1.8 Diversity. **The program shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research and service practices.**

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

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

Examination of the demographics of Ohio and those of CEOMPH students, faculty and core faculty, are indicative of variation between the distribution of various groups at the state and CEOMPH levels. While 12.5% of the state is Black or African American, 18.2% of CEOMPH students identify as such. However, only 5.7% of CEOMPH faculty (and 7.7% of core faculty) identify as Black or African American. Ohio's American Indian and Alaska Native population is 0.3% of the total population but 15.6% of the CEOMPH student population. No CEOMPH faculty identify themselves in this manner. Hispanics or Latinos comprise 3.3% of the state's population, 4.0% of the CEOMPH students, 1.9% of faculty and 7.7% of the core faculty. Finally, while Asians make up 1.8% of the state's population, they make up 1.5% of the CEOMPH students, 5.7% of the CEOMPH faculty and 15.4% of the core faculty. While the racial/ethnic composition of students meets or exceeds that of the state, with the exception of Asians, faculty and core faculty composition falls short of state levels. For these reasons Black or African American faculty have been determined to be an under-represented population in the CEOMPH program.
In preparing the program's Diversity Plan, a climate survey was distributed via email to students and faculty. Although both groups were overwhelmingly positive about the climate (vis á vis diversity) of the program, some concerns were raised both by the survey and in the meetings of the Diversity Committee that insufficient time is spent on the issue and that more opportunities to discuss this topic and its impact on the students, program and public health were desired. While not an under-represented population, this finding suggested that additional attention be directed to class content and discussion.

  ii. **A list of goals for achieving diversity and cultural competence within the program, and a description of how diversity-related goals are consistent with the university's mission, strategic plan and other initiatives on diversity, as applicable.**

The partner university mission statements and links to their offices of diversity and diversity plans (if link exists) are listed below:

University	Mission Statement	Office of Diversity
The University of Akron	To ensure student success and leverage our region's unique assets in the creation of knowledge and application of research that benefits humankind. https://www.uakron.edu/vision2020/vision-and-mission.dot	Office of Inclusion and Equity http://www.uakron.edu/ie/ Framework for Inclusive Excellence Roadmap http://www.uakron.edu/dotAsset/7b40b834-6f44-4bf9-98e6-5cacce34c203.pdf

Cleveland State University	Our mission is to encourage excellence, diversity and engaged learning by providing a contemporary and accessible education in the arts, sciences, humanities and professions, and by conducting research scholarship, and creative activity across these branches of knowledge. We endeavor to serve and engage the public and prepare our students to lead productive, responsible and satisfying lives in the region and global society. https://www.csuohio.edu/sites/default/files/media/board_of_trustees/documents/mission.pdf	Division of University Engagement https://www.csuohio.edu/engagement/inclusion Diversity Action Plan https://www.csuohio.edu/engagement/diversity-action-plan
Northeast Ohio Medical University	The mission of the Northeast Ohio Medical University College of Medicine is to graduate exemplary physicians oriented to primary care practice and other needed specialties. We strive to improve the quality of health care in Northeast Ohio through: • Education of medical students • Support for residency programs in our affiliated hospitals • Continuing professional development of our staff, faculty and regional health professionals • Scholarship, including original research • Community service programs • Stewardship for the health of Northeast Ohio http://www.neomed.edu/academics/medicine/vision-mission-values	Office of Diversity, Equity and Inclusion http://www.neomed.edu/about/diversity/office-of-diversity-equity-and-inclusion
Ohio University	Ohio University holds as its central purpose the intellectual and personal development of its students. Distinguished by its rich history, diverse campus, international community, and beautiful Appalachian setting, Ohio University is known as well for its outstanding faculty of accomplished teachers whose research and creative activity advance knowledge across many disciplines. https://www.ohio.edu/president/priorities/mission.cfm	Office for Diversity and Inclusion https://www.ohio.edu/diversity/index_old.cfm Diversity Strategic Plan https://www.ohio.edu/diversity/mission.cfm
Youngstown State University	Youngstown State University – an urban research university – emphasizes a creative, integrated approach to education, scholarship, and service. The University places students at its center; leads in the discovery, dissemination, and application of knowledge; advances civic, scientific, and technological development; and fosters collaboration to enrich the region and the world. http://web.ysu.edu/gen/ysu/Mission_Vision_and_Core_Values_m450.html	Division of Multicultural Affairs http://cms.ysu.edu/administrative-offices/division-multicultural-affairs/division-multicultural-affairs

