

Support of Black Lives Matter

We stand in solidarity with the many people across the world who are deeply saddened by the tragic loss of the lives of Black people at the hands of police and vigilantes in the US. Recent events have once again laid bare the longstanding and pervasive legacy of anti-Blackness at the heart of US white-supremacist culture.

The killings of George Floyd, Breonna Taylor, Daunte Wright, and Tony McDade represent only some of the most recent cases that are part of a broader pattern in our society. As sociologists, we recognize these actions and the corresponding lack of consequence for the perpetrators, not solely as acts of flawed individuals, but as a reflection of the systemic racism that is deeply rooted in the fabric of our society and its institutions. We condemn, in the strongest way possible, these actions and the beliefs and structures that facilitate them. We endorse the recent resurgence of the Black Lives Matter movement and support the restructuring of our nation's institutions to value, protect, and elevate the lives of Black people.

We recognize that the devaluation of Black lives extends beyond acts of police violence and is evident in all facets of society, including healthcare, politics, workplaces, and education. To improve our own department, and by extension the university, community, and world around us, we are committed to the work needed to cultivate deliberately anti-racist approaches in our curriculum, classroom management, teaching, outreach, and mentoring. We acknowledge that this work will be hard and that it will require an ongoing commitment for many weeks, months, and possibly years. Nevertheless, we commit to working with our students and each other to facilitate this transformation and vow not to allow the difficult labor to fall on our Black students and faculty who have historically had to do a disproportionate share.

In the short term, we, the non-Black members of the department, are reflecting on our own contributions to the perpetuation of white supremacy and other unequal power structures, and we are talking about these issues with our families, friends, and colleagues. We are reading, attending workshops, listening, and reflecting. We are considering the content of our fall classes and adjusting to center marginalized scholars and develop an inclusive curriculum.

In the longer term, we will create graduate and undergraduate curricula that consistently center marginalized voices, foster an anti-racist climate in our classes and in the department, develop a mechanism to address instances of racial micro-aggressions or macro-aggressions, and work to diversify our faculty through hiring.

For too long these types of tragedies have produced myriad letters of solidarity issued by businesses and organizations, but little actual effort at making serious change. The time has come to put action alongside our words. This effort will be a marathon, not a sprint, but we are in it for the long haul.

In solidarity,

UCF Sociology Faculty and Staff

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Statement and Actions on Anti- Racism

UCF Department of Physics

Dear Students, Postdocs, Staff, and Faculty,

The U.S. is in turmoil, and as physicists we may feel out of our element when trying to address the on-going pain and conflict. We abhor the murders of Ahmaud Arbery, Breonna Taylor, George Floyd, and Tony McDade by current or former law enforcement officers. We express solidarity with individuals and groups organizing privately and publicly in resistance to systemic anti-Black racism in policing. However, statements of affirmation are not enough. As President Cartwright recently wrote to the UCF community, “What is needed now is action — a commitment from our university to not merely celebrate our diversity, but to be actively anti-racist. Systemic racism, sexism, homophobia and other hateful ideologies seek to deny our shared humanity. They must be called out and confronted. They do not reflect the values of our UCF community.”

Physics training generally does not prepare us for what it means to take action against racism. Here are some questions we should all consider and some valuable resources:

- What can we learn about the history of race, racism, and anti-racism in the US and racism in policing specifically? Many people are curating lists of anti-racist resources to promote self-education. Now is the time for us to use them:
 - [Scaffolded Anti-Racism Resources](#), a working document with anti-racism resources that have been ordered to allow users to select resources targeted at a desired level
 - [Anti-racism Resources](#), a list of resources intended for white people to deepen their anti-racism work
 - [Anti-racism resources](#), a live-updating document curated from multiple activists
 - [The Effects of Police Brutality and Racism on Black Students and Professionals in](#)

[Education](#), a webinar by the Center for African American Affairs at Minnesota State University Mankato

- What can we learn about race, racism, and anti-racism in physics?
 - [Racial identity and physics](#). Filling Spaces interview with Simone Hyater-Adams.
 - [Emerging reflections from the POC at PERC discussion space](#). Geraldine L. Cochran, Ayush Gupta, Simone Hyater-Adams, Alexis V. Knaub, Brian Zamarripa Roman
 - [What is the plan for including Tamir Rice in #STEM?](#) Chanda Prescod-Weinstein. (Note: this piece discusses the death at the hands of police of a black child, Tamir Rice, and opens with a smiling photograph of Tamir)
 - [Anti-Black racism in policing: what's it got to do with physics?](#), blog post by Dimitri-Dounas Fraser
- Each of us has power and privilege in our particular positions. What power do you have? How can you leverage that power to disrupt racism in policing? To disrupt racism on campus?
 - Learn about your biases and how to work against them when applying course, departmental and university policies. Some resources include:
 - Classes from the [UCF Office of Diversity and Inclusion](#)
 - Tests to learn about [implicit bias](#)
 - Assess your professional leadership roles and address ways to move any organization you participate in towards anti-racism
- What resources can you provide?
 - If you can, donate to organizations aligned with your anti-racism goals, such as [supporting community organizers in Florida](#) and [providing mutual aid to physics students](#)
 - Consider shopping at Black-owned businesses. News sources are curating lists, such as Orlando Weekly's [18 Black-owned restaurants in Orlando everyone should've tried by now](#)

We all have occasion to learn here — including the people who put together the document you've just been reading. The people who wrote this message do not know everything, and there is strength in our individual experiences. If you have ideas about additional information and resources the physics department should provide or actions it should take, please reach out to Eduardo Mucciolo.

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Statement of Inclusion and Diversity

Anthropology Department at UCF

The Anthropology Department at UCF is committed to respecting and promoting a diverse and inclusive community of students, faculty, staff, and alumni in our classes, offices, laboratories, workplaces, fieldwork sites, and other settings. Recognizing that true strength lies in diversity, not similarity, we strive towards a representation of department faculty and staff that better reflects the variegated tapestry of American society.

We value and celebrate the diversity of the human experience that encompasses ethnicity, class, gender, citizenship, sexuality, religion and spiritual beliefs, language, age, and ability. We recognize these identities intersect in multiple and complex ways, privileging some and disenfranchising others. We are committed to providing safe and inclusive learning environments that promote respect for difference, challenge stereotypes, embrace individual experiences, and advance scholarship and advocacy of historically marginalized groups.

Historically, anthropological scholarship frequently intertwined and intersected with hegemonic systems that actively served to disenfranchise indigenous groups and inflict irreparable cultural harm to millions worldwide. These dominant and now discredited systems include European colonialism, US settler expansion, eugenics, and racialized classification schemes that expedited empire building around the world and fraudulently legitimized social hierarchies and power differentials.

Increasingly, anthropological research and methods strive to dismantle the idea of biological race, promote greater understanding of social and cultural differences, and advocate for a more inclusive society based on the principles of cultural relativism. As a department we continually make meaningful connections between our discipline's past and our ongoing work towards promoting diversity in our scholarship, student body, and community relationships.

Aligning with the policies and recommendations of the American Anthropological Association, the American Association of Physical Anthropology, and the Society for American Archaeology, among others, the UCF Department of Anthropology is committed to:

- Building an inclusive and diverse student body, faculty, and staff
- Rejecting all forms of discrimination
- Addressing power inequities and privilege in the classroom and other learning environments
- Promoting scholarship and advocacy of historically excluded groups
- Maintaining zero tolerance for sexual misconduct in the classroom, laboratory, field, and other work and research settings
- Establishing a Department Committee on Inclusion starting Fall 2020 to address our commitments outlined in this statement

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Diversity, Equity and Inclusion Glossary

This glossary provides a brief introduction to several key terms that are often a part of discussions around diversity, equity, and inclusion. It is not comprehensive and is a living document that will be updated as knowledge in the field evolves. There are many perspectives the meanings and use of all the words below and we encourage everyone to continue their own learning beyond this introduction. This glossary is intended to support efforts to increase the use of **inclusive language** or the approach that recognized the power of words, aiming to avoid terminology or language that could potentially exclude or cause harm. We also acknowledge the limits of language and problematic ways in which many terms enforce binary and static identities and structures. Several important reminders about the principles behind inclusive language are:

1. Bias and linguistic habits: We all have conscious and unconscious biases and embedded beliefs in stereotypes that lead us to use language that is inappropriate – the good news is we can change!
2. People Centric: Language should not rely on stereotypes or broad classifications of people. Rather we should focus on the importance and value of individual differences and avoid words that disempower people and communities.
3. Self-Identification: It is important to pay attention to how people talk about themselves and mirror that language in our communication with them. If you don't know something — ask!
4. Impact over intent: Mistakes are inevitable even when you are trying to improve. However, good intentions do not outweigh harm. It is important to actively repair harm, take responsibility for errors, and move forward by changing behavior or language.
5. Naming oppression: Naming and centering the active nature of oppression and its perpetrators acknowledges the historical and systemic nature of white supremacy, patriarchy, and other inhumane ideologies (e.g., say minoritized rather than minorities).
6. Context matters: Communicative choices should always consider the importance of context. If you are quoting data, quote the language used in the source. Pay attention to community norms and remember there is rarely consensus on terminology.

Sample Key Terms

Accessibility is the degree to which a person can participate in an activity or use a product, technology, or navigate an environment across various abilities and disabilities.

Affirmative action refers broadly to policies and/or programs that seek to redress past discrimination through active measures to ensure equal opportunity. These policies are not incidents of preferential treatment for minoritized groups or reverse racism.

Anti-racism involves practices (thoughts, actions, policies, etc.) that intentionally seek to counter and eliminate harm caused by racism and create racial equity.

BIPOC stands for Black, Indigenous, and People of Color. This term aims to center the specific violent and colonial histories for Black and Indigenous communities in the United States. It is calling out a particular relationship to whiteness that is often erased with umbrella terms like People of Color.

Culturally responsive pedagogy approaches teaching with recognition the importance of the importance of cultural difference to students' educational experiences. Instructors who incorporate culturally responsive pedagogy will include students' cultural references in all areas of learning and promote equity and inclusion in the classroom.

Critical Race Theory began in legal studies in the 1970s as a way to understand and transform the ways in which race and racism operate structurally and systemically in the United States. Today CRT is used across a variety of disciplines and social movements.

Deficit language or the language of deficiency leads to victim blaming terminology. These words often highlight individual's rather than systems and structures that have led to marginalization. Examples include referring to students as at-risk or underprepared rather than underserved.

Diversity includes all the ways in which people are different. It is a term that looks at the composition of a group, but should not be applied individuals. For example, you may have a diverse student body or a faculty that is lacking in diversity, but *individuals* are not diverse ("This job candidate is diverse."). You can also ask, what does diversity look like as you go up the ladder in the organization?

Equity refers to fairness. However, equity differs from equality in that it does not mean treating everyone the same. Equity can require an unequal response in order for fairness or justice to be achieved. To do so, structural and historical oppression has to be taken into account.

Equity minded approaches refers to ways faculty, staff, and other professionals examine patterns of inequity and advocate for changes that will increase access to similar outcomes across diverse populations.

Gender describes a set of characteristics that traditionally have been associated with binary biological differences associated with men/masculinity and women/femininity. It is as social construct that is connected to cultural and societal norms and now is understood to include a spectrum of gender identities.

Inclusion is about an authentic space of belonging. Intentional inclusion efforts go beyond ensuring the presence of difference (diversity) to disrupting the status quo so that people can truly participate in meaningful ways.

People of Color (POC) is a term that has actually been around for hundreds of years, but regained popularity in the late 1990s and early 2000s. It is an umbrella term for non-white communities and individuals.

Implicit bias describes the unconscious associations we hold about groups of people or individuals from a particular identity. This often leads to cognitive short cuts like relying on stereotypes or taken for granted assumptions.

Intersectionality is a framework that acknowledges the ways identities and oppressions intersect creating a fundamentally different lived experience. For example, the ways patriarchy or sexism interacts with racism creates multiple forms of discrimination and injustice for Black women.

Latinx/Latine is a contested gender neutral term sometimes used in place of Latino to describe a group of people of Latin American descent.

LGBTQIA: An umbrella acronym meant to be inclusive of many identities including lesbian, gay, bisexual, transgender, queer, intersex, and asexual (often shortened to LGBTQ or LGBTQ+)

Microaggressions: Comments, questions, actions and/or nonverbal behaviors that are subtly and sometimes unintentionally offensive or demeaning to a member of a minoritized or marginalized group.

Minoritized is a word that is generally preferred in place of minority. While the word minority may literally mean less than half of a group, or a smaller part of a larger group, the connotation is related to being “lesser than.” *Minoritized* reflects the systemic and structural realities in place that push people and communities to the margins.

Neurodiversity is an umbrella term that acknowledges there are many neurological and cognitive differences in people as part of human variation. Examples include autism or Attention Deficit Disorder.

Personal pronouns are the pronouns an individual uses to refer to their gender identity or expression. (e.g. she/her, he/him, they/their) The use of pronouns in spaces like email signatures, zoom names, and business cards normalizes the practice of learning how to refer to folks based on their self-identification.

Power is typically defined as “power over others,” or the ability to coerce another’s behavior, but it also includes access to social, political, and economic resources. Power typically accrues to those who most closely approximate the mythical norm—in the U.S., for example, that means male, White, heterosexual, able-bodied, and Christian.

Privilege is unearned advantages that can operate on a personal, interpersonal, cultural, and institutional level. It is characteristically invisible to people who have it (members of the group that has institutional or structural power).

