

## **G1. Diversity and Cultural Competence (SPH and PHP)**

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

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

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

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

**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 or program'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 or program's scholarship and/or community engagement.**

**Required documentation:**

**1) List the school or program's self-defined, priority under-represented populations; explain why these groups are of particular interest and importance to the school or program; 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. (self-study document)**

The Graduate Programs in Public Health is committed to diversifying our faculty, staff and student body, ensuring the faculty, staff and student body reflect the populations the Graduate Programs serves. The University of Miami, Graduate Programs in Public Health, is located in Miami-Dade County, a rich cultural environment with many persons from traditionally underrepresented groups. The population of Miami-Dade County (US Census Bureau Quick Facts, 2019) is 2,716,940, ranking as the most populous county in the State of Florida and the seventh-most populous county in the United States. Approximately 69.4% of the county's residents are of Hispanic origin (regardless of race), 17.7% are Black or African-American, 1.6% are Asian, and 13% are White (non-Hispanic). The Graduate Programs is committed to the local community and to reflect the population distribution of the state we serve, Florida. The population of the State of Florida is 21.4 million (US Census, 2019). Approximately 26.4% of the state's population identifies as Hispanic, 16.9% are Black/African-American, 3.0% are Asian and 53.2% of the state's population is White (non-Hispanic).

The Graduate Programs has defined three racial/ethnic groups as priority under-represented student populations: Black/African-American, Asian and Hispanic. These groups are of particular interest as they are critically underrepresented in the public health workforce and over-represented in the ranks of the most vulnerable to poor health outcomes (CDC, 2013). Two additional indicators were selected to enhance class diversity. These include students who are the first in their family to attend college and international students. Ensuring that a proportion of the student body is first generation college attendees broadens student sociocultural perspectives. Furthermore, the diversity of international students provides a rich, cultural perspective in the classrooms and in student life.

The priority under-represented populations for faculty are similar to those for students, Black/African-American, Asian and Hispanic. The Graduate Programs strives, to the extent possible, to have faculty who represent the students they serve, with regard to race and ethnicity. Tenured female faculty members are additionally designated as an under-represented population, as evidenced by reports from the National Academies of Sciences, Engineering, and Medicine and establishment of the University of Miami WIAM (Women in Academic Medicine).

The Graduate Programs values staff members who are diverse and representative of the students served and are fluent in a language other than English. These two criteria align with the Program’s values, strategic goals and promoting academic and cultural diversity.

The selection of the under-represented populations for students and faculty were identified and defined by Graduate Programs and Department leadership, upon analysis of institution data (admissions, enrollment and employment) and national data available from the US Census and the Association of Schools and Programs in Public Health (ASPPH). Program faculty, staff and Department leadership believe in diversity and inclusion as strengths that enrich the academic experience, learning environment, scholarship and community engagement of all stakeholders.

**2) List the school or program’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. (self-study document)**

The mission of the Graduate Programs in Public Health is to *develop leaders who can generate and translate knowledge into policy and practice to promote health and prevent disease in human populations*. The strategic goals of the Graduate Programs related to diversity include *mobilizing a diverse student body to address complex public health issues, including issues affecting the vulnerable and underserved populations* and to *nurture an inclusive environment in which students are supported as they attain the knowledge, competencies and values of public health*. The values of the Graduate Programs also emphasize a commitment to diversity, inclusion and mutual respect; we therefore seek to: *promote and celebrate individual and collective distinctions among our students, faculty, staff and community partners*.

| Relevant Goal: Education  | Objective  |
|---|--|
| 2. To mobilize a diverse student body to address complex public health issues, including issues affecting vulnerable and underserved populations. | 2A. Increase active recruitment and admission of a diverse and qualified student body. |
|   | 2B. Increase master’s level scholarship funding to increase reach.                     |
|   | 2C. Increase the diversity of academic backgrounds of public health students.          |
|   | 2D. Expand interdisciplinary learning opportunities for current students.              |
| 3. To nurture an inclusive environment in which students are supported as they attain the knowledge, competencies and values of public health.    | 3A. Increase activities that promote cultural awareness and sensitivities.             |
|   | 3B. Increase and promote student academic support services.                            |

### Students

The Graduate Programs has been attentive to goals for increasing student diversity; however, specific targets for each underrepresented group are not defined. Recruitment strategies are focused on creating a diverse applicant pool, and a holistic admissions process ensures all factors are considered in viewing an applicant, not just the traditional empirical data (e.g., GPA assessment devoid of examining underlying factors that lead to this performance metric). Pipeline programs and partnerships are utilized and aimed at broadening diversity among public health and medical school applicants.

The Graduate Programs has invested significant capital in scholarship programs, aimed at attracting and recruiting highly qualified applicants and lowering the cost of our public health degree to a more competitive level. The scholarship offerings from the Graduate Programs began in 2013 and included partial tuition awards and student employment positions. The current scholarship program (2020 - 2021) for the MPH and MSPH degree programs is available to full-time enrolled students, offering up to 25% tuition coverage for the cost of the program. In 2021, the Resiliency Scholarship was established, the first-ever full tuition scholarship targeting students who have overcome tremendous life challenges, but who are well-prepared for graduate public health training. This scholarship offering will enable the Graduate Programs to offer graduate education to those who would otherwise not be able to afford to pursue a degree at the University of Miami. The Resiliency Scholarship will hopefully attract an exceptionally talented and diverse applicant pool, whose eventual contributions to public health can be used to attract philanthropic-minded donors willing to help expand the program in the coming years.

