

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

**Volume 1: Summary of Findings**

Sonja Cooke  
Heather De Puy  
Andrea Graves  
Eriko Grover  
Shalese McMillan  
Betsy Haughton

Department of Nutrition  
The University of Tennessee, Knoxville

October 2005

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

**Volume 1: Summary of Findings**

Sonja Cooke  
Heather De Puy  
Andrea Graves  
Eriko Grover  
Shalese McMillan  
Betsy Haughton

Department of Nutrition  
The University of Tennessee, Knoxville

October 2005

## Acknowledgements

The completion of this report represents a culmination of effort and contributions from several people. We would like to thank:

- The authors of the *Manual for Self-Assessment of Cultural Competence of an Academic Unit or Department*, which was used to direct and complete the assessment process;
  - Emily Eckley
  - Andrea Graves
  - Eriko Grover
  - Shalese McMillan
  - Amber Mosely
  - Marsha Spence
  - Besty Haughton
  
- The individual team members from the Department of Nutrition involved in the assessment process, who gave their time and energy to the completion of this project
  - Micah Flint (graduate student)
  - Hyoung Yon Kim (graduate student)
  - Mike Lundy (undergraduate student)
  - Erum Shaukat (undergraduate student)
  - Dr. Gary Truett (faculty)
  - Karen Wetherall, MS, RD (faculty)
  - Carol Yates (staff)
  
- All of the faculty, staff, and students, who provided input and data for the self-assessment.

To one and all we extend our thanks!

## Table of Contents

<b>INTRODUCTION .....</b>	<b>1</b>
<b>PURPOSE .....</b>	<b>3</b>
<b>METHODS.....</b>	<b>3</b>
<b>RESULTS/DISCUSSION .....</b>	<b>5</b>
<b>DOMAIN A: MISSION AND PROGRAM POLICIES.....</b>	<b>5</b>
<b>DOMAIN B: GOVERNANCE AND ORGANIZATION.....</b>	<b>6</b>
<b>DOMAIN C: FACULTY AND STAFF PERSONNEL POLICIES, PRACTICES, RECRUITMENT, AND RETENTION .....</b>	<b>6</b>
<b>DOMAIN D: STUDENT POLICIES, PRACTICES, RECRUITMENT, AND RETENTION .....</b>	<b>7</b>
<b>DOMAIN E: FACULTY AND STAFF TRAINING AND DEVELOPMENT (ON CULTURAL COMPETENCE) .....</b>	<b>7</b>
<b>DOMAIN F: CAMPUS &amp; COMMUNITY COLLABORATION ON CULTURAL COMPETENCE.....</b>	<b>7</b>
<b>DOMAIN G: ENVIRONMENT &amp; COMMUNICATION .....</b>	<b>8</b>
<b>DOMAIN H: CURRICULUM SUPPORTIVE OF CULTURAL COMPETENCE .....</b>	<b>8</b>
<b>DOMAIN I: INTEGRATION OF CULTURAL DIVERSITY IN RESEARCH PROJECTS/POLICIES.....</b>	<b>9</b>
<b>DOMAIN J: OUTSIDE CLASS OPPORTUNITIES .....</b>	<b>9</b>
<b>DOMAIN K: TECHNICAL ASSISTANCE AND CONSULTATION.....</b>	<b>9</b>
<b>SUMMARY AND RECOMMENDATIONS.....</b>	<b>10</b>
<b>REFERENCES .....</b>	<b>11</b>
<b>APPENDIX A: SELF-ASSESSMENT TOOL FOR ORGANIZATIONAL CULTURAL COMPETENCE OF A POSTSECONDARY ACADEMIC DEPARTMENT OR UNIT .....</b>	<b>12</b>
<b>APPENDIX B: FACULTY, STAFF, AND STUDENT SURVEYS.....</b>	<b>28</b>
<b>APPENDIX B1: FACULTY SURVEY.....</b>	<b>29</b>
<b>APPENDIX B2: STAFF SURVEY .....</b>	<b>35</b>
<b>APPENDIX B3: STUDENT SURVEY .....</b>	<b>38</b>
<b>APPENDIX C: SURVEY RESULTS.....</b>	<b>42</b>

## Introduction

On March 16, 2004 the Department of Nutrition faculty at The University of Tennessee, Knoxville approved an annual goal to:

Begin an organizational cultural competence assessment at the department-level to include 1-2 presentations on cultural competence and implementation of an assessment process.

This departmental goal was consistent with one of the 2003-08 5-year project goals for the federally-funded Public Health Nutrition training project, which was that:

Culturally competent public health nutrition alumni (will) function in progressively responsible maternal and child health positions in service, administration, consultation, teaching and/or research.

One outcome objective in support of this project goal was that: Organizational cultural competence [will be] increased through completion of [a] cultural competence organizational self-assessment [annually] using Georgetown University's National Center for Cultural Competence instrument or other current tool. The Department's and the public health nutrition project's goals were compatible. Therefore, Public Health Nutrition faculty and Maternal and Child Health (MCH) Public Health Nutrition trainees took leadership responsibility for the self-assessment process.

### Development of a Model for Cultural Competence of a Health-Related Post-Secondary

Academic Unit. During the 2003-04 academic year, the Maternal and Child Health (MCH)

Trainees reaffirmed the need for the academic unit to be culturally competent to better prepare graduates to work with increasingly diverse populations. In consultation with the Public Health Nutrition Program Director they designed a model for cultural competence of a health-related academic unit and proposed a process to facilitate an academic unit's movement towards enhanced cultural competence at the postsecondary educational level(1). When the Trainees began their work, they anticipated using an existing model and self-assessment tool. However, they found that multiple definitions of cultural competence existed at the organizational level for health care settings and organizations and at the individual level for personnel. Moreover, there was no definition that described cultural competence in postsecondary-level academic settings. Subsequently, using various definitions as models, the Trainees developed a definition of cultural competence specific to the university environment. The resulting definition was useful also as a standard to perform initial baseline assessment of the cultural competence of the Department:

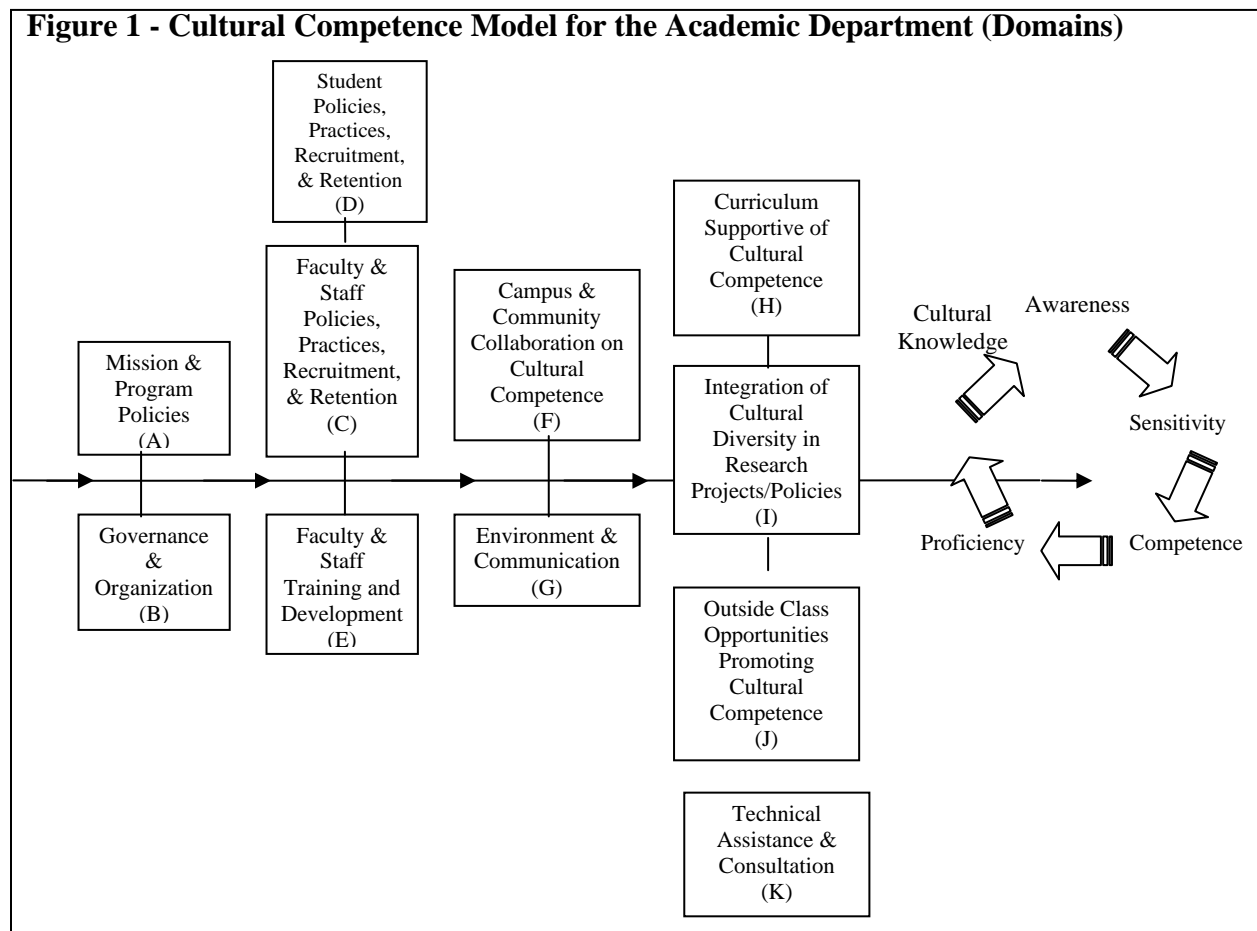
Cultural competence is a set of congruent values, policies, behaviors, and practices within a system, organization, program, or among all individuals that enables effective cross-cultural work. Cultural competence also recognizes that there are multiple ways to view the world. Within an educational setting, cultural competence is the ability to honor and respect beliefs, language, interpersonal styles, and behaviors of all. Achieving cultural competence is a dynamic, ongoing, developmental process that is also proactive, performance oriented and requires a long-term time commitment.