Racism involves *both* individual attitudes and actions (e.g., beliefs of racial superiority, using racial slurs) *and* structural and systemic conditions and practices that reproduce inequalities along racial lines. Racism is also an ideology of racial domination (e.g., White supremacy and White nationalism). It is important to remember that racism is more about impact than intentions.

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OPINIONS

Waking Up to Whiteness and White Privilege

While white people are not to blame for policies that began before they were born, they are still benefiting from them at the — often grave — expense of Black Americans.

By Ann Gleig, UCF associate professor
October 7, 2020



We must challenge rather than comply with white supremacy and work toward creating a country that is more livable for everyone, writes Associate Professor Ann Gleig, who has taught about racism and white supremacy in religion for the last decade.

The killing of George Floyd by a white police officer, coupled with the Black Lives Matter protests that have swept across the world in its wake, have led many white people to question — some for the first time — their role and complicity in structural racism in the United States. Books such as Robin DiAngelo's *White Fragility* and Ibram X. Kendi's *How to be an Antiracist* have topped *The New York Times*' bestsellers list in recent months.

As a professor, I find that terms such as "white privilege" and "white supremacy" often provoke defensive reactions — what DiAngelo calls "white fragility" — in white people. Students from blue-collared backgrounds can find it hard to emotionally connect with the notion that they are privileged when they have struggled financially. Others from more comfortable middle-class backgrounds can feel that their family success is being undermined or that they haven't worked as hard as others to achieve their success. And some students complain that such concepts are merely tools to "shame white people."

One of the major stumbling blocks here is that such students reduce both racism and white privilege to certain individuals. As the epigraph to Peggy McIntosh's foundational 1989 article, "White Privilege: Unpacking the Invisible Knapsack" states, "I was taught to see racism only in individual acts of meanness, not in invisible systems conferring dominance on my group." Just as systemic racism is reduced to individual bad actors, privilege is misunderstood as something individual rather than a system in which white people as a collective are centered and prioritized.

"Just as systemic racism is reduced to individual bad actors, privilege is misunderstood as something individual rather than a system in which white people as a collective are centered and prioritized."

McIntosh explains, "As a white person, I realized I had been taught about racism as something that puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage." She then lists 50 ways in which white privilege manifests itself. These include:

- I can avoid spending time with people whom I was trained to mistrust and who have learned to mistrust my kind or me.
- I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
- I can be sure that my children will be given curricular materials that testify to the existence of their race.
- I do not have to educate my children to be aware of systemic racism for their own daily physical protection.
- I can be sure that if I need legal or medical help, my race will not work against me.

Extending the work of McIntosh, DiAngelo notes that many Americans equate white supremacy with groups such as the torch-carrying white nationalists who marched in Charlottesville, Virginia. For sociologists, however, the term white supremacy denotes, as DiAngelo writes, a “socio-political system of domination based on racial categories that benefits those defined and perceived as white. This system of structural power privileges, centralizes and elevates white people as a group.” Even though in 2020, 59.7 percent of the U.S. population is white, she draws on data from 2016–17, giving examples of this supremacy, including:

- Ten richest Americans: 100% white
- U.S. Congress: 90% white
- People who decide which TV shows we see: 93% white
- People who decide which news is covered: 85% white
- Teachers: 82% white

To understand the concepts of “white privilege” and “white supremacy,” we have to move beyond individual experiences to understand the structural conditions and the wider historic and social context in which all individuals are shaped. How have legal and social systems in the U.S. functioned to produce and maintain white privilege? And what is the cost of such white privilege to Black Americans?

One good example is the legacy of redlining, a state-sponsored practice by which the government maintained segregation between white and Black populations. From 1935 to '40, federal government housing policies shaped 230 cities in the United States. City planners literally drew red lines across the city to establish white suburban housing areas that were often separated by highways from Black and immigrant neighborhoods. Often confined to densely packed and more polluted urban centers, Black Americans were often denied mortgages or only offered mortgages with high interest rates. While these practices were made illegal through the 1968 Fair Housing Act and the 1977 Community Reinvestment Act, many of them continued in new, less overt forms. Before the 2008 recession, for instance, there was an increase on risky loans for low-income borrowers. Afterward, many Black Americans lost their homes and property value decreased in minority neighborhoods.

The legacy of redlining is clear to see in wealth inequities today. A report by the Federal Reserve stated that white families today have nearly 10 times the net worth of Black families and more than eight times that of Hispanic families. As explained in the Mapping Inequality Project, “Redlining directed both public and private capital to native-born white families and away from African American and immigrant families. As homeownership was arguably the most significant means of intergenerational wealth building in the United States in the 20th century, these redlining practices from eight decades ago had long-term effects in creating wealth inequalities that we still see today.”

Another legacy of redlining is health inequities between white and Black Americans. A 2016 report found that African Americans have higher rates of diabetes, hypertension and heart disease than any other group. Black children have a 500 percent higher death rate from asthma than white children. African American adults are much less likely to survive prostate, breast and lung cancer than their white counterparts.

A major factor in determining health and life expectancy is where you live. A study of housing districts in the Washington, D.C., area revealed that the average life expectancy in the affluent white neighborhood of Bethesda, Maryland, was 10 years higher than that of people in the predominantly Black neighborhoods of southeast Washington, which is only 10 miles away. This is because where we live determines our access to education, employment, fresh food and outdoor space — factors which all contribute to health.

Through specific examples such as redlining and health inequities, my students are able to see how white privilege and white supremacy are structural phenomena rooted in historic legal and social processes. This offers them an opportunity to move beyond individual defensiveness and to develop empathy and solidarity with Black Americans. One of my current students, for example, shared that during high school she was struck by the massive differences in resources between the predominately Black urban school she attended and the predominantly white suburban school her brother attended. She discovered that her school was in a former redlined neighborhood, which had been denied the same resources and opportunities as white ones. Understanding her experience in wider social and historical context made her commit to tackling racism in her own family and community.

While individual white people are not to blame for policies that began before they were born, we are still benefiting from them at the — often grave — expense of Black Americans. Seeing the undeniable truth of this, we must challenge rather than comply with white supremacy and work toward creating a country that is more livable for everyone. What are some specific ways white people can recognize and take responsibility for white supremacy?

- Educate ourselves on systemic racism and white supremacy
- Participate in anti-racist training programs
- Commit to having difficult conversations with white family and friends about systemic racism
- Join multiracial organizations such as Showing Up for Racial Justice
- Partner with Black organizations
- Support Black-owned businesses

As constitutional law scholar Bruce Ledewitz states, “Since white racism is the problem, it is the responsibility of white people to end it.”

What are we waiting for?

Ann Gleig is an associate professor of religion and cultural studies who has taught about racism and white supremacy in religion since earning a doctorate in religious studies from Rice University in 2010.

Resources

- Anti-Racism Resources: An open-source resource for white people and white parents wanting to dismantle white supremacy. Available at bit.ly/ANTIRACISMRESOURCES

- ["White Privilege Papers"](#) Peggy McIntosh
- *The New Jim Crow: Mass Incarceration in the Age of Color Blindness*, Michelle Alexander
- *So You Want To Talk About Race?*, Ijeoma Oluo
- *The Color of Law: A Forgotten History of How Our Government Segregated America*, Richard Rothstein
- *Me and White Supremacy: Combat Racism, Change the World and Become a Good Ancestor*, Layla F. Saad
- *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race*, Beverly Daniel Tatum
- *Waking Up White: And Finding Myself in the Story of Race*, Debbie Irving

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Ann Gleig

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How to be a Better Ally Against Racism

Anti-racism resources

This document is intended to serve as a resource to white people and parents to deepen our anti-racism work. If you haven't engaged in anti-racism work in the past, start now. Feel free to circulate this document on social media and with your friends, family, and colleagues.

Here is a shorter link: bit.ly/ANTIRACISMRESOURCES

To take immediate action to fight for Breonna Taylor, please visit FightForBreonna.org.

Resources for white parents to raise anti-racist children:

- Books:
 - [Coretta Scott King Book Award Winners: books for children and young adults](#)
 - [31 Children's books to support conversations on race, racism and resistance](#)
- Podcasts:
 - [Parenting Forward podcast episode 'Five Pandemic Parenting Lessons with Cindy Wang Brandt'](#)
 - [Fare of the Free Child podcast](#)
 - [Integrated Schools podcast episode "Raising White Kids with Jennifer Harvey"](#)
- Articles:
 - [How White Parents Can Talk To Their Kids About Race | NPR](#)
 - [Teaching Your Child About Black History Month | PBS](#)
 - [Your Kids Aren't Too Young to Talk About Race: Resource Roundup from Pretty Good](#)
- The Conscious Kid: follow them on [Instagram](#) and consider signing up for their [Patreon](#)

Articles to read:

- ["America's Racial Contract Is Killing Us"](#) by Adam Serwer | Atlantic (May 8, 2020)
- [Ella Baker and the Black Freedom Movement \(Mentoring a New Generation of Activists\)](#)
- ["My Life as an Undocumented Immigrant"](#) by Jose Antonio Vargas | NYT Mag (June 22,

2011)

- [The 1619 Project \(all the articles\)](#) | The New York Times Magazine
- [The Combahee River Collective Statement](#)
- ["The Intersectionality Wars"](#) by Jane Coaston | Vox (May 28, 2019)
- [Tips for Creating Effective White Caucus Groups](#) developed by Craig Elliott PhD
- ["Where do I donate? Why is the uprising violent? Should I go protest?"](#) by Courtney Martin (June 1, 2020)
- ["White Privilege: Unpacking the Invisible Knapsack"](#) by Knapsack Peggy McIntosh
- ["Who Gets to Be Afraid in America?"](#) by Dr. Ibram X. Kendi | Atlantic (May 12, 2020)

Videos to watch:

- [Black Feminism & the Movement for Black Lives: Barbara Smith, Reina Gossett, Charlene Carruthers \(50:48\)](#)
- [Dr. Robin DiAngelo discusses 'White Fragility' \(1:23:30\)](#)
- ["How Studying Privilege Systems Can Strengthen Compassion"](#) | Peggy McIntosh at TEDxTimberlaneSchools (18:26)

Podcasts to subscribe to:

- [1619 \(New York Times\)](#)
- [About Race](#)
- [Code Switch \(NPR\)](#)
- [Intersectionality Matters! hosted by Kimberlé Crenshaw](#)
- [Momentum: A Race Forward Podcast](#)
- [Nice White Parents \(Serial and The New York Times\)](#)
- [Pod For The Cause \(from The Leadership Conference on Civil & Human Rights\)](#)
- [Pod Save the People \(Crooked Media\)](#)
- [Seeing White](#)

Books to read:

- [Black Feminist Thought](#) by Patricia Hill Collins
- [Eloquent Rage: A Black Feminist Discovers Her Superpower](#) by Dr. Brittney Cooper
- [Heavy: An American Memoir](#) by Kiese Laymon
- [How To Be An Antiracist](#) by Dr. Ibram X. Kendi
- [I Know Why the Caged Bird Sings](#) by Maya Angelou
- [Invisible No More: Police Violence Against Black Women and Women of Color](#) by Andrea J. Ritchie
- [Just Mercy](#) by Bryan Stevenson
- [Me and White Supremacy](#) by Layla F. Saad
- [Raising Our Hands](#) by Jenna Arnold
- [Redefining Realness](#) by Janet Mock
- [Sister Outsider](#) by Audre Lorde
- [So You Want to Talk About Race](#) by Ijeoma Oluo

- [The Bluest Eye](#) by Toni Morrison
- [The Fire Next Time](#) by James Baldwin
- [The New Jim Crow: Mass Incarceration in the Age of Colorblindness](#) by Michelle Alexander
- [The Next American Revolution: Sustainable Activism for the Twenty-First Century](#) by Grace Lee Boggs
- [The Warmth of Other Suns](#) by Isabel Wilkerson
- [Their Eyes Were Watching God](#) by Zora Neale Hurston
- [This Bridge Called My Back: Writings by Radical Women of Color](#) by Cherrie Moraga
- [When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America](#) by Ira Katznelson

Films and TV series to watch:

- 13th (Ava DuVernay) — Netflix
- American Son (Kenny Leon) — Netflix
- Black Power Mixtape: 1967-1975 — Available to rent
- Blindspotting (Carlos López Estrada) — Hulu with Cinemax or available to rent
- Clemency (Chinonye Chukwu) — Available to rent
- Dear White People (Justin Simien) — Netflix
- Fruitvale Station (Ryan Coogler) — Available to rent
- I Am Not Your Negro (James Baldwin doc) — Available to rent or on Kanopy
- If Beale Street Could Talk (Barry Jenkins) — Hulu
- Just Mercy (Destin Daniel Cretton) — Available to rent for free in June in the U.S.
- King In The Wilderness — HBO
- See You Yesterday (Stefon Bristol) — Netflix
- Selma (Ava DuVernay) — Available to rent for free in June in the U.S.
- The Black Panthers: Vanguard of the Revolution — Available to rent
- The Hate U Give (George Tillman Jr.) — Available to rent for free
- When They See Us (Ava DuVernay) — Netflix

Organizations to follow on social media:

- Antiracism Center: [Twitter](#)
- Audre Lorde Project: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Black Women's Blueprint: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Color Of Change: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Colorlines: [Twitter](#) | [Instagram](#) | [Facebook](#)
- The Conscious Kid: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Equal Justice Initiative (EJI): [Twitter](#) | [Instagram](#) | [Facebook](#)
- Families Belong Together: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Justice League NYC: [Twitter](#) | [Instagram](#) + Gathering For Justice: [Twitter](#) | [Instagram](#)
- The Leadership Conference on Civil & Human Rights: [Twitter](#) | [Instagram](#) | [Facebook](#)

- The Movement For Black Lives (M4BL): [Twitter](#) | [Instagram](#) | [Facebook](#)
- MPowerChange: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Muslim Girl: [Twitter](#) | [Instagram](#) | [Facebook](#)
- NAACP: [Twitter](#) | [Instagram](#) | [Facebook](#)
- National Domestic Workers Alliance: [Twitter](#) | [Instagram](#) | [Facebook](#)
- RAICES: [Twitter](#) | [Instagram](#) | [Facebook](#)
- Showing Up for Racial Justice (SURJ): [Twitter](#) | [Instagram](#) | [Facebook](#)
- SisterSong: [Twitter](#) | [Instagram](#) | [Facebook](#)
- United We Dream: [Twitter](#) | [Instagram](#) | [Facebook](#)

More anti-racism resources to check out:

- [75 Things White People Can Do for Racial Justice](#)
- [Anti-Racism Project](#)
- [Jenna Arnold's resources \(books and people to follow\)](#)
- [Rachel Ricketts' anti-racism resources](#)
- [Resources for White People to Learn and Talk About Race and Racism](#)
- [Save the Tears: White Woman's Guide by Tatiana Mac](#)
- [Showing Up For Racial Justice's educational toolkits](#)
- [The \[White\] Shift on Instagram](#)
- ["Why is this happening?" — an introduction to police brutality from 100 Year Hoodie](#)
- [Zinn Education Project's teaching materials](#)

Document compiled by Sarah Sophie Flicker, Alyssa Klein in May 2020.

