurrently, each department has drafted a diversity, inclusion and equity plan, with common components addressing employee and student needs related to cultural awareness, knowledge and sensitivity, curricular coverage of diversity related issues, and recruitment and hiring practices. In 2014, the college offered its first annual Diversity Day, (elevated to a Diversity Week in 2019) to broaden learning and engagement for all college students, faculty and staff around cultural competency and diversity issues. The annual Diversity Day keynote presentations have included:

- “Celebrating Women in the Health Professions and Sciences”
- “Feeling Inclusion in our Work”
- “Diversity, Disruption, and Innovation: A Case for the Future”
- “Culture, Religion & Health: Muslim Perspectives”

In addition to the keynote presentations, a poster session is held for students, faculty and staff to share their work related to diversity and inclusion, cultural competence, and for others to learn from it. With the expansion to a Diversity Week, there is a student-focused diversity session, planned and implemented by students, to promote diversity and inclusion on campus and in their lives.

The Dean's Scholar/Distinguished Lecture Series and Research Day presentations have been regular conduits for exposure to diverse visiting scholars. Most recently, Queen Quet, Chieftess and Head-of-State for the Gullah/Geechee Nation, spoke on "De Gullah/Geechee: Living Resilience and Sustainability Culturally," Dr. Mona Fouad, the Senior Associate Dean of Diversity and Inclusion at University of Alabama at Birmingham School of Medicine, spoke on "Building Capacity in Health Disparities Research," and Dr. Sandro Galea, Dean of the Boston University School of Public Health, spoke on "Health haves and health have nots: Understanding and narrowing health inequities in a rapidly changing world."

Faculty and student community engagement occurs through a variety of venues, including:

- Initiatives with HealthStreet and Howard Bishop Middle School, a local Title I school.
- The college has hosted a variety of professional development workshops for faculty, students and staff related to cultural competency and fostering an inclusive environment. Subject matter has included recognizing the value of diversity, addressing issues related to socio-economic differences, LGBTQ individuals, persons whose primary language is not English and skill building to address inclusiveness and everyday bias.
- Students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities through course activities, service-learning requirements (i.e., in the BPH), community service opportunities (i.e., HealthStreet, Howard Bishop Middle School), and MPH internship/applied practice experience (APE) sites.
- In 2015, under the direction of the Diversity and Inclusion Committee, the cultural competency module for the required "Introduction to Public Health" course was revised.
- In 2017, the Diversity and Inclusion Committee developed an opt-out Inclusive Learning Environment statement for the college's course syllabus template. The statement reads:

"Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the [Office of Multicultural & Diversity Affairs website](#)."

At the university level, cultural diversity is championed by the [UF International Center](#), which offers programs and services for international students, support for the development of study abroad programs, faculty engagement opportunities in international teaching and research, and an annual celebration of International Education Week.

5) Provide quantitative and qualitative data that document the school's approaches, successes and/or challenges in increasing representation and supporting persistence and ongoing success of the priority population(s) defined in documentation request 1.

Student Diversity: As noted above, the college mission statement's educational goal lists diversity as the first objective, and diversity and inclusion is one of seven core values identified for the college. Diversity and cultural competence are at the heart of the teaching, research and

service mission of the college. Enrollment trends for the past three years for underrepresented student populations college-wide are shown in Table G1-5.1. The data show a successful increase in the number and percentage of Hispanic/Latino students college-wide during the three-year period, and a steady level of enrollment and percentage of Black/African American students during that time period. However, the data in Table G1-5.1 are not separated by major. College-wide diversity is important, but as a college with both public health and health professions students it must be acknowledged that diversity trends may be vastly different by major. Nationally, Black/African American and Hispanic/Latino students are underrepresented in health professions programs. Thus, it is necessary to break down diversity trends by major to understand how college-wide initiatives are specifically affecting enrollment for public health programs.

Racial / Ethnic Group	Fall 2017 N=741 N (%)	Fall 2018 N=747 N (%)	Fall 2019 N=693 N (%)
African American / Black	164 (7.3%)	201 (8.0%)	198 (7.7%)
Hispanic / Latino	332 (14.8%)	399 (15.9%)	436 (16.9%)

Table G1-5.2 presents trends in enrollment for Black/African American and Hispanic/Latino students in undergraduate and graduate public health programs over a three-year period. Student diversity within both undergraduate and graduate public health programs is greater than student diversity in the college overall. The Bachelor of Public Health (BPH) is a relatively new degree program, with the first cohort having graduated in spring 2018. The trends in enrollment show increasing diversity with respect to Hispanic/Latino students, while diversity of Black/African American students has declined over the same three-year period. Interestingly, the reverse is true of graduate public health programs, with the percentage of Black/African American students increasing while the percentage of Hispanic/Latino students is decreasing. These enrollment trends highlight some successes in college initiatives toward increasing representation and point to an opportunity for more strategic recruitment efforts. Students in the BPH program often apply for admission to the MPH program, so an increase in diversity at the undergraduate level, coupled with enhanced advising and support for underrepresented students, could contribute to greater diversity within graduate public health majors.