### Faculty and Staff

Strategies to increase the diversity of the Graduate Programs faculty and staff are grounded in the University and the UMMSOM diversity and inclusion goals. The Graduate Programs strives, to the extent possible, to have faculty and staff who represent the students they serve, with regard to race and ethnicity. The Graduate Programs has been attentive to goals for increasing faculty and staff diversity; however, specific targets for each underrepresented group are not defined.

In Summer 2020, the University of Miami, through the guidance of President Julio Frenk, established and embarked on a 15-point plan to address racial injustice, which focuses on organizational commitment, student and faculty support, research and scholarship, and community outreach. Specific action points include: the establishment of new positions/offices for diversity and racial justice across the institution, a university-wide climate survey, faculty and staff training on implicit bias, programs to support recruitment and retention of Black/African-American faculty, attracting, retaining and supporting Black/African-American students, supporting faculty research on anti-black racism and bias, establishing a center for global black studies, strengthening the Office of Multicultural Student Affairs, expanding the *One Book, One U* program to explore issues of racial justice and equity, and investment in and partnership with the Black community and engagement with local police departments. In Summer 2020, the Department Chair published a *Statement of Commitment* endorsing the statements from the APHA and the ASPPH on a call to action, challenging the structures that support racism and discrimination in schools and communities, inviting into focused dialogue and advocacy that will lead to meaningful change in policy and everyday practice. This statement was posted early June 2020 on our Department website: <https://www.publichealth.med.miami.edu/news/news-releases/2020/statement-of-commitment/index.html>

At the UMMSOM, the Office of Diversity, Inclusion and Community Engagement operates a Dean's Diversity Council, chaired by Nanette Vega, EdD, Assistant Professor, Department of Medical Education and Assistant Dean for Diversity and Inclusion. The Dean's Council provides a forum to develop members into diversity champions, allowing those champions to learn the skills to assist their individual units, departments and centers to learn best practice in inclusion, and promote a culture of belonging. The Council advocates for structural and policy change at the institutional level, and promotes progress at the local (unit, department and center) level.

In conjunction with the President's University plan, the Office of Diversity, Inclusion and Community Engagement, through the Dean's Diversity Council, established the Task Force for Racial Justice in 2020, in response to the political and racial climate that has permeated the country and the medical school. The task force is committed to establishing a culture that embraces anti-racism practices and promotes diversity and inclusion. The UMMSOM Dean's Council and Task Force for Racial Justice include goals and action plans for increasing representation and success of target populations, among others.

Goals of the task force include:

- Recruiting and retaining more Black faculty members
- Encouraging more students from groups that are underrepresented minority in medicine (URM) to join the Miller School of Medicine at every level of learning
- Creating a diversity, social justice and cultural sensitivity training program
- Providing greater student exposure to minority cultures
- Providing counseling and support for Black and brown students to discuss micro-aggressions and uncomfortable situations
- Strengthening health outreach initiatives to South Florida's underserved minority communities

The Task Force for Racial Justice includes seven sub-committees which are comprised of faculty, staff, medical and graduate students, resident physicians and undergraduate and graduate programs (public health, research physical therapy and social sciences). This multi-disciplinary approach collectively provides recommendations and multi-faceted solutions to the challenges of systemic racism within the UMMSOM and, by extension, the community. The seven sub-committees focus on: admissions, student affairs, curriculum, residents and fellows, faculty affairs, research, and community engagement. The Dean's Diversity Council is the implementation arm for the Task Force on Racial Justice.

**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- or program-specific data; convening stakeholder discussions and documenting their results; and other appropriate tools and strategies. (self-study document)**

### Students

The Graduate Program's Office of Admissions aims to attract, recruit, admit and retain diverse and high-achieving public health students with the goals to (1) increase the visibility and reputation of the degree programs and to (2) matriculate public health students who will support the department's mission and will graduate with the knowledge, skills, attitudes, and behaviors necessary to improve the health of a diverse society.

The strategies employed by the Office of Admissions include:

- (1) develop marketing materials to inform about the Graduate Programs and the admissions requirements
- (2) participate in the Association of Schools and Programs of Public Health (ASPPH), the National Association of Advisors and Health Professionals (NAAHP) and the Southern Association of Advisors and Health Professionals (SAAHP)
- (3) provide a continual, year-round schedule of contact and engagement with potential applicants through marketing campaigns facilitated through the use of Liaison's Enrollment Marketing Platform (EMP), a strong web presence, and through the use of social media outreach
  - a. feature program strengths, student and alumni profiles and testimonials, faculty profiles, outcomes data, grant funded awards and rankings, research highlights, publications, recruitment schedules, and FAQ's
  - b. promote objectives and showcase the diverse and welcoming learning environment

- (4) attend local, regional, national and virtual graduate fairs and recruitment events including the *This Is Public Health Fairs*
- (5) host Admissions Information Open Houses in the Fall and Spring semesters
- (6) host virtual information sessions known as the *All About Series* for prospective students

Masters and doctoral students from diverse backgrounds participate in recruitment efforts and serve as ambassadors of the Graduate Programs. The Canes Student Ambassador Program, established in 2019, utilizes current students to represent the programs at local, regional, national and virtual recruitment events, provide campus tours, participate in virtual visits, conduct call campaigns and lead student engagement events. Ambassadors serve as resources, sharing their personal experiences in the program and helping to answer questions from prospective students. Ambassadors also help welcome and support incoming international students as they navigate the program and culture. For 2020-2021, the Graduate Programs had five masters and doctoral student ambassadors serving in this role.