COLLEGES & CAMPUS

Now Is Our Time to be Actively Anti-Racist

A note from Interim Chief Equity, Inclusion and Diversity Officer S. Kent Butler on the importance of building each other up.

By S. Kent Butler
May 29, 2020



C OVID-19 has exposed societal inequities and impacted us all in some way, and recent high-profile instances of bias and racism just add to the difficulties so many of us are already facing.

From the deaths of Breonna, Ahmaud and George to our brothers and sisters of Asian descent who are being unfairly discriminated against in connection to the pandemic, racism is painfully real and something so many of us live with every day.

Leaving the house is an action that may seem ordinary for some, but for individuals who deal with regular hatred and judgment — just for looking how they look, being who they are, loving who they love, or living according to their faith — we live with anxiety and fear about walking into unwelcoming spaces.

Yet, we still leave our homes. Our lived experiences and our histories are still worth listening to. Our stories matter.

At UCF, in my corner of the world, I try to bring this awareness to those with whom I interact daily.

With more than 80,000 students and faculty and staff members, each of us has a story and a part to play in building this inclusive community. We all need to be listened to and learned from.

We also need to be comfortable with the discomfort born from honest, difficult dialogues about race and culture. And these conversations must happen regularly, not just in reaction to tragic and gut-wrenching headline-grabbing incidents of racism.

We do not want to imagine something terrible or tragic happening close to home or to a person we love, because it is painful to think about. We choose to shield ourselves from these painful thoughts, but others do not have that luxury. It is their reality.

But it is time we share those stories, and more importantly, that we truly listen to them. Ultimately, we all have a need to express our feelings about the discrimination and violence we have been inundated with recently, especially those we experience firsthand.

Sharing our stories helps us understand the humanity of those around us and, hopefully, leads us to embrace differences. Most importantly, it reminds us to treat everyone the way we would want to be treated, as stated in the UCF Creed and the values that guide us.

Breaking down barriers is not easy, but as Knights, we have the power to do it together by creating an environment that encourages a space for our stories and embraces equity, inclusion and diversity.

It is going to take all of us to do better — to be better — to change our society. I look forward to sharing more in the near future about plans for engaging our campus community in discussions about these topics and our plans for investing in UCF's inclusion and diversity initiatives.

For now, students who are affected by recent events and would like support can [reach out to CAPS](#) or [contact UCF's Office of Social Justice and Advocacy](#). Employees can call 877-240-6863 or go to [HealthAdvocate.com/members](https://www.ucf.edu/healthadvocate/members) for support through UCF's Employee Assistance Program.

Please stay vigilant and safe, and be mindful of the stories and realities of those around you. They matter, they are worth listening to and they contribute to the fabric of the UCF that we all love.

MORE TOPICS

Inclusive Excellence

Diversity and inclusion

Black Lives Matter

S. Kent Butler

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RELATED STORIES

How to be a Better Ally Against Racism

Martin Luther King Jr. and the Collective Effort to Live, Learn and Love

COMMUNITY

A Conversation with S. Kent Butler on Racism and Being Actively Anti-Racist at UCF

The interim chief Equity, Inclusion and Diversity officer shares his personal and professional thoughts on race-related issues at the university and across the nation.

By Nicole Dudenhoefer '17
July 7, 2020



When UCF recently held [a virtual conversations to discuss race and unity](#), the online platform created a larger space for the campus community to have difficult dialogues around what real inclusion is, and isn't — something S. Kent Butler has been advocating for even before he became the university's interim chief Equity, Inclusion and Diversity officer in July 2019.

"We must strive to be malleable in our understanding of diversity and inclusion, because every day something new comes and challenges us and helps us to be better [at accepting and supporting everyone]," says Butler, who was the moderator for June 4 virtual conversation. "We need to continue these conversations in an effort to inform proper courses of action that we can take so everyone at UCF feels that they belong here."

Butler came to UCF in 2007 to teach counselor education and has more than 30 years of experience in the field and multicultural work. As the head of the [Office of Diversity and Inclusion](#), he has created the Leadership Council for Equity, Inclusivity and Diversity, which is made up of 22 individuals across UCF that champion social justice and equity.

"We must strive to be malleable in our understanding of diversity and inclusion because every day something new comes and challenges us and helps us to be better [at accepting and supporting everyone]."

He was also recently selected by the National Association of Diversity Officers in Higher Education for its Chief Diversity Officer Fellows Program, which gives him the opportunity to learn with the six other fellows who earned the honor for the current academic year and an experienced mentor he's been assigned to.

"To have been selected in my first year as a diversity inclusion officer — and an interim at that — into a very selective, highly competitive cohort speaks to my passion and my desire for this work," Butler says. "I'm excited for what this means in terms of my own development, which will benefit UCF, because I don't know it all. I must be a lifelong learner, just like everyone else."

The learning continues [Wednesday at 3:30 p.m. on Zoom](#), when Butler, students, and student organizations will participate in a virtual forum to discuss concerns about racism toward Asian communities. Discrimination against Asian individuals has increased nationwide during the [pandemic](#), according to the Pew Research Center. During the event, he will also provide insight on the Office of Diversity and Inclusion's plan on the topic.

And as UCF, like much of the rest of the nation, is dealing with flaws in its system related to race and racism, Butler is ready to help the university address these issues. Here he shares some personal and professional insight.

ND: As a Black man and someone who has committed your career to multiculturalism, what are your thoughts and feelings about where UCF and the nation are at in this fight?

KB: I'm exhausted by it, and I'm energized at the same time, because to whom much is given, much is required. I can't allow the exhaustion to override the need for people to be able to be free, to have access and to feel as though they belong at UCF.

Too often, others in power write the narratives of folks [who are Black and persons of color] and control how their life experiences are going to be lived out. And that's gone on because, despite seeing the disparity, the hurt and the pain, people in power believe these marginalized communities want something from them other than their humanity and equal access. So we have to find ways to empower people to be able to live their life on their terms.

ND: Racism is a complex problem that doesn't have just one face, and many people who do not experience its effects may not understand this. But the onus to solve this problem isn't on just the people affected by it, right?

KB: Racism is a systemic problem, a machine, that was created to keep a system of people in power and in control. Racism comes from slavery, from when they used to have [Black] people swinging from trees, from when [Black people] were denied their rights to write and to vote. Those are the things that are still having effects today.

“In a very real sense, white people have to stop racism. White people have to come to the forefront and stop the systemic system that's been put into play by white people.”

And people are still benefiting from it today. They're benefiting from the stereotypes that have come out of people continually dehumanizing those who are not from white culture. And we have to recognize that, and we have to speak to that. In a very real sense, white people have to stop racism. White people have to come to the forefront and stop the systemic system that's been put into play by white people. Black people, people of color, and marginalized populations have tried, and tried and tried. But if power hasn't been in their hands, how can they alone make the systemic changes?

And so we need our allies. We need our anti-racists who happen to be white to speak out, to take charge, fight with us and help to create a better society for all.

ND: You've recently stated that [now is the time to be actively anti-racist](#). What are some actions people can take to uphold that?

KB: First, people need to check themselves. It's going down deep and looking at what you've learned in your life that kept you away from people who were different from you. Look at how it allowed you to start putting implicit bias and explicit bias into your pathway. Look at how you treat people and take the opportunity to immerse yourself into the lives of others in ways that you have not before. Let that teach you how to treat people.

“That's the machine of systemic racism talking because it thrives when we fight against each other. In doing so, we can't fight against it, together.”

For the people benefiting from racism, even if you say you aren't racist, part of checking yourself is recognizing and talking about how you benefit from it. It needs to be recognized that acknowledging these benefits doesn't mean that somebody's trying to take something from you. That's been the issue all along, that's the machine of systemic racism talking because it thrives when we fight against each other. In doing so, we can't fight against it, together.

Another action is to be an advocate. Speak out against things that are wrong. Protests can be a great place to do this, but you need to actively take action against racism and discrimination after the protest is over. And that's everywhere, right? It could be with your mother, your father, your grandparents, aunts and uncles. It could be with anybody. A lot of times people are given a pass. Well, there's no pass on [the effects of] racism for some people. People who are hurting can't afford for you to be giving passes. It takes some difficult dialogues [to stand against racism]. It takes everybody having their voice in the situation and being a part of the solutions.

ND: Some members of UCF's campus community feel uncomfortable with police presence due to instances of police brutality across the nation. How are these concerns being addressed at UCF and what else can be done?

KB: We need a police force to keep us safe, but we have to wake police forces up and make them accountable. It has to go into the training.

A recently launched national initiative is #8CANTWAIT, which calls for eight measures that can be immediately enacted to change police departments. This is a project from Campaign Zero, an organization committed to ending police violence in America. These measures require de-escalation training, policies that limit the potential for police brutality, require reporting for uses of force and weapons, and other actions to ensure officers are appropriately serving their communities.

“We need students, parents, faculty and staff of all backgrounds to participate with the [Chief's Advisory Council] so UCFPD can hear what the community wants and needs.”

Recently [UCFPD announced a commitment to #8CANTWAIT](#). The department has outlined policies that already existed or have been recently created or updated that address each recommendation of the initiative.

[UCFPD has also recently launched a transparency website](#) and actionable items to address some of our community's concerns. One of which is updated training which requires all UCFPD employees to take the Harvard Project implicit-bias test and engaging in race-education courses. Hiring practices will now include additional screenings for bias and implicit bias training will be available for officers.

One measure that is important to note is the revival of the Chief's Advisory Council. We need students, parents, faculty and staff of all backgrounds to participate with the group so UCFPD can hear what the community wants and needs.

ND: Our administration, faculty and staff are predominantly white, and it doesn't reflect the diversity of our students. What is UCF doing to try to rectify that?

KB: First and foremost, what this needs to be about is hiring our qualified candidates, not "meeting a quota." When somebody worked hard for their degree, or they worked hard to get their foot in the door, how degrading is it to say they got here because of Affirmative Action or the color of their skin? So our intent needs to begin with having qualified, diverse faculty, staff and administration because it is necessary to draw from a variety of perspectives and experiences to allow our campus community to thrive and ensure the best outcomes.

"It also goes hand-in-hand with the [campus] community actually being inclusive. People can sense if that is authentic or not."

Part of the issue begins in systems outside of UCF. It's not that people can't be here, it's that they haven't been able to even enter through the gates. But we still need to make it a priority to do what's within our control to foster diversity. There are initiatives being put into place to help search committees reduce bias — because everyone has biases — toward job candidates so we can bring in rich and diverse pools. There are many ways we can recruit talent.

On top of that, it's about retention, how you treat people once they get here. There are methods being outlined to encourage an inclusive workplace, but it also goes hand-in-hand with the [campus] community actually being inclusive. People can sense if that is authentic or not.

ND: In February, UCF sent out a [culture and climate campus-wide survey](#) that was intended to gauge the environment at the university and provide data that could be used to inform necessary changes. The survey was completed in March. What will happen with the information it gathered?

KB: We [the Office of Diversity and Inclusion] are going through the data from the results and analyzing it. On July 15, the results will be published on several websites and distributed through email so the university community can see how the students, faculty and staff who participated responded.

I am also planning on having a series of town halls to talk about the results and give people an opportunity to share their thoughts, feelings or concerns about the information.

ND: What needs to happen to ensure that the stances the university is taking now result in lasting change?

"To put accountability measures into play, it starts with open communication. That's why I'm saying to students who are upset with the way things are going, come and be a part of the team — not to do our jobs but to inform them. Help us help you."

