

Please complete the following sections, highlighting key activities, practices and statistics relevant to your unit since July of 2015, projecting through June of this year. Although the space provided will expand to accommodate text provided, please note that your responses may be edited for length in the final report. You are encouraged to bold any text describing accomplishments or efforts your unit would especially like to have highlighted in the final report.

Please submit your responses by no later than June 6, 2017. If you have questions, please contact Elnora Mitchell, [emitch@ufl.edu](mailto:emitch@ufl.edu), 392-2477.

#### I. Equal Opportunity Compliance

Describe internal and external policies that are followed to encourage non-discrimination practices. What were the results of any assessment, self-assessment, and monitoring of your program services?

In our recruitment efforts for faculty, our search committees fully utilize UF's *Faculty Recruitment Toolkit*. Furthermore, although not required by the university, our college requires that search committees file a Viable Outreach Report approved by the Dean's Office prior to inviting candidates to campus.

#### II. Equity Accountabilities

List or describe specific programs, visits, outreach activities and statements used to support diversity.

The college engages, involves, and values numerous programs and outreach activities that support diversity as we strive to create a culture of diversity and inclusion for our students, faculty, and staff. Our academic programs are purposeful in addressing issues of diversity, particularly with regard to health disparities and minority health issues. The intentionality of addressing diversity issues through our curriculum is perhaps best evidenced by offerings in the Department of Health Education and Behavior which, not coincidentally, has among the highest enrollments of underrepresented minorities. Diversity is a clear focus in the department's program goals and student learning objectives. **For example, one of HEB's undergraduate Program Goals is to "Maintain high level of diversity among majors.", and an HEB undergraduate student learning outcome is to "Communicate health concepts and health information using a variety of channels to individuals, families and groups from diverse backgrounds in various settings."** HEB has an entire course dedicated to minority health issues. The course addresses health issues confronting politically and socioeconomically disadvantaged groups and ethnic minority groups (African Americans, Hispanic/Latino Americans, Asian Americans/Pacific Islanders, and Native Americans/Alaskan Natives) in America. While not intended to be a comprehensive treatment of all pertinent health problems affecting minorities, the course directly addressed salient health concerns. Our social marketing course also deals directly with minority populations and cultural sensitivity. Focal points of this

course include the use of social marketing to make public health interventions culturally sensitive and educational materials relevant for low-literacy, low-income, minority, and other special populations.

In addition to our academic / educational programs, diversity is a focus of our student organizations, both at the undergraduate and graduate level. Research clearly indicates that involvement in clubs and organizations enhances student retention, and that this sense of inclusion is particularly important to retention of underrepresented minorities. A selection of HHP specific organizations include the following:

**Health and Education for Research, Outreach, Empowerment & Service:** HEROES aims to empower the community to advocate for their health and educational needs in order to create healthy environments through service, education and research. HEROES aims to educate and increase awareness, provide community support, encourage research collaboration, and to inspire passion and develop leadership among students.

**Student College Council:** The HHP Student College Council is the liaison between students, their college departments, the board of college councils, university administration, and student government. We strive to promote mutual understanding, communication, cooperation, and coordination among various departments, faculty, clubs, honoraries, and students as represented by their respective members.

**HHPEERS:** The HHPeers Program aims to match new students (mentee) with an upperclassman (mentor). Mentors help the mentee adjust to life at UF, offer advice on a variety of topics based on their own personal learning experiences (i.e. where to live off campus, places to find employment as a student, campus resources, classes they enjoyed taking, reminders of academic deadlines, One.UF). The main goal of the program is to create a family-like atmosphere at HHP and help connect the students to the college as soon as they arrive. The selected upperclassmen will officially serve as a mentor for the academic year. It is the program's hope that the mentor-mentee relationship will continue beyond the academic year.