Cultural competence mandates that organizations, programs, and individuals have the ability to:

1. value diversity and similarities among all;
2. understand and effectively respond to cultural differences;

3. engage in cultural self-assessment at individual and organizational levels;
4. integrate cultural competence components into educational programs and services:
  - awareness and acceptance of difference,
  - knowledge of one's own cultural values,
  - understanding of the dynamics of difference,
  - development of cultural knowledge,
  - ability to adapt practice skills to fit the student's cultural context;
5. institutionalize cultural knowledge.

This definition was used to develop a model with 11 domains for academic units (Figure 1). Development of the criteria statements for each domain was guided by instruments from the Association of University Centers on Disabilities (AUCD) (2) and the Ministry for Children and Families Vancouver Ethnocultural Advisory Committee (EAC) (3). The MCH Trainees determined which domains and criteria statements from these tools were relevant to an academic unit and adapted them for use in the development of the assessment tool. In addition other domains and criteria statements were developed as appropriate.



Development of the Self-Assessment Tool. After the model was developed, an instrument was developed to guide the self-assessment (1). The self-assessment tool (Appendix A) developed by the 2004-05 MCH Trainees was designed to facilitate a process toward enhanced organizational cultural competence of nutrition and health-related departments or units at the postsecondary education level. The tool included each domain and its respective criteria statements. In addition, for each domain, potential sources of documentation were identified. To evaluate each criterion a 3-point scale was developed: Commend, Meets the Standard, and Needs Improvement. For each criterion there was space to identify sources used for the value judgment. Upon completion of the instrument the Department of Nutrition engaged in the self-assessment process.

## **Purpose**

The purpose of this self-assessment was to identify the strengths and weaknesses of the Department of Nutrition in relation to the cultural competence model as a foundation for strategic planning to enhance the Department's cultural competence.

## **Methods**

Organizational Structure. To direct the assessment, a leadership team was developed. The leadership team consisted of three MCH Trainees and the Public Health Nutrition Program Director. Weekly team meetings were held to develop a protocol to guide the assessment process. In addition, the team discussed the importance of an assessment team that was representative of faculty, staff, and students (both graduate and undergraduate) to participate actively in the assessment process. Once the protocol was developed, a meeting was held with the Department Head to describe the protocol, propose a timeline for the process, and secure resources. Resources included time for faculty, staff, and students to participate in the assessment, photocopying privileges, and access to departmental materials for data gathering.

Following approval by the Department Head, the assessment team was formed. Team members represented departmental faculty, staff, and students and its charge was to critically assess the Department's level of cultural competence the 11-domain model and its criteria. Criteria for selection of assessment team members included diversity and availability and interest to participate. Diversity included gender, race/ethnicity, program and level of study, and balance of faculty, staff, and students. Potential team members were proposed to the Department Head and subsequently were invited to attend by email or direct contact.

The resulting assessment team consisted of 11 individuals, who participated in their first team meeting on October 18, 2004 where the leadership team described cultural competence and the purpose of the assessment. The protocol to guide the process was detailed in a manual developed by the leadership team that was distributed for review by team members. As a group, the decision was made to reconvene the following week to distribute additional assessment materials, such as resources, and to develop smaller teams, hereafter referred to as subcommittees. The subcommittees would be responsible for the assessment of specific domains.

Subcommittees consisted of two members selected by the leadership team to promote diversity within and across the subcommittees. Each subcommittee was responsible to assess one or two domains (depending on the intensity of the domain). Every effort was made to distribute the work requirements evenly between the subcommittees. Each subcommittee was assigned a member of the leadership team for technical assistance and consultation for any questions or issues that might arise.

At the second assessment team meeting, any questions or concerns about cultural competence, the manual, and assessment process were discussed and folders containing selected materials were distributed to the subcommittees. These materials included appropriate references and materials specific for each domain. Additional resources were placed in the Department of Nutrition's main office and could be obtained as needed. These additional resources were assured equal distribution to the subcommittees through the use of a sign-out/sign-in sheet.

The Self-Assessment Process. December 1, 2004 was set as the deadline for completion of subcommittee work. Each subcommittee developed its own internal process and time frame to meet this overall deadline. The guiding principles for subcommittee work were to use existing documents and resources to the extent possible and to make a value judgment for each criterion based on the data gathered. During the assessment phase, the leadership team continued to meet weekly to discuss any arising issues that they or the subcommittees had.

It soon became apparent that data gathering of existing data would limit the assessment process. For example, the leadership team was aware of several issues that required input from faculty. Therefore, to appropriately address the domains regarding research, technical assistance, and consultation, a brief email was sent to all faculty members requesting them to submit information on research projects, and technical assistance received and/or given. Responses from the emails were sent to the appropriate subcommittees for use in assessing the respective criteria statements. Another source of data for the assessment was the Departmental budget. Due to the sensitive nature of this resource, the leadership team set up a meeting with the Department Head to discuss any questions related to the budget. One representative from each of the subcommittees requiring budget information was asked to attend the meeting and to ask questions specifically related to their assigned domain. This meeting was held November 18, 2004.

Several of the subcommittees required additional information that had not been previously documented or collected by the Department, and could only be obtained from individuals within the Department. Each subcommittee was asked to submit questions that would be used to survey faculty, staff, and students. Questions were based on the criteria statements in each subcommittee's domain. The survey included close-ended questions with a 4-point Likert-like scale response format. For each question on the survey, a comments section was included for additional information. Three separate surveys were developed specifically for faculty, staff, and students (Appendix B). Surveys for faculty, staff, and graduate students were distributed in campus mailboxes and were returned anonymously to a designated leadership team member's mailbox. Participants were given two weeks to complete and return the survey. A total of 13 faculty, 17 staff, and 32 graduate students were surveyed with response rates of 77%, 47%, and 56%, respectively. Undergraduate students were surveyed in two required nutrition classes. In Nutrition 201 (Careers in Nutrition) 39 students were surveyed and in Nutrition 415 (Clinical

Nutrition I) 22 students were surveyed. In total, 61 undergraduates were surveyed with a response rate of 28%.

The returned and completed surveys were compiled in an Excel worksheet. For each question, responses were averaged and a mean determined. Questions were grouped by content and plotted on a clustered bar chart. Results can be seen in Appendix C. Each subcommittee then was given a copy of the survey results to use in assessing criteria statements within its domain.

Shortly after the survey was distributed and analyzed, it was determined that one of the subcommittees required additional information from faculty who participate in human subject research projects. An additional brief survey was developed using criteria from the specific subcommittee's domain. Six faculty members were asked to participate in the survey, and 4 of the 6 surveys were returned. Responses to the close-ended questions were in a "yes" or "no" response format. Due to the small size, only the subcommittee that requested the information evaluated the results.

On November 29, 2004 the assessment team met as a group to hear sub-committee reports and share findings. Each sub-committee gave to the leadership team an electronic file with its domain report completed as the degree to which each criterion was met, rationale for this value judgment, and identification of resources used.

## **Results/Discussion**

### Domain A: Mission and Program Policies

Of the 12 criteria statements related to mission and program policies for the Department and its programs, 4 were rated as "meets the standard" and 4 were rated as "needs improvement." In general the Department's policies and practices were consistent with those of the University for compliance with laws and regulations related to equal employment opportunity and avoidance of discrimination. The Departmental goal to prepare professionals who are sensitive to the impact of cultural diversity was supported by a number of Departmental practices, which are formally stated and informally practiced. It is of significant importance that the Department's mission statement includes no mention of cultural competence. This oversight was seen consistently in the mission statements for the dietetic internship and public health nutrition program, although cultural competence was implied. This oversight is relevant because it is a Department's mission and vision that drive goals, objectives, policies, and programs. The assessment team also emphasized that compliance with laws and regulations is not the same as cultural competence, which goes beyond what is required. Furthermore, cultural sensitivity can be considered an initial step toward cultural competence, but does not equate with cultural competence. Although the majority of criteria for this domain were judged as "needs improvement," it is significant and important that the Department considered and implemented a cultural self-assessment, so that it can consider ways to promote its own cultural competence and that of its students, staff, and faculty.

Areas for the Department to consider within the domain of mission and vision are as follows:

- Inclusion of cultural competence in the mission and vision of the Department and its programs

- Consideration of new Departmental goals related to organizational cultural competence
- Formalized plans and strategies to promote individual and organizational cultural competence
- Statement of criteria for print and non-print Departmental materials that include diversity and cultural competence

#### Domain B: Governance and Organization

The Department rated as “needs improvement” for the five criteria statements within this domain. Most of these criteria concern the involvement of diverse stakeholders in how the Department makes decisions, plans, and revises curricula. Examples of stakeholders include students, staff, employers of alumni, faculty of other graduate programs, the local community, and recipients of services delivered by faculty, students, and alumni. There was anecdotal evidence that students are asked for input on decisions both informally and through student organizations. However, there did not appear to be a formal process for this input and primarily, faculty appear to be involved in setting Department goals and objectives. Department by-laws do address shared responsibilities and delegated authority, but implementation was less clear from the Departmental minutes. Although the surrounding community is of limited ethnic and racial diversity (88% White, 9% African American, and 3% other (4), the Department’s faculty is more diverse and there was evidence of efforts to actively enhance diversity of faculty and students. This should be encouraged.

Specific areas for the Department and its programs to consider are:

- Formal policies and practices that include diverse faculty, staff, students, and other stakeholders, as appropriate, for academic unit planning and curricular development
- Formal policies and practices that include diverse stakeholders as members of advisory committees

#### Domain C: Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention

Overall 10 of the 17 criteria in the Faculty and Staff policy and procedures domain were rated as “meets the standard,” 1 was “commendable,” and 6 were rated as “needs improvement.”

Research found that the University has policies and procedures for many of the items addressed in the domain and for most of these policies, the Department of Nutrition adopts the University policy as its own.