KB: UCF is a work in progress. And we need to go to the ends of the earth to make sure everybody who's here feels safe, welcomed and a part of this community. We have to strive for it daily. We — administration, faculty, staff and students — have to actively denounce any biases or discrimination we come across, and take the appropriate actions to confront them. Because we all have a right to be here. It's about accountability, which has to be conducted in the right and legal ways. To put accountability measures into play, it starts with open communication. That's why I'm saying to students who are upset with the way things are going, come and be a part of the team — not to do our jobs but to inform them. Help us help you. Because we have not gotten it right sometimes, so we need people to help us get it right. If you come looking for answers and are not willing to help us understand what better options are available, then the possibility of us getting it wrong is very high. Help change that narrative, as opposed to fighting against the system that's at least trying to make things right. UCF is waking up. In order for real change to happen, we have to work together. We can make it happen by being accountable to one another.

MORE TOPICS

[Inclusive Excellence](#)[UCFPD](#)[Diversity and inclusion](#)[Office of Diversity and Inclusion](#)[Black Lives Matter](#)

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UNIVERSITY OF CENTRAL FLORIDA

INCLUSIVE FACULTY HIRING



**Faculty
Excellence**

A MESSAGE FROM THE VICE PROVOST



A great university is built by great faculty.
And an important part of that is **Inclusive Excellence**.

It's in our core mission at UCF, and we want our campus to be a space of belonging for everyone. In order to accomplish that goal, we have compiled resources and information for understanding the most promising practices for effective faculty recruitment.

Together we are creating an equitable and **inclusive** working and learning environment to recruit and retain the best and most diverse faculty. Ensuring our faculty is representative of the student body and communities we serve is only the beginning. We encourage all departments and search committees to use this document to engage in ongoing conversation about how to prepare our academic units to be spaces that welcome and celebrate difference. This is essential to our success as a university.

In this document you will find **equity-minded** frameworks, guidelines, and practical suggestions for more inclusive faculty recruitment.



CHARGE ON,

Dr. Jana L. Jasinski

Vice Provost for Faculty Excellence
Pegasus Professor of Sociology

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This document was created by the Inclusive Excellence Faculty Fellow, Jennifer Sandoval. Special thanks to the members of the FE Committee on Inclusion 2019-2020 for their review and contributions to this document: Reshawna Chapple, Latarsha Chisholm, Jonathan Cox, Lindsay Neuberger, John Raible.

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EQUITABLE AND INCLUSIVE HIRING

Hiring new colleagues is one of the most important things that a faculty member does. However, most faculty do not receive any training in this process other than to learn on the job at their first hiring committee meeting. It is easy to get stuck in habits that do not promote checks and balances of our biases and socialization into our disciplines. While it is a strategic goal of UCF to increase the compositional diversity of the faculty there are additional reasons to prioritize these efforts. We know there are many educational benefits to diverse learning environments (Milem, Chang, & Antonio, 2005). Students are more engaged and report higher satisfaction levels when they have the opportunity to work with and learn from a more diverse range of faculty. Faculty influence on student motivation, confidence, and achievement goes beyond classroom interaction. Connection to faculty mentors dramatically improves students completion rates and their interest in graduate education (Bettinger and Baker, 2014, 2011; Scrivener and Weiss, 2009).

While there is considerable research that continues to confirm the business case for [diversity](#), there is much work to be done to create and sustain humane, equitable, and inclusive working, learning, and living environments. Frost (2014) claims discrimination against women, LGBTQ folks, and people with disabilities alone is costing \$64 billion dollars a year in the United States. McKinsey&Company (2018) continues to report that the presence of ethnic and cultural diversity and gender representation improves company performance exponentially. Owen-Smith (2018) has taken the case directly to the higher education context as well.

Specifically, for Hispanic Serving Institutions the work of Anaya and Cole (2001) shows the importance of student-faculty interaction for Hispanic student achievement. The world and the workforce we are preparing our students for looks very different than our faculty ranks. If you are interested in learning more there will be additional resources available on the Faculty Excellence website, but this is intended to be a starting place for engaging in better hiring as we continue to strive for inclusive excellence in our institution.

Academia is like most industries in that it has its own pervasive narratives about how things have always been and how they should be now. Often, we are socialized into our fields without taking the time to critically examine our taken for granted assumptions and update our thinking. We have many unconscious and conscious biases that affect our participation in faculty hiring. This bias impacts the way we write job descriptions, how we evaluate candidates, and ultimately the recommendation we make to the hiring official. While we can never eliminate bias and subjectivity we bring to the committee we can certainly make efforts to mitigate it and change our conversations.

If your department or program has not had substantive conversations about [implicit bias](#) it can be useful to recommend that faculty spend some time on the Harvard Implicit Bias Project (implicit.harvard.edu) and read the articles included in the resource guide. Additionally, the next page lays out a few quick tips on reducing implicit bias in the hiring process.

WAYS TO REDUCE IMPLICIT BIAS

- 1 Be intentional about compositional diversity of your committee that includes individuals with equity minded competencies
- 2 Have a direct conversation about implicit bias, the unintended consequences, and how you will address problems in the committee
- 3 Recruit broadly to further diversify your pool of applicants
- 4 Construct operationalized criteria for evaluation that include equity and inclusion
- 5 Ensure the entire application is reviewed by all members of the committee
- 6 Put a process in place that requires all committee members or other faculty involved to construct their feedback prior to being influenced by other members of the group
- 7 Discuss the barriers to inclusive hiring that are common in your discipline and how you are going to combat them
- 8 Require the use of standard questions so that no candidate receives an advantage/disadvantage from questioning practices; also ensures faculty can assess all candidates' responses equally

INCLUSIVE FACULTY HIRING BARRIERS

THE BELIEF IN THE LACK OF A DIVERSE PIPELINE

Frequently when programs are asked to “diversify” their faculty the most common defense is “we would love to, but there are no candidates because there is no pipeline.” While this may have been a difficult reality at one time, it is no longer the case. Advanced educational attainment has increased exponentially in the last decade in the U.S. We have the ability to track more specific data for your field and also encourage the formation of specific recruitment relationships with large, diverse universities like ours, including Hispanic Serving Institutions (HSI’s) and Historically Black Colleges and Universities (HBCU’s). While we have not achieved equity across racial and ethnic identities in higher education, doctoral degree attainment by Latinx/Hispanic and Black/African American scholars is shifting in many disciplines. Examining our hiring processes also requires us to think through our own contributions to the pipeline through recruitment and training of a diverse graduate student population.

PROBLEMATIC HEURISTICS OF MERIT AND PRESTIGE

When discussions of merit emerge they are often focused on traditional ideas that may actually have very little direct connection to the success of a candidate at our institution. Merit focuses on what we decide are meaningful accomplishments. Some argue that merit is objective but that does not account for the systemic inequitable access and disproportionate impact on scholars of color. These traditional categories usually include years of experience, types of degrees, outputs like publications and grants, and prestige (connection to institutions or individuals). Your committee should discuss what merit looks like in your program and at UCF and what qualities and skills you are looking for in that category. Institutions in Australia and New Zealand have begun to discuss achievements relative to opportunity as a way to address equity in conversations about merit. Equity minded conceptions of merit will look for evidence of candidates contributing to equity and inclusion in their teaching, research, and service, and ensures that systemic barriers are appropriately considered.

RELIANCE ON THE VAGUE CATEGORY OF FIT

When committee members talk about fit you do not hear the same arguments about objectivity, however it is focused on perceptions that are heavily influenced by dominant culture norms. What does it mean to be collegial or professional? What does it mean to say this person is a “good fit” for us? What does it mean to discuss an individual’s personality or presentation style? Often it means they are similar to the current faculty in your department. You can “see yourself working well with them.” It’s important to expand our understanding of the different ways candidates may communicate because of cultural differences or [neurodiversity](#). Bias research has shown consistent preference for people who are more similar to ourselves. Equity minded conceptions of fit will focus on ways a candidate will be able to speak to the identities of our students and community, not our current departments. Committees should operationalize their understanding of “fit” and have a robust conversation about the qualities and skills that will be meaningful beyond shared interests with your faculty. [White-Lewis \(2019\)](#) further unpacks the problems with using “fit” as a hiring rationale.

EQUITY AND COMPLIANCE

As members of hiring committees faculty are balancing many responsibilities. Equity minded practices are an important component of the hiring process, but so is compliance. There are many policies that are in place with the intent of creating an equitable hiring process, however committees often loosely follow these rules or strictly adhere to some rules and not others. Equity minded conceptions of compliance will make sure that candidates have similar consideration, evaluation, and experience. It is important to check in during the process to highlight ways in which you may unintentionally have an inequitable impact on candidates of color. Additionally, it is important to remember that compliance is the floor, not the ceiling. Consider the many ways in which your hiring practices can move toward better practices of equity. For more specific search guidelines please download this [document](#).

EQUITY MINDED ADVOCATES

It is essential that every hiring committee has a faculty member who is equipped with the knowledge, skills, and commitment to hold the group accountable for equity minded practice. Every department should identify 1-3 faculty members who will receive additional training and be a resource and advocate for equity in hiring. It is also imperative to understand that this responsibility is most often placed on faculty members from [minoritized](#) groups, of which there may only be one or very few, which adds to the burden these individuals already often experience because of a lack of representation. Departments must make it a priority to identify non-minoritized faculty to support this ongoing work.

WRITING AND POSTING YOUR JOB DESCRIPTION

Your job announcement is an opportunity to tell a story about our university, your department and program, and show what we value. [Equity minded language](#) should be a part of each section of the announcement. Below is an example format when you are designing your announcement.

PLACING THE AD:

- ◆ Journal and professional publications for your discipline
- ◆ Professional associations
- ◆ Publications for specific groups
 - ✧ Diverse: Issues in Higher Education
 - ✧ Hispanic Outlook
 - ✧ Tribal Journal
 - ✧ Women in Higher Education
- ◆ News outlets (local, regional, and national)
- ◆ Social Media
 - ✧ Your faculty may be part of groups like Latinx Scholars, Latinas Completing Doctoral Degrees or affinity groups of national associations like a Women's Caucus. Create a Social Media friendly post with links to the official job posting

RECRUITMENT:

- ◆ Rely on more than just the same professional connections from your senior leadership – this often leads to a limited pool and a lack of diversity across training, perspective and region
- ◆ Do look at where your faculty have engagement in affinity groups and other networks
- ◆ Leverage our location in Central Florida
- ◆ Leverage relationships with other HSIs and HBCUs
- ◆ Utilize specific pipeline and recruitment services meant to reach minoritized groups whenever possible, such as PRISM

UNIVERSITY DESCRIPTION

The University of Central Florida (UCF) is a metropolitan research university built to make a better future for our students and society. We solve tomorrow's greatest challenges through a commitment to academic, inclusive and operational excellence. Leveraging innovative learning, discovery and partnerships, we foster social mobility while developing the skilled talent needed to advance industry for our region, state and beyond.

A Hispanic Serving Institution, UCF is home to a growing and diverse student population of over 70,000 students, almost 2,000 faculty, and more than 4,700 staff. At UCF we are dedicated to access and we are invested in identifying candidates who will contribute to our mission through equity-minded practice and culturally responsive pedagogy.

- ☐ Include intentional information about attracting applicants from minoritized groups
- ☐ Include intentional language about values regarding equity and inclusion
- ☐ Include data about students, faculty and staff
- ☐ Consider highlighting the presence of PRIDE Faculty and Staff Association, Black Faculty and Staff Association, and Latin@ Faculty and Staff Association

DEPARTMENT DESCRIPTION

- ☐ Be clear about what is prioritized in your program and department
- ☐ If you do not have a program level statement about equity and inclusion – develop one and include it
- ☐ Avoid coded and deficit minded language
- ☐ Be honest about challenges and point to ways in which you are working toward change
- ☐ Identify ways you want the applicant to speak to their contributions to equity and inclusion
- ☐ Include specific competencies related to equity and inclusion

POSITION DESCRIPTION

- ☐ Avoid coded language that feeds into the narrative myths of “fit” and “merit”
- ☐ Avoid arbitrary measures of success (e.g. years of experience)

ORLANDO DESCRIPTION

Orlando may be one of the most visited tourist destinations in the world, but it is also a vibrant and diverse city in a location that is central to many unique attractions.

- ☐ Include information about the schools, local and community and other organizations that might be of interest to your faculty relocating

KEY WORDS FOR JOB ANNOUNCEMENTS:

Equity minded language (Much better)

- ◆ Racial equity, ethnic equity
- ◆ Hispanic Serving Institution
- ◆ Culturally responsive/centered/relevant
- ◆ Social justice
- ◆ Anti-racist
- ◆ Mention of specific group identities (e.g. African American/Black, Latinx/Hispanic, Native American and Indigenous, Asian American/Pacific Islander)

Diversity language (Better)

- ◆ Underrepresented
- ◆ Underserved
- ◆ Multicultural
- ◆ Diverse
- ◆ People of color
- ◆ Demographics of all students without focus on racial/ethnic identity

Deficit language (Avoid)

- ◆ At risk
- ◆ Underprepared
- ◆ Disadvantaged
- ◆ Non-traditional
- ◆ Underprivileged
- ◆ Achievement gaps

JOB POSTING TEMPLATE

Your job announcement is an opportunity to tell a story about our university, your department, and provide insight into our values. Equity minded language should be a part of each section of the announcement. Your criteria and evaluation process should be identified prior to writing the job description so it can be as clear as possible while appealing to a broad audience. Below is an example format when you are designing your announcement.

