

**Cultural Competence and the Department of Nutrition: Results
from the Cultural Competence Self-Assessment Study**

Volume 2: Results of Individual Domain Reports

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<u>A. Mission and Program Policies</u>	<u>Commend</u>	<u>Meets the Standard</u>	<u>Needs Improvement</u>	<u>Source</u>	<u>Recommendations</u>
<p>1. Cultural competence is included in the mission statement, policies, and procedures.</p>			<p><u>Overall:</u> No specific statement in department, dietetic internship, or public health nutrition program mission/vision, although is implied through some goals. Because the mission/vision drive goals, objectives, policies, and programs, this is an important omission.</p> <p><u>Department:</u> No specific statement in department vision, general mission, research mission. One long range goal is to prepare professionals sensitive to impact of cultural diversity, but sensitivity does not mean competence. Another goal indirectly addresses issue by strengthening research and instruction that focuses on molecular/cellular nutrition, sociocultural and public health nutrition.</p> <p><u>Dietetic Internship (DI):</u> Dietetic Internship Handbook has no specific statement in mission/vision re: cultural competence. Indirectly it is suggested by inclusion of "...nutritional care of diverse individuals, families and communities" (p3).</p> <p><u>Public Health Nutrition:</u> Public Health Nutrition Handbook includes Public Health Nutrition mission to prepare leaders sensitive to impact of cultural diversity (p2); one goal is to expand students' exposure to different cultures (p11). One goal for block field work indirectly relates to competence through "skills to work effectively with individuals & groups" (p9), but this is not directly related to working with different cultural</p>	<p>Academic Program Review, 2001 (mission, vision, goals)</p> <p>Academic Program Report: Nutrition (mission statement, Section 3.8)</p> <p>Department annual goals, 2004</p> <p>Department by-laws</p> <p>Graduate Student Handbook, Nutrition</p> <p>Dietetic Internship Handbook (mission, goals)</p> <p>Handbook for Public Health Nutrition (mission, p2)</p> <p>UT Staff Handbook</p> <p>Chancellor's web page about International and Intercultural Awareness Initiative (https://san4.dii.utk.edu/ser)</p>	<p><u>Department:</u> Revise mission and vision of department, which should drive revisions to dietetic internship and Public Health Nutrition programs in support of department mission/vision. Explicit statement is important, because sensitivity to impact of cultural diversity does not equate with cultural competence.</p> <p>Consider new goals related to development of cultural competence plan for department; new goal related to individual cultural competence and strategies to assess and promote</p> <p>Include cultural competence self-awareness and self-assessment as part of graduate student orientation annually</p> <p>GTA/GRA training to include cultural competence training with self-awareness as first step</p> <p><u>DI Handbook:</u> Inclusion of skills and behaviors related to cultural competence of DIs and staff</p> <p><u>Public Health Nutrition Program:</u> Review/revise mission for inclusion of</p>

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			<p>groups. Sensitivity and exposure does not mean cultural competence.</p> <p><u>Outside the Department:</u> UT's International and Intercultural Awareness Initiative includes primary goal to improve institutional performance on behalf of internationalization and intercultural relations and to ensure that all UT graduates possess knowledge, attitudes and skills necessary to succeed in today's complex, pluralistic world.</p> <p>UT Staff Handbook does not have HR mission re: cultural competence. Indirectly this is addressed through statement in mission/vision that "it is important to remember that people make up both the institution and the University Community. To this end, OHRM echoes UTK's stated value 'that all people shall be treated with respect, understanding, caring, and fairness.'"</p>	<p>vlet/page?_pageid=2349&_dad=portal30&_schema=PORTAL30)</p> <p>UT HR Handbook (http://oed.admin.utk.edu/index.html)</p>	<p>cultural competence</p> <p>Review/revise goals related to individual and organizational cultural competence</p> <p>Convene an active Advisory Committee with students, alumni, and other non-UT stakeholders that are culturally diverse</p> <p><u>Public Health Nutrition Handbook:</u> State explicitly that exposure to diverse populations and opportunity to develop cultural competence is through field experiences</p> <p>Table 3 re responsibilities before field experience could include development of cultural competence</p> <p>Table 4 re responsibilities during and after field experience could include issues related to cultural competence</p> <p>Evaluations should include cultural competence</p> <p>Revise student tips to be more culturally sensitive; and as important issue</p>

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<p>2. Policies and procedures reflect that all academic unit functions, whether delivered directly or indirectly, should be culturally competent.</p>			<p>Some policies and practices have culturally incompetent implications, particularly related to gender and Christian bias.</p> <p><u>Graduate Student Handbook:</u> Scheduling of comprehensive examinations makes no reference to accommodations as needed (including conflicts with religious celebrations; physical access)</p> <p><u>DI Handbook:</u> Dress code requirements suggest internships are female (p14-15). Also, not clear whether or not an intern who wishes to wear cultural garb is allowed (eg Sikh or Muslim) (p8-9)</p> <p>Progression policies do not address cultural competence (p8-9)</p> <p>Standards of Professional Behavior do not address cultural competence (p9)</p> <p>Program calendar addresses religions celebrations through inclusion of “Good Friday” as a planned holiday for all interns (p11), which singles out Christianity as a recognized relation. However, there is no statement about other non-Christian religious celebrations and how these are handled (p11)</p> <p>Cultural competence is not included in evaluation related to: “counseling/education skills;” “assessment skills;” “interpersonal skills,” “leadership skills” (App</p>	<p>Graduate Student Handbook</p> <p>DI Handbook</p> <p>Public Health Nutrition Handbook</p>	<p><u>DI and Public Health Nutrition:</u> Evaluations of students and preceptors could include cultural competence as a measure for assessment/evaluation. For example, DIs\, Public Health Nutrition students, and preceptors could be evaluated for skills and behaviors related to cultural competence.</p> <p><u>Graduate Student Handbook:</u> Scheduling of comps/comprehensive examination should consider religious celebrations and physical access.</p>