The Office of Admissions hosts *Admissions Information Open House Sessions* each fall and spring semester. Beginning in 2020, the Office of Admissions transitioned the *Open Houses* to a virtual format and also began hosting degree information sessions known as the *All About Series* with targeted outreach. Faculty, staff, current students and alumni participate in the events helping to introduce the Graduate Programs and provide diverse perspectives to prospective applicants.

The Office of Admissions utilizes historical applicant and matriculant data compiled by ASPPH to understand demographics and trends in enrollment. Using a data-driven approach, the annual recruitment schedule is developed to focus on the University of Miami undergraduate population, as well as the top ten feeder schools, and regional and national institutions that meet Department goals.

For the Fall 2020 and Spring 2021 semesters, the Graduate Programs launched a pilot scholarship program for MPH and MSPH students. The goal of the scholarship program is to lower the cost of the degree by approximately 25% with tuition awards valued at \$19,500. Also starting in Fall 2020, the Graduate Programs implemented another initiative to curtail the overall cost of the degree by reimbursing the \$50 SOPHAS application fee to all applicants who are accepted and matriculate in the MPH or MSPH programs. Effective Summer/Fall 2021, the Graduate Programs will offer the full-tuition Resiliency Scholarship to an MPH or MSPH student who has faced serious life challenges and overcome them. Students will be required to submit a Resiliency Scholarship Application, including an essay that describes their interest in the power of personal resilience, and how their unique life circumstances have informed their educational and career aspirations. Candidates for the Resiliency Scholarship will participate in an interview with the Scholarship Committee. Students awarded any of the Graduate Programs scholarships must remain in good academic and professional standing and must maintain full-time enrollment.

The MS Prevention Science and Community Health program offers all incoming students a \$7,500 scholarship award. Beginning in Fall 2021, the MS Biostatistics program will also offer all incoming students a \$7,500 scholarship award. The MS Climate and Health program offers a half tuition scholarship for the entire duration of the program. MS Climate and Health students assist an assigned faculty member in his/her research and/or teaching and related activities for up to 15 hours per week.

The University of Miami is one of nine universities in the State of Florida participating in the Florida Education Fund McKnight Fellowship program. The McKnight Fellowship program is designed to address the under-representation of Black/African-American and Hispanic faculty at colleges and universities in the State of Florida by increasing the pool of citizens qualified with PhD degrees to teach at the university level. The McKnight program has awarded more than 1,200 fellowships and increased the number of Black/African-Americans and Hispanics who have earned PhDs in crucial disciplines where members of underrepresented groups have not historically enrolled and completed degree programs. The fellowship award includes a \$12,000 stipend for three years, and \$5,000 per year in tuition/program fees support. The Epidemiology and Prevention Science and Community Health PhD programs have included six McKnight fellows since 2014.

Pipeline programs and partnerships are utilized by both the Graduate Programs, as well as the UMMSOM, for broadening diversity among qualified applicants to public health and medical school. The UMMSOM Office of Graduate Studies offers a Summer Undergraduate Research Fellowship (SURF) program to inspire and train the next generation of biomedical researchers and physician-scientists. This 10-week program immerses undergraduate students from diverse backgrounds in hands-on, innovative biomedical research in the laboratories and research workgroups of exceptional faculty members with the UMMSOM. It includes the Department of Public Health Sciences, which joined the program as a participating department in 2020. To date, the Department has mentored one fellow, with the participation of Dr. David Lee. This fellow received an award at a SURF poster competition and is currently a co-author on a manuscript under peer review based on work she completed during her fellowship. Additional Department faculty have contributed to the program since 2018 with group presentations on research education, ethics and career development sessions.

The Graduate Programs entered a partnership with Can-Achieve in 2016, China's premier education marketing and student recruitment company, based in Beijing. For over a decade, through its national network in almost all major cities in China, Can-Achieve has helped over 20,000 Chinese students to achieve their dream to study abroad. The Can-Achieve partnership began with a focus on promoting and recruiting students for our MS in Biostatistics program. The relationship and focus were extended in 2018 to include all graduate degree programs (master's and doctoral). Each fall semester, the Graduate Programs has enrolled 1-2 students from this pipeline program. Additional international partnerships have been established with Mexico (Instituto Nacional de Salud Pública, INSP) and Colombia (Instituto Nacional de Salud, INS) and currently serve as an exchange of public health applied practice/field experiences. The Graduate Programs plans to expand this exchange to promote academic mobility and completion of the full degree program in 2022 - 2023.

