

Recruitment and Retention Plan to Enhance Diversity

As a hub for translational science across UF, the CTSI has a critical role to play in improving the diversity of the workforce. The CTSI Translational Workforce Development Program will lead efforts to document and align UF resources to improve translational workforce diversity, and it will support the 2015-2020 UF Health Strategic Plan recommendation that all HSC Colleges implement a diversity office. Further, the CTSI will collaborate with and support faculty applying for NIH diversity supplements. The CTSI's diversity initiatives will be led by Dr. Folakemi Odedina, a professor in the Colleges of Pharmacy and Medicine, Director of Cancer Health Disparities for the UF Health Cancer Center, and PI and Director for the new NCI-funded (P20 award) Florida Minority Cancer Research & Training Center. As a member of the TWD Directorate, Dr. Odedina will work closely with the TL1 Program to support its recruitment and retention plan to enhance diversity.

By providing a hub for the HSC activities in recruitment and retention for underrepresented groups, we will be able to bring together URM students to provide support, career development, and visibility to the leaders of tomorrow. By drawing URM students together, their collective strength, leadership potential, and scientific knowledge will be visible not only to themselves but to other institutions. As the flagship university in the state of Florida, UF is already a dynamic leader among colleges and universities with important outreach to URM students across the state. Activities of the CTSI T Team are expected to be a lightning rod for excellence.

History. The recruitment and retention plan builds on the established success of UF in recruiting and retaining diverse students into graduate education programs. UF has been successful at recruiting URM students and is the only major public university in Florida to have fully recovered its minority enrollment following a State legislative ban on the granting of admission preference to minority students. In 2011, 10.5 percent of all students were African-American, and UF ranked 5th among all US Universities in the number of African Americans receiving doctoral degrees (4th for Engineering) and 7th for Hispanics receiving doctoral degrees in Biological and Biomedical Sciences. Among AAU public universities, UF ranked 2nd in Bachelor's degrees and 4th in Doctoral degrees awarded to Hispanic students in 2009-2010. It also ranked 1st in Bachelor's degrees and 5th in Doctoral degrees awarded to African-American students in the same years. For STEM programs, the number of PhD awards increased 200-400 percent since 2001. Graduate enrollment level increased from 10,000 to 12,000 graduate students per year from 2005 to 2013, and from 10 percent to 13 percent URM. These data demonstrate UF's commitment to enhancing diversity. For the 2012-13 academic year, the most recent data available, the percentages of doctoral degrees awarded at UF to African-American and Hispanic students were 5% and 12%, respectively, which exceeded Association of American Universities averages of 4% and 6%, respectively.

During 2009-2014, 14 percent of all TL1 applicants were from groups underrepresented in the sciences, including five Hispanic, one Native Hawaiian or Pacific Islander, and three African-American (9 out of 65 total), and 23 percent of selected TL1 Trainees were from underrepresented minorities, with four Hispanic and one African-American (5 out of 22). As shown in NRSA Training Grant Tables 7A, 9A, and 10, our PhD applicants are diverse in terms of world view and international status. We will not count on existing programs to maintain or improve on these figures. The TL1 Program and T Team will adopt a multimodal approach to the recruitment and retention of new trainees to enhance diversity, which integrates current highly successful institutional programs with several new initiatives specifically emphasizing careers in translational research.

Students from Underrepresented Minorities (URM). We will benefit from long-standing institutional efforts by UF to successfully recruit minority students, as described below, but we are still not where we want to be as an institution, thus the CTSI is placing emphasis on workforce diversity and is implementing new recruitment and retention programs, as described below.

UF Programs. Recruitment and retention at the University level is facilitated by the UF Office of Graduate Minority Programs (OGMP), established to increase the number of students who are members of an ethnic minority group underrepresented at the graduate level. It has a twofold mission: (1) increasing the number of graduate students from underrepresented ethnic or racial groups; and (2) providing prospective and enrolled graduate students in underrepresented demographic groups with material aid and mentoring to help in their successful pursuit of a graduate school education. Notable among the university minority programs are the Campus Visitation Program, the Delores Auzenne Dissertation Award, Florida A&M University Feeder Program, the Florida Board of Education Summer Fellowship Program (an orientation program designed to prepare URM students for graduate education), the Moving in the Direction of Excellence Conference, the McKnight Doctoral Fellowship, and the McNair Graduate Assistantship Program. We will also work with the

South East Alliance for Graduate Education and the Professoriate (SEAGEP) to facilitate campus visits for trainees. UF is a member of the National Name Exchange, a consortium of universities that annually collect and exchange the names of their talented URM students in their junior or senior years of undergraduate education. UF also created the Historically Black Colleges and Universities-UF (HBCU-UF) Master's to PhD Pathway Project to identify top-performing students in master's programs at participating HBCUs who demonstrate the capacity to be strong PhD students as indicated by their creativity, intellectual curiosity, ability to think critically, and their academic performance. This project is highly effective by developing and producing PhD students from a pool that is not effectively tapped. OGMP retention efforts include a variety of social programs and Professional Development Workshops aimed at retaining URM students, addressing issues such as writing literature reviews, effective reading strategies, summarizing and critiquing readings or lectures, passing qualification examinations, publishing, using professional meetings to advance one's career, and getting research grants.