The Department of _____ is pleased to invite applications for our Assistant Professor of _____ position. The University of Central Florida (UCF) is a metropolitan research university built to make a better future for our students and society. We solve tomorrow's greatest challenges through a commitment to academic, inclusive and operational excellence. Leveraging innovative learning, discovery and partnerships, we foster social mobility while developing the skilled talent needed to advance industry for our region, state and beyond.

A Hispanic Serving Institution, UCF is home to a growing and diverse student population of over 70,000 students, almost 2,000 faculty, and more than 4,700 staff. At UCF we are dedicated to access and we are invested in identifying candidates who will contribute to our mission through equity-minded practice and culturally responsive pedagogy.¹

Orlando² may be one of the most visited tourist destinations in the world, but it is also a vibrant and diverse city in a location that is central to many unique attractions. Orlando continues to rank well in affordability, job opportunities, community and is just 50 miles away from the nearest beach. Whatever activities you enjoy you will find them here in Central Florida, whether it is being in the great outdoors, art, history, visiting theme parks, farmers markets, or sporting events!

DEPARTMENT DESCRIPTION³

The department of _____ is home to _____ faculty and _____ students. We offer degrees in _____.

MINIMUM REQUIREMENTS⁴⁻⁵

◆ Applicants must have earned a Ph.D. in _____ or related field

ANNOTATIONS

¹Especially for Assistant professors and early career faculty highlight resources to support their development as teachers and researchers

²UCF has many strengths, but its location should be attractive to people for a variety of reasons. Providing information about the larger community is a way to provide greater context for their life outside of UCF and an important recruitment tool.

³Include information about your department or unit that will help applicants be interested in joining your team. You may want to highlight the size of your program, research projects, types of degrees or other information people should know.

⁴Keep this list small to encourage a broader applicant pool. Make sure whatever you require can be directly connected to the position.

⁵If your announcement has more than one rank you must include the differing requirements and develop the criteria for each rank prior to review of applications

- ◆ As a diverse institution we center access, belonging, and diverse perspectives. We are seeking an individual who can demonstrate effective engagement in an environment where colleagues and students come from many backgrounds and identities, as well as someone who can demonstrate commitment to equitable and inclusive teaching and research practices.

PREFERRED REQUIREMENTS⁶

- ◆ Strong research experience
- ◆ Demonstrated teaching effectiveness

APPLICATION REQUIREMENTS

- ◆ Letter of application outlining how you are prepared to join the faculty at UCF highlighting research achievements, teaching experience, and other qualifications of the position
- ◆ Curriculum Vitae
- ◆ Teaching Philosophy⁷ that addresses how you are prepared to instruct and mentor students in one of the most diverse universities in Florida and the U.S.
- ◆ Equity and Inclusion Statement: please provide any relevant experience and leadership in working in diverse environments as well as how you contributed to a culture of inclusion and equity.
- ◆ Reference list (names and contact information, not reference letters)⁸

EQUAL OPPORTUNITY STATEMENT⁹

As an equal opportunity/affirmative action employer, UCF encourages all qualified applicants to apply, including women, veterans, individuals with disabilities, and members of traditionally underrepresented populations.

UCF's Equal Opportunity Statement can be viewed at:

<http://www.oie.ucf.edu/documents/PresidentsStatement.pdf>.

As a Florida public university, UCF makes all application materials and selection procedures available to the public upon request.

ANNOTATIONS

⁶ Make sure these items are measurable and there is shared understanding among committee members about how to evaluate these before applications are reviewed.

⁷ Ask candidates specifically how they are prepared to teach at one of the largest and most diverse universities in the country. This should be an important consideration in faculty applications with instructional components.

⁸ Reference checks are required prior to hire, however, More research shows that the inclusion of recommendation letters in early stages of hiring can disadvantage many applicants – specifically from minoritized backgrounds. Consider only asking for them at later stages of interviewing if at all.

⁹ This is UCF's official and required EEO statement, but having an approved departmental/program level diversity statement is a valuable addition

EQUITY MINDED INTERVIEWING

- ☐ Ask about pronouns and pronunciation of names
- ☐ Include accessibility accommodations in all stages of interviewing. Video conference calls can present barriers to access for some populations so when you send the invitation include an alternative or an opportunity for them to request a different format.

EQUITY MINDED INTERVIEW QUESTIONS

- ☐ What does it look like for faculty to contribute to effective equity and inclusion?
- ☐ What are ways you address equity and inclusion in your work? (focus on an area like research, teaching, or service)
- ☐ How do you engage in culturally responsive teaching and mentoring?
- ☐ What professional development have you engaged in regarding issues of equity and inclusion?
- ☐ How are you prepared to serve a growing and diverse student community at a Hispanic Serving Institution?
- ☐ Ask questions that highlight whether or not they use a diverse list of authors and sources in their scholarship and teaching

ON CAMPUS INTERVIEWING

- ☐ Plan for the interview with the candidates
- ☐ Ask questions that will help you create an accommodating schedule and let them know you would like to anticipate any needs they may have to create a context for a successful interview. You should take into account that candidates may have a wide range of reasons (e.g. nursing parents, religious practices for timing of certain things, range of visible or invisible disabilities) for accommodations and we don't need the reason why we just need to be able to set up the visit the best way possible for them.
 - ✧ Are there any specific accommodations they need (e.g. for traveling around campus, for speaking, pet friendly hotel for service animal)
 - ✧ Do they have any dietary restrictions or needs
 - ✧ Are there times of day that they prefer a break

- ✧ Are there specific groups they would like to meet during their visit
- ☐ Give candidates a detailed itinerary with as much information as possible
- ☐ Provide candidates with welcome packets that offer additional information about the larger campus, city, and region
- ☐ Include a campus map with location of gender neutral restrooms
- ☐ If possible provide a water bottle

EVALUATING AND SELECTING CANDIDATES

CREATING INCLUSIVE EVALUATION GUIDELINES

- ☐ Evaluation guidelines should be determined when the job description is written, before any candidates are evaluated at any level, including initial review of CVs/resumes
- ☐ Take time to operationalize all evaluative criteria in specific, measurable terms (e.g., what does it mean that someone has “potential for bringing in outside grants”?)
- ☐ Utilize equity minded interview questions
- ☐ Be aware of the tendency to overscrutinize minoritized applicants, and ensure equitable consideration of all candidates
- ☐ Make sure committee members are aware of the [“right of inclusion”](#) at every level of review and are encouraged to use it

IDENTIFYING FINAL CANDIDATES

- ☐ University policy indicates that a successful search will result in a diverse pool of candidates for the final interview round that [includes at least one woman and one member of a minoritized group.] These are very minimal, baseline requirements. Departments should actively consider more stringent qualifications for a “successful” search. If at the time final candidates are identified and the specified parameters are not met, the search should either be restarted or the existing candidate pool should be revisited with more equitable strategies in mind.

- ☐ If faculty identify inequitable processes or decisions or any problems in a search they are participating in they should contact the Office of Institutional Equity at www.oie.ucf.edu.

EVALUATING FINAL CANDIDATES FOR A HIRE

- ☐ Have myths surrounding hiring practices (pipeline, merit, fit) and implicit/explicit bias been appropriately addressed?
- ☐ Ensure that issues of equity are given appropriate significance in final decisions (e.g., how much weight is actually given to candidates' answers to questions about how they contribute to equity and inclusion or their diverse practices in teaching and research?) for every candidate
- ☐ Ensure that power difference among faculty across ranks are mitigated in meaningful ways. Consider masked voting and feedback in order to allow equal weighting of perspectives in hiring decisions.

APPLICANT EVALUATION RUBRIC

It is important to have consistent criteria for evaluating your faculty applicants. Using a rubric will help to mitigate bias and influence from other committee members. The skills and expertise required for the position should be determined prior to posting the position. Each member of the hiring committee should complete the rubric independently and then they should be aggregated to help make determinations for moving candidates to later rounds.

Candidate's name _____

Please indicate all parts of the application you have reviewed or participated in:

- ☐ Applicant CV
- ☐ Applicant statements (e.g. teaching philosophy, equity and inclusion statement)
- ☐ Applicant scholarship _____
- ☐ Attended candidate job talk
- ☐ Met with candidate

RATE THE APPLICANT

INSERT CRITERIA	N/A	1	2	3	4	5	TOTAL
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	
TOTAL							

RELEVANT KNOWLEDGE AND SCHOLARSHIP	N/A	1	2	3	4	5	TOTAL
Demonstrates knowledge in specific area identified in job position		1	2	3	4	5	
Able to communicate a clear and defined program of research		1	2	3	4	5	
Demonstrated effectiveness in research production (e.g. published in peer- reviewed outlets, presented as relevant conferences		1	2	3	4	5	
Experience seeking external funding		1	2	3	4	5	
Evidence of scholarly impact		1	2	3	4	5	
TOTAL							

TEACHING AND MENTORING	N/A	1	2	3	4	5	TOTAL
Experience teaching appropriate courses		1	2	3	4	5	
Demonstrated teaching effectiveness		1	2	3	4	5	
Experience teaching a diverse student population and contributing to inclusive learning environments		1	2	3	4	5	
Experience mentoring or supervising students		1	2	3	4	5	
TOTAL							

SERVICE	N/A	1	2	3	4	5	TOTAL
Demonstrated commitment to service in prior work		1	2	3	4	5	
Record of community engagement or partnership		1	2	3	4	5	
Experience on relevant committees		1	2	3	4	5	
TOTAL							

ADDITIONAL PREFERRED QUALITIES	N/A	1	2	3	4	5	TOTAL
Demonstrated effectiveness collaborating with diverse groups of colleagues, students, and or community members		1	2	3	4	5	
Effective in responding to questions/critique		1	2	3	4	5	
Demonstrated commitment to diversity, equity and inclusion through intentional practices		1	2	3	4	5	
TOTAL							

FACULTY HIRING PROCESS MAP



**Faculty
Excellence**

1

Assess your departmental readiness to welcome a new colleague

Take an honest look at your culture and climate as well as any processes associated with hiring and onboarding new faculty. It is important to ask tough questions about the working and learning environment you are inviting people into, in order to achieve faculty retention across difference.

2

Build and charge hiring committee

The composition of the hiring committee is important to ensure a range of perspectives are present. However, even more critical is building committee capacity to engage in equitable and inclusive hiring. Make sure the committee has access to the Equitable Hiring Kit and follows the Office of Institutional Equity guidelines.

3

Write the position description

Job advertisements tend to focus on requirements, but they also provide insight into the values and culture of your department. Position descriptions should be clear and provide helpful information about the university and the larger Orlando community. This is an opportunity to provide an inclusive and welcoming introduction to working and living here.

4

Create a recruitment plan

Recruitment is an active process that requires commitment not only from the hiring committee, but your entire department. Posting a job ad in one or two major outlets will not lead to a large pool of diverse and qualified candidates. Spending time on a strategic and effective plan at the front end of the process can prevent the frustration of a failed or canceled search.

5

Review applications

Once you have an appropriate pool your committee must determine criteria for rounds of evaluation. These criteria should map directly to the job description and be thoughtfully constructed through an equity lens. We often rely on vague language that does not clearly articulate or operationalize how to assess not only prior achievements, but potential for success in your unit.

6

Interview final candidates

Whether engaging in phone/video or on campus interviews it is essential to consider inclusion and accessibility at every step of planning. Interview experiences should be as similar as possible across candidates and there should be active recruiting of departmental and university stakeholders for participation.

7

Make recommendation to hiring official

When preparing to make a recommendation the committee should review their process and assessment of candidates. There may be a moment for appropriate re-consideration of candidates when looking at how criteria were applied at every round. Remember this is not a voting process, but rather a determination of qualifications for the hiring official. Do not make assumptions about who will actually take the position when determining who is in your final pool.