The Graduate Programs Office of Admissions has a strong working relationship with the UMMSOM Office of Diversity, Inclusion and Community Engagement. Graduate students are invited to participate in the student programming offered by this office, as well as take advantage of the many resources provided. Each year, the UMMSOM receives over 10,000 applications for its MD program. The UM MD program is limited to 200 open spots for its incoming class. In order to introduce those not earning a post in the MD program to possible health professional and career alternatives, the Graduate Programs reaches out to underrepresented minority applicants and offers to provide them with more in-depth information regarding the public health programs. This strategy has proven effective as 2-3 under-represented in medicine students have enrolled each year and have excelled in the master's program. A number have continued to pursue medical school after completing the public health graduate program.

The Graduate Programs Office of Admissions works with the University of Miami Office of Pre-Health Advising and Mentoring, the Toppel Career Center and the School of Nursing and Health Studies (houses undergraduate public health and health sciences majors) to identify students who may be interested in pursuing a graduate degree in public health at the University of Miami. Each year, the Graduate Programs participates in presentations, class discussions and events to introduce public health as a career choice and to serve as a resource for the University undergraduate population.

The Medical School participates in multiple pipeline programs to expand diversity among qualified medical school applicants for both the MD program and MD/MPH joint degree program. Programs include:

- Health Professions Mentoring Program—a program identifying high school students for study at the University of Miami; to increase the number of under-represented students matriculating to UM (undergraduate) and medical school (50-60 participants per year).
- High School Careers in Medicine Workshop—a 7-week program for economically and educationally disadvantaged Miami-Dade County public school students interested in medicine; provides instruction in anatomy and cellular/molecular biology (25 participants per year).
- Medical College Admission Test Preparation Program—an 8-week course designed to assist pre-medical students from underrepresented and underserved backgrounds; offers

- preparation for the MCAT exam, physician shadowing, participation in a mock interview for medical school and written portfolio assessment (25 participants per year).
- Minority Students in Health Careers Motivation Program—a 7-week residential program servicing disadvantaged pre-med college juniors, seniors and post-baccalaureate students focusing on enhancing strengths and minimizing barriers that may limit participant's candidacy to medical school (25 participants per year).
  - White Coat Society and the UMiami Minority Association of Pre-Health Students (MAPS)—promotes diversity in the medical field by providing shadowing opportunities, portfolio review and mentoring to undergraduate students from underrepresented backgrounds (35 participants per year).

### Faculty and Staff

The Department of Public Health Sciences ensures that faculty and staff have multiple opportunities for diversity training and contributing to diversity and inclusion development on campus.

In Fall 2017 and Spring 2018, the staff from the Graduate Programs and Department Central Administration participated in a 6-week cultural competency training program with the UMMSOM Office of Diversity and Inclusion. Each 60-90 minute in-person training session was designed to engage, challenge and provoke serious conversations related to diversity and to increase awareness, knowledge and skills of staff in the following areas: implicit bias, stereotype threat, operation gender gap, safe space LGBT sensitivity, a history of Blacks in Miami and cultural competency overview. A total of 14 staff members participated across the six sessions. In addition, tied to the University President's 15-point action plan for diversity and inclusion, which included expansion of diversity and training opportunities, the University required both faculty and staff to complete two online (ULearn) training programs in 2020 addressing issues that impact diversity and inclusion in the workplace. The first required training was on managing bias and the second course was on diversity and inclusion in the modern workplace. These online trainings are intended to be a first step in an ongoing development process.

Faculty and staff who completed the required ULearn online training programs were eligible to participate in additional University diversity initiatives, including a training session that explored concepts such as unconscious bias and micro-aggressions through a diversity interactive theatre program. Throughout the fall and spring semesters of 2020, the University's Office of Human Resources partnered with DeValk and Associates LLC to provide a dynamic learning modality bringing to life the faces and emotions that often accompany the challenges of diversity and inclusion situations. As part of the experience, faculty and staff participants interacted with professional actors virtually performing short dramatizations of workplace situations as catalysts to in-depth conversations about micro-inequities, diversity awareness and respect. As of January 2021, approximately 20 faculty and staff members from the Department have completed the interactive theatre training.

The University of Miami Office of Institutional Culture offers the *One Book, One U* program, an opportunity for the UM community to explore issues of diversity and inclusion through the reading of a selected text. *One Book One U* is designed to engage the entire University community in dialogue about the human experience. The selected text is provided to all who wish to participate free of charge and a schedule of events related to the book's theme, including a signature event with the author, are held each spring semester. In line with the University President's 15-point action plan, this program was expanded, and events were scheduled throughout the year, including a reflective session guided by the Office of Institutional Culture and Office of Diversity, Inclusion and Community Engagement for the Department of Public Health Sciences (faculty, staff and students were all invited to participate and provided a free copy of the text). The text selected for the 2020 – 2021 academic year was *So You Want to Talk About Race* by Ijeoma Oluo. The Department reflective session in Fall 2020 was well attended, with 31 faculty, staff and public health student participants.

Members of the Department and Graduate Programs serve in multiple capacities developing and promoting the UMMSOM's diversity plans. Numerous Department faculty, staff, and students serve on five of the seven sub-committees comprising the Task Force on Racial Justice including 6 staff members

from the Graduate Programs, 1 staff member from the Department Division of Biostatistics, 4 faculty members from the Department and 7 students from the MPH and MD/MPH programs. Detailed recommendations from each sub-committee as well as identified short-term and long-term strategies are detailed online.