Aspects that are in common among the university diversity initiatives include awareness, climate, retention, communication, programming for students, and community. When the program Diversity Committee developed their plan, the university missions and diversity initiatives were considered. The CEOMPH Diversity Plan is in Appendix 1.8.a.ii.

The goals outlined in the CEOMPH Diversity Plan are as follows:
1. To recruit, retain and develop the diversity of faculty and students
2. Foster a program culture and climate that is welcoming and respects differences, encourage inclusiveness, and reflect diversity, equity and inclusion as a core value of the program
3. Infuse and maintain the principles of diversity in the curriculum. Promote pedagogical strategies that facilitate respect of differences, understanding health disparities, cultures impact on public health services and planning, and effective cross cultural communication in the public health profession.
4. Build and strengthen partnerships with diverse communities, community-centric organizations, and government entities to advance diversity and multiculturalism in the program and the region

iii. Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity; the program should also document its commitment to maintaining/using these policies.

The development of a diversity statement was initiated at the October, 2013 strategic planning kick-off event. It also was the focus of the second webinar attended by faculty, administrators, staff, and representatives of community organizations. The statement developed through the webinars was reviewed by members of the Office of Public Health Practice and faculty members and alumni via electronic communication. The statement was approved by the MPH Governing Council at their November 25, 2014 meeting.

The diversity statement, which is consistent with and flows from the mission statement, is as follows: "Perspectives, backgrounds, and cultures contribute to the diversity of the CEOMPH community. The program recognizes the rich dimensions each individual contributes to the education, research, and service mission. CEOMPH promotes the value of differences and inclusion through interactions among its students, faculty, staff, and stakeholders. Finally, the program energizes and supports all who seek to promote the importance of health and quality of life as human rights." The diversity statement and its principles are embodied and enacted through the program's diversity plan.

The diversity plans of each of the five partner institutions, as well as that of the CEOMPH program, have policies regarding harassment and discrimination.

Partner Institutions and ADA, Sexual Harassment, and Non-Discrimination Policies	
Institution	**Policies**
University of Akron	http://www.uakron.edu/hr/hr-services/ada/, http://www.uakron.edu/access/ http://www.uakron.edu/ogc/UniversityRules/pdf/11-13.pdf, http://www.uakron.edu/title-ix/ http://www.uakron.edu/hr/hr-services/eeo/index.dot The University of Akron does not discriminate against any person because of race, color, religion, age, national or ethnic origin, handicap, status as a veteran, or sex, except where sex is a bona fide occupational qualification, or sexual orientation.
Cleveland State University	http://www.csuohio.edu/offices/disability/students/HandbookforStudentswithDisabilities.pdf http://www.csuohio.edu/offices/disability/, http://www.csuohio.edu/hrd/human-resources-1

	http://www.csuohio.edu/institutional-equity/sexual-harassment-faq Cleveland State University is an Affirmative Action/Equal Opportunity Employer, committed to nondiscrimination. Males, Females, Individuals with Disabilities and Veterans are encouraged to apply for our vacant positions.
NEOMED	http://www.neomed.edu/students/studentaffairs/health-and-wellness/disabilities-and-accommodations http://www.neomed.edu/students/studentaffairs/Student%20Conduct%20and%20Professionalism/student-honor-code/student-honor-code http://www.neomed.edu/officesanddirectory/generalcounsel/title-ix/title-ix Northeast Ohio Medical University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion, or veteran/military status in its programs and activities.
Ohio University	http://www.ohio.edu/policy/03-003.html, http://www.ohio.edu/policy/03-004.html Ohio University is Equal Employment Opportunity/Affirmative Action Employer.
Youngstown State University	http://web.ysu.edu/gen/ysu_generated_bin/documents/basic_module/7001.02.pdf http://web.ysu.edu/gen/ysu/DiscriminationHarrasment_m4211.html http://web.ysu.edu/gen/ysu/Affirmative_Action_Policy_Statement_m520.html Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs and activities.