Program of Study	Racial / Ethnic Group	Fall 2017 N (%)	Fall 2018 N (%)	Fall 2019 N (%)
Undergraduate Public Health	Black/African American	24 (18.3%)	21 (12.8%)	20 (11.6%)
	Hispanic	20 (15.3%)	29 (17.7%)	37 (21.5%)
Graduate Public Health	Black/African American	27 (8.2%)	30 (8.8%)	35 (10.0%)
	Hispanic	33 (14.7%)	33 (14.5%)	25 (10.8%)

Faculty Diversity: Diversity enhances the quality of education for all and is a major priority of the college. Trends over the past three years, presented in Table G1-5.3, show that the number and percentage of Black/African American and Hispanic/Latino public health faculty have remained steady, but are below the levels of diversity among students. Increasing faculty representation is a goal that may be slower to achieve than increasing student representation. In their 2019 publication *Racial/Ethnic Diversity in Academic Public Health: 20-Year Update*, Goodman et al. analyzed 2016-2017 graduation rates by level of degree conferred and by race and ethnicity for ASPPH member institutions ([Public Health Rep. 2020 Jan;135\(1\):74-81](#)). Of the doctoral degrees conferred by these institutions, only 6.5% of graduates were Black/African American and only 8% were Hispanic/Latino. These percentages were two or more times higher than for their comparison year of 1996 but showed a very gradual increase in representation of only ~0.2% per year for both underrepresented groups. This points to the underlying need to continue to increase graduate student diversity, in particular in doctoral programs in the college, and to support diverse

students with enhanced mentoring to assure their success in applying for external funding and transitioning to a faculty position in the college, if appropriate.

Category/Definition	Fall 2018 N (%)	Fall 2019 N (%)	Fall 2020 N (%)
African American / Black	2 (3.1%)	2 (3.0%)	3 (4.1%)
Hispanic/Latino	3 (4.6%)	3 (4.6%)	3 (4.1%)

Staff: Although the diversity pattern based on the employee percentage fluctuates somewhat differently for African American/Black and Hispanic/Latino groups across the three years, the overall percentage of underrepresented public health staff, shown in Table G1-5.4, has dropped based on growth in the total number of public health staff. However, the number of staff has remained relatively stable. Staff representation is critical on its own for overall diversity, but also may contribute to increased student diversity as there are frequent opportunities for interaction between students and staff members in public health programs, beginning at or even before the student applies to the program. Public health programs in the college should continue their efforts to recruit and support diverse staff members.

Category/Definition	Fall 2018 Total = 53 N (%)	Fall 2019 Total = 51 N (%)	Fall 2020 N = 60 N (%)
African American / Black	8 (15.1%)	8 (15.7%)	8 (13.3%)
Hispanic/Latino	9 (17.0%)	7 (13.7%)	8 (13.3%)

- 6) Provide student and faculty (and staff, if applicable) perceptions of the school’s climate regarding diversity and cultural competence.

Students

In 2019, the Diversity and Inclusion Committee conducted a confidential climate survey among students in the college, with 209 responses represented in Table G1-6.1. The majority of respondents expressed that they were generally or very satisfied with the overall climate, the experience and environment regarding diversity and the extent to which they feel a sense of belonging in the college. Most students also agreed or strongly agreed that their own program demonstrates a commitment to diversity. Greater than 90% agreed that diversity in the college improves experiences for students in colleges and in the college community.