Areas that the assessment team identified to address include:

- Inclusion of diverse racial/ethnic groups in University policies, because many focus on African Americans and do not specifically address other racial/ethnic groups.
- Inclusion of skills related to working with diverse groups in position descriptions for faculty and staff
- Addressing ability to work with diverse groups in personnel performance evaluations
- Recognition of faculty and staff with specific cultural skills, such as a second language

It is important to note that in some areas of this domain University policy, as opposed to departmental policy, may be the area to address. Overall the domain was found to “meet the standard” on the majority of criteria.

#### Domain D: Student Policies, Practices, Recruitment, and Retention

Within this domain, 2 criteria statements received “commendable ratings,” 5 criteria statements received “meets the standard” ratings, and 7 criteria statements received “needs improvement” ratings. Accessibility of translation services within the Department and the high level of mentoring and apprenticeship from faculty to students were the primary reasons for the commendable ratings. However, in the Department’s Academic Program Review there was concern raised that faculty spent too much time with students in mentoring situations. In addition, the Department received “meets the standard” ratings because of the presence of services and/or attitudes relative to culturally competent assistance that are available.

Specific areas for the Department and its programs to consider are:

- Increased recruitment of more diverse populations
- Increased funding for diverse recruitment
- Assess the resources available from the University and the dependence of the Department upon the University for funding and the provision of culturally competent services
- Incorporation of cultural competence skills in advising services

#### Domain E: Faculty and Staff Training and Development (on Cultural Competence)

Overall, this domain received a “needs improvement” rating in each of the three criteria statements reviewed. For both faculty and staff, some training is provided and required by the University and the Department, but there has never been a priority placed on the need for training specifically related to cultural competence. The training provided for faculty and staff is mostly related to work safety and skills; of the training reviewed, none is offered specifically related to cultural competence. Lack of culturally focused training could be because most of the training provided is through the University system, not the Department. In addition, resources have not yet been set aside specifically for cultural competence training within the Department. Nevertheless, it is important to note that initiation of the cultural competence assessment and participation of faculty and staff in the assessment process shows a positive movement for the Department towards a more culturally competent faculty and staff.

Specific areas for the Department and its programs to consider are:

- Incorporation of cultural competence training into the training system currently in place or through other available avenues (i.e. faculty and staff meetings, nutrition seminars, etc)
- Shifting the dependence of staff training from the University system to the Department relative to Departmental needs
- Assessment of the availability of resources to adequately incorporate cultural competence training

#### Domain F: Campus & Community Collaboration on Cultural Competence

This domain received “needs improvement” in each of its three criteria statements. The academic unit highly supports collaboration with the community, as stated in many of the Department goals. Many of the faculty and class projects do have collaborative relationships with organizations, agencies, and other academic units as stated in faculty meeting minutes and numerous self-study documents. However, the goals as stated are of a general nature and have

no specific reference to promoting cultural competence. In addition, community, regional, and/or national resources to promote cultural competence are not yet in place in the department or within its classes. Although speakers from the community are used in many of the nutrition classes, they usually have a stronger focus on the mission of the class and less on cultural competence. This could most likely be attributed to the lack of priority that cultural competence has had in the past.

Specific areas for the Department and its programs to consider are:

- Making cultural competence a priority in the selection and process of collaboration projects
- Recruitment of culturally diverse speakers

#### Domain G: Environment & Communication

Each of the five criteria statements in this domain received a rating of “needs improvement.” For the current population within this academic unit, there are no aspects of the physical environment that are inaccessible. However, changes are essential for the hiring and recruitment of a more diverse population. Reasons include: limited elevator access to specific sections of the building, a need for more diversity in signage and posters within all areas of the Department (although some rooms and offices included pictures representing diversity, some did not), and most importantly, lack of diversity on the Departmental website, which is the primary form of recruitment for the academic unit.

Specific areas for the Department and its programs to consider are:

- Renovations or accommodations to assure access for all individuals who enter the Department and its facilities
- Incorporation of more diversity into the Department’s website through pictures, addition of diversity statements and policy, and links to University wide initiatives for diversity

#### Domain H: Curriculum Supportive of Cultural Competence

The resources reviewed for curriculum supportive of cultural competence were 26 syllabi and survey results from faculty, undergraduate, and graduate students. Based on this information, the subcommittee determined that 3 criteria statements fell in the “meets the standard” category and 4 statements were deemed “needs improvement.” Attainment of one criteria statement was judged as equivocal and, specifically, determined both as meeting the standard and needs improvements.

When the subcommittee reviewed the 26 syllabi, only 17 syllabi were deemed appropriate for analysis. The 9 excluded syllabi were nutrition science courses, where the nature and content of the course did not provide opportunities to develop cultural competence.

Criteria statements where evidence of cultural competence was explicitly stated in the syllabi and confirmed by faculty and students were given a ranking of “meets the standard.” There were some criteria statements that implied the development of cultural competence. Overall, survey results were inconsistent.

Specific areas for the Department and its programs to consider are:

- Incorporation of cultural competence training into undergraduate and graduate curricula
- Development of a strategy to systematically evaluate curricula for promotion of cultural competence

#### Domain I: Integration of Cultural Diversity in Research Projects/Policies

In the domain of integration of cultural diversity in research projects/policies, all five criteria were found to “meet the standard.” The assessment team found that for the most part, faculty participating in human subject research were considerate of the subjects’ cultural backgrounds and wanted to include this aspect into the research. A main weakness of this domain was the limited information on research projects.

One specific area for the Department and its programs to consider is:

- Better documentation of subjects included in research projects and how they are selected.

#### Domain J: Outside Class Opportunities

The subcommittee reviewed syllabi, surveys, and public health nutrition and dietetic internship manuals for evidence of cultural competence within outside class opportunities. It was determined that 6 criteria statements fell in the “meets the standard” category and 1 statement “needs improvement.” For one criteria statement adequate evidence could not be provided and this was consequently ranked as a dual “meets the standard” and “needs improvement.”

Only syllabi with outside class opportunities were analyzed by the subcommittee. Curricula that have outside class components that promote cultural competence through activities, content, and diversity of representatives were evaluated. This evidence allowed the subcommittee to rank six criteria statements as “meets the standard.”

A specific area for the Department to consider is:

- Systematic evaluation of outside class opportunities to determine if they help achieve cultural competence

#### Domain K: Technical Assistance and Consultation

Technical assistance and consultation appeared to be a component of the public health nutrition program, particularly because of its training grant requirement. However, within this program and across the Department, technical assistance and consultation appeared to be on an ad hoc basis. Furthermore, there were limited records of what technical assistance and consultation had been provided and even less evidence of the degree to which cultural competence was included. Therefore, for this domain only 1 of the 5 criteria statements fell in the category of “meets the standard” and the others fell in the category of “needs improvement.” Particularly within the public health nutrition program, input from diverse stakeholders is requested and included for assessment, planning, and other purposes. However, because of the limited data to evaluate the degree to which criteria were met for this domain, several recommendations can be made.

Specific areas for the Department to consider are:

- Maintenance of records of technical assistance and consultation, including aspects of cultural competence

- Evaluation of technical assistance and consultation received and provided for cultural competence

## **Summary and Recommendations**

Overall, the Department received a total of 3 “commendable” ratings, 34 “meets the standard” ratings, 46 “needs improvement” ratings, and 2 dual “meets the standards-needs improvement” ratings. These results suggest that the Department has a foundation for cultural competence from which to build and strengthen. Of notable importance is the overall acceptance and initiation of the cultural competence assessment in the promotion of cultural competence throughout the Department. This was seen as a necessary and positive step towards change in the Department throughout all of the domains.

However, substantial change is needed to effectively incorporate cultural competence into the environment of the Department of Nutrition. The domains citing “needs improvement” ratings were most often tied to the lack of incorporation of diversity and cultural competence policies within the Department. The assessment team provided multiple suggestions to establish formal practices and policies related to cultural competence and cited the necessity to begin with incorporation of these policies into the Department’s vision and goals. Almost all of the domains reported the need to increase diversity throughout the Department. This would include making diversity a priority when choosing members for groups and committees, for academic planning and curriculum development, as a criterion in student and faculty evaluations, and in budget development. Of noted importance was the need for diversity to be emphasized for recruitment of faculty, staff, and students. These changes would require a more diverse website, Departmental environment (related to signage, pictures, etc), and recruitment materials. Also, the dependence of the Department on the University must be carefully analyzed to determine the most appropriate and feasible changes that may be implemented to promote cultural competency.

This process will most likely be facilitated by the recent launch of the International and Intercultural Awareness Initiative fueled by the Quality Enhancement Plan (QEP) for the University of Tennessee in Knoxville. Many of the recommendations made by the assessment team are directly aligned with stated University goals and strategies listed within the QEP. In addition, the University has committed a projected budget to accomplish University-wide goals. Therefore, it would be beneficial for the Department of Nutrition to utilize the University and its resources as a foundation for accomplishing the intended outcomes of this assessment.

## References

1. Eckley, E., Graves, A., Grover, E., Houghton, B., McMillan, S., Mosley, A., Spence-Green, M. *Manual for Self Assessment of Cultural Competence of an Academic Department or Unit*. Knoxville, TN: Department of Nutrition, UT 2004.
2. *Assessment of Organizational Cultural Competence*. Association of University Centers on Disabilities. 2001. Accessed from: [www.aucd.org/councils/multicultural/Cultural\\_Compentence\\_Survey.hm](http://www.aucd.org/councils/multicultural/Cultural_Compentence_Survey.hm).
3. *Cultural Competence Assessment Tool*. Ministry for Children and Families Vancouver Ethnocultural Advisory Committee. 2004. Accessed from [www.mcf.gov.bc.ca](http://www.mcf.gov.bc.ca).
4. Fact Sheet, Knox County, Tennessee. United States Census Bureau. 2000. Accessed September 28, 2005 from [http://factfinder.census.gov/servlet/SAFFFacts?\\_event=Search&geo\\_id=&\\_geoContext=&\\_street=&\\_county=Knox+County&\\_cityTown=Knox+County&\\_state=04000US47&\\_zip=&\\_lang=en&\\_sse=on&pctxt=fph&pgsl=010](http://factfinder.census.gov/servlet/SAFFFacts?_event=Search&geo_id=&_geoContext=&_street=&_county=Knox+County&_cityTown=Knox+County&_state=04000US47&_zip=&_lang=en&_sse=on&pctxt=fph&pgsl=010).