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

At each of the partner universities, an office of diversity works to ensure campus climates conducive to working and learning (see the table in 1.8.1.ii.). Some of the universities have performed climate surveys; workshops such as Safe Space trainings are also offered.

The program conducted its own climate survey (see Attachment 1.8.1.iv.). As a result, plans to integrate more awareness, communication about programming, and events have been incorporated into the program diversity plan and into the program's objectives. The following goals, objectives, and activities were developed that support a climate for working and learning in a diverse setting:

Goal 1: Faculty and Student Recruitment and Retention

To recruit, retain and develop the diversity of faculty and students

Objectives:
1. Increase Black/African American, Hispanic/Latino, American Indian/Alaskan Native speakers/lecturers and ensure inclusion in educational/informational webinars. Target: At least four additional events per year featuring Black/African American, Hispanic/Latino, American Indian/Alaskan Native speakers.
2. Student demographics will meet or exceed the expected population projections in Ohio for Black/African American and Hispanic/Latino populations. Target: African-American–12%; Hispanic–3% (US Census Bureau (Ohio population projections http://development.ohio.gov/files/research/P7001.pdf)

Activities:
- Collaborate with diverse community leaders on how to increase the diversity of the CEOMPH faculty lecturers and student population.
- Solicit alumni and students to share their cultural perspectives.

- Continue to improve the enrollment management infrastructure to provide a smoother, more coherent admissions process.
- Enhance website to reflect diversity, equity and inclusion.
- Discuss diversity issues during faculty and committee meetings to create a climate that welcomes, values and appreciates diversity and inclusion.

Goal 2: Campus Culture and Climate

Foster a program culture and climate that is welcoming and respects differences, encourage inclusiveness, and reflect diversity, equity and inclusion as a core value of the program.

1. Increase information on diversity offerings from partner universities. Target: Send email at least once monthly on diversity events.
2. Conduct diversity climate survey on a regular basis. Target: Conduct survey every two years.

Activities:
- Gather email and website information from the partner universities on diversity activities that enhance cultural awareness e.g. Safe Space training for lesbian, gay, bisexual and transgender (LGBT) cultural awareness, promote greater social interactions and understanding of cross-cultural communication.
- Disseminate gathered information to increase awareness of programming offered by partner institutions and community organizations that will provide co-curricular educational offerings to students, faculty and staff with emphasis on diversity awareness, cultural competency, inter-cultural communication skill development, health disparities, health literacy, etc.
- Promote awareness of CEOMPH's commitment to diversity by sharing the diversity statement with program stakeholders using electronic and print media.
- Ensure that program publications are reflective of the diversity of the CEOMPH community.
- Report applicant, student, and faculty diversity to the CEOMPH Governing Council on an annual basis.
- Conduct diversity climate survey for students and faculty every two years.
- Develop communication standards and tracking for resolution of complaints and consideration of diversity related incidents for identifying trends or patterns.

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

The diversity plan includes objectives on curricula and learning. They are listed below. Because the climate survey will be repeated every two years, these activities will be reviewed. The program already has a diversity module in the generalist track course, Public Health Practice and Issues.

Goal 3: Curriculum and Pedagogy

Infuse and maintain the principles of diversity in the curriculum. Promote pedagogical strategies that facilitate respect of differences, understanding health disparities, cultures impact on public health services and planning, and effective cross cultural communication in the public health profession.