CTSI Programs. CTSI investigators work with a number of programs to encourage workforce diversity, including the Center for Precollegiate Education and Training, which links UF faculty and graduate students with in-service teachers and students from underrepresented backgrounds in grades six through twelve; and the UF Area Health Education Center Health Care Summer Institute, a 4-week program for 25 rural and underrepresented students interested in healthcare professions. The Colleges of Medicine and Pharmacy offer the Florida Prostate Cancer Research Training Opportunities for Outstanding Leaders, funded by the Department of Defense, to attract outstanding underrepresented minority students to UF graduate and medical schools from HBCUs. The College of Dentistry offers the Summer Learning Program for underrepresented minorities and educationally and economically disadvantaged students. The students shadow dental students to learn about opportunities in dentistry. In 2014, the CTSI created the OneFlorida Minority Education Program in collaboration with Florida A&M University (FAMU) and Edward Waters College, two HBCUs. The program links junior faculty and graduate students with faculty mentors from UF, the University of Miami, or Florida State University on the design and conduct of pragmatic clinical trials and implementation science studies to prevent or reduce health disparities, with an initial focus on cancer control and prevention. Also in 2014, UF partnered with FAMU to establish the Florida Minority Cancer Research & Training Center. Funded by the NIH/NCI, the Center aspires to increase the number of underrepresented minority cancer researchers in Florida. The CTSI also participates in a Visiting Scholars Program with Meharry College, funded by the Robert Wood Johnson Foundation. Doctoral fellows visit partner universities for mentoring, and faculty from partner universities serve as visiting professors at Meharry. In addition, the CTSI will foster diversity by increasing the number of underrepresented minorities and persons with disabilities who are mentors. The CTSI Mentor Academy will proactively recruit faculty members from underrepresented groups to serve as mentors, and the CTSI will develop a Personal Roadmap Program for trainees and junior faculty who are underrepresented minorities to link them to appropriate mentors.

CTSI T Team. As we have described above, UF is committed to recruitment and retention activities with each individual program committed to the success of our trainees. The T Team will enhance and strengthen these already successful individual efforts by providing a hub of activity for URM students and their faculty mentors. For example, UF has a strong presence at the Annual Biomedical Research Conference for Minority Students (ABRCMS) for some individual activities, with attendance each year by faculty members and UF URM students. By gathering the research success stories across the individual programs of our outstanding URM students, the TL1 program will be in a position to develop material that highlights the strength and breadth of URM students at UF. The TL1 Program will work with the CTSI Communications and Dissemination Program to develop display and advertising materials that highlight the scientific success of our URM trainees, which will convey to trainees attending as well as the program directors a larger picture of the strength of the scientific community of URM trainees at UF. Using recruiting funds from multiple training programs will allow more cost-effective recruiting at national meetings such as ABRCMS, and the addition of a presence at the annual meeting of the Society for Advancement of Hispanics/Chicanos and Native Americans in Science (SACNAS).

Recruiting materials (PowerPoint presentations and brochures) will be provided to faculty members who are invited speakers at other institutions that traditionally enroll a high percentage of minority students, so that they may make additional presentations to describe the program to undergraduate students and/or meet with students (prospective recruits) and career advisors. Prospective minority students will be introduced to training opportunities and career perspectives offered by the CTSI during the recruitment weekends and via a webpage which outlines our program, our faculty and research, and potential career opportunities that arise from being a successful trainee in the program. We hope that incoming students take into account these unique

opportunities when making their decisions about graduate programs and then mentor selection. Based on past surveys of COM PhD program applicants, the most important recruiting tools will be websites providing detailed and accurate information about program features and research opportunities; thus the CTSI Communications and Dissemination Program also will invest significant effort in updating the CTSI website to reflect the expanded career and professional development opportunities and changes in the TL1 Program. Websites for all partner programs will be updated to include links to the TL1 Program to advertise. The TL1 Program will be linked to other relevant web sites, such as the NSF BioLink website (www.bio-link.org), and the Florida Department of Education website (www.fldoe.org/college).

For retention, academic performance and research progress will be followed closely by the Program Director via regular progress reports from the TL1 mentors, monitoring of academic performance and participation in professional and career development activities, and annual personal interviews. Close monitoring will allow early intervention if the need arises, which may take advantage of services offered by the UF Dean of Students Office and/or counseling services available at the college and university level. A dedicated student counselor is available in the COM to students seeking guidance on personal and academic and career issues. We have limited experience with peer mentoring of entering students by advanced PhD students, but will encourage peer mentoring for URM students.

Students with Disabilities and Disadvantaged Backgrounds. Information on applicants with disabilities or from disadvantaged backgrounds has not been collected historically at UF, but data collection has begun. The University has prioritized accessibility for students challenged with differing abilities. Students and trainees can receive a variety of “Disability Accommodations and Services”, such as: American Sign Language interpreters; Assistive Technology; Assistive Transportation Arrangements; Books on Tape; Classroom Accessibility; diagnostic referrals; distraction-reduced exam sites; enlarged print; FM systems; in-class note-takers; preparation of accommodation requests for postgraduate entrance examinations; readers and scribes; and time extensions for class exams. The University is ADA-compliant, and all spaces used by trainees are accessible.