Please view: <https://med.miami.edu/offices/diversity/about-us/task-force>

Women in Academic Medicine (WIAM), established in 2008 at the UMMSOM, supports women's careers by providing opportunities for networking, sponsorship, mentorship and career development. WIAM supports and promotes the career development of UMMSOM women faculty through initiatives designed to promote clinical, scientific and teaching excellence, increase the representation, participation and leadership of women in the organizational structure of the UMMSOM and its standing committees, enhance the recruitment, retention and professional advancement of women faculty, and eliminate gender discrimination and harassment, and promote a positive work environment. Faculty members teaching in the Graduate Programs are active participants in the WIAM program, including service and advisory board members (Drs. Viviana Horigian, Ami Raval and JoNell Potter).

The recruitment and retention of a diverse faculty remains a foundational ongoing goal for both the Department of Public Health Sciences and the University as a whole. In an effort to ensure a diverse applicant pool and diverse hiring, the DPHS has developed a diversity recruitment plan for faculty/leadership and staff positions. The Office of Faculty Affairs and Professional Development with the UMMSOM is currently issuing guidelines to all departments for promoting a diverse and inclusive environment, beginning with position planning and hiring practices. The DPHS plan employs a multi-level approach starting with the composition of the position announcement. Best practices suggest that more broadly worded position announcements attract a more diverse applicant pool versus announcements that seek highly focused skill sets. Position announcements will also provide signals of the Department and University's commitment to diversity by referencing the ongoing efforts of the Dean's Diversity Council and Taskforce for Racial Justice. This commitment to diversity will also be signaled to potential applicants by asking each applicant to submit a statement about their past contributions to diversity and their anticipated contributions to our institutional and program values. Standing recruitment committees for faculty/leadership positions will be racially and ethnically diverse and will be balanced with respect to gender. Continued membership on DPHS faculty/leadership and staff recruitment committees includes a commitment to taking advantage of ongoing diversity training opportunities offered at the UMMSOM. Commitment to the standing committees for faculty/leadership will be for two-years to allow for continuity.

Retention a diverse faculty is a continuous effort in the Department, the UMMSOM and the University. The ability to retain our faculty is an important factor in increasing the number of Black/African-American, Asian, Hispanic and female tenured faculty. Support for Department faculty is provided through numerous trainings and workshops offered by both the Department and the University including the new faculty orientation, teaching workshops, the Office of Research Resources monthly seminars, and a comprehensive junior faculty mentoring program. Research and other resource initiatives include the Office of the Vice Provost for Research and Scholarship weekly funding opportunities, individual assistance in identifying funding opportunities, grant preparation services and grant review services.

The Department of Public Health Sciences is currently establishing, with UMMSOM leadership, a faculty development and diversity position for the UMMSOM. The appointment of this faculty will reside in the Department of Public Health Sciences, serving the needs of the department as well as serving the broader UMMSOM efforts to enhance faculty diversity. This position, which is being developed in collaboration with the Office of Faculty Affairs, will oversee career development support for junior faculty and peer-mentoring efforts for under-represented and junior faculty. In addition, this position will work to develop and implement a strategic plan for recruiting, retaining and supporting the wellness of diverse/under-represented UMMSOM faculty. The creation of this position demonstrates the broader institutional support for these faculty diversity, development and retention initiatives.



Please see ERF G1.3 for University Faculty Hiring Guidelines.

**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. (self-study document)**

The Graduate Programs is committed to fostering a culturally competent environment for students, faculty and staff.

Program Curriculum

The curricula for the Graduate Programs degree programs provide students with exposure to cultural diversity. Select examples include the following:

- *EPH 653 Leading Change in Population Health* specifically addresses race, class and culture in mobilizing leaders and managing biases as a step towards cultural competence
- *EPH 607 Interdisciplinary Health Communication* specifically addresses the role of culture in health communication
- *EPH 617 Introduction to-Disease Prevention and Health Promotion* examines individual and multi-level theoretical models and their role in addressing structural bias, social inequities and racism, and informing the development of preventive interventions
- *EPH 620 Health Education and Behavior* examines the role of social determinants of health including structural factors (structural bias, inequities, racism) in health inequities and how social and cultural determinants of health (values, practices) are addressed in programs for different groups
- *EPH 652 Health Policy* examines health policy and the challenges of health disparities
- *EPH 646 Determinants of Health and Health Disparities Across the Life Course* examines how social/cultural, structural, political and economic determinants influence public health and health inequities
- *EPH 646 Climate and Health* examines climate change and its impact on vulnerable regions, indigenous populations, and populations most vulnerable to severe weather and the concept of climate migrants
- *EPH 679 Learning Collaboratory* examines cultural and linguistic adaptation of assessments, services and interventions, building relationships with people from different cultures, cultural competence in a multicultural world, and building culturally competent organizations

In addition to coursework exposing students to public health issues faced by diverse populations from around the world, students have the opportunity, through their MPH applied practice/field experience, to engage with agencies and community organizations (local, national and international) and an opportunity for building competency in diversity and recognizing sociocultural factors and cultural considerations. For example, the Graduate Programs established a partnership with the Kuvin Foundation in 2015, whose mission is to foster peace through regional health and scientific cooperation in the Middle East. The Kuvin Foundation partners with the Braun School of Public Health and Community Medicine in Jerusalem, which provides applied practice/field experiences for students focusing in the areas of infectious disease, migrant health and disease surveillance. To date (2015 – 2019), the Kuvin Foundation has awarded 15 MPH, MSPH, and MD/MPH students the MISH Fellowship (Miami, Israel, Science and Health) travelling awards to complete projects in Jerusalem. In addition, MPH students have completed applied practice/field experiences in Haiti, Panama, the Dominican Republic, Peru, Colombia, Mexico, Brazil, Uganda, India, Timor-Leste, Ethiopia, New Zealand, Australia, Canada and Lesotho.