Objective:
1. Increase discussion opportunities for diversity issues in core courses. Target: Include a diversity-related discussion, problem, case, or example in all six core courses.
2. Add an hour of lecture on diversity issues to two core courses, illustrating that diversity is integrated with public health core principles. Target: A one-hour in-class discussion in at least two core courses.

Activities:
- Discuss opportunities for diversity offerings to be infused in required core courses with faculty.
- Categorize approved electives so that students can select diversity-focused coursework.
- Increase student understanding of their own unconscious bias and values and how they may differ from their communities.
- Ensure that all curricular offerings addressing diversity provide opportunities for interaction and dialogue to enable students of different backgrounds and perspectives to learn about and from one another.
- Provide support for further integration of diversity content into new and existing courses.

Goal 4: Community Outreach and Engagement

Build and strengthen partnerships with diverse communities, community-centric organizations, and government entities to advance diversity and multiculturalism in the program and the region.

Objective:
1. Increase opportunities for service in diverse communities. [Target: perform service activity with at least one additional or different agency per year.]
2. Track opportunities for research with diverse communities. [Target: develop a system to track agencies/populations with which MPH faculty conduct research.]

Activities:
- Identify and develop relationships with potential partner organizations that will enhance faculty and student cultural awareness.
- Add question regarding agency/populations for faculty research questionnaire.

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

Because the program is a consortium with universities partners, it does not recruit faculty. However, since the universities and community contain a diverse population, the program does have the opportunity to draw from this population lecturers and speakers. This last academic year, the program offered a new elective, Field Epidemiology, taught by Jana Rush, an African American epidemiologist from Cleveland Department of Public Health. In addition, Terri Robinson, an African American graduate of CEOMPH, conducted a class in Public Health Concepts on diversity awareness. The goal and objective on increasing faculty diversity will drive the faculty and program staff to seek more diversity faculty to teach students.

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

Like faculty, the program does not have the choice to recruit its staff. However, each university has equal employee opportunity policies, which govern choices on staff hiring. The program is currently fortunate to be working with a diverse staff; of the four assistants who work closely with the program, the assistant at The University of Akron is African American.

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

The program is fortunate to have had a more diverse student body than the general university populations. In addition, most of our university partners are based in an urban environment. However, because we know our graduates will be working with diverse populations, the admissions committee is careful to recommend accepting applicants who would reflect their communities for enrollment. This sometimes means admitting students on a provisional/conditional basis because of low GRE scores or GPAs. Extra help and tutoring is offered in courses such as biostatistics and epidemiology to students.

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

The program committees review demographics and curriculum on a regular basis. The Governing Council has reviewed student demographics each year. The diversity plan elements will specifically be reviewed every two years, after the climate survey is conducted. Although the Diversity Committee was ad hoc, members agreed that they would be willing to come together again if necessary, based on future climate survey results.

b. **Evidence that shows that the plan or policies are being implemented. Examples may include mission/goals/objectives that reference diversity or cultural competence, syllabi and other course materials, lists of student experiences demonstrating diverse settings, records and statistics on faculty, staff and student recruitment, admission and retention.**

University level
Each university has a wide variety of cultural and ethnic campus organizations. These are listed below. When email announcements are sent, they are forwarded to the program students.

Partner Institutions – Diversity Initiatives	
Institution	**Initiatives**
University of Akron	Student Organizations http://www.uakron.edu/college_life/activities__organizations/: African, Punjabi, Bangladeshi, Chinese, first generation, feminist, Hispanic, Indian, Iranian, Korean, LBGT, Pan-African, Taiwanese, Turkish, Vietnamese, and women Lecture Series and Events • http://www.uakron.edu/race/ • http://www.uakron.edu/multicultural-center/events.dot • http://www.uakron.edu/ie/bms2015/ Awards • http://www.uakron.edu/im/online-newsroom/images/2015/1-4/documents/2015%20Diversity%20Award%20Final.pdf Website resources • http://www.uakron.edu/ie/
Cleveland State University	Student Organizations: Office of Disability Services, Indian, Indonesian, Turkish, Lebanese, Hispanic, German, and African student organizations, Gay Lesbian & Straight Alliance (GLASA), Cleveland Marshall Allies (CM--Allies)