**Appendix A**  
**Self-Assessment Tool for Organizational**  
**Cultural Competence of a Postsecondary**  
**Academic Department or Unit**

<b>A. Mission and Program Policies</b> Potential Sources of Documentation <ul style="list-style-type: none"> <li>• Academic unit’s goals, objectives, mission statement</li> <li>• Academic unit’s by-laws</li> <li>• Academic unit’s faculty meeting minutes</li> <li>• Faculty/Staff handbook</li> <li>• Student handbooks specific to programs in the unit, the unit, and the organization</li> <li>• Interviews with faculty, staff, students, and administrators</li> <li>• Office of Equity and Diversity or equivalent</li> <li>• Academic unit’s self-study documents</li> </ul>	Commend	Meets the Standard	Needs Improvement	Source
1. Cultural competence is included in the mission statement, policies, and procedures.				
2. Policies and procedures reflect that all academic unit functions, whether delivered directly or indirectly, should be culturally competent.				
3. Policies and procedures promote a range of culturally appropriate practices.				
4. The academic unit has policies that incorporate goals of eliminating barriers of accessibility to educational programs and services.				
5. The academic unit has implemented policies to eliminate barriers of accessibility to educational programs and services.				
6. The academic unit has policies on multiculturalism, racism, harassment and discrimination.				
7. Language in the academic unit’s policies and procedures acknowledge the diversity of students, faculty, staff, and communities served.				
8. The policies and procedures make reference to involving diverse groups in decision-making.				

<b>A. Mission and Program Policies, Continued</b>	Commend	Meets the Standard	Needs Improvement	Source
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.				
10. Policies and procedures are available in an accessible mode of communication, as appropriate, such as Braille.				
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.				
12. A complaint resolution or appeals policy is in place.				

<b>B. Governance and Organization</b> Potential Sources of Documentation <ul style="list-style-type: none"> <li>• Academic unit’s faculty meeting minutes</li> <li>• Academic unit’s by-laws</li> <li>• Faculty/Staff handbook</li> <li>• Organizational chart</li> <li>• Academic unit’s self-study documents</li> <li>• Interviews with faculty, staff, students, and administrators</li> </ul>	Commend	Meets the Standard	Needs Improvement	Source
1. A committee/task force/program area addresses issues of cultural competence.				
2. The composition of the academic unit (faculty, staff, students, boards, committees, and contractors) is diverse.				
3. The knowledge and experience of diverse faculty, staff, and students are incorporated in the academic unit’s planning.				
4. Participants for all advisory committees and councils are recruited and supported to ensure diverse cultural representation.				
5. Educational programs and services are developed/reviewed through consultation with appropriate stakeholders, including communities served.				

<b>C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention</b> Potential Sources of Documentation <ul style="list-style-type: none"> <li>• Academic unit’s faculty meeting minutes</li> <li>• Office of Equity and Diversity or equivalent</li> <li>• Academic unit’s or organization’s employment policy</li> <li>• Faculty and staff position descriptions</li> <li>• Performance evaluation form</li> <li>• Faculty/Staff handbook</li> <li>• Interviews with faculty, staff, and administrators</li> <li>• Contracts with outside organizations</li> <li>• Organization’s academic calendar</li> <li>• Academic unit’s budget</li> </ul>	Commend	Meets the Standard	Needs Improvement	Source
1. The academic unit has an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs.				
2. Input was sought from faculty, staff, administration, and board members in developing employment equity and personnel policies.				
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.				
4. The academic unit has implemented an employment equity policy, which eliminates unfair and discriminatory barriers of accessibility to jobs.				
5. The academic unit has personnel policies on multiculturalism, racism, harassment and discrimination.				
6. The academic unit has implemented personnel policies on multiculturalism, racism, harassment and discrimination.				
7. Personnel recruitment, hiring, and retention practices reflect the goal to achieve diversity and cultural competence.				

<b>C. Faculty and Staff Personnel Policies, Practices, Recruitment, and Retention, Continued</b>	Commend	Meets the Standard	Needs Improvement	Source
8. Policies and procedures are communicated to faculty and staff and are understood by them.				
9. Position descriptions include skills related to cultural competence, as appropriate.				
10. Personnel performance measures include skills related to cultural competence.				
11. Administrators conduct performance evaluations being sensitive to cultural differences.				
12. Personnel are respected and supported for their desire to honor and participate in cultural celebrations.				
13. The academic unit and its contractors accommodate diverse religions and cultures.				
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.				
15. Fiscal resources are available to support translation and interpretation services.				
16. Translation and interpretation assistance is available & utilized when needed.				
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.				

<b>D. Student Policies, Practices, Recruitment, and Retention</b> Potential Sources of Documentation <ul style="list-style-type: none"> <li>• Academic unit’s faculty meeting minutes</li> <li>• Student handbooks specific to programs in the unit, the unit, and the organization</li> <li>• Faculty/Staff handbook</li> <li>• Interviews with faculty, staff, students, and administrators</li> <li>• Academic unit’s budget</li> <li>• Academic unit’s self-study documents</li> <li>• Student organization by-laws; meeting minutes</li> <li>• Organization’s academic calendar</li> </ul>	Commend	Meets the Standard	Needs Improvement	Source
1. Information is gathered about the demographics of the student population.				
2. Students are actively recruited from diverse backgrounds.				
3. Student policies and practices are culturally competent.				
4. The academic unit has student policies on multiculturalism, racism, harassment, and discrimination.				
5. Student policies on recruitment, admission, and retention reflect the goal to achieve diversity and cultural competence.				
6. Input from students from diverse backgrounds is sought in developing student policies.				
7. The academic unit has implemented student policies on multiculturalism, racism, harassment, and discrimination.				
8. Fiscal resources are available to support translation and interpretation services.				
9. Translation and interpretation assistance is available and utilized when needed.				
10. Advising services are routinely and systematically reviewed for methods, strategies, and ways of serving students in culturally competent ways.				

<b>D. Student Policies, Practices, Recruitment, and Retention, Continued</b>	Commend	Meets the Standard	Needs Improvement	Source
11. Supervisors of student workers conduct performance evaluations being sensitive to cultural differences.				
12. Students from diverse backgrounds are mentored.				
13. Student organizations are culturally diverse.				
14. Students are respected and supported for their desire to honor and participate in cultural celebrations.				

<b>E. Faculty and Staff Training and Development (on Cultural Competence)</b> Potential Sources of Documentation <ul style="list-style-type: none"> <li>• Academic unit's faculty meeting minutes</li> <li>• Interviews with faculty, staff, and administrators</li> <li>• Academic unit's budget</li> <li>• Academic unit's self-study documents</li> <li>• List of invited presentations for faculty and staff</li> <li>• Training activity documentation for faculty and staff</li> </ul>	Commend	Meets the Standard	Needs Improvement	Source
1. Faculty and staff time is set aside for initial and ongoing cultural competence training.				
2. Resources are in place to support initial and ongoing cultural competence training.				
3. The academic unit provides training to all faculty and staff to increase their awareness of cultural competence.				

<b>F. Campus &amp; Community Collaboration on Cultural Competence</b> Potential Sources of Documentation <ul style="list-style-type: none"> <li>• Academic unit's faculty meeting minutes</li> <li>• Interviews with faculty, staff, students, and administrators</li> <li>• Academic unit's budget</li> <li>• Academic unit's self-study documents</li> <li>• Advisory board lists</li> <li>• Course syllabi</li> </ul>	Commend	Meets the Standard	Needs Improvement	Source
1. The academic unit supports involvement with community, regional and/or national resources that promote cultural competence.				
2. Community, regional, and/or national resources that promote cultural competence are utilized as appropriate, e.g. curriculum development, organizational assessment, field experiences, etc.				
3. The academic unit collaborates with other organizations, agencies, and/or academic units to develop and deliver culturally competent curricula, activities, and programs.				

<b>G. Environment &amp; Communication</b> Potential Sources of Documentation <ul style="list-style-type: none"> <li>• Student handbooks specific to programs in the unit, the unit, and the organization</li> <li>• Interviews with faculty, staff, students, and administrators</li> <li>• Academic unit's self-study documents</li> <li>• Pictures, signage, bulletin boards within the academic unit</li> <li>• Recruitment materials</li> <li>• Forms of communication (reports, appointment notices, telephone message greetings)</li> <li>• Print and electronic materials (books, academic unit's webpage, pamphlets, syllabi including required text books, reading materials, and teaching adjuncts)</li> </ul>	Commend	Meets the Standard	Needs Improvement	Source
1. All aspects of the physical environment are accessible to everyone associated with the academic unit.				
2. Aspects of the physical environment portray and reflect diversity of communities through such things as pictures, posters, and signage.				
3. Recruitment materials are culturally and linguistically appropriate.				
4. Forms of communication (reports, appointment notices, telephone message greetings, etc.) are culturally and linguistically appropriate for internal and external audiences.				
5. Print and electronic materials, educational tools, and recruitment materials portray and reflect diversity of communities.				