### Guest Lecturers and Invited Speakers

Guest lecturers and invited speakers present diverse community perspectives and reflect the Program's intent to demonstrate the value of cultural competence and appreciation of diversity. Examples of guest lecturers and invited speakers during the 2019-20 and 2020-21 academic years include:

- Rochelle Baer, Director, Leadership Development in Neurodevelopmental Disabilities (LEND), Department of Pediatrics, UMMSOM
- Morris Copeland, Director, Miami-Dade County Juvenile Services Department
- Jeri Cohen, Circuit Judge, Circuit Criminal Division, Drug Court and Dependency Court, Miami-Dade County, FL
- Reverend Charles Dinkins, President and CEO, Hosanna Community Foundation, Liberty City FL
- Abigail Fleming, JD, Fredman Foundation Environmental Justice Clinic, UMiami School of Law
- Luis Hernandez, Emergency Management Specialist, Centers for Disease Control and Prevention (CDC), Division of Global Health Protection
- Rodney Jacobs, JD, MPA, MPH, Assistant Director, Civilian Investigative Panel, City of Miami
- Sonjia Kenya, PhD and Sebastian Escarfuller, MPH, Community-Based HIV Awareness for Minority Populations (CHAMP), UMMSOM
- Octavio J. Martinez, MD, Hogg Foundation for Mental Health, University of Texas at Austin
- Alex Mason, PhD, Senior Director, Boys Town Child and Family Translational Research Center, Tallahassee FL
- Rhoda Moise, PhD, Postdoctoral Associate, Ragin Lab, Cancer Prevention and Control Program, Fox Chase Cancer Center, Temple Health
- JoNel Newman, JD, Director, Health Rights Clinic
- Carlos Padron, MPH, Infectious Disease Elimination Act (IDEA) Needle Exchange
- Kristie-Anne Padron, Esq., Supervising Attorney, Immigration and Nationality, Catholic Legal Services
- Graylyn Swilley-Woods, Overtown Children and Youth Coalition
- Maria Jose Wright, Legislative Co-Lead, Mothers Demand Action for Gun Sense Miami

### Events

In alignment with the program's value of diversity, inclusion and mutual respect (to *promote and celebrate individual and collective distinctions among our students, faculty, staff and community partners*), the Graduate Programs has supported, promoted and hosted social and cultural exchange events initiated by program staff and various student groups. For example, in 2018 and 2019, the Graduate Programs hosted a Chinese New Year luncheon for all graduate students and faculty. As part of the new student orientation activities, Graduate Programs hosts the International Student Luncheon each fall semester to create a welcoming space where staff, faculty and other international students meet their peers and share stories and information to support new students on campus. The Graduate Programs has also collaborated with the MD program, Latino Medical Student Association, supporting Hispanic Heritage Month events (2019 and 2020). These events provide an opportunity for students to share their cultural customs, which included history, food/drink, decorations, music and entertainment as well as student and invited speaker panels. The Department of Public Health Sciences has co-hosted and supported events with the Office of Diversity and Inclusion for Black History Month (2018, 2019 and 2020) including alumni/speaker panels, luncheons and receptions and hosted conversations.

The Graduate Programs hosted *One Name, One Story, Our Story*, in Fall 2020, as an inclusion event for faculty, staff and students to promote a sense of belonging and connection during a remote/virtual semester. Faculty, staff and students were invited to utilize storytelling as a way to connect with each other and to share their background and personal journey. Participants shared collectively as a large

group and then were assigned to small group chats to further share their story. A feedback survey administered after the event suggested satisfaction with the format and experience.

Comments for what was most helpful about the session included:

- *Nice to hear people's stories and connect*
- *Listening to other people's stories, commonalities, diversity of experiences, intimacy of small group*
- *Enjoyed hearing from others I did not know*
- *Nice way to connect in these unique times*

Suggestions for improvement included extending the time available for the event (more than 1 hour), marketing to a larger audience and encouraging more students to attend.