Of particular note, **we maintain a highly diverse group of HHP student Ambassadors.** The Ambassadors are a select group of students in the College who have demonstrated outstanding achievement in academics and leadership. These students represent the college at a variety of events, including alumni reunions, football tailgate parties at HHP and the Scholarship Convocation. Of our approximately 38 Ambassadors, 8 are African American, 12 are Hispanic, and 3 are Asian. Finally, the **HHP Graduate Organization** holds a student group fair in the fall where they bring in student groups from all over campus and within the college. A large number of underserved population student groups are represented.

### III. Diversity in Services

Provide data, population statistics, cost, awards, participants and staffing that reflects diversity in services.

**HHP success in diversity and inclusion is highlighted in the following data.**

- ***Faculty:***

Of our current 59 faculty members, 44% are female, and approximately 12% are Asian, 7% are Hispanic, 7% are Black or African American, and 2% are Other.

- ***Students:***

**Undergraduate Programs**

Currently enrolled **HHP undergraduate students** include:

- 10.5% African American
- 17.2% Hispanic
- 9.5% Asian
- 4.2% Other (includes Indian & Alien)

**Graduate Programs** within HHP are similarly diverse:

Currently enrolled **HHP Master's students** include:

- 11.6% African American
- 11.5% Hispanic
- 3.0% Asian
- 14.7% Other (includes Indian & Alien)

Currently enrolled **HHP PhD students** include:

- 5.0% African American
- 3.8% Hispanic
- 1.3% Asian
- 55.0% Other (includes Indian & Alien)

### IV. New Initiatives

What were your plans for 2016-2017 to support equity and increased diversity?

The College of Health and Human Performance (HHP) is committed to building a culturally diverse faculty and staff, a key factor in maintaining excellence in teaching and research in our global society. We continue to attract a wide diversity of backgrounds in our applicants for faculty

positions. **We also continue to maintain one of the highest levels of diversity within our student body on this campus.**

We recently completed a college wide strategic planning exercise, which resulted in the development of a multifocal strategic plan, including goals, strategies and tactics. **One of our primary goals is to enhance the student experience by increasing student body diversity in its most inclusive sense.** Tactics that have been advanced in support of this objective include the following:

- Increase the diversity of our faculty with all new hires by gender, race, religion, nationality, and disability. (APK, HEB)
- Recruit students from diverse racial, ethnic, socioeconomic, and geographic backgrounds. (HHPA)
- Work with campus partners (e.g., Dean of Students, Multicultural and Diversity Affairs, Black Student Experience Task Force, Institute of Black Culture) to enhance culture of inclusion. (HHPA)
- Provide college-wide opportunities for faculty and students to have conversations and be trained on sensitive issues related to diversity. (HHPA)
- Analyze college programs that enroll underrepresented minority students most effectively and implement the best practices of these programs to increase diversity more broadly. (HHPA)

#### V. Accolades

What events afforded you the best results in equity and diversity in this reporting year?

- From fall 2016 – summer 2017, HHP hired ten new faculty members: 4 White females, 3 Asian males, 1 Black female, 1 Hispanic female, and 1 White male.
- Diversity and inclusivity was prioritized in the HHP strategic plan. In fulfilling the strategic initiatives described above, we engaged faculty, staff, and students within HHP, as well as campus partners such as MCDA. Notable examples include the following:
  - HHP Dean held biweekly conversations with students – faculty, undergraduate, and graduate students attend (Fall 2016)
  - Direct efforts made to recruit underrepresented minority students
    - Attended the Annual Biomedical Research Conference for Underrepresented Minority Students (ABRCMS) conference in Tampa (Fall 2016)
    - Multiunit (HEB / APK / HHP) graduate program recruitment trip to Bethune Cookman (Spring 2017) - ~100 faculty, staff, and students attend
  - HHP admin / leadership diversity training - in collaboration with MCDA (Fall 2016),
  - HHP faculty and staff diversity training workshop – in collaboration with MCDA (Spring 2017)
  - Student Body Climate Survey (data collection Spring 2017) – data currently being analyzed