<b>H. Curriculum Supportive of Cultural Competence</b> Potential Sources of Documentation <ul style="list-style-type: none"> <li>• Academic unit’s faculty meeting minutes</li> <li>• Course syllabi</li> <li>• Competencies for degree</li> <li>• Academic unit’s self-study documents</li> <li>• Course descriptions (course catalog)</li> <li>• Unit-specific student handbooks</li> <li>• Interviews with faculty, staff, students, and administrators</li> </ul>	Commend	Meets the Standard	Needs Improvement	Source
1. Undergraduate and graduate curricula and classroom activities incorporate content for the development of cultural competence.				
2. The curricula, materials, and classroom activities are systemically evaluated to determine if they incorporate cultural competence.				
3. Undergraduate and graduate curricula include cultural competence related training.				
4. Curricula establish the importance of the cultural and ethnic backgrounds of individuals and/or families that are served by health professionals.				
5. Undergraduate and graduate curricula establish the importance of providing relevant and accessible services to diverse populations.				
6. Educational materials and class content are culturally sensitive and accessible to diverse populations using a range of culturally appropriate teaching techniques.				
7. Special needs and cultural differences are considered when interpreting evaluation results and making recommendations for improvement.				
8. Representatives from diverse backgrounds are actively sought to participate in classroom discussions and presentations.				

<b>I. Integration of Cultural Diversity in Research Projects/Policies</b> Potential Sources of Documentation <ul style="list-style-type: none"> <li>• Research and project grants submitted and funded</li> <li>• Publications</li> <li>• Interviews with faculty, staff, research assistants, and administrators</li> </ul>	Commend	Meets the Standard	Needs Improvement	Source
1. Research priorities are set based on assessments of culturally diverse populations.				
2. The design, methods, and outcome measures of research projects are culturally appropriate for the targeted research population.				
3. Research projects include subjects from diverse backgrounds representative of the targeted research population.				
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.				
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.				

<p><b>J. Outside Class Opportunities (Field Experiences, Internships, and Seminars) Promoting Cultural Competence</b></p> <p>Potential Sources of Documentation</p> <ul style="list-style-type: none"> <li>• Interviews with faculty, preceptors, field experience supervisors, students, and administrators</li> <li>• Academic unit’s self-study documents</li> <li>• Lists of guest speakers and presentations for students</li> <li>• Participation lists for presentations documenting faculty, staff, and student participation.</li> <li>• Student publications and/or project reports</li> <li>• Advisory board activities</li> <li>• Unit-specific student handbooks</li> <li>• Syllabi from courses with outside class opportunities</li> <li>• Forms used by students to evaluate outside class opportunities</li> </ul>	Commend	Meets the Standard	Needs Improvement	Source
1. Outside class opportunities incorporate content for the development of cultural competence.				
2. Outside class opportunities establish the importance of providing relevant and accessible services to diverse populations.				
3. Outside class opportunities are culturally sensitive and accessible to diverse populations using a range of culturally appropriate techniques.				
4. Representatives from diverse backgrounds are actively sought to participate in the planning and implementation of outside class opportunities.				
5. Field experience supervisors, preceptors, and guest speakers are actively recruited from diverse backgrounds.				
6. The content and activities of outside class opportunities are culturally and linguistically appropriate.				

<b>J. Outside Class Opportunities (Field Experiences, Internships, and Seminars) Promoting Cultural Competence, Continued</b>	Commend	Meets the Standard	Needs Improvement	Source
7. Evaluations of outside class opportunities include components of cultural competence.				
8. Outside class opportunities are systemically evaluated to determine if they achieve cultural competence.				

<b>K. Technical Assistance &amp; Consultation</b> Potential Sources of Documentation <ul style="list-style-type: none"> <li>• Academic unit's faculty meeting minutes</li> <li>• Documentation of technical assistance and consultation provided</li> <li>• Documentation of technical assistance and consultation received</li> <li>• Interviews with faculty, recipients of technical assistance/consultation, and administrators</li> <li>• Academic unit's self-study documents</li> <li>• Technical assistance/consultation evaluations</li> </ul>	Commend	Meets the Standard	Needs Improvement	Source
1. Technical assistance and consultation strategies recognize the linguistic and cultural diversity of communities.				
2. Technical assistance/consultation activities are routinely and systematically reviewed for methods, strategies, and ways of serving communities in culturally competent ways.				
3. When providing technical assistance/consultation in communities, input from members reflecting the diverse cultural make-up of these communities is sought and utilized.				
4. Efforts are made to involve consultants who have knowledge of and experience with the cultural group requesting the technical assistance/consultation.				
5. Evaluation from the recipients of technical assistance/consultation activities includes components of cultural competence.				

# Appendix B

## Faculty, Staff, and Student Surveys

## Appendix B1: Faculty Survey

### Please Tell Us Your Experiences in the Department of Nutrition Related to Cultural Competence!

Your fellow undergraduate and graduate students, faculty, and staff are conducting a cultural competence assessment of the Department of Nutrition and need your input. The purpose of this questionnaire is to learn about your experiences in the Department on issues that relate to culture and diversity. The overall results of the complete assessment will be used to identify the Department's strengths and areas for improvement and then to develop a plan to enhance its cultural competence. Your participation in the survey is completely voluntary and will be greatly appreciated. Please do NOT write your name on the survey, but please do answer each question. **Please return the survey in the campus envelope provided no later than Monday November 22, 2004 to Shalese McMillan's mailbox in JHB Room 229.**

#### Section A.

Below are 7 statements about policies and procedures. Please read each statement and indicate on a scale of 1 to 4 the degree to which you agree or disagree based on your experiences in the Department of Nutrition: 1 as "strongly disagree" and 4 as "strongly agree." Please add comments, explain, or give examples, as appropriate.

1. Administrators conduct performance evaluations being sensitive to cultural differences.

1	2	3	4	Not Applicable
Strongly disagree	disagree	agree	strongly agree	
Comments:				

2. Supervisors of student workers conduct performance evaluations being sensitive to cultural differences.

1	2	3	4	Not Applicable
Strongly disagree	disagree	agree	strongly agree	
Comments:				

3. Personnel are respected and supported for their desire to honor and participate in cultural celebrations.

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
Comments:				

4. Students are respected and supported for their desire to honor and participate in cultural celebrations.

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
Comments:				

5. Policies and procedures are communicated to faculty and staff and are understood by them.

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
Comments:				

6. 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.

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
Comments:				

7. Translation and interpretation assistance is available and utilized when needed.

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
Comments:				

**Section B.**

This section has 8 statements about curricula, educational materials, class content and teaching techniques. Please read each statement and indicate on a scale of 1 to 4 the degree to which you agree or disagree based on your experiences in the Department of Nutrition: 1 as “strongly disagree” and 4 as “strongly agree.” Please add comments, explain, or give examples, as appropriate.

8. The undergraduate curriculum is evaluated to determine if it incorporates cultural competence.

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
Comments:				

9. The graduate curriculum is evaluated to determine if it incorporates cultural competence.

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
Comments:				

10. Materials and classroom activities are evaluated to determine if they incorporate cultural competence.

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
Comments:				

11. When interpreting evaluation results and making recommendations for improvement (evaluating tests, student presentations....) special needs and cultural differences are considered.

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
Comments:				

12. Educational materials and class content are culturally sensitive to diverse populations.

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
Comments:				

13. Educational materials and class content are accessible to diverse populations.

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
Comments:				

14. A range of culturally appropriate teaching techniques are used in the classes I teach.

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
Comments:				

15. Course evaluations by students include components of cultural competence.

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
Comments:				

**Section C.** If you use outside class opportunities in the classes you teach, please respond to the following 6 statements. If you do not use outside class opportunities, then please place your completed survey in the envelope provided and return to Shalese McMillan's mailbox in JHB 229. Thank you.

16. For the classes I teach, outside class opportunities are culturally and linguistically appropriate.

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
Comments:				

17. For the classes I teach, outside class opportunities are culturally sensitive to diverse populations.

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
Comments:				

18. For the classes I teach, outside class opportunities are accessible to diverse populations.

1	2	3	4	Not Applicable
Strongly disagree	disagree	agree	strongly agree	

Comments:

19. For the classes I teach, evaluation by students of outside class opportunities includes components of cultural competence.

1	2	3	4	Not Applicable
Strongly disagree	disagree	agree	strongly agree	

Comments:

20. For the classes I teach, outside class opportunities are selected to promote cultural competence.

1	2	3	4	Not Applicable
Strongly disagree	disagree	agree	strongly agree	

Comments:

21. For the classes I teach, outside class opportunities used to promote cultural competence are systematically evaluated to determine how well cultural competence is promoted.

1	2	3	4	Not Applicable
Strongly disagree	disagree	agree	strongly agree	

Comments:

Thank you for your participation! Please put your completed survey in the campus envelope provided and return it to **Shalese McMillan's mailbox in JHB Room 229 by Monday, November 22, 2004.**

## Appendix B2: Staff Survey

### Please Tell Us Your Experiences in the Department of Nutrition Related to Cultural Competence!

Your fellow undergraduate and graduate students, faculty, and staff are conducting a cultural competence assessment of the Department of Nutrition and need your input. The purpose of this questionnaire is to learn about your experiences in the Department on issues that relate to culture and diversity. The overall results of the complete assessment will be used to identify the Department's strengths and areas for improvement and then to develop a plan to enhance its cultural competence. Your participation in the survey is completely voluntary and will be greatly appreciated. Please do NOT write your name on the survey, but please do answer each question. **Please return the survey in the campus envelope provided no later than Monday November 22, 2004 to Shalese McMillan's mailbox in JHB Room 229.**

#### Section A.

Below are 7 statements about policies and procedures. Please read each statement and indicate on a scale of 1 to 4 the degree to which you agree or disagree based on your experiences in the Department of Nutrition: 1 as "strongly disagree" and 4 as "strongly agree." Please add comments, explain, or give examples, as appropriate.