	Lecture Series - http://www.csuohio.edu/class/crossings/crossings - http://www.csuohio.edu/class/black-studies/howard-mims-lecture-arts-and-media-series - http://www.csuohio.edu/sites/default/files/media/news/documents/PolishStudies_Flyer.pdf - http://www.csuohio.edu/news/csu-presents-free-butler-jones-annual-lecture-women-inside-organized-racism-oct-18 - https://www.law.csuohio.edu/newsevents/speakerseries/criminaljusticeforums Awards http://www.csuohio.edu/engagement/deans-diversity-council-recognition-and-awards-celebration
NEOMED	Student Organizations http://www.neomed.edu/about/diversity/student-organizations: Indian, Asian Pacific Islanders, Hispanic, Islamic, Black, LBGT, Christian, and women Lecture Series - http://www.neomed.edu/about/diversity/embracing-diversity-series/embracing-diversity-series Awards - http://www.neomed.edu/about/diversity/diversity-awards-1 (2/10/15) Website resources - http://www.neomed.edu/about/diversity/diversity-resources/diversity-resources - http://www.neomed.edu/admissions/diversity - http://www.neomed.edu/about/diversity/diversity-resources/climate-survey - http://www.neomed.edu/admissions/tuition/diversityscholarships - http://www.neomed.edu/about/diversity/embracing-diversity-series - http://www.neomed.edu/about/diversity/embracing-diversity-series/v-week-2015 - http://www.neomed.edu/about/diversity/safespace
Ohio University	Student Organizations http://www.ohio.edu/involvement/studentorganizations/directory.cfm: African, Arabic Language, Cultural Exchange, Student Union, Nigerian, Black, Brazilian, Chinese, Indian, Iranian, Latino and Hispanic, women, Malaysian, Muslim, and Taiwanese students. Lecture Series - http://www.ohio.edu/southern/events/diversity-events.cfm Awards - http://www.ohio.edu/diversity/childsaward.cfm Global Opportunities - http://www.ohio.edu/goglobal/students/multicultural.html
Youngstown State University	Student Organizations: African , Arab, Black, Italian, Latino, Muslim, Saudi Arabian students, students in poverty, non-traditional and women students, Cafe Lingua (to promote ethnic diversity on campus), International Student Association, Minority Education Association, National Alliance on Mental Illness-on Campus, Student Diversity Council, To Write Love on Her Arms - YSU (TWLOHA) (to promote awareness

	for suicide prevention, self-harm, addiction, anxiety, and eating disorders), United Purpose II (for ex-offenders), Women's and Gender Studies Club Lecture Series and Events • http://web.ysu.edu/contentm/easy_pages/view.php?sid=25&page_id=227 Awards • http://newsroom.ysu.edu/deadline-is-dec-20-for-mlk-diversity-award-nominations/ • http://newsroom.ysu.edu/nominations-sought-for-diversity-leadership-awards/ Website resources • http://web.ysu.edu/dma/

One of our CEOMPH students from NEOMED won the Community Builder award in 2015. This award "recognizes a NEOMED student from any discipline who promotes and supports the needs, values and respect of underrepresented communities and who is sensitive to the issues of diversity and takes action to promote the ideals of inclusion, equity and community."

Program level--curriculum

The program incorporates diversity and cultural considerations in its teaching, research, and service. As a result of the diversity plan, more offerings are being incorporated since the plan was adopted in fall 2015.

