

1.0 The Public Health Program

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.

***Interpretation.** Recognizing that graduates of public health programs may be employed anywhere in the world and work with many different populations, programs should provide a learning environment that prepares their students with broad skills regarding diversity and cultural competence, within the context of their own institution's mission statement. Systematic, coherent and long-term efforts to incorporate elements of diversity are expected at all levels including faculty, staff, students, curriculum, research and service. Programs can accomplish these aims through a variety of practices including incorporation of diversity and cultural competency considerations in the curriculum; recruitment/retention of faculty, staff and students; policies that are free of harassment and discrimination; reflection in the types of research conducted; and cultural considerations in service or workforce development activities.*

Cultural competence, in this context, refers to skills for working with diverse individuals and communities in ways that are appropriate and responsive to relevant cultural factors. Requisite skills include self-awareness, open-minded inquiry and assessment and the ability to recognize and adapt to cultural differences. Reflecting on the public health context, recognizing that cultural differences affect all aspects of health and health systems, cultural competence refers to the skills for recognizing and adapting to cultural differences. Each program must define these terms in its own context.

Aspects of diversity may include age, country of birth, disability, ethnicity, gender, gender identity, language, national origin, race, refugee status, religion, culture, sexual orientation, health status, community affiliation and socioeconomic status.

CEPH understands that the definition of diversity in international settings, as well as the ability to track such data, differs greatly from that in the United States. This does not, however, relieve international institutions from the obligation to demonstrate efforts and outcomes related to diversity and cultural competency.

Required Documentation. The self-study document should include the following:

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

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.

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

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

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

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

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.

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

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.

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.

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.