22. Administrators conduct performance evaluations being sensitive to cultural differences.

1	2	3	4	Not Applicable
Strongly disagree	disagree	agree	strongly agree	
Comments:				

2. Supervisors of student workers conduct performance evaluations being sensitive to cultural differences.

1	2	3	4	Not Applicable
Strongly disagree	disagree	agree	strongly agree	
Comments:				

3. Personnel are respected and supported for their desire to honor and participate in cultural celebrations.

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
Comments:				

4. Students are respected and supported for their desire to honor and participate in cultural celebrations.

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
Comments:				

5. Policies and procedures are communicated to faculty and staff and are understood by them.

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
Comments:				

6. 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

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
Comments:				

7. Translation and interpretation assistance is available and utilized when needed.

1 Strongly disagree	2 disagree	3 agree	4 strongly agree	Not Applicable
------------------------	---------------	------------	---------------------	-------------------

Comments:

Thank you for your participation! Please put your completed survey in the campus envelope provided and return it to **Shalese McMillan's mailbox in JHB Room 229 by Monday, November 22, 2004.**

### Appendix B3: Student Survey

## Please Tell Us About Your Experiences in the Department of Nutrition Related to Cultural Competence!

Your fellow undergraduate and graduate students, faculty, and staff are conducting a cultural competence assessment of the Department of Nutrition and need your input. The purpose of this questionnaire is to learn about your experiences in the Department on issues that relate to culture and diversity. The overall results of the complete assessment will be used to identify the Department's strengths and areas for improvement and then to develop a plan to enhance its cultural competence. Your participation in the survey is completely voluntary and will be greatly appreciated. Please do NOT write your name on the survey, but please do answer each question. **Please return the survey in the campus envelope provided no later than Monday November 22, 2004 to Shalese McMillan's mailbox in JHB Room 229.**

#### Section A.

Please check your degree status:

Undergraduate Nutrition Major	_____
Graduate Nutrition Major	_____
Undergraduate Non-Nutrition Major	_____
Graduate Non-Nutrition Major	_____
Other	_____

#### Section B.

Please read each of the following 11 statements and circle the response that describes the degree to which you agree or disagree with each statement as it relates to your classes in the Department of Nutrition. Response choices range from strongly disagree (1) to strongly agree (4).

1. Educational materials and class content are culturally sensitive to diverse populations.

1	2	3	4		Not Applicable
Strongly Disagree	Disagree	Agree	Strongly Agree		

Comments:

2. Educational materials and class content are accessible to diverse populations.

1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Not Applicable
---------------------------	---------------	------------	------------------------	-------------------

Comments:

3. A range of culturally appropriate teaching techniques are used in Nutrition classes.

1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Not Applicable
---------------------------	---------------	------------	------------------------	-------------------

Comments:

4. Students complete course evaluations that include components of cultural competence.

1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Not Applicable
---------------------------	---------------	------------	------------------------	-------------------

Comments:

5. In classes with outside class opportunities, these opportunities are culturally sensitive to diverse populations.

1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Not Applicable
---------------------------	---------------	------------	------------------------	-------------------

Comments:

6. In classes with outside class opportunities, these opportunities are accessible to diverse populations.

1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Not Applicable
---------------------------	---------------	------------	------------------------	-------------------

Comments:

7. In classes with outside class opportunities, these opportunities are culturally and linguistically appropriate.

1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Not Applicable
---------------------------	---------------	------------	------------------------	-------------------

Comments:

8. Evaluation of outside class opportunities include components of cultural competence.

1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Not Applicable
---------------------------	---------------	------------	------------------------	-------------------

Comments:

9. Translation and interpretation services are available as needed.

1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Not Applicable
---------------------------	---------------	------------	------------------------	-------------------

Comments:

10. Supervisors of student workers conduct performance evaluations being sensitive to cultural differences.

1	2	3	4	Not Applicable
Strongly Disagree	Disagree	Agree	Strongly Agree	

Comments:

11. Students are respected and supported for their desire to honor and participate in cultural celebrations.

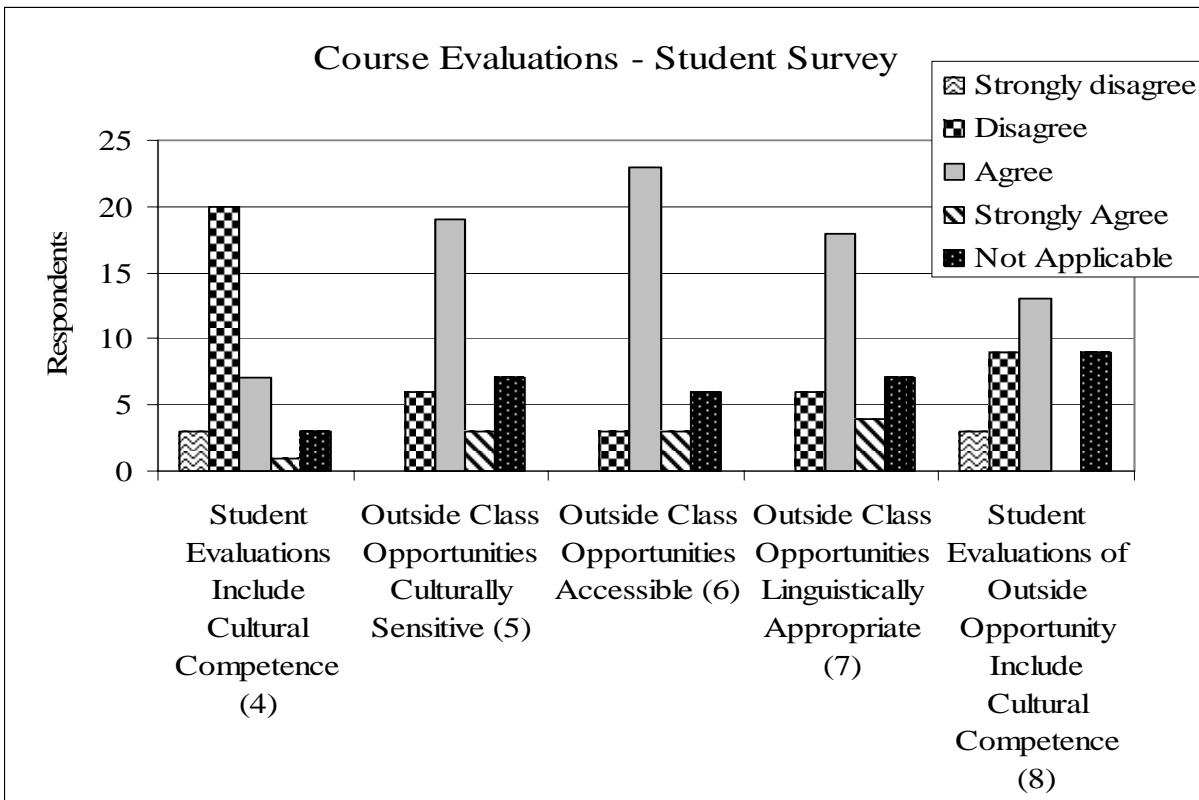
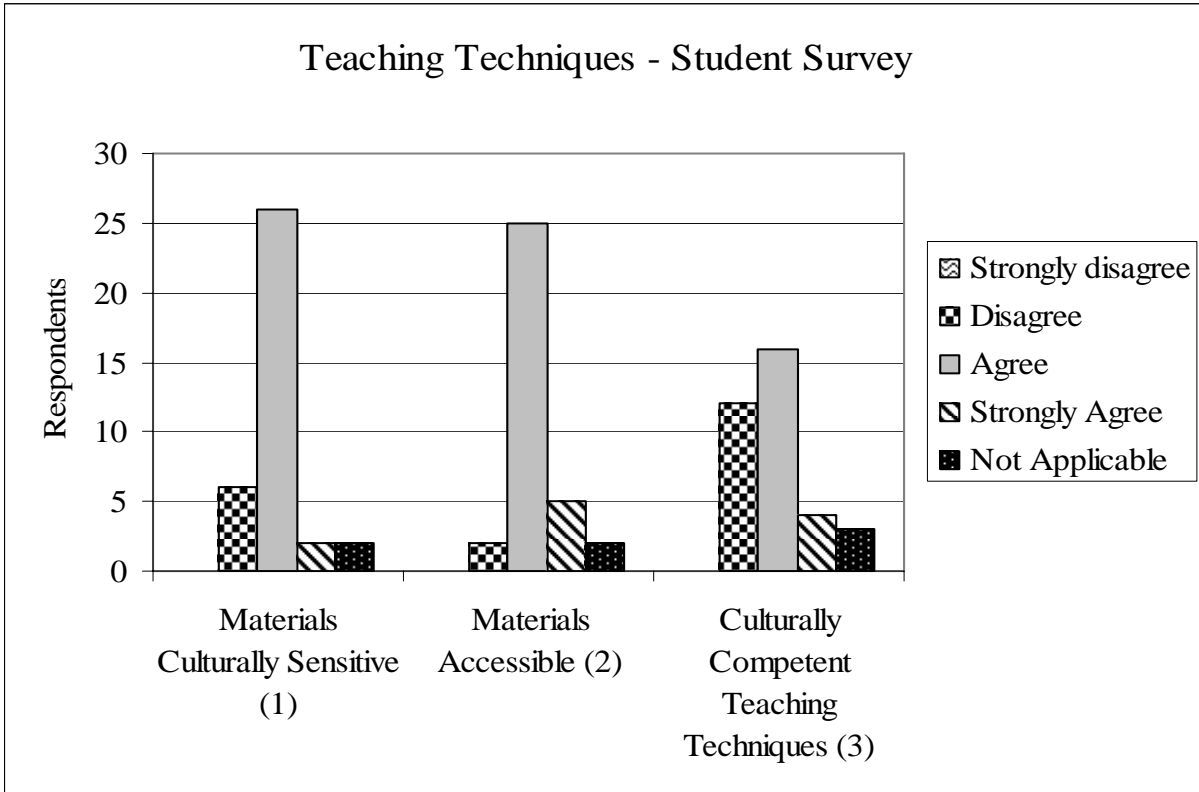
1	2	3	4	Not Applicable
Strongly Disagree	Disagree	Agree	Strongly Agree	