8

Welcome new colleague

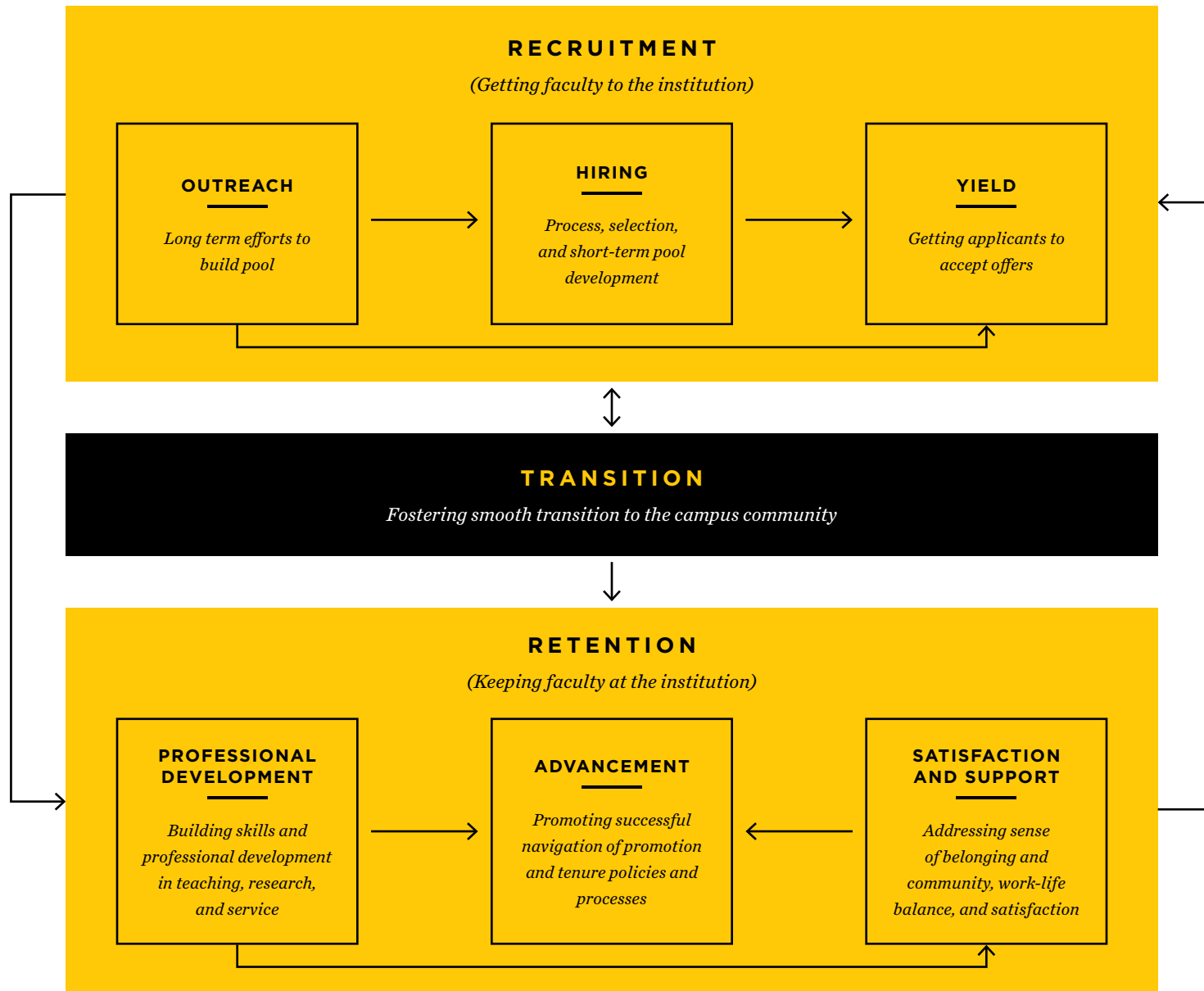
Once an offer has been accepted there should be ongoing communication between the new faculty member and your department beyond basic logistics. Often a committee moves on from the process once the college begins the paperwork. There should be consistent efforts to integrate and support the faculty member prior to their arrival in Orlando.

9

Onboard new colleague

Develop a plan for how you will support the success of your new colleague. Keep in mind that they are often inundated with information the first few weeks at the university and those orientations should not replace continual mentoring and connection throughout their career at UCF.

THE INSTITUTIONAL MODEL FOR INCREASING FACULTY DIVERSITY



Griffin, K.A. (2020)

OFFICES AND RESOURCES AT UCF

For more information, click the subheaders to be taken to their respective sites.

DIVERSITY, EQUITY AND INCLUSION GLOSSARY

This glossary provides a brief introduction to several key terms that are often a part of discussions around diversity, equity, and inclusion. It is not comprehensive and is a living document that will be updated as knowledge in the field evolves.

FACULTY EXCELLENCE

Faculty Excellence is committed to supporting and strengthening faculty through recruitment, development, and retention of outstanding scholars and educators. We promote the growth of academic leaders through professional development opportunities and institutional policies designed to strengthen our collective faculty who advance UCF's mission of discovery, learning, and engagement. We believe a great university is built by great faculty and we're here to help you at every step.

HUMAN RESOURCES

Here you will find information related to employment opportunities, payroll services, benefits, HR policies, training/development opportunities, frequently used HR forms and links to many benefit providers. We care about your experience interfacing with the Office of Human Resources at University of Central Florida.

OFFICE OF INSTITUTIONAL EQUITY

The mission of UCF's Office of Institutional Equity (OIE) is to ensure equal opportunity and to protect the civil rights of all University community members through proactive outreach, education, and effective response and resolution. The OIE supports a living, learning, and work environment that is free from discrimination, discriminatory harassment and retaliation where all members of the UCF community feel welcomed and valued. This includes OIE serving as the office of the ADA Coordinator and Title IX Coordinator.

OFFICE OF DIVERSITY AND INCLUSION

The Office of Diversity and Inclusion leads the university's effort to become more inclusive and diverse through a number of initiatives: education and training; engaging events; annual celebrations such as October's tradition of "Diversity Week" and March's Women's History Month; support of our Central Florida community activists; campaigns to promote Respect, cultural competency and professional development for students, staff and faculty; and research into inclusion topics.

FACULTY CENTER FOR TEACHING AND LEARNING

The mission of the Karen L. Smith Faculty Center for Teaching and Learning is to support excellence in teaching and learning at UCF. We are dedicated to promoting the success of our stakeholders—the UCF full-time, part-time, and graduate student faculty—and, indirectly, the students they serve and the staff and administrators with whom they work.

CENTER FOR DISTRIBUTED LEARNING

We are fervent advocates of high quality online learning, and it is our mission to support and develop the future of accessible education. As the central agent for online learning at UCF, we transform lives by making a high-quality UCF education available to anyone, anywhere, anytime through the innovative use of technology.

OFFICE OF RESEARCH

Our office has the tools, resources and support needed to assist the UCF research community throughout the life cycle of a sponsored award.

UCF GLOBAL

Providing immigration documents, orientation sessions, travel authorization, employment guidance, and much more, we are here to assist new and current international students and scholars.

FACULTY SENATE

The UCF Faculty Senate is the basic legislative body of the University. It is the primary voice of the faculty and serves as the main channel of communication between faculty members and administration. It is an advisory body to the president and provost and, as such, participates in shared governance. Its committees provide academic oversight by reviewing and approving

policies, new courses, course changes, new programs and program revisions. Senate leaders meet informally on a regular basis with the provost and other members of the administration, to discuss issues and find informal solutions when appropriate. The UCF Faculty Senate may also pass formal resolutions to express a stand on issues or call for action. Examples of recent resolutions which have contributed toward improvements in faculty life at UCF include the implementation of a faculty workplace satisfaction survey and a promotion ladder for instructors and lecturers.

UNITED FACULTY OF FLORIDA AT UCF

The United Faculty of Florida (UFF) is the professional organization and collective bargaining agent for all faculty of colleges and universities in Florida. The UFF is an affiliate with the Florida Education Association (FEA), which, in turn, is an affiliate of both the National Education Association (NEA) and the American Federation of Teachers (AFT). UFF is AFT local 7463.

INCLUSIVE EXCELLENCE

Part of our mission at UCF is to make sure our campus is a space of belonging for everyone. Faculty Excellence has a webpage dedicated to inclusive resources for teaching and faculty recruitment, hiring and retention.

UCF RECRUITMENT PROGRAM

The UCF Faculty Recruitment Program (FRP) is designed to make hiring academic partners and candidates from underrepresented groups easier. The FRP can be used in three types of hiring situations, making it a non-traditional search process. Two types of lines are available: Inclusive Scholar and Academic Partner.

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COLLEGES & CAMPUS

Special UCF Graduation Celebrations

Nguzo Saba, Lavender and Veterans

By Judy Pardo
May 12, 2015



Nguzo Saba Celebration student wrote on his graduation hat: "Life will write the words."

UCF President John C. Hitt's fourth goal: "Become more inclusive and diverse."

Three cultural graduation celebrations — Nguzo Saba, Lavender and Veterans — highlighted the academic accomplishments of students with the opportunity to celebrate among their family, friends, faculty, staff and supporters.

Nguzo Saba Graduation Celebration

Multicultural Student Center and Multicultural Academic and Support Services hosted the annual Nguzo Saba Graduation Celebration on May 5. The graduation recognized and celebrated the scholastic achievement of approximately 150 minority and first generation students at UCF. Each student received a UCF kente stole or first generation stole. The UCF Gospel Culture Choir provided two musical selections. Keynote speaker was Anthony Jenkins, SDES senior associate vice president and dean of students.

"Make those around you proud, but remember first to always be proud of yourself. Put yourself in charge of your own destination as you transition from UCF," stated Brice Yates, Multicultural Student Center coordinator.

Lavender Graduation Celebration

The Office of Social Justice & Advocacy's Multicultural Student Center and LGBTQ+ Services hosted the annual Lavender Graduation Celebration on May 6. During event, UCF faculty and staff and Orlando community members participated in the "pouring of the sand." This special part of the graduation celebration recognized the colors of the LGBTQ+ flag: Red is for Life, Orange is for Healing, Yellow is for Energy, Green is for Nature, Blue is for Harmony, and Purple is for Spirit.

The graduation recognized and celebrated the scholastic achievement of approximately 20 LGBTQ+ and ally students at UCF a day prior to commencements. Each student received a lavender stole or medallion. Keynote speaker was Karen Morrison, chief diversity officer.

"Realizing the important work that has been in the short period of time at UCF for our LGBTQ+ students, has allowed us to have this wonderful celebration in recognition of who students are and their amazing accomplishments," stated Justin Andrade, LGBTQ+ Services coordinator. "It is important that each graduate remembers who you are and where you came from."

Veterans' Graduation Celebration

UCF's Veterans Academic Resource Center hosted the inaugural Student Veterans' Graduation Celebration on May 6 in the Harris Corp. Engineering Center. The celebration recognized and focused on the scholastic achievement of 29 of the 176 graduating student military veterans at UCF. Each attending student veteran was given a commemorative UCF VARC coin.

Keynote speaker was Aaron Smith, university mathematics professor and faculty advisor to the UCF Chapter of the Student Veterans of America.

Veteran student attendees commented on the event:

- Roxanne Griffin, Liberal Studies, BS: "It was a great event and a chance for me to talk, and personally thank the people who helped me integrate into UCF."
- Jay Parsons, Business Management, BSBA: "It was nice to have the recognition and highlight the accomplishments of student veterans. It was nice that the VARC thought about doing this for us."
- Robert Fernandez, Political Science, BA: "It was fantastic. Happy that UCF was willing to provide something special and unique for our student veterans."
- Edwin Shiver, Vocational Educational, MA: "It was very inspirational and exemplified perseverance for sure! Because we [veterans] have gone through a lot to get to where we are today! I was a SEAVee and the 'can do' attitude helped us get through those tough days."

In each of the three celebrations, presenters shared a portion of their life's experience, encouraging and commending students for their efforts, achievements and contributions. The ceremonies and celebrations were opportunities to acknowledge student's academic achievements and future endeavors; honor and thank their families, communities, and other significant people in their lives; and celebrate the cultural influences that have contributed to their academic success at UCF.

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MORE HEADLINES

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February 13, 2023

New Study Identifies Hotspots Where Climate Change Could Impact Internet

February 10, 2023

2 UCF Professors Honored as Fellows in the World's Largest Scientific Society

February 9, 2023

UCF Alum, Entrepreneur Fires up a Pizza Food Truck

February 9, 2023

MORE ABOUT BRICE YATES

Living in Color

January 29, 2016

MORE ABOUT COLLEGES & CAMPUS

An Unexpected Ring Has Been Discovered Around Quaoar, a Dwarf Planet Candidate

February 8, 2023

Brief Thoughts on my Experiences as a Researcher

February 8, 2023

A Conversation with UCF Nursing's First Black Faculty Member

February 6, 2023

MORE TOPICS

[SDES](#)[Veterans](#)[LGBTQ Services](#)[Multicultural Student Center](#)[Social Justice and Advocacy](#)

Principles for White Affinity Study Groups

Sources/Resources:

“About Study Group” from WHAT’S UP?! Pittsburgh www.whatsup.wordpress.com/studygroup

The Catalyst Project collectiveliberation.org

- We focus on working with other white people and in majority white organizations. This is a response to generations of encouragement from activists of color for white people to take on this responsibility with each other, and to take collective action against racism in coordination with leadership from working-class, grassroots-led communities of color.
- Intentionally white? Isn’t that racist? These study groups are intentionally white for several reasons. We are part of a historical white anti-racist movement responding to the voices of civil rights activists who called on white people to go work with other white people to end racism.
- We believe that white supremacy will not fall without white people actively collaborating and fighting against it.
- It is often said that white people listen to white people with different ears, meaning that white people dismiss criticism or information about racism when it comes from people of color.
- It has also been said that the responsibility of teaching white people about racism should not fall on the backs of people of color (POC).
- People of color have a lot more to lose by engaging in conversations about racism with inexperienced white people, who need a relatively safe (though not uncomplicated or pain-free) space to be vulnerable, to risk, in order to process internalized supremacy without simultaneously hurting POC.
- Racism silences white people; we are often afraid to talk around POC for fear of offending them and being perceived as racist.
- These study groups and workshops create a space for white people to unravel their feelings and ways of understanding without hurting people of color.
- It’s also important to note that people of color create a majority of the material we study. We are availing ourselves of many books, videos, articles, that have already been created from the hearts and minds of POC; we therefore learn more directly (from) people of color perspectives, even though only white people are physically present in the room.

Counseling and Psychological Services



Groups

CAPS offers focused therapy and support groups throughout the academic year. Groups typically begin a few weeks into the semester and are free. Enrolled students can meet with a counselor to discuss group options and be referred to a pre-screening with the group facilitator(s).

[FAQ about joining a group](#)

[How to schedule a group appointment](#)

Spring 2023 Therapy Groups

Groups are offered *in-person* and *virtually*.