Please indicate your level of satisfaction with the following in the College of Public Health & Health Professions	Very/Generally dissatisfied	Neither satisfied nor dissatisfied	Generally/Very satisfied
Overall college climate	12.5%	10.1%	77.3%
The campus experience/environment regarding diversity in PPHP	15.5%	13.5%	71.1%
The extent to which you experience a sense of belonging or community in PPHP	17.7%	19.1%	63.2%
Please indicate your level of agreement with the following statement about PPHP:	Strongly disagree/Disagree	Neither agree nor disagree	Agree/Strongly agree
Your program demonstrates a commitment to diversity and equity on this campus	16.4%	20.2%	63.9%
Diversity within the college improves experiences for students within the classroom and the overall college community	1.9%	7.2%	90.7%

Faculty and Staff

In 2018, the Diversity and Inclusion Committee conducted a climate survey among faculty and staff in the college which included questions related to perceptions of diversity and cultural competence. While future surveys will need to be modified to better differentiate response choices and increase validity, responses from this survey can be useful for identifying areas upon which to focus efforts. Survey responses, gathered from 55 faculty (34.8%) and 67 staff (48.2%) members, are presented in Table G1-6.2. Respondents were asked to rate their perception of the

effectiveness of initiatives and the combined ratings of “Somewhat Effective, Moderately Effective, Effective and Very Effective” are shown. Both faculty and staff perceived that the college was effective overall in not tolerating offensive behavior. Staff had slightly higher perceptions of other items, with just over 95% perceiving the college is effective overall in providing equitable opportunities to employees and over 82% agreeing that efforts on educating employees on how diversity and inclusion fosters innovation and fostering interactions between diverse groups within the college are effective overall. Among faculty, perceptions of effectiveness related to the latter three statements was lower than for staff, but the majority of faculty perceived that the college is effective overall in these efforts.

Table G1-6.2: Faculty and Staff Perceptions on PPHP Diversity and Inclusion Initiatives				
Perception Statements	Ineffective		Somewhat Effective, Moderately Effective, Effective and Very Effective	
	Faculty	Staff	Faculty	Staff
Educating employees on how diversity and inclusion fosters innovation	26.4%	17.9%	73.6%	82.1%
Providing equitable opportunities to employees	18.5%	4.5%	81.5%	95.5%
Fostering interactions between diverse groups within the college	14.8%	10.6%	85.2%	89.4%
Not tolerating offensive behavior	7.6%	1.5%	92.4%	98.5%

7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths:

- The college has identified areas for improvement and is working diligently to improve diversity, equity and inclusiveness for faculty, staff and students.
- The college has initiated a special initiative to enhance the recruitment of underrepresented minority faculty allocating \$1M in funding for the current year and implementing a 12-step plan to improve the recruitment process.
- The college is culturally diverse, with opportunities for students to learn from faculty who have trained internationally and to assist with global public health research and service initiatives.
- Feedback from students, faculty and staff on diversity and inclusion initiatives in the college has been positive.
- The college’s Diversity Week, Research Day and Dean’s Scholars seminar series focus on speakers who present on socially and culturally diverse topics. These activities have been well attended and are strongly supported by the college.

Weaknesses:

- Recruitment of underrepresented faculty has been static over the past three years. While the numbers of these faculty are steady, growth of the faculty overall in the college over time is outpacing growth of underrepresented faculty.
- There are potential obstacles to recruiting minority candidates to North Central Florida. Candidates may perceive that Gainesville lacks the opportunities that are more easily identifiable in a larger city.

Plans for improvement:

- **Student Recruitment:** While Black/African American and Hispanic/Latino students are fairly well represented in public health programs in the college, the data presented above highlight an opportunity for recruitment efforts to be enhanced with the goal of increasing the percentage of underrepresented groups in the BPH program. In the fall of 2018, the college hired a recruiter to assist with the MPH, BPH and BHS programs to provide students with a more individualized

experience in the application process. The recruiter reaches students across the UF campus to inform them about degree offerings, and works to ensure that contact is made with underrepresented, lower division undergraduates to inform them about undergraduate public health programs and provide support and guidance through the admissions process. An increase in diversity at the undergraduate level will contribute to increased diversity at the graduate level, as many of the college's BPH graduates apply for admission to public health graduate programs in the college. Additionally, public health programs can provide more information and guidance on research opportunities in the college and ensure that the college's talented, diverse students at the undergraduate and graduate levels can gain critical experience to discover the rewards of a research career and opt to pursue a doctoral degree. Enhanced mentoring support of underrepresented students in doctoral programs in the college can lead to enhanced recruitment from the college's student cohorts.

- Faculty Recruitment: To underscore its commitment to the hiring of underrepresented faculty, the college has developed a comprehensive plan that includes \$1M for salary support and start-up funding to foster the hiring of two or more faculty during the 2020-2021 academic year. The plan incorporates a 12-step process with specific strategies and tactics to enhance the identification, recruitment and hiring of underrepresented minority candidates.