### Student Organizations

The Graduate Programs has created and supported student organizations, which provide a platform for students to hold conversations on diversity and inclusion and engage in community service. Each organization has a clear purpose, including mission statements, which contribute to the larger mission and core values of the Graduate Programs and the UMMSOM. The assembly and focus of each organization may differ, however the primary objectives of each is to facilitate interactive relationships with the University community (faculty, staff, alumni and students); promote student involvement through service, programs and special events; voice suggestions and concerns to appropriate leadership; and contribute to the education and welfare of fellow students. These organizations include:

- **Delta Omega Honor Society:** Honorary society for graduate studies in public health; University of Miami, Beta Sigma Chapter, hosts professional development activities each semester and collaborates with the Public Health Student Association for community service
- **Public Health Student Association (PHSA):** Serves as the link between faculty, staff and students, organizing service, academic and social events. The PHSA connects with the surrounding communities in Miami through service activities such as beach cleanups, Cooking Canes with Booker T. Washington High School, Halloween social distance activities in Little Havana, and collecting donations for local women's shelters.
- **Department of Community Services (DOCS):** Provides screening, preventive services, referrals, and specialty care to underserved populations in South Florida
- **Wellness Advisory Council:** UMMSOM Medical Education Office, coordinates and partners with broadly diverse and inclusive well-being programs and groups for medical students to foster a wide range of personal health, wellness, and professional needs within the UMMSOM student community
- **MedicOUT:** Aims to create a more supportive environment for LGBTQ individuals both on the medical campus and in the medical community
- **Latino Medical Student Association (LMSA):** Dedicated to increasing the proportion of underrepresented minority medical students and faculty, educating on issues affecting the Latino community, serving underserved communities through volunteerism and advocacy and creating an environment conducive to the extraordinary success of Latinos at UM

Please see ERF G1.4 for sample flyers for student organization and events.

**5) Provide quantitative and qualitative data that document the school or program’s approaches, successes and/or challenges in increasing representation and supporting persistence and ongoing success of the priority population(s). The data must include student and faculty (and staff if applicable) perceptions of the school or program’s climate regarding diversity and cultural competence (self-study document)**

The table below provides summary quantitative data for the measurable objectives identified as priority and/or underrepresented populations in the Graduate Programs in Public Health diversity plan. Data presented is for total student body enrollment, Fall semester each year.

| Category/Definition                     | 2018              |        | 2019              |        | 2020              |        |
|---|-------------------|--------|-------------------|--------|-------------------|--------|
| Student                                 | Graduate Programs | MD/MPH | Graduate Programs | MD/MPH | Graduate Programs | MD/MPH |
| Black/African-American                  | 7%                | 10%    | 8%                | 11%    | 13%               | 5%     |
| Asian                                   | 9%                | 18%    | 7%                | 17%    | 9%                | 9%     |
| Hispanic                                | 21%               | 8%     | 25%               | 14%    | 28%               | 22%    |
| First Generation College <sup>1</sup>   | 16%               | 2%     | 23%               | 6%     | 26%               | 9%     |
| International Student Enrollment        | 25%               | 1%*    | 25%               | 1%*    | 13%               | N/A    |
| Faculty (Department)                    |                   |        |                   |        |                   |        |
| Black/African-American                  | 3%                |        | 3%                |        | 3%                |        |
| Asian                                   | 19%               |        | 22%               |        | 28%               |        |
| Hispanic                                | 28%               |        | 22%               |        | 18%               |        |
| Female (tenured)                        | 38%               |        | 27%               |        | 25%               |        |
| Staff                                   |                   |        |                   |        |                   |        |
| Total Minority Representation           | 69%               |        | 77%               |        | 80%               |        |
| Fluent in a language other than English | 63%               |        | 56%               |        | 56%               |        |

<sup>1</sup>New Fall matriculants only MPH, MSPH, MS and PhD students, SOPHAS; MDMPH, AMCAS

\*MD/MPH program does not matriculate international students, 2018 and 2019 (%) reported is DACA students enrolled

For students, both Graduate Programs and the MD/MPH program have increased Hispanic student representation in the programs and more closely mirror the State of Florida population. Asian student representation has remained consistent for the Graduate Programs and decreased in the most recent year (2020) for MD/MPH. Black/African-American student representation has increased for the Graduate Programs, although still below the State of Florida population, and decreased for the MD/MPH program (most recent year 2020). These mixed results are both disappointing and encouraging, as they illustrate the need for continued efforts to increase our priority underrepresented populations as well as positive results of effectively implementing strategies outlined in this criterion, including utilizing our pipeline programs and increased scholarship funding. First generation college has increased across the three years for both the Graduate Programs and the MD/MPH program. International student enrollment for the Graduate Programs has decreased in the most recent year (2020).

For faculty, underrepresented priority populations, specifically Black/African-American faculty, remain at an unacceptably low percentage. The representation of Asian faculty has increased, while Hispanic representation has decreased. Female tenured faculty has decreased and has not yet reached the

percentage seen with male faculty members (approximately 50% with tenure). Minority representation for program staff has increased since 2018 and fluency in a language other than English has remained high and relatively constant.

Students provide feedback on diversity, inclusion and environment in one survey instrument, the student satisfaction survey (for exiting students). Graduating students are asked to complete the satisfaction survey at the conclusion of their last semester in their degree program. The survey is administered online and takes approximately 15 minutes to complete. The online survey allows students an opportunity to rate their level of satisfaction in several areas of the Graduate Programs, including education/instruction, academic advising and career counseling, program administration support and resources, and program climate. Open response questions are also included, which allows students to provide more focused and detailed feedback. The student satisfaction survey includes several questions/ratings statements on the program’s climate regarding diversity, inclusion and cultural competence. Students are asked to rate their level of agreement with these statements. Overall, students were satisfied with the climate in the Graduate Programs. Data for the calendar years 2018 - 2020 is provided below.