Spring 2023 Group Flier here: [CAPS Spring Groups](#)

Mondays

Empowerment through Music @10-11:30AM • *Students will use musical interventions to improve self-esteem, gain confidence with self-expression, and build ties to others. Creative strategies will also provide relief for anxiety and depression. No musical talent or experience is needed.*

Empowering Asian Voices @11-12:30PM • *A supportive space for any Asian-identified students to express themselves, share their voice, and be heard. Students will explore culturally relevant issues such as, but not limited to, academics, family, race/culture, identity, pressures/expectations, discrimination, and values to facilitate improved wellness.*

ACE/ARO @1-2:30PM • *A safe space for individuals who identify as part of the asexuality and/or aromantic spectrum to participate in a semi structured process group and cover topics include identity exploration, stigma, media representation, relationships, family, coming out, and intimacy.*

Finding Balance in Life (DBT) @1-2:30pm • *This is a DBT skills building group for developing self-insight and coping tools. Members will learn skills for improving self-awareness, regulating intense emotions, improving distress tolerance, and enhancing interpersonal relationships.*

Mi Gente @3-4:30PM • *This group is a supportive space for Hispanic/Latinx students to express themselves, connect with peers, and be heard.*

Sister Circle @3-4:30PM • *An empowering and supportive group for Black female students. This safe, confidential group allows for exploration of issues such as family, relationships, self-esteem, beauty, body image, and academic difficulties.*

Understanding Self and Others (USO) @3-4:30PM • *This group is for students wanting to better understand themselves and their relationships and will allow for the opportunity to provide and receive honest feedback in a therapeutic setting. Members guide session focus that may include relationships, communication, emotional support or expression, and social perceptions.*

Tuesdays

Depression Support @10:30-Noon • *This group is to help people manage their depression by connecting, understanding, and supporting one another.*

PRIDE @10-11:30AM • *This process-oriented, psychoeducational group is focused on dissecting the intersectionalities of being Queer and of any minority population. We explore the beautiful complexities of being minorities and queer individuals while creating a safe space for connection and inclusiveness. Topics may include: family, relationships, discrimination, homophobia, coming out, & self-acceptance.*

Women's Family @10-11:30AM • *This group focuses on facilitating self-understanding and awareness of relationship patterns. Students will explore past experiences with one's family and Important relationships, unresolved concerns, and learn new ways of relating to one's self and others.*

Living with ADHD @10:30-12PM • *This group provides a safe space for those living with ADHD to gain support, deepen understanding of symptomatology, and explore coping strategies in order to improve overall life satisfaction. Formal diagnosis not necessary.*

Anxiety Support @1-2:30PM • *This group will provide a space to explore aspects of life that may trigger anxiety (e.g., pandemic, family, relationships, school), as well as effective coping strategies. Participants will be encouraged to try new ways of relating to their anxiety.*

Black Empowerment @1-2:30PM • *A semi-structured process group that aims to create a safe place for Black students (gender-inclusive) to increase their connection to themselves and other Black students utilizing interpersonal process exercises and in-the-moment engagement.*

Trans Empowerment @1-2:30PM • *This group is for persons who are seeking support in realization of one's gender identity. Topics may include coming out, transitioning concerns, and other relevant issues.*

Understanding Self and Others (USO) @1-2:30PM • *This group is for students wanting to better understand themselves and their relationships and will allow for the opportunity to provide and receive honest feedback in a therapeutic setting. Members guide session focus that may include relationships, communication, emotional support or expression, and social perceptions.*

Women in Engineering @1:30-3PM • *This group provides support for women navigating their engineering degree programs by providing a safe space to discuss academic and personal challenges and an opportunity to connect with other STEM students. All STEM majors welcome!*

Grad Support @3-4:30pm • *This group provides support for master's and doctoral students to manage the demands of graduate school by providing a space to discuss academic and personal challenges and an opportunity to connect with other graduate students.*

Wednesdays

Health Support @10-11:30AM • *This is a support group to empower and enhance wellness for students with chronic health conditions. Goals include improving self-care, increasing coping skills, discussing body image concerns, and learning how to set healthy boundaries with others.*

Perfectly Whole @10-11:30AM • *The group is a process/support, gender-inclusive group aimed for individuals who identify themselves as multiracial/multicultural. This is a safe place for mixed students to increase their connections, process their experiences and*

navigate “fitting in”. The goal of this group is to empower students and build a sense of belonging.

Understanding Self and Others (USO) @10-11:30am • *This group is for students wanting to better understand themselves and their relationships and will allow for the opportunity to provide and receive honest feedback in a therapeutic setting. Members guide session focus that may include relationships, communication, emotional support or expression, and social perceptions.*

I Thought It Was Me @1-2:30PM • *This group explores how past experiences affect the present. This is a safe space where you can relate to feeling alone in a crowd, having difficulty belonging or maintaining relationships, and often guessing what “normal” is. You may identify as having been neglected, traumatized or even abused; you are welcome here.*

Understanding Self and Others (USO) @1-2:30pm • *This group is for students wanting to better understand themselves and their relationships and will allow for the opportunity to provide and receive honest feedback in a therapeutic setting. Members guide session focus that may include relationships, communication, emotional support or expression, and social perceptions.*

Women’s Empowerment @1-2:30PM • *This group is designed to provide a safe space for women to feel empowered to heal from unwanted sexual experiences, abuse, and unhealthy relationships.*

Body Wellness @3-4:30PM • *This group is for students struggling with low self-esteem, body dissatisfaction, mild disordered eating behaviors, and related issues. Students will learn to view their bodies, abilities, and emotions from a more balanced and nurturing perspective. This is NOT an eating disorder group.*

COPE (Challenging Obsessions by Practicing Exposure) @3-4:30PM • *This is a hybrid support/intervention group for anyone experiencing difficulty from Obsessive-Compulsive Disorder, Body Dysmorphic Disorder, phobias, compulsive hair pulling or skin picking, and related concerns. The goal of this group will be to provide a space for community support as members engage in treatment, while providing structured time to engage in Exposure and Response Prevention (ERP) and Habit Reversal Training (HRT) interventions.*

Understanding Self and Others (USO) @3-4:30pm • *This group is for students wanting to better understand themselves and their relationships and will allow for the opportunity to provide and receive honest feedback in a therapeutic setting. Members guide session focus that may include relationships, communication, emotional support or expression, and social perceptions.*

Thursdays

Anxiety Support @10-11:30aM • *This group will provide a space to explore aspects of life that may trigger anxiety (e.g., pandemic, family, relationships, school), as well as effective coping strategies. Participants will be encouraged to try new ways of relating to their anxiety.*

Autism @10-11:30aM • *For students with Autism and other related disorders who would like to work on improving interpersonal effectiveness skills, improve ways of connecting with others, and work on skills related to forming meaningful relationships.*

Relationships @10am-11:30AM • *This process group aimed at helping those interested in building healthy, strong, and stable romantic relationships.*

Building Social Confidence @1-2:30PM • *Anxiously avoiding can sometimes come at the price of meaningful connection. This group focuses on identifying and acknowledging fears related to social situations, reducing unhelpful thinking patterns, and strengthening effective social skills and behaviors.*

Depression Support @1-2:30PM • *This group is to help people manage their depression by connecting, understanding, and supporting one another.*

Healing from Difficult Family Dynamics @1-2:30pm • *This group is aimed at helping students who have experienced significant distress or dysfunction within their family of origin which has impacted core beliefs about self and others, sense of self, and behaviors not limited to perfectionism, anger, withdrawal, avoidance, passive-aggressiveness, procrastination, and self-blame. The focus is on increasing self-awareness and building a cognitive framework to help understand the behavioral impact of family experiences and enhance interpersonal skills.*

Living with ADHD @1-2:30PM • *This group provides a safe space for those living with ADHD to gain support, deepen understanding of symptomatology, and explore coping strategies in order to improve overall life satisfaction. Formal diagnosis not necessary.*

Safety & Self Care @1-2:30PM • *This group is dedicated to women early in their healing journey. It is especially designed for those presenting with complex trauma, and it emphasizes healthy self-care and uses psycho-education to build insight and a cognitive framework to understand the challenges associated with traumatic stress and healing.*

Grief & Loss @3-4:30PM • *This group provides a safe and supportive space for students to learn about different responses to loss, to explore the grief process, and to share their own experiences.*

I Thought It Was Me @3-4:30PM • *This group explores how past experiences affect the present. This is a safe space where you can relate to feeling alone in a crowd, having difficulty belonging or maintaining relationships, and often guessing what “normal” is. You may identify as having been neglected, traumatized or even abused; you are welcome here.*

Self-Compassion @3-4:30PM • *This group is for students who struggle with a harsh inner critic. Students will learn to set kind and realistic expectations of themselves, eliminate self-judgment, and learn to treat themselves with the same warmth, compassion, and kindness they would offer a close friend.*

Understanding Self and Others (USO) @3-4:30PM • *This group is for students wanting to better understand themselves and their relationships and will allow for the opportunity to provide and receive honest feedback in a therapeutic setting. Members guide session focus that may include relationships, communication, emotional support or expression, and social perceptions.*

DBT Group resources:

DBT Group Homework [Click Here](#)

DBT Diary Card [Click Here](#)

UPCOMING EVENTS

FEB

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Graduate Writing Group

TREVOR COLBOURN HALL 109: TREVOR COLBOURN HALL 109

FEB

14

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Counseling and
Psychological Services

 407-823-2811

 COUNSELING CENTER, ROOM 101

UNIVERSITY OF CENTRAL FLORIDA

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Exploring Vulnerability in POC Spaces

Monday, March 21, 2022 1 p.m. to 2 p.m.

This workshop is intended to offer a space for informal conversations for Black-identified, Afro-Latinx and students from African-descent to discuss the challenges they may experience with openly expressing and talking about their emotions with their friends, significant others and family members. We'll talk about cultural beliefs and norms that get in the way of talking about emotions and discuss how to challenge those norms.

Join in at bit.ly/CAPSWOW

This workshop is part of the Counseling and Psychological Services (CAPS) Well-Being Online Workshop (WOW) series. For more information about CAPS, visit [https://www.caps.ucf.edu](#)

Location:

🖥️ Virtual

[\[Open Virtual Location Link\]](#)

Contact:

Jodie Mitchell

[4078232811](tel:4078232811)

Jodie.Mitchell@ucf.edu

Calendar:

[Da674162's Event Publisher!](#)

Category:

📅 [Workshop/Conference](#)

Tags:

- Counseling and Psychological Services
- Support
- communication
- BIPOC
- wellbeing

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WELCOME

Professional Doctoral Students

PROFESSIONAL DOCTORAL DIVERSITY FELLOWSHIP

UCF's College of Graduate Studies offers the Professional Doctoral Diversity Fellowship to outstanding students who are newly enrolling in one of UCF's Professional Doctoral programs during the Summer or Fall semester. Nominations are encouraged for outstanding students from traditionally underrepresented populations and must be submitted by the Graduate Program Director. Eligibility is restricted to U.S. citizens or permanent residents. Qualifying disciplines include: Curriculum and Instruction EdD, Educational Leadership EdD, Nursing Practice DNP, and Physical Therapy DPT. Fellowship payments, tuition support, and health insurance coverage will begin in the Fall semester.

In addition to individual health insurance coverage and tuition (at the university's standard tuition rate), the fellowship pays an award of \$3,000 (\$1,500 in Fall and Spring) for up to three years.

Duration of Award: Maximum of three years of support for doctoral students in one of UCF's Professional Doctoral Degrees

Fellowship Stipend: \$3,000 per year (\$1,500 in Fall and Spring)

Tuition Support: UCF College of Graduate Studies provides a tuition waiver for the standard university tuition charges (currently \$288.16 per credit hour) for courses required by the professional doctoral program during each year of the award. The student is responsible for the payment of local fees (health fee, athletic fee, building fee, etc.) and any additional program charges beyond the university's standard graduate tuition rate.

Health Insurance: A UCF Student Health Insurance Policy through UnitedHealthcare and serviced by Gallagher Student Health & Special Risk will be provided for your individual coverage for the duration of the award.

Eligibility and Selection Criteria:

Available to incoming doctoral students who have been accepted to a Professional Doctoral program (DNP, DPT, or EdD) for the Summer or Fall semester.

- U.S. citizen or permanent resident from a traditionally underrepresented population.
- A highly competitive GRE score for your program.
- Evidence of experience in the field.
- Full-time enrollment is required. Students pursuing their degree on a part-time basis (less than 9 graduate hours in Fall and Spring) are not eligible.

Nomination Process:

Graduate Program Directors submit the fellowship nomination form to the College of Graduate Studies at gradfellowship@ucf.edu by **February 1**.

Fellowship Obligations:

Maintain good academic standing and acceptable progress to degree.

- Maintain full-time enrollment in your Professional Doctoral Degree program during the Fall and Spring semesters. Students who enroll full-time in the Summer semester will receive tuition support (at the standard university rate) for 6 credit hours.
- Participate in Graduate Fellowship Community events.