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			<p>G); preceptor evaluation (App H); summative evaluation (App I)</p> <p>ADA Code of Ethics for the Profession of Dietetics indirectly addresses cultural issues through Principle 16 ('no bias in professional evaluation') (Appendix K)</p> <p><u>Public Health Nutrition Handbook:</u> (App B) includes calendar with potential block field assignments for Monday-Saturday, but not Sunday, which implies recognition of religious sanctions (p32)</p> <p>Cultural competence is not included in evaluation of practice, seminar or student evaluation of field experience process (p45, 48, 52)</p>		

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3. Policies and procedures promote a range of culturally appropriate practices.			No evidence of promotion a range of culturally appropriate practices	<p>Academic Program Review, 2001</p> <p>Academic Program Report: Nutrition</p> <p>Department annual goals, 2004</p> <p>Department by-laws</p> <p>Graduate Student Handbook, Nutrition</p> <p>Dietetic Internship Handbook</p> <p>Handbook for Public Health Nutrition</p> <p>Chancellor's web page about International and Intercultural Awareness Initiative (https://san4.dii.utk.edu/ser/vlet/page?_pageid=2349&_dad=portal30&_schema=PORTAL30)</p> <p>UT HR Handbook (http://oed.admin.utk.edu/i)</p>	<p>Expose faculty, staff, and students to cultural competence through:</p> <p>1) curriculum (classes, outside class activities, supervised experiences;</p> <p>2) being involved with students of other cultures through activities on campus or having students part of nutrition student body or as presenters, etc. in classes, seminars, etc.;</p> <p>3) seminar series where UG/G could register for credit or have incentives to attend (eg., extra credit if attend and write 1 page report. It is important to recognize that because cultural competence is always developing and evolving, that these means of promoting cultural competence would need to be institutionalized and on-going.</p> <p>Through advising students can be encouraged to seek a second language; study abroad.</p> <p>Departmental orientations (students, faculty, staff) to include cultural competence assessment as standard component.</p> <p>Faculty & staff training on cultural</p>

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				index.html)	competence important, because all interact with students, prospective students, employers, etc.
4. The academic unit has policies that incorporate goals of eliminating barriers of accessibility to educational programs and services.		<p><u>DI Handbook</u>: ADA Code of Ethics Principle 2 indirectly addresses this through ‘no discrimination based on race/creed religion’ (AppK)</p> <p>EEOC compliance (Office of Equity & Diversity web site)</p> <p>UT Faculty Search procedures identify recruiting sources from diverse colleges & universities; procedures require diverse search</p> <p><u>UT Faculty Handbook</u> identifies various offices to support this goal, including Office of Minority Student Affairs, Office of Reentry Students, International Student Affairs</p>		<p>Office of Equity & Diversity web site (http://oed.admin.utk.edu/index.html)</p> <p>UT Faculty Search Procedure Handbook (http://oed.admin.utk.edu/searches.html)</p> <p>Faculty Handbook (http://chancellor.tennessee.edu/facultyhandbook/)</p> <p>DI Handbook</p>	It is important to remember that cultural competence is distinct and different from EEO

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5. The academic unit has implemented policies to eliminate barriers of accessibility to educational programs and services.		<p>Evidence of faculty searches that recruited from diverse populations and, therefore, adherence to search procedures.</p> <p>Evidence of recruitment efforts and scholarships to attract diverse students</p>	Implementation of other policies are harder to document, except through observation which may be reflect in other domains of this assessment. For example, accessibility for those who are handicapped is limited in Jessie Harris (no elevator to 4 th Floor, East wing; question of bathroom door renovations and wheelchair access; no single elevator to access all floors).	<p>NTR Department faculty composition</p> <p>Scholarship options</p>	
6. The academic unit has policies on multiculturalism, racism, harassment and discrimination.		Policies all address compliance and EEO, but not necessarily cultural competence		Office of Equity and Diversity web page (http://oed.admin.utk.edu/index.html)	

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<p>7. Language in the academic unit's policies and procedures acknowledge the diversity of students, faculty, staff, and communities served.</p>		<p>Department goal (#1) is to prepare professionals who are sensitive to impact of cultural diversity. Inherent in this goal is the goal of increasing the cultural diversity of the faculty, students and staff in the program (Academic Program Review 2001, p1)</p> <p><u>Academic Program Review 2001:</u> Department long range goal (#6) indirectly addresses diversity as curricular needs of traditional and non-traditional students (p1)</p> <p>Applied component of the undergraduate Nutrition and graduate Public Health Nutrition curricula strongly emphasize the importance of addressing sociocultural and ethnic differences when</p>		<p>Academic Program Review 2001)</p> <p>DI Handbook</p> <p>Public Health Nutrition Handbook</p> <p>NTR Graduate Catalog course offerings</p> <p>NTR web page (nutrition.utk.edu)</p> <p>CEHHS web site (http://cehhs.utk.edu/default.html)</p> <p>Office of Equity and Diversity (http://oed.admin.utk.edu/)</p>	<p>Language includes verbal and non-verbal messages. Through pictures there is some acknowledgement of diversity, but this should be addressed through specific statement of criteria for web page and brochure graphics, including diversity reflected through age, race/ethnicity, physical status, etc. In some instances there is language that is not culturally sensitive or appropriate.</p>

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		<p>planning nutrition programs and interventions for both populations and individuals. Minority recruiting is also addressed (p5)</p> <p>Graduate program emphasizes sociocultural nutrition and public health nutrition and that all of the graduate programs provide knowledge and skill competencies including impacts of social and cultural factors on food and nutrition-related behaviors and health maintenance across the lifespan (p8)</p> <p>DI program has experiences in diverse locations, but it is not clear that the diverse locations provide access to diverse populations.</p> <p><u>Nutrition web page:</u></p>			

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		<p>Pictures with some diversity; especially DI brochure</p> <p><u>DI Handbook:</u> “nutritional care of diverse individuals, families and communities...” is emphasized (p3)</p> <p>Language re: “Good Friday” (p11)</p> <p><u>Public Health Nutrition Handbook:</u> Goals include preparing leaders sensitive to the impact of cultural diversity (p2) and goals of block field experience includes expanding students’ exposure to different cultures (p11)</p> <p><u>NTR Course offerings:</u> NTR Grad Course Offerings include aspects of culture 1) (NTR 508) Culture, Food and Nutrition;</p>			

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		<p>2) (NTR 544) (Survey methods course description includes sociocultural and economic parameters;</p> <p>3) (NTR 603) Current Trends in Food and Sociocultural Foods. However, NTR 513, 514, 515 (Community Nutrition I, II, Field Study) and NTR 522 (Nutrition Counseling) make no direct reference to culture or diverse populations in course descriptions</p> <p><u>College web site:</u> Pictures with some diversity, especially age, but less race/ethnicity, physical ability</p> <p><u>Office of Equity and Diversity web site:</u> pictures are of limited diversity</p>			

<u>A. Mission and Program Policies</u>	<u>Commend</u>	<u>Meets the Standard</u>	<u>Needs Improvement</u>	<u>Source</u>	<u>Recommendations</u>
8. The policies and procedures make reference to involving diverse groups in decision-making.			<p>Informally, it appears that involving diverse groups in decision-making is a regular, although not formally stated practice. For example, in practice students, faculty, staff are involved in this cultural competence assessment. However, this process did not include all stakeholders, including alum, employers of our students.</p> <p>Informally diverse groups are involved in decision-making on a regular basis. For example, in advising, day-to-day discussions with faculty, staff, and students, and through UNSA and GNSA.</p> <p>NTR By-laws do have a formal statement to involve students in one meeting per year.</p>	NTR By-laws	As a formal statement in policies and procedures, this needs improvement. NTR by-laws should be followed at a minimum with students participating in at least 1 meeting a year.
9. The process of developing/reviewing the academic unit's policies and procedures includes input and/or participation from faculty, staff, and others from outside the academic unit as appropriate.			<p>Academic Program Review procedures include faculty from other UT departments/colleges and outside UT</p> <p>As noted in A.9 above this occurs on an informal basis in day-to-day operations, but is not formally stated. This means that it occurs, because of the particular faculty, staff, students involved and not by direct intention as stated through policies and procedures</p>	Nutrition Program Review	Include as a formal statement for how policies and procedures are reviewed and developed.

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10. Policies and procedures are available in an accessible mode of communication, as appropriate, such as Braille. \			No reference to this in any materials reviewed (see all of the above sources)		Include statement of accessible modes of communication. An example may be through the College of Law where there is a professor who is blind and has made efforts to make library materials more accessible to those who are blind.
11. The academic unit's functions are regularly assessed with respect to identifying and addressing gaps/barriers or inappropriate practices in terms of cultural needs.			BUT a great start as documented through this cultural competence assessment process.		<p>Include department policy about systematically assessing cultural competence priorities and planning, implementing and evaluating strategies. Include timeline for assessment and framework for planning and evaluation.</p> <p>Plan for cultural competence needs to address institutionalization of its importance and on-going means of promoting; provides foundation to move to action</p>
12. A complaint resolution or appeals policy is in place.			<p>No reference to policy in place for this at department level.</p> <p>A search of UT web site did not identify an Ombudsman Office, which was eliminated in 1996 to save money. At that time students were advised to seek problem-specific offices to complaints. In 2001 the University Master Plan included a request to reinstate the Ombudsman Office for students (http://pr.utk.edu/masterplan/feedgen.asp)</p>	www.utk.edu	Appropriate policies and procedures for faculty, staff, and students should refer to the appropriate place(s) for complaint resolution and/or appeals. It is likely policies are in place, but it is less clear that faculty, staff, and students know where to go for specific types of complaints.

<u>B. Governance and Organization</u>	<u>Commend</u>	<u>Meets the Standard</u>	<u>Needs Improvement</u>	<u>Source</u>	<u>Recommendations</u>
1. A committee/task force/program area addresses issues of cultural competence.			Good start by virtue of this cultural competence assessment	Manual for Self-Assessment of Cultural Competence of Academic Department or Unit	
2. The composition of the academic unit (faculty, staff, students, boards, committees, and contractors) is diverse.			Given diversity of local community, the department composition is somewhat more diverse. There was no evidence of advisory committees or boards other than that for Public Health Nutrition, which is in the developmental phase.	Faculty, staff, student composition	Continue to actively recruit highly qualified faculty, staff, and students from diverse backgrounds. Encourage and support scholarships for diverse students, including McNair Scholarship and early recruitment of future students (high school, etc)
3. The knowledge and experience of diverse faculty, staff, and students are incorporated in the academic unit's planning.			See Domain A.8 and A.9. Anecdotal evidence indicates that some faculty ask individual students for input in planning. This also includes input from representatives of UNS and GNSA periodically. There also is a Departmental Advisory Board, but it only includes faculty. Current DAB composition includes males and females. Faculty are involved in setting department goals and objectives, but staff and students are not involved in this process. Department by-laws do address shared responsibilities and delegated authority, but implementation is less clear in the departmental minutes (at least as concerns the student perspective).	Department by-laws Department minutes	As noted in Domain A.8 and A.9 this may occur in practice, but may be used selectively as opposed to intentionally and through expression of a formal policy related to planning.

<u>B. Governance and Organization</u>	<u>Commend</u>	<u>Meets the Standard</u>	<u>Needs Improvement</u>	<u>Source</u>	<u>Recommendations</u>
4. Participants for all advisory committees and councils are recruited and supported to ensure diverse cultural representation.			No evidence of explicit policies or practices that this is intentional (See Domain A.9)		
5. Educational programs and services are developed/reviewed through consultation with appropriate stakeholders, including communities served.			<p>Anecdotally this may occur and on a selective basis as requested by faculty. For example, the current revision of the graduate curriculum does not include consultation with stakeholders other than faculty. This may occur at some point, but there is no statement of policy or practice about this that we could find.</p> <p>The DPD, DI and Public Health Nutrition programs all include input from stakeholders (field sites, students, etc.) but it is less clear whether this is through desired intent or as a requirement for accreditation/approval.</p>		Formal statement about role of stakeholders (who they are and their roles) is recommended. Stakeholders include not only students and faculty, but also alum and professional schools, dietetic internships, and businesses/industries where our students go upon completion of their degrees.

<u>C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention</u> <u>Potential Sources of Documentation</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
1. The academic unit has an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs.		The University has policies.		Office of Equity and Diversity; Equal Employment Opportunity And Affirmative Action Policy No.: HR0220	
2. Input was sought from faculty, staff, administration, and board members in developing employment equity and personnel policies.		Faculty Senate has a subcommittee that provided input.		Interview with Dr. Whelan	

<u>C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention Potential Sources of Documentation</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
3. The academic unit's plan for employment equity covers hiring new employees, career pathing for existing employees, employment equity policies, needs inventory and workforce composition that reflects cultural diversity.			"The centerpiece of the University's compliance activities is the <i>Geier</i> Consent Decree entered in January, 2001, that replaced the Stipulation of Settlement originally entered in 1984. Under the Consent Decree, the University implements various plans and programs aimed at achieving increased black enrollment in undergraduate, graduate, and professional programs and for employment of black faculty, administrators, and professionals.' This plan reflects the need to address the Geier Consent Decree and specifically targets blacks. It should include other groups to achieve greater diversity.	UT Title VI Plan (2003-2004, Narrative Only, < 1Mb) ; UT Title VI Plan (2001-2002) ; needs inventory	
4. The academic unit has implemented an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs.		Office of Equity and Diversity works to achieve these goals.		UT Title VI Plan (2003-2004, Narrative Only, < 1Mb) ; UT Title VI Plan (2001-2002)	Note: The new DI brochure does not include the EEO statement, but it should. All recruiting material should include the EEO statement.

<u>C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention</u> <u>Potential Sources of Documentation</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
5. The academic unit has personnel policies on multiculturalism, racism, harassment and discrimination.		Policies are defined in the EEO statement and the Title IX plan describes the approach to enforcing these policies.		Equal Employment Opportunity And Affirmative Action http://oed.admin.utk.edu/docs/TitleIXPlan01_02.pdf	
6. The academic unit has implemented personnel policies on multiculturalism, racism, harassment and discrimination.		Office of Equity and Diversity has guidelines and resources to assist the department in compliance.		University of Tennessee at Knoxville -- EEO/AA Statement (TAGLINE) ; http://oed.admin.utk.edu/docs/TitleIXPlan01_02.pdf	
7. Personnel recruitment, hiring, and retention practices reflect the goal to achieve diversity and cultural competence.	The scorecard system sets specific goals to be achieved by 2010.		Recruitment and hiring are addressed in the EEO policy, Title VI and Title IX documents. The University established an annual scorecard for tracking this information in 2000 with goals established for 2010. It is too early to evaluate progress over this interval.	http://scorecard.tennessee.edu/UTScorecard061604.htm	

<u>C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention Potential Sources of Documentation</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
8. Policies and procedures are communicated to faculty and staff and are understood by them.			Staff all agreed. Faculty were split 6 for and 5 against.	survey	
9. Position descriptions include skills related to cultural competence, as appropriate.			There has been no mention of these skills in position descriptions, except that the EEO tagline is included in all job advertisements.	Position descriptions were reviewed.	
10. Personnel performance measures include skills related to cultural competence.			Performance Review Form for Staff Evaluations has a Leadership Review Statement on page 6 that reads “Demonstrates commitment to principles of diversity.” The Faculty Manual page 41 has a brief statement about fostering an ethical community.	Performance Review Form as Microsoft Word Document Evaluation Manual	

<u>C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention Potential Sources of Documentation</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
11. Administrators conduct performance evaluations being sensitive to cultural differences.		Most surveyed agreed with this.		survey	
12. Personnel are respected and supported for their desire to honor and participate in cultural celebrations.		Most agreed with this.		survey	
13. The academic unit and its contractors accommodate diverse religions and cultures.			This has not been applicable at the department level. It is considered for hiring. There are University regulations that cover large contractors.	UT Title VI Plan (2003-2004, Narrative Only, < 1Mb) ; UT Title VI Plan (2001-2002) ; page 5 addresses this.	

<u>C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention</u> <u>Potential Sources of Documentation</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
14. The academic unit provides additional support to faculty and staff, where required to assure access and participation, e.g. sign language translation and interpretation services.		Office of Disability Services provides support for faculty.		http://ods.utk.edu/ ; Office of Disability Services provides these services.	Support for staff is not emphasized and could be improved.
15. Fiscal resources are available to support translation and interpretation services.		Resources are available through the University Office of Disability Services. The department coordinates this.		Asked Dr. Whelan.	
16. Translation and interpretation assistance is available & utilized when needed.		Most agreed, but there was wide variation in responses.		http://ods.utk.edu/ ; Office of Disability Services provides these services.	

<u>C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention</u> <u>Potential Sources of Documentation</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
17. Faculty and staff with a cultural skill, such as a second language, are recognized or compensated if they use that skill for work that is over and above their specific job duties.			There was wide variation in responses with significant disagreement.	survey	

<u>D. Student Policies, Practices, Recruitment, and Retention</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
1. Information is gathered about the demographics of the student population.		Services and or attitudes for culturally competent assistance are available, but not exceptional.		Interviews with Carol Yates Resource File Interview with Dr. Whelan	
2 Students are actively recruited from diverse backgrounds.			Department's dependence upon the University to provide funding and culturally competent services hinders improvement in this area. Active recruitment, for example, is rarely conducted now due to the available information on the department website, and student policies and services are provided by the University.	Interviews with Carol Yates Resource File Interview with Dr. Whelan	Increase the recruiting of more diverse populations. The subject of nutrition in academia is predominantly pursued by white females. If no recruiting of males and/or non-white ethnic females takes place, then the department will continue to largely enroll more white females in the future. Funding for recruitment is a major issue as the department is on a very tight budget. Perhaps we (as a department) should pursue a grant or additional funding from the University for the sole purpose of recruiting a more diverse student population for both the undergraduate and graduate departments.

<u>D. Student Policies, Practices, Recruitment, and Retention</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
3. Student policies and practices are culturally competent.		Services and or attitudes for culturally competent assistance are available, but not exceptional.		Interviews with Carol Yates Resource File Interview with Dr. Whelan	
4. The academic unit has student policies on multiculturalism, racism, harassment, and discrimination.			Department's dependence upon the University to provide funding and culturally competent services hinders improvement in this area.	Interviews with Carol Yates Resource File Interview with Dr. Whelan	
5. Student policies on recruitment, admission, and retention reflect the goal to achieve diversity and cultural competence.			Department's dependence upon the University to provide funding and culturally competent services hinders improvement in this area.	Interviews with Carol Yates Resource File Interview with Dr. Whelan	
6. Input from students from diverse backgrounds is sought in developing student policies.		Services and or attitudes for culturally competent assistance are available, but not exceptional.		Interviews with Carol Yates Resource File Interview with Dr. Whelan	

<u>D. Student Policies, Practices, Recruitment, and Retention</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
7. The academic unit has implemented student policies on multiculturalism, racism, harassment, and discrimination.			Department's dependence upon the University to provide funding and culturally competent services hinders improvement in this area.	Interviews with Carol Yates Resource File Interview with Dr. Whelan	
8. Fiscal resources are available to support translation and interpretation services.			Department's dependence upon the University to provide funding and culturally competent services hinders improvement in this area.	Interviews with Carol Yates Resource File Interview with Dr. Whelan	
9. Translation and interpretation assistance is available and utilized when needed.	Direct translation services are provided when needed by the department			Interviews with Carol Yates Resource File Interview with Dr. Whelan	

<u>D. Student Policies, Practices, Recruitment, and Retention</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
10. Advising services are routinely and systematically reviewed for methods, strategies, and ways of serving students in culturally competent ways.			There is no evidence that advising services are monitored for their culturally competent methods	Resource File Faculty Survey	
11. Supervisors of student workers conduct performance evaluations being sensitive to cultural differences.		Services and or attitudes for culturally competent assistance are available, but not exceptional.		Resource File Faculty Survey	

<u>D. Student Policies, Practices, Recruitment, and Retention</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
12. Students from diverse backgrounds are mentored.	This was given a commendable rating because of our departments "criticism" from a review board stating that the faculty spent too much time with the students in a mentoring situation. All of the students in the department are superbly mentored.			Resource File Faculty Survey	

<u>D. Student Policies, Practices, Recruitment, and Retention</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
13. Student organizations are culturally diverse.			Our student organization is not culturally diverse (97% white female), but neither is our department very culturally diverse	President of the departmental student organization	
14. Students are respected and supported for their desire to honor and participate in cultural celebrations.		Services and or attitudes for culturally competent assistance are available, but not exceptional.		Student interviews	

<u>E. Faculty and Staff Training and Development (on Cultural Competence)</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
1 Faculty and staff time is set aside for initial and ongoing cultural competence training..			No time has ever been put aside specifically for cultural competence training for either faculty or staff. Overall, there is little faculty training and the staff training is limited to what the University offers which is mostly technical training. However, because of its incorporation into the departmental goals, the department has began to allow time for faculty and staff to work on this assessment and hopefully will continue this trend in the future.	List of invited presentations for faculty and staff Training activity documentation for faculty and staff Faculty meeting minutes	Use already available time (such as faculty and staff meetings, seminar time, etc) to incorporate cultural competence training so that new outlets do not have to be developed
2 Resources are in place to support initial and ongoing cultural competence training.			Currently, resources are not in place to support cultural competence training due to the fact that this was previously not a priority in the department. Many speakers have been invited and can be seen as a potential “resource” but few have focused solely on cultural issues.	Interview with Dr. Whelan List of invited presentations for faculty and staff Faculty meeting minutes Academic unit’s self-study documents	Piggy back on to the University International and Intercultural Awareness Initiative to secure extra funds to support resources for training and development

<u>E. Faculty and Staff Training and Development (on Cultural Competence)</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
3. The academic unit provides training to all faculty and staff to increase their awareness of cultural competence.			<p>The only training provided for faculty seem to be technical training (i.e. lab safety, etc) and this appears to be at the University level. Staff training is also managed at the University level with no classes being offered specifically for cultural competence.</p> <p>Training documents were sparse overall and only included documentation of staff training.</p>	<p>Training activity documentation for faculty and staff</p> <p>Academic unit's self-study documents</p> <p>Faculty meeting minutes</p>	<p>Provide training for both faculty and staff on different aspects of cultural competence related to their needs and interests. If this is not feasible, work with the University to explore new options for training</p>

<u>F. Campus & Community Collaboration on Cultural Competence</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
1 The academic unit supports involvement with community, regional and/or national resources that promote cultural competence.			The department highly supports involvement and collaboration with other organizations and resources (Academic program review, goals # 1, 4, and 6; Faculty meeting minutes) but none specifically related to cultural competence.	Academic unit's self-study documents Academic unit's faculty meeting minutes Meeting with Dr. Whelan	Make cultural competence an issue when deciding on collaboration or cooperation with outside resources

<u>F. Campus & Community Collaboration on Cultural Competence</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
2 Community, regional, and/or national resources that promote cultural competence are utilized as appropriate, e.g. curriculum development, organizational assessment, field experiences, etc.			<p>Resources are used extensively in classes through speakers and organizations; however, very few address cultural competence specifically. For example:</p> <p>NTR 412 – Food and Nutrition in the Community – class requirement is a “culturally sensitive food plan project” (this is one of the only classes that addressed cultural competence specifically)</p> <p>NTR 513 & 514 – Community Nutrition I & II – field experience with Knox County Health Department</p> <p>NTR 201 – Careers in Nutrition – Numerous speakers address the various fields in nutrition but no specific topics on cultural issues they may face listed in the syllabi</p>	<p>Course Syllabi</p> <p>Academic unit’s faculty meeting minutes</p> <p>Academic unit’s self-study documents</p>	<p>Consider cultural competence and issues related to courses and interests of faculty when utilizing outside resources; i.e. in choosing speakers and field experiences</p>
3. The academic unit collaborates with other organizations, agencies, and/or academic units to develop and deliver culturally competent curricula, activities, and programs.			<p>The department highly supports involvement and collaboration with other organizations and resources (Academic program review, goals # 1, 4, and 6; Faculty meeting minutes) but none specifically related to cultural competence.</p>	<p>Academic unit’s self-study documents</p> <p>Academic unit’s faculty meeting minutes</p> <p>Meeting with Dr. Whelan</p>	

<u>G. Environment and Communication</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
1. All aspects of the physical environment are accessible to everyone associated with the academic unit.			For the current population of this academic unit, there are no aspects of the physical environment that are inaccessible. However, with regards to hiring and recruitment of more diverse and new individuals, the department needs improvement. Most notably, there is inadequate access to portions of the fourth floor due to the lack of elevators.	Walking around the department building	
2. Aspects of the physical environment portray and reflect diversity of communities through such things as pictures, posters, and signage.			Overall, there is a decent amount of diversity shown in the physical environment through pictures and signage. However, this evidence was not far reaching and was only found in certain areas and did present itself as an overall theme in the department.	Pictures, signage, bulletin boards within the academic unit Recruitment materials Print and electronic materials	Consider diversity when deciding on posters and signage for classrooms and hallways

<u>G. Environment and Communication</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
<p>3. Recruitment materials are culturally and linguistically appropriate.</p>			<p>The website is the major form of recruitment material for the department. The home page has only a few pictures and most are representative of a white population. The main logo seen on every nutrition page is a baby of Caucasian decent. No specific information about cultural opportunities is listed.</p> <p>Other forms of recruitment include a printed information packet for prospective students that do include some pictures of diverse populations. Information about University level multicultural scholarships and fellowships printed from a University website is included (page 31-39).</p> <p>Both Public Health Nutrition, DI handbook, and Grad handbook fail to address cultural issues and sometimes overlook cultural issues, i.e.: DI handbook on dress code requirements suggests to internships that all are female (page 14-15) Does not mention other holidays of other religions. (page 11); PHN handbook calendar implies specific religions and not others (page 32)</p>	<p>Pictures, signage, bulletin boards within the academic unit</p> <p>Recruitment materials</p> <p>Print and electronic materials</p> <p>Student handbooks specific to the unit (PHN, grad handbook)</p> <p>Academic unit's self-study documents</p>	<p>Include diversity statements on the nutrition website with links to the Office on Equity and Diversity and the University International and Intercultural Awareness Initiative. If possible, incorporate a better representation of diverse populations through pictures on the website.</p>

<u>G. Environment and Communication</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
4. Forms of communication (reports, appointment notices, telephone message greetings, etc.) are culturally and linguistically appropriate for internal and external audiences.		.	For the current population, the department may meet the standard for its forms of communication. International students are required to be somewhat proficient in English through tests and courses which helps facilitate all materials being written in one language. However, change may be needed for a growing diverse population with regards to language and specific cultural needs.	Forms of communication Student handbooks specific to the unit Print and electronic materials	
5. Print and electronic materials, educational tools, and recruitment materials portray and reflect diversity of communities.			Overall, these documents and materials do not reflect diversity of national and international communities. This can be seen in the lack of diversity represented in pictures on the website (both departmental and university) and the lack of statements of diversity.	Print and electronic materials Recruitment materials Pictures, signage, bulletin boards within the academic unit Student handbooks specific to the unit	Add diversity or EEO statements to documents.

<u>H. Curriculum Supportive of Cultural Competence</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
1. Undergraduate and graduate curricula and classroom activities incorporate content for the development of cultural competence.			Most of the curricula implied content for development of cultural competence. One explicitly stated competencies via course objectives.	17 out of 26 syllabi potential sources for incorporating cultural competence	Where appropriate, development for cultural competence should be included in course objectives & student objectives.
2. The curricula, materials, and classroom activities are systemically evaluated to determine if they incorporate cultural competence.			Faculty surveys indicate that this is not consistently being done. Additional sources reviewed did not reveal evidence of this.	Survey	Possible peer faculty review and evaluate each other's curricula, activities and materials.
3. Undergraduate and graduate curricula include cultural competence related training.			This could be happening in case studies and mock counseling experiences.	Syllabi	Include application "training" where appropriate such as experiential case studies, role-playing and mock counseling that are diverse/ culturally sensitive.

H. Curriculum Supportive of Cultural Competence	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
4. Curricula establish the importance of the cultural and ethnic backgrounds of individuals and/or families that are served by health professionals.		Yes Importance is implied because many curricula discuss various cultural and ethnic backgrounds		Syllabi	Continue at least current level.
5. Undergraduate and graduate curricula establish the importance of providing relevant and accessible services to diverse populations.		Yes Curricula establish importance regarding diverse target populations. Implied thru lecture topics and class activities on syllabi. Agreement documented on survey.		Syllabi & survey	Curricula address diversity regarding target populations. Some courses may provide more explicit opportunities via classroom activities such as mock counseling. There is an opportunity to deepen this by providing case examples of actual diverse experiences or bringing in speakers with experience with diverse populations.

H. Curriculum Supportive of Cultural Competence	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
6. Educational materials and class content are culturally sensitive and accessible to diverse populations using a range of culturally appropriate teaching techniques.		Faculty surveys and syllabi indicate that educational materials are accessible to diverse populations. Surveys also indicate that a range of culturally appropriate teaching techniques are consistently used. Student surveys indicate that the majority believe that a range of culturally appropriate teaching techniques is used consistently.		Survey and syllabi	Continue current level of educational materials and teaching techniques that are culturally sensitive and accessible to diverse populations. Continue diversity of teaching methods such as powerpoint, case studies, and discussions. Teaching methods need to measure the climate/environment that is created within the classroom. Faculty should strive to include all students in classroom activities by creating an environment for students to feel comfortable sharing their views.
7. Special needs and cultural differences are considered when interpreting evaluation results and making recommendations for improvement.		Faculty surveys indicate that special needs and cultural differences are considered when interpreting evaluation results.		Survey	Encourage faculty to strive to create a welcoming environment to diversity and differences. Consider cultural differences when evaluating student performance.

H. Curriculum Supportive of Cultural Competence	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
8. Representatives from diverse backgrounds are actively sought to participate in classroom discussions and presentations.		Yes Instructors make effort to provide diversity thru age, gender, job experience. Based on demographics of Knox Co. diversity is limited.		Syllabi	Continue at least current level.

I. Integration of Cultural Diversity in Research Projects/Policies Potential Sources of Documentation	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
1. Research priorities are set based on assessments of culturally diverse populations.		When surveyed, project directors agreed that priorities were based on culturally diverse populations.		Survey	Documentation for this is lacking. Some project directors provided no information.
2. The design, methods, and outcome measures of research projects are culturally appropriate for the targeted research population.		When surveyed, project directors agreed that they consider these factors.		Survey	Documentation for this is lacking. Some project directors provided no information.
3. Research projects include subjects from diverse backgrounds representative of the targeted research population.		When surveyed, project directors stated that subjects from diverse backgrounds were included.		Survey	Documentation for this is lacking. Some project directors provided no information.

I. Integration of Cultural Diversity in Research Projects/Policies Potential Sources of Documentation	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
4. The researchers include members of the racial/ethnic groups to be studied and/or individuals who have acquired knowledge and skills to work with subjects from those specific groups.		When surveyed, project directors agreed that projects included members of these groups.		Survey	Documentation for this is lacking. Some project directors provided no information.
5. When food- or other health-related behaviors are discussed or used in assessment for research purposes, the cultural and ethnic background of the individual and/or family is considered.		When surveyed, project directors agreed that cultural and ethnic background are considered.		Survey	Documentation for this is lacking. Some project directors provided no information.

<u>J. Outside Class Opportunities (field experiences, internships, and seminars) Promoting Cultural Competence</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
1. Outside class opportunities incorporate content for the development of cultural competence.		Yes Block field: Expands student exposure to different cultures & community needs		PHN Handbook, p11 Syllabi	Continue to provide students with varied experience to develop cultural competence. Expand as appropriate.
2. Outside class opportunities establish the importance of providing relevant and accessible services to diverse populations.		Yes Opportunity range from Pedi-elderly, and socioeconomic.		Syllabi DI Handbook PHN Handbook	Continue at least at same level. Expand as appropriate.
3. Outside class opportunities are culturally sensitive and accessible to diverse populations using a range of culturally appropriate techniques.		Student and faculty surveys consistently agree that class opportunities are culturally sensitive and accessible to diverse populations using a range of culturally appropriate techniques.		Surveys	Continue minimally as same level.

<u>J. Outside Class Opportunities (field experiences, internships, and seminars) Promoting Cultural Competence</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
4. Representatives from diverse backgrounds are actively sought to participate in the planning and implementation of outside class opportunities.		Yes Instructors make effort to provide diversity thru age, gender, job experience. Based on demographics of Knox Co. diversity is limited.		Syllabi DI Handbook PHN Handbook	Continue at least current level.
5. Field experience supervisors, preceptors, and guest speakers are actively recruited from diverse backgrounds.		Yes Instructors make effort to provide diversity thru age, gender, job experience. Based on demographics of Knox Co. diversity is limited.		DI Handbook PHN Handbook Syllabi	Continue at least current level.
6. The content and activities of outside class opportunities are culturally and linguistically appropriate.		Student and faculty surveys indicate that the content and activities of outside class opportunities are culturally and linguistically appropriate.		Surveys	Continue at least current level

<u>J. Outside Class Opportunities (field experiences, internships, and seminars) Promoting Cultural Competence</u>	Commend	Meets the Standard	Needs Improvement	Source	Recommendations
7. Evaluations of outside class opportunities include components of cultural competence.		DI final evaluation includes measure for component of cultural competence. Student surveys indicated that evaluations of outside class opportunities include components of cultural competence.	Faculty surveys indicate that evaluations of outside class opportunities may or may not include components of cultural competence.	Surveys DI and PHN Handbooks DI final evaluation form Outside class evaluation form	If not already included, add measure of cultural competence to currently used evaluation forms of students and preceptors.
8. Outside class opportunities are systemically evaluated to determine if they achieve cultural competence.			Results on faculty surveys are split regarding if outside class opportunities are systemically evaluated to determine if they achieve cultural competence. Hence, this needs improvement.	Surveys	If not already included, add measure of cultural competence to currently used evaluation forms of students and preceptors. Possibly faculty involved in outside class opportunities can meet as a group to create systematic evaluation tool.

<u>K. Technical Assistance & Consultation</u>	<u>Commend</u>	<u>Meets the Standard</u>	<u>Needs Improvement</u>	<u>Source</u>	<u>Recommendations</u>
<p>1. Technical assistance and consultation strategies recognize the linguistic and cultural diversity of communities.</p>			<p>TA/consultation appears to be a component of the public health nutrition program, particularly because of the training grant requirements. However, within this program and across the department TA/Consultation appears to be on an ad hoc basis.</p> <p>Some faculty particularly identify aspects of cultural competence and cultural diversity as part of TA/consultation that they seek, but it is less clear how this is implemented across the department and the degree to which it is considered. For example, cultural competence and diversity did not appear to be explicitly addressed in the TA/Consultation requested of faculty, although some faculty sought TA/Consultation with this in mind (eg formation of public health nutrition project advisory committees).</p> <p>Some faculty indicated that although TA/consultation was requested of them as part of work groups, etc., cultural diversity and competence may not have been intentional means of selection. Faculty also sought TA/consultation re: statistical programming, where manuals were in “computer language.”</p>	<p>Responses to faculty email requesting input to these areas</p> <p>Review of public health nutrition project materials</p> <p>Nutrition Program Review</p>	<p>Maintain record of TA/consultation, including aspects of cultural competence</p>

<u>K. Technical Assistance & Consultation</u>	<u>Commend</u>	<u>Meets the Standard</u>	<u>Needs Improvement</u>	<u>Source</u>	<u>Recommendations</u>
2. Technical assistance/consultation activities are routinely and systematically reviewed for methods, strategies, and ways of serving communities in culturally competent ways.			No evidence of evaluation using this criterion.	Responses to faculty email requesting input to these areas Review of public health nutrition project materials Nutrition Program Review	Evaluation of TA/consultation to include aspects of cultural competence
3. When providing technical assistance/consultation in communities, input from members reflecting the diverse cultural make-up of these communities is sought and utilized.		This appears to be the practice within public health nutrition, where community input is requested & used for assessment, planning, etc.		Responses to faculty email requesting input to these areas Review of public health nutrition project materials Nutrition Program Review	
4. Efforts are made to involve consultants who have knowledge of and experience with the cultural group requesting the technical assistance/consultation.			This appears to be part of public health nutrition TA/consultation, although may not be explicitly stated as intention. For example, the <i>Meaningful Exchange</i> cultural competence module includes consultants from diverse backgrounds and experience with a variety of cultural groups.	Responses to faculty email requesting input to these areas Review of public health nutrition project materials Nutrition Program Review	

<u>K. Technical Assistance & Consultation</u>	<u>Commend</u>	<u>Meets the Standard</u>	<u>Needs Improvement</u>	<u>Source</u>	<u>Recommendations</u>
5. Evaluation from the recipients of technical assistance/consultation activities includes components of cultural competence.			No evidence of evaluation using this criterion.	Responses to faculty email requesting input to these areas Review of public health nutrition project materials Nutrition Program Review	Evaluation of TA/consultation to include aspects of cultural competence