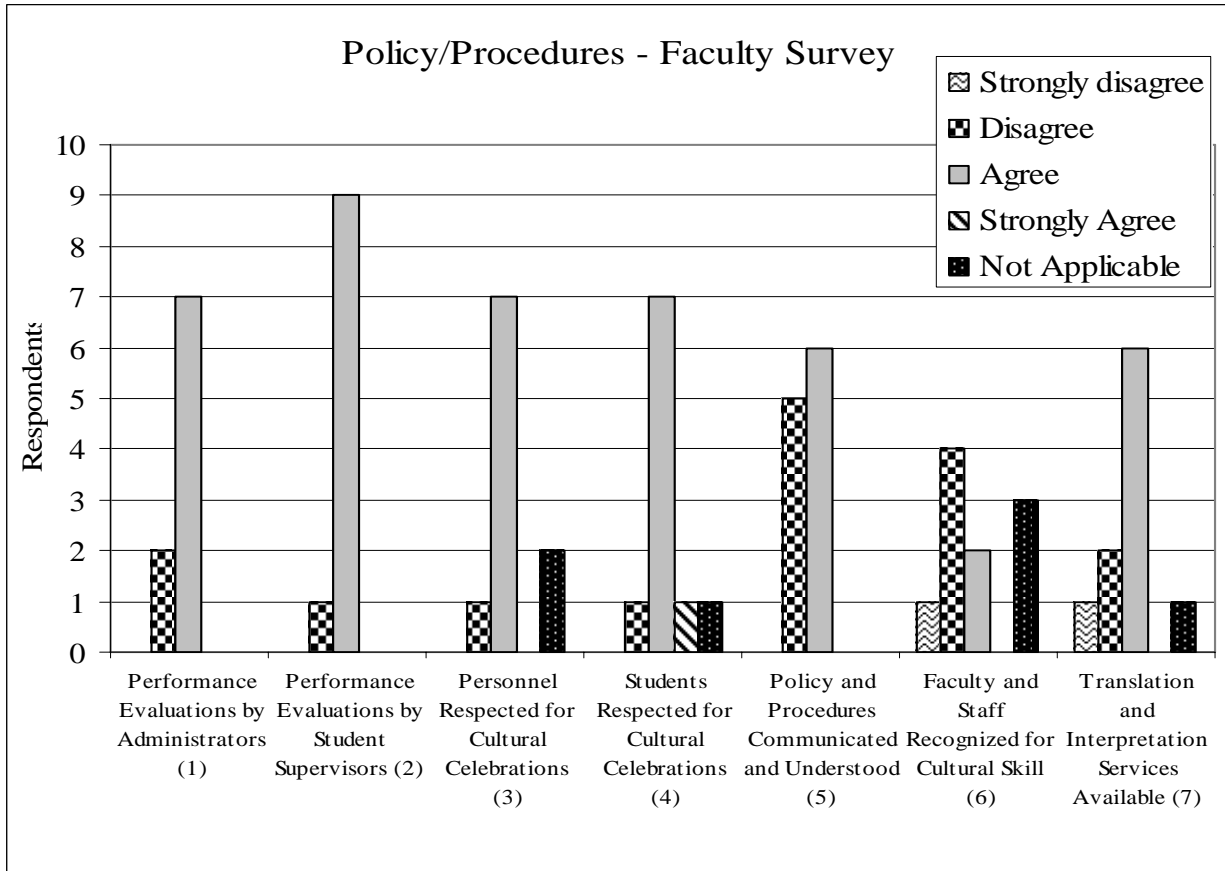
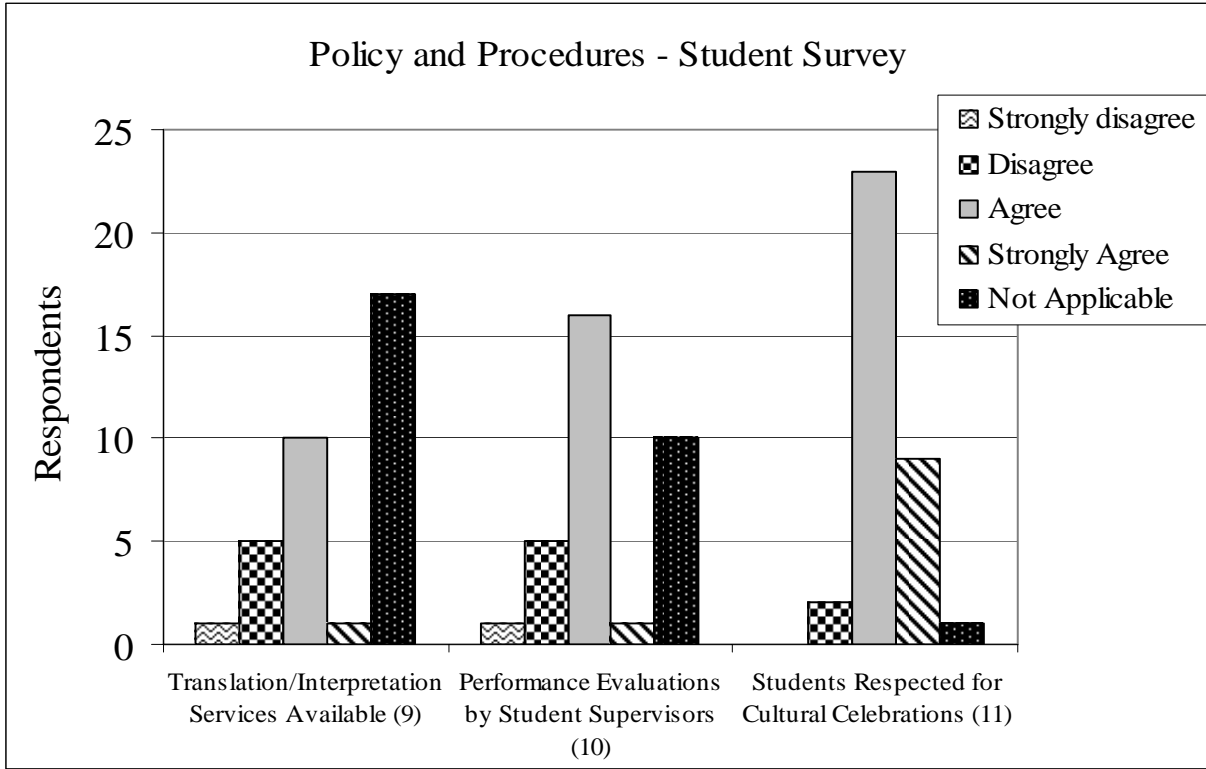
Comments:

Thank you for your participation! Please put your completed survey in the campus envelope provided and return it to **Shalese McMillan's mailbox in JHB Room 229 no later than Monday November 22, 2004.**