College of
Science Di

Harris Diversity Initiative Scholarship ×

- Must belong to an underrepresented group (African American, Hispanic, or Native American)
- Be a full-time undergraduate student pursuing a degree in engineering or computer science.
- Must have a 3.0 Grade Point Average

CLOSE

computer
ps

Scholarship Name	Number Available	Eligible Majors	Application Deadline
Epsilon Systems Solutions Engineering Scholarship		All CECS	
Harris Diversity Initiative Scholarship		All CECS	
Harvey L. Gaines Memorial Expressway Authority Endowed Scholarship	4	Civil	02/01/2022
National Action Council for Minorities in Engineering (NACME) Scholarship		All Engineering	
Neel-Schaffer Scholarship		Civil	
NSF/Florida Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP) in Engineering & Science - Undergraduate		All CECS	
Texas Instrument Scholarship		EE	

Science Diversity Scholarships

NSF/Florida Georgia Louis Stokes Alliance for Minority Participation (FGLSAMP) in Engineering & Science - Undergraduate



- Must be pursuing a degree in Engineering, Mathematics, or Science
- Must be enrolled full time (12 or more credit hours) in the fall and in the spring semester
- Must have overall GPA of 2.8 or higher
- Must be a U.S. citizen or permanent resident who belongs to an underrepresented group (African American, Hispanic, or Native American)
- Sophomore, Junior, or Senior students will engage in a research activity sponsored by the CECS Office of Diversity
- Recipient will be required to attend the FGLSAMP Expo
- Scholarship is renewable if the student meets all the above criteria

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Eligible
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Application
Deadline

All CECS

All CECS

Civil

02/01/2022

All
Engineering

Civil

All CECS

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Scholarships

[Epsilon Systems Solution](#)

[Harris Diversity](#)

[Harvey L. Gaines Memorial Expre](#)

[National Action Council for Minorit](#)

[Neel-Scha](#)

[NSF/Florida Georgia Louis Stok
\(FGLSAMP\) in Engineerin](#)

[Texas Instru](#)

College of Science Di

National Action Council for Minorities in Engineering (NACME) Scholarship

NACME PARTICIPATION GUIDELINES:

- Full time CECS student enrolled in 12 or more credit hours in the fall and in the spring semester
- LMust be a U.S. citizen or permanent resident who belongs to an underrepresented group (African American, Hispanic, or Native American)
- Attend ALL meetings scheduled by CECS ODI.
- Maintain a grade point average of 2.8 or higher.
- Must be a full-time undergraduate student majoring in engineering or computer science.
- Participate in the IMAGE mentoring program:
Incoming NACME scholars must meet the requirements and expectations of IMAGE.
Continuing NACME scholars have the option of participating in IMAGE. Please Note: If a continuing NACME scholar decides to participate in IMAGE, the student must fulfill the requirements and expectations of the program.
- Participate in IGNITE: NACME scholars must attend six IGNITE sessions each academic year.
- Participate in DIVE: NACME scholars must participate in an internship and/or research experience in the fall, spring and/or summer semesters that is multidisciplinary, innovative and/or entrepreneurial.

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[Harvey L. Gaines Memorial Expre](#)

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[Texas Instru](#)

**Eligible
Majors**

**Application
Deadline**

All CECS

All CECS

Civil

02/01/2022

All
Engineering

Civil

All CECS

EE

Minority Teachers Scholarship

Application Deadlines for Florida Fund for Minority Teachers Scholarship:

Fall Date | **July 1st**

Spring Date | **November 1st**

[Contact Us](#)

Minority Teacher Recruitment and Retention Program (MTRRP) was established in 1990. The purpose of the program is to respond to the critical shortage of culturally diverse teachers. It is designed to recruit and retain culturally diverse students as they prepare for a career in teaching. MTRRP provides future educators with mentors, financial assistance, academic support, and professional development.

Program Objectives

- Recruit and retain culturally diverse students interested in careers in teaching.
- Promote academic excellence and foster professional development.
- Encourage community involvement and commitment.
- Create a faculty/student relationship through mentorship

Program Requirements

Scholars in Minority Programs in Education are expected to:

- Attend monthly mandatory MTRRP events.
- Complete 20 hours of volunteer service (for each semester the scholarship is received).

- Exhibit and maintain professional behavior on campus and in the community.
- Maintain at least a 2.5 overall and semester grade point average.
- Maintain full-time status.
- Meet with an assigned mentor at least twice a semester.
- Submit all required MTRRP documentation each semester prior to the withdrawal deadline.

Minority Teacher Education Scholarship Requirements

Award of up to \$4000

- Admission to the college as an undergraduate degree-seeking student (education major in a state approved teacher preparation program).
- Have not exceeded 18 hours of upper division education courses at the time of application (includes current semester enrollment).
- Must be a Florida resident for tuition purposes.
- Must be a member of one of the following racial groups: African American/Black, American Indian/Alaskan Native, Asian American/Pacific Islander, or Hispanic/Latino
- Must be in UCF junior class standing - 60 student credit hours (sch).
- Must have a 2.5 or higher grade point average in previous semester and overall.

Scholarship Application Procedures

Submit completed [MTES application packet](#) by the scholarship deadline. Scholarship application packets should include:

- Scholarship application
- Essay
- Official transcripts from every college/university attended and currently enrolled (including UCF)

Students will be notified of the scholarship award by letter.



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Innovation and Education](#)

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Orlando, FL 32816
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LET'S GET SOCIAL



2021

DIVERSITY WEEK

"Changing the Narrative"

This year's theme, "Changing the Narrative", encourages us to explore the many facets of diversity, equity and inclusion and to take intentional action toward building a campus of inclusive excellence.

Monday, October 18th, 2021

Blindfolded Yoga Class

**9:15am -
10:10am**

Description: The RWC will be hosting a 55-minute Blindfolded yoga class during the regularly scheduled yoga class. Blindfolds will be provided for those who want to participate. Students of all abilities are welcome to attend.

Host: Recreation & Wellness Center

Location: RWC at Knights Plaza - Mind and Body Studio

Register: [Click here](#)

Contact: Katherine Torres, katherine.torres@ucf.edu

Guided Imagery for Self-Care and Empowerment

**12:00pm -
1:00pm**

Description: Working toward social change and equity can be stressful. Join us for a gentle journey into deeper relaxation and radical rest. Guided imagery is the process of using scripts to tap into our imagination and find inner peace leading to stress reduction, self-empowerment, and inner wisdom. You will learn the principles of guided imagery and its connection to diversity and equity work and go on a guided journey toward deep relaxation, restoration, and peace.

Host: Office of Institutional Equity

Location: Barbara Ying Center, Room 140

Register: myUCF, DIV 594

Contact: Matt Ricke, matt.ricke@ucf.edu

Please note that pre-registration is REQUIRED for some events and mask are strongly encouraged for in-person events.



UNIVERSITY OF CENTRAL FLORIDA

**Office of Diversity
and Inclusion**

2021

DIVERSITY WEEK

"Changing the Narrative"

Monday, October 18th, 2021

Bias Awareness and Mitigation in the Search & Screening Process

**1:30pm -
2:30pm**

Description: The objective of this program is to increase participant knowledge and awareness around negative implicit associations. By increasing bias awareness, interviewers can reduce the impact of these associations on candidates of underrepresented groups in the search and screening process. Topics discussed include the blind spots vs. bias, types of bias, career-related bias, and ways to mitigate bias in the search and selection process.

Host: Pam Fletcher

Location: Barbara Ying Center, 140

Register: myUCF, DIV 596

Contact: Pam Fletcher, pamela.fletcher.ucf.edu

Building Accessible Web Pages Using Word Press

**2:00pm -
3:00pm**

Description: WordPress provides a platform to build web pages that comply with established accessibility guidelines to give access to people with disabilities. This presentation will focus on best practices, tools, and techniques for developing web pages that are accessible. You will leave with resources and support to use when you are developing your site.

Host: Student Accessibility Services

Location: Zoom

Register: myUCF, DIV 578

Contact: sas@ucf.edu

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UCF

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2021

DIVERSITY WEEK

"Changing the Narrative"

Monday, October 18th, 2021

Understanding our Cuban Knights through Powerful Stories

**2:00pm -
3:30pm**

Description: Join us as Cuban Knights share the impact the Cuban dictatorship has had on them and their families. It will begin with a brief, educational recap of Cuba's history, followed by anecdotes from students and staff. Between anecdotes, we will show important cultural elements and highlight influential Cubans. There will also be displays of Cuban artifacts for viewing across available tables.

Host: Cuban American Student Association

Location: SU Key West, Room 218C

Contact: Karen Rodriguez, karen.rodriguez@ucf.edu

Tuesday, October 19th, 2021

Sensory Yoga Class

**11:00am -
12:00pm**

Description: In honor of Diversity week, the RWC will be hosting a Sensory Yoga class during the regularly scheduled yoga class, where the lights will be dimmed and participants will follow along to the movements of the instructor in silence.

Host: Recreation & Wellness Center

Location: RWC at Knights Plaza

Register: [Click here](#)

Contact: Katherine Torres, katherine.torres@ucf.edu

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"Changing the Narrative"

Tuesday, October 19th, 2021

Wheelchair Basketball Skills Challenge

**12:00pm -
2:00pm**

Description: In honor of Diversity week, the RWC will be hosting a Wheelchair Basketball Skills Challenge, as well as 3v3 wheelchair basketball free playtime. Sport chairs will be provided and students of all abilities are welcome to join in on the fun!

Host: Recreation & Wellness Center

Location: RWC Court 1

Contact: Katherine Torres, katherine.torres@ucf.edu

Beautifully Mixed: Navigating Multi-Racial & Multi-Ethnic Identities

**1:00pm -
2:00pm**

Description: This workshop will provide a conversation about the unique challenges faced by individuals who identify with two or more races and/or ethnicities. Attendees will learn self-empowerment tools for accepting and honoring all parts of their identity.

Host: CAPS

Location: Zoom

Register: [Click here](#)

Name Story

**3:30pm -
4:30pm**

Description: Your name is part of your Personal Narrative. In this workshop, we will create a physical name visual to help share our story. Names are indicative of the complexity and range of diversity in humanity.

Host: ODI, Kavita Sawh

Location: Barbara Ying Center, 140

Register: myUCF, DIV 595

Contact: Kavita Sawh, Kavita.sawh@ucf.edu

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Tuesday, October 19th, 2021

Chair Yoga

**5:30pm -
6:30pm**

Description: In honor of Diversity week, the RWC will be hosting a Chair Yoga class at the RWC @ Downtown location during the regular scheduled yoga class. Chairs will be provided and students of all abilities are welcome to join in on the fun!

Host: Recreation & Wellness Center

Location: RWC @ Downtown - Union West 2nd floor

Register: [Click here](#)

Contact: Katherine Torres, katherine.torres@ucf.edu

Open Heart, Open Mic

**6:00pm -
7:15pm**

Description: Experience the creative works of Knights and friends around the world sharing what the Knight community means to them.

Host: UCF Libraries

Location: Zoom

Register: [Click here](#)

Contact: Megan Haught, megan.haught@ucf.edu

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"Changing the Narrative"

Wednesday, October 20th, 2021

Know Your Rights: Equal Opportunity and Nondiscrimination at UCF

Description: This session introduces participants to UCF's nondiscrimination policies and our commitment to ensuring equal opportunity for students, faculty, staff, and others. Participants will learn about UCF's policies and regulations, the Office of Institutional Equity and its services, employees' rights under the Americans with Disabilities Act, information about Title IX, and the rights and responsibilities regarding nondiscrimination that come with being part of the UCF community.

Host: Office of Institutional Equity

Location: Zoom

Register: [Click here](#)

Contact: Abigail Malick, abigail.malick@ucf.edu

Representation in Popular Media — The Simpsons Did It...

Description: When is a television show no longer a reflection on society, but instead, an influence on culture? After more than 30 years on the air, has The Simpsons crossed over from telling stories to being the story? On-screen, Bart, Lisa, Maggie, Homer, and Marge have not aged, but the world in which they are viewed — our world — has. This presentation will transport you to the hometown of the Simpsons to explore the depth (or lack thereof) of its animated citizens. We will examine The Simpsons' cultural significance and how the show can help influence our real-life stories.

Host: SDES/VP's Office

Location: Zoom

Register: [Click here](#)

Contact: Paul M Kelly, paul.kelly@ucf.edu

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Wednesday, October 20th, 2021

Sitting Volleyball & Goalball

**12:00pm -
2:00pm**

Description: The RWC will be hosting a sitting volleyball and goalball free play event on October 20th from 12pm-2pm. Equipment will be provided by the RWC. Students of all abilities are welcome to attend.

Host: Recreation & Wellness Center

Location: Main RWC MAC Gym (Courts 5 and 6)

Contact: Katherine Torres, katherine.torres@ucf.edu

Voices of Diversity with Haben Girma

**12:45pm -
2:15pm**

Description: Faculty, Staff, and Students are invited to hear World Renown Human Rights Lawyer, Haben Girma. She is the first deafblind graduate from Harvard Law and named by President Obama as a White House Champion of Change. Come hear her fascinating story, experiences, and thoughts on Diversity and Inclusion.

Host: Student Accessibility Services

Location: Zoom, main campus (SU Room 224), UCF downtown (DPAC 107)

Contact: Theda Llewellyn, Theda.Llewellyn@ucf.edu [Register Here](#)

R&B Yoga Class

**4:30pm -
5:30pm**

Description: In honor of Diversity week, the RWC will be hosting an R&B Yoga Class during the regularly scheduled class at the RWC at Knights Plaza Mind and Body Studio.

Host: Recreation & Wellness Center

Location: RWC Knights Plaza - Mind and Body Studio

Register: [Click here](#)

Contact: Katherine Torres, katherine.torres@ucf.edu

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Wednesday, October 20th, 2021

Trap Cycle Class

**7:30pm -
8:30pm**

Description: In honor of Diversity week the RWC will be hosting a Trap Cycle Class during the regularly scheduled cycle class.

Host: Recreation & Wellness Center

Location: Main RWC Spinning Studio

Register: [Click here](#)

Contact: Katherine Torres, katherine.torres@ucf.edu

Thursday, October 21st, 2021

Color Your Story Bookend Decorating

**