

10. Academic units implement a plan for employment equity and diversity of personnel that includes policies and procedures for recruitment, employment, retention, and workforce composition assessment.
11. Student policies on recruitment, admission, and retention are implemented to achieve diversity.
12. The larger academic unit and its component parts implement an employment equity policy to eliminate unfair and discriminatory barriers to positions.
13. A policy is in place to address disparities in recruitment, admission, retention, and graduation rates of diverse students.
14. Position descriptions include skills related to cultural competence, as appropriate.
15. The academic unit implements policies that incorporate goals of eliminating barriers to access educational programs and services.
16. Demographic data about the student population are evaluated to promote diversity.
17. The review of policies and procedures includes diverse faculty, staff, and others from outside the academic unit.



1. The impact of culture on the health-related behaviors of individuals, families, and communities is considered in all phases of research.
2. Policies and procedures are clearly communicated to faculty and staff.
3. Advising and mentoring services are available to all students.
4. All aspects of the physical environment are accessible.
5. Research projects include subjects from diverse backgrounds representative of the targeted research population.
6. The academic unit's student organizations are welcoming of students.
7. When providing technical assistance and consultation in communities, input from members reflecting the diverse cultural make-up of these communities is sought and utilized.

8. The researchers include members of the racial and/or ethnic groups to be studied and/or individuals who have acquired knowledge and skills to work with subjects from those specific groups.
9. The design, methods, and outcome measures of research projects are culturally appropriate for the targeted research population



1. A written statement of core values includes diversity and cultural competence.
2. Cultural competence is included in the mission and vision statements.
3. The physical environment portrays diverse communities through visual images, such as pictures, posters, and signage.
4. Supervisors communicate evaluation of student's performance being sensitive to cultural differences.
5. Administrators communicate evaluations of faculty and staff performance being sensitive to cultural differences.

**Source:**

Dotson LE. *Organizational Cultural Competence of Post-Secondary Health-Related Academic Units*. Master Thesis. Knoxville, TN: Department of Nutrition, University of Tennessee; 2010.

## Criteria Statements in the Dotson Model of Organizational Cultural Competence of Units Related to Health in Academia (OCCUR-HIA)



## Organizational Accountability

1. The academic unit collaborates with other organizations, agencies, and/or academic units to develop and deliver culturally competent curricula, activities, and programs.
2. Fiscal resources are allocated for initial and ongoing cultural competence training.
3. Undergraduate and graduate curricula include cultural competence related training.
4. Undergraduate and graduate curricula establish the importance of providing relevant and accessible services to diverse population.
5. Campus, community, regional, and/or national resources that promote cultural competence are utilized as appropriate, e.g. curriculum development, organizational assessment, field experiences, etc.
6. Experiential practice sites are developed with input from individuals from diverse backgrounds.
7. A committee, task force, program area, or other entity is formed to develop cultural competence priorities arising out of the unit's organizational self-assessment.
8. Experiential practice sites model cultural competence.
9. Representatives from diverse backgrounds participate in classroom discussions and presentations (e.g., guest speakers, panel members, and discussions).
10. Faculty and staff participate in education, training, and research to increase their awareness, knowledge, and skills related to cultural competence.
11. Diverse field faculty (e.g., paid, volunteer, and field experience supervisors) and others (guest speakers) model cultural competence.
12. The academic unit's academic administrator is accountable for cultural competence and diversity of the unit.
13. The academic unit rewards faculty, staff, and student involvement with community, regional and/or national resources that promote cultural competence.
14. The academic unit's core values related to diversity influence how marketing and other program materials are developed.
15. A range of culturally appropriate educational resources and teaching techniques are used to address different learning styles of students.

16. Experiential practice sites provide students opportunities to work with diverse populations.
17. Curricula establish the health-related relevance of the cultural backgrounds of individuals and/or families that are served by health professionals.
18. The academic implements a policy to conduct regular organizational cultural competence self-assessments to identify priorities and gaps in practice.
19. Forms of communication (reports, appointment notices, telephone message greetings, etc.) are culturally competent for internal and external audiences.
20. Consultants are involved who have knowledge of an experience with the cultural group requesting the technical assistance and consultation.
21. Special needs and cultural differences are considered when interpreting student evaluation results and making recommendations for improvement.
22. Research priorities are established collaboratively with individuals from diverse backgrounds and communities.
23. Learning outcomes of students are evaluated to measure knowledge and skills related to cultural competence.
24. The curricula, materials, and classroom activities are systematically evaluated to determine how they incorporate cultural competence content.
25. Learning outcomes for outside class opportunities are evaluated to measure student knowledge and skills related to cultural competence.
26. Field faculty and others (e.g. guest speakers) are evaluated for modeling and facilitating cultural competence in their practice setting or learning activity.
27. Faculty and staff who use cultural skills in their work that is above and beyond their required job duties are recognized or rewarded.
28. Experiential sites and outside class learning opportunities are evaluated for providing students with opportunities to work with diverse populations.
29. Personnel performance evaluations include knowledge, skills, and ongoing professional development related to cultural competence.
30. Advising and mentoring services are systematically reviewed for methods, strategies, and ways to better serve students in culturally competent ways.

31. Technical assistance and consultation activities are routinely and systematically evaluated for methods, strategies, and ways of serving communities in culturally competent ways.
32. Evaluation of technical assistance/consultation activities by recipients includes cultural competence.

## Stakeholder Diversity

1. Diverse participants serve on all advisory boards, committees, and councils to ensure wide cultural representation of the populations served.
2. Faculty, staff, administration, and board members participated in developing, reviewing, and revising employment equity and personnel policies and procedures.
3. Input is sought from faculty, staff, administration and board members in recruiting, hiring, and retaining individuals from diverse backgrounds.
4. Diversity goals and language about the diversity of faculty, staff, and communities served are included in the organizational policies and procedures.
5. The development of policies and procedures includes diverse faculty, staff, and others from outside the academic unit.
6. The development of strategic and program plans includes diverse faculty, staff, and others outside the academic as appropriate.
7. The academic unit identifies an academic administrator or faculty member with delegated responsibility for initiative and issues related to cultural competence and diversity.
8. Personnel recruitment, employment, and retention practices are implemented to achieve diversity and promote cultural competence.
9. The composition of academic unit (faculty, staff, students, boards, committees, and contractors) is diverse.