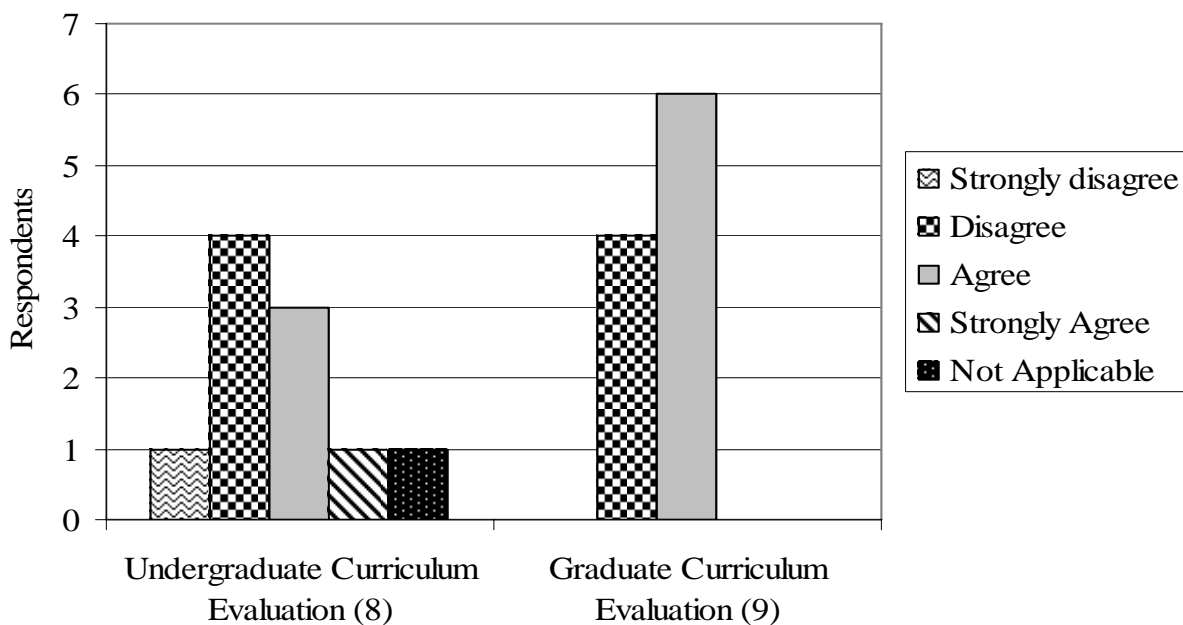
# **Appendix C**

## **Survey Results**

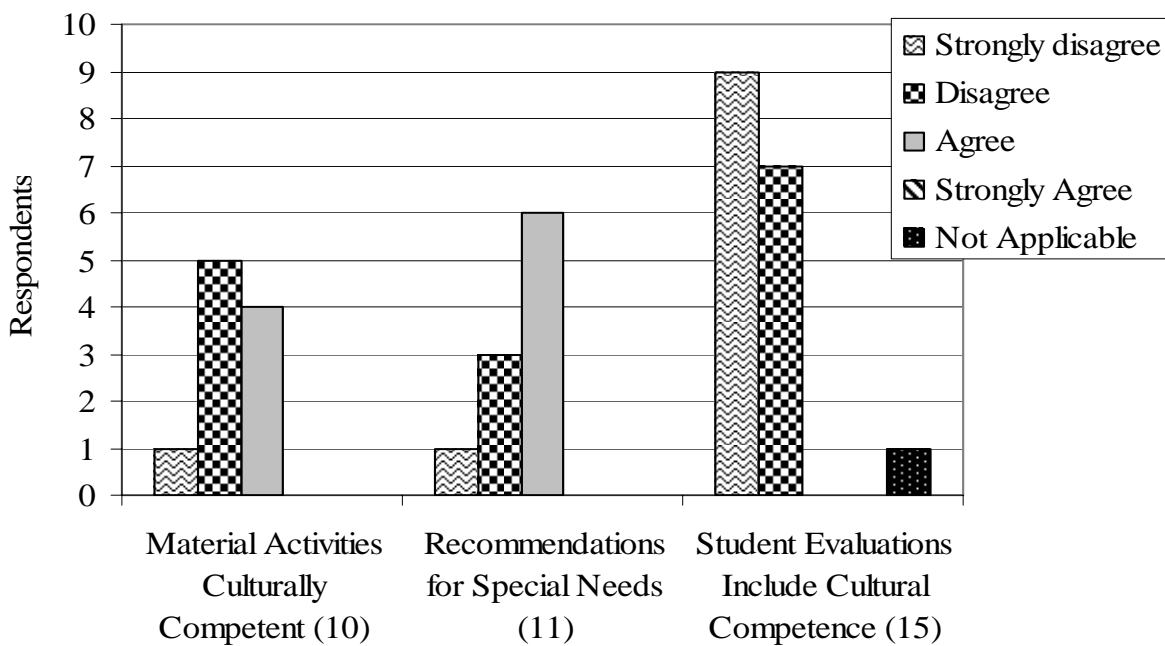


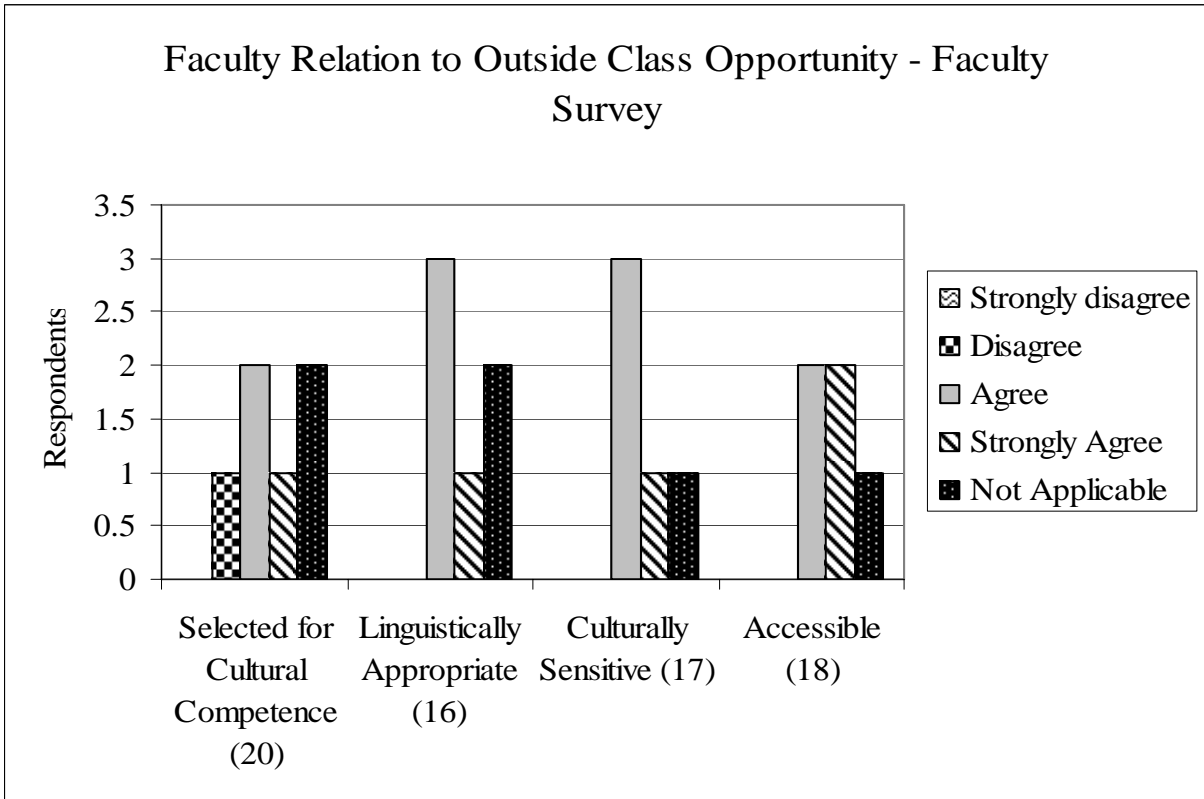
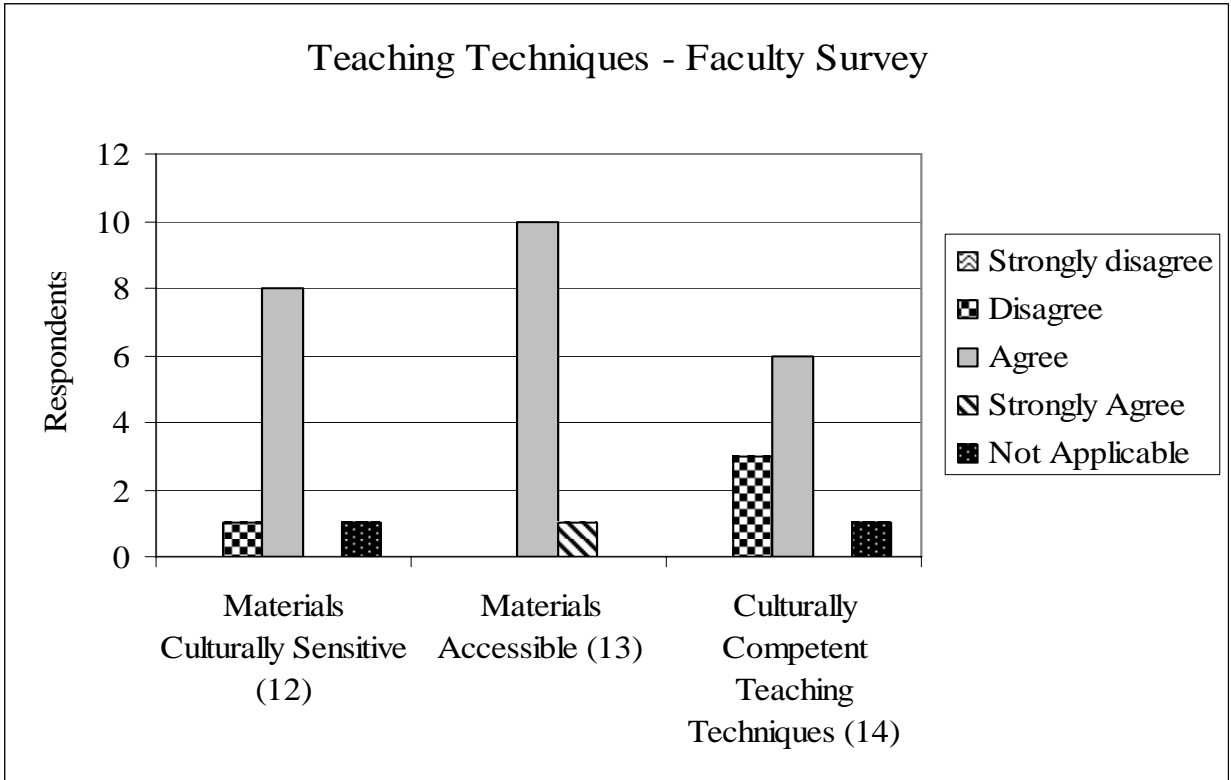


### Curriculum Evaluation - Faculty Survey

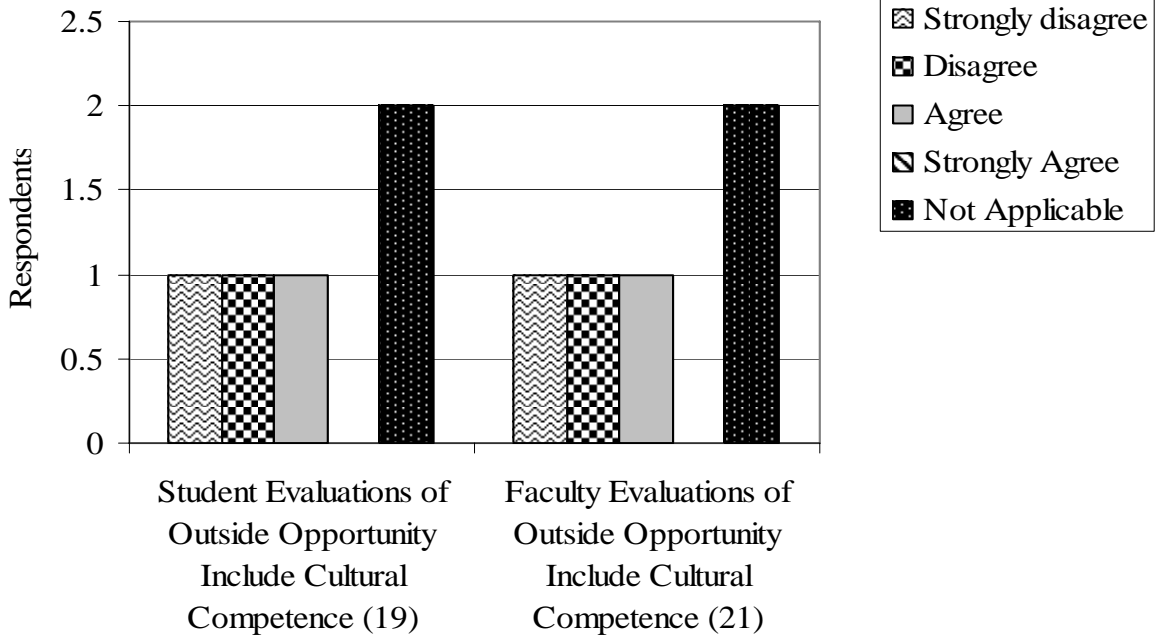


### Course Evaluations - Faculty Survey





### Evaluation of Outside Class Opportunity - Faculty Survey



### Staff Survey