For the 2018 graduates (MPH, MSPH, MS and PhD), the response rate was 28% for the satisfaction survey (n = 20 of 71 graduates). This includes 17 master’s level responses (MPH, MSPH and MS) and 3 doctoral responses (biostatistics and epidemiology).

For the 2019 graduates (MPH, MSPH, MS and PhD), the response rate was 32% for the satisfaction survey (n = 23 of 71 graduates). This includes 20 master’s level responses (MPH, MSPH and MS) and 3 doctoral responses (epidemiology and prevention science and community health).

For the 2020 graduates (MPH, MSPH, MS and PhD), the response rate was 44% for the satisfaction survey (n = 28 of 63 graduates). This includes 25 master’s level responses (MPH, MSPH and MS) and 3 doctoral responses (biostatistics and prevention science and community health).

| <b>Student Satisfaction Survey</b>  | <b>“Excellent” to “Good”, 2020</b> |
|---|------------------------------------|
| Diversity and cultural competence, with respect to the curriculum and the classroom | 93%                                |
| Supportive environment for inclusion of diverse communities and perspectives        | 96%                                |

Likert scale, 1-5, 1= excellent, 2= very good, 3= good, 4= fair, 5= poor

| <b>Student Satisfaction Survey</b>                       | <b>“Strongly Agree” or “Agree”, 2018</b> | <b>“Strongly Agree” or “Agree”, 2019</b> | <b>“Strongly Agree” or “Agree”, 2020</b> |
|--|--|--|--|
| Leadership and administration treated me with respect.   | 89%                                      | 79%                                      | n/a                                      |
| Graduate Programs staff were responsive and respectful   | Not included on survey                   | Not included on survey                   | 93%                                      |
| Faculty program directors were responsive and respectful | Not included on survey                   | Not included on survey                   | 100%                                     |

Likert scale, 1-5, 1= strongly agree, 2= agree, 3= neither agree or disagree, 4= disagree, 5= strongly disagree

For qualitative data, currently, many of the conversations regarding student perceptions about diversity, inclusion and cultural competence occur informally, as part of class discussions, or discussions from town hall meetings, chair's hours, or hosted events, all intended to bring students, faculty and staff together to voice concerns and discuss current issues. During Summer and Fall 2020, town hall events with the Department and the UMMSOM were offered to begin dialogue on racial violence and trauma and provide a platform for students to voice concerns about the climate at the UMMSOM, united against racism. In addition, the Graduate Programs faculty, staff and students are strongly represented at the UMMSOM with service on the Task Force for Racial Justice.

In Fall 2018, the Miller School of Medicine conducted a survey led by Dr. Linda Pololi of Brandeis University and the leader of the National C-Change Initiative to assess the factors that were impeding faculty vitality at the Miller School of Medicine. Sixty-two percent of the medical school faculty participated, including faculty from the Department of Public Health Sciences. Results for UMMSOM faculty indicated a lower score than the US faculty results in the areas of vitality (being energized at work), self-efficacy in career advancement, perception of institutional commitment to faculty advancement, relationship/inclusion/trust, values alignment, work-life integration, perceptions of equity for female faculty and under-represented in medicine minority (URMM) faculty, and perceptions of institutional commitment to advance female faculty and URMM faculty.

In Spring 2019, the data review and presentation process resulted in the creation of four C-Change steering committees focused in the areas of faculty affairs and professional development, compensation action, research and development, and institutional culture. The institutional culture steering committee has identified five priorities for action based on survey results which include (1) CEO attendance at C-Change steering committee meetings on institutional culture, (2) development of a plan for addressing gender equity across the institution, (3) engagement of administrators and staff in the culture change process to improve communication and work standards, (4) identification of opportunities for valuing faculty at all levels, and (5) development of a process for regular communication across the enterprise.

In Spring 2021, the C-Change steering committees presented a progress report to the Faculty Council. Progress in the institutional culture committee included the creation of the Dean's Annual Faculty Awards, improved communication and opportunities for faculty through the enhanced Miller School website, and improved collaboration and coordination of UHealth and Miller School leadership. Next steps for the institutional culture steering committee include collaboration with the compensation action steering committee to begin a research faculty gender equity review (planned for Fall 2021).

Please see ERF G1.5 for C-Change summary data reports and progress reports.

**6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)**

**Strengths:** The Department and the Graduate Programs has continued to demonstrate its commitment to diversity, inclusion and cultural competence in education, research/scholarship and community/service. Faculty, staff and students have contributed meaningfully to the University and Miller School of Medicine diversity and inclusion plans. Increasing faculty and student minority representation has progressed in recent years, with some exceptions.

**Weaknesses:** A number of challenges related to diversity and inclusion persist, there is considerable room for improvement with faculty and student diversity. Feedback on climate from students, faculty and staff, and processes and procedures to strengthen diversity have not always been well-documented.

**Plans for improvement:** Continue to expand diversity representation in the program faculty (primary and non-primary) and the recruitment and retention of qualified students and staff. Faculty and staff will continue to be encouraged to attend diversity and inclusion trainings. The Office of Diversity, Inclusion and Community Engagement will be conducting a climate survey of the UMMSOM in Fall 2021 to better

inform the school's strategic plan. The Department and Graduate Programs will continue to develop processes and procedures for diversity initiatives as the University and Miller School of Medicine disseminate best practices.

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