In teaching, Public Health Practice and Issues, is a required generalist track course. It contains five modules on cross-cutting competencies—diversity and cultural considerations is one of the modules, taught by Dr. Keisha Robinson, DrPH, MPH from Youngstown State University. Other courses include discussions of diverse populations and social determinants. In Capstone Project I, students design an evaluation of a program that offers information on diabetes during summer reunions, of which most requests are made by African American families. For Capstone Project II, students are asked to define any diverse populations engaged in their project on the application form. Last fall, for the first time, Dr. Terri Robinson conducted an activity during the Public Health Concepts class that raised awareness of diversity issues between students. Capstone projects occur in sites such as Federally Qualified Health Centers, health departments, and non-profits, where students learn to understand the needs of underserved populations.

Program level--demographics

The demographics that the diversity committee reviewed are in the table below. It was difficult collecting similar data from the partner universities, so the numbers are old. The second s

Ohio Demographics	Ohio	University Graduate Students	CEOMPH Students	CEOMPH Faculty>Current Faculty	CEOMPH Core Faculty>Current Core Faculty
Population (2013 estimate)	11,570,808				
Females (2012)	51.10%	57.00%	75.60%	60.4%>60.7%	46.2%>69.2%
White (2012)	83.40%	70.40%	61.40%	88.7%>76.7%	69.2%>76.9%

Black or African American (2012)	12.50%	4.10%	18.20%	5.7%>10.7%	7.7%>7.7%
American Indian and Alaska Native (2012)	0.30%	0.20%	15.60%	0.0%>0.0%	0.0%>0.0%
Asian (2012)	1.80%	2.60%	15.60%	5.7%>7.1%	15.4%>15.4%
Two or more races (2012)	2.00%	1.60%	0.00%	0.0%>0.0%	0.0%>0.0%
Hispanic or Latino (2012)	3.30%	3.10%	4.00%	1.9%>3.6%	7.7%>0.0%
International		9.90%			
Unknown	8.10%				
Age: 30 and below			60.20%		
Age: 31-40			24.10%		
Age: 41-50			6.90%		

University Graduate students—2011-2013 data from UA, NEOMED, OU
CEOMPH students—average 2010-2013, N-124
CEOMPH faculty—core and adjunct, 2012-2013

The program's students generally compares favorably with the other universities and the population of Ohio. We have improved our overall faculty diversity from the 2012-2013 levels to the current faculty 2015-2016.

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

As diversity was an issue of concern raised at the kick-off planning conference in October 2013 and the diversity criterion (1.8) was new since CEOMPH's last self-study (2009), one of the webinars developed and presented to stakeholders addressed diversity. Suggestions from the discussions during the webinars were incorporated into the CEOMPH diversity plan. Additional components of the plan were developed during the two spring 2015 meetings of the ad hoc Diversity Committee. The committee included CEOMPH faculty, administrators, students and alumni. A climate survey was distributed to faculty and students and discussed at the second meeting. The results were considered in developing the plan and its objectives. Once a draft of the plan was prepared, it was circulated to all members of the Diversity Committee, revised and recirculated for further comments and editing. Additional CEOMPH committees who were provided the plan and asked to comment on it included the Program Coordinating Committee, Curriculum Committee, and Faculty and Development Committee. The plan was approved by the Governing Council on November 10, 2015.

d. Description of how the plan or policies are monitored, how the plan is used by the program and how often the plan is reviewed.

The Diversity Committee agreed that the climate survey should be implemented every two years and that the diversity plan should be revisited based on the results of the survey. Student diversity numbers are reviewed by the Governing Council annually.

e. Identification of measurable objectives by which the program may evaluate its success in achieving a diverse complement of faculty, staff and students, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Data Template 1.8.1. At a minimum, the program must include

four objectives, at least two of which relate to race/ethnicity. For non-US-based institutions of higher education, matters regarding the feasibility of race/ethnicity reporting will be handled on a case-by-case basis. Measurable objectives must align with the program's definition of under-represented populations in Criterion 1.8.a.

Table 1.8.1 Diversity Outcome Measures				
Outcome measure	Target	2013-2014	2014-2015	2015-2016
1. B Each academic year, student demographics meet or exceed expected population projections in Ohio for Black/African American (12%), and Hispanic/Latino (3%) populations.	12% for Black/African American and 3% for Hispanic/Latin American.	11.5% AA 11.5% Hisp ACHIEVED (if AA % rounded up)	20% AA 2.9% Hisp ACHIEVED (if Hispanic % rounded up)	28% AA 0% Hisp NOT ACHIEVED
1. C. Each academic year, Information on diversity offerings from partner universities is sent at least once monthly on diversity events.(NEW)	Send email at least once monthly on diversity events.	NA	Jan 3 Jul 1 Feb 3 Aug 1 Mar 1 Sep 0 Apr 2 Oct 1 May 0 Nov 1 Jun 0 Dec 0 ACHIEVED	Jan 3 Feb 5 Mar 4 ACHIEVED
1. D. Every two years (odd years), a diversity climate survey is conducted.(NEW)	Conduct survey every two years.	NA	May 2015 ACHIEVED	No survey year
2. G. Each academic year, at least four additional events per year featuring Black/African American, Hispanic/Latino, American Indian/Alaskan Native, LGBT, disabled, etc. speakers. (NEW)	At least four additional events per year featuring Black/African American, Hispanic/Latino, American Indian/Alaskan Native, LGBT, disabled, etc. speakers	NA	Faculty webinar— Allensworth-Davies NOT ACHIEVED	PHC—Terri Robinson Elective Field Epidemiology —Jana Rush STILL COLLECTING DATA
2. H Each academic year, all six core courses include discussion opportunities for diversity issues. (NEW).	Include a diversity-related discussion, problem, case, or example in all six core courses	NA	NA	PHC, SBS, EPI STILL COLLECTING DATA
2. I. Each academic year, two core courses include an hour in-class discussion, illustrating that diversity is integrated with public health core principles.	A one-hour in-class discussion in at least two core courses.	NA	NA	PHC—Dr. Robinson SBS—Dr. Walsh ACHIEVED

3. F. By the end of 2016, a system to track opportunities for research within diverse communities is developed. (NEW)	Develop a system to track agencies/populations with which MPH faculty conduct research	NA	NA	In progress
4. D. Each academic year, at least one program-sponsored service activity is offered. (NEW).	Perform service activity with at least one additional or different agency per year	Foodbank volunteering ACHIEVED	Foodbank volunteering, donations and health promotion photo contest ACHIEVED	Foodbank donations and health promotion photo contest ACHIEVED

The table below shows the change for the selected underrepresented populations identified in Table 1.8.1.

Category/ Definition	Method of Collection	Data Source	Target	2013-2014	2014-2015	2015-2016
Black/African American, Hispanic/Latino, American Indian/Alaskan Native faculty (NEW 2015)	Self-report	Faculty profile form	At least four events with Black/African American, Hispanic/Latino, American Indian/Alaskan Native speakers	NA	NA	Terri Robinson Jana Rush (not yet achieved)
Black/African American and Hispanic/Latino students (REVISED)	Self-report	Application	12% for Black/African American and 3% for Hispanic/Latino populations.	11.5% AA 11.5% Hisp ACHIEVED (if AA % rounded up)	20% AA 2.9% Hisp ACHIEVED (if Hispanic % rounded up)	28% AA 0% Hisp NOT ACHIEVED (for Hispanic students)

f. **Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.**

This criterion is met. The program has diverse students and faculty. Diversity and principles of inclusion are infused throughout the curriculum and event offerings.

Strengths: The program has been able to recruit diverse students in most of its classes. Faculty have been recruited for lectures to address diversity issues. A new diversity plan outlines the program's initiatives for the next two years. Because universities are offering more events on different cultures and diversity, the program is able to offer them to our students as well.

Weaknesses: In the first climate survey, a few respondents indicated that they did not feel completely at ease on diversity and race issues.

Plan: As a result of the climate survey results, we are introducing discussions to raise awareness of diversity. While these efforts are just starting, we will be identifying more lecturers and speakers who will hopefully be able to address some of the issues revealed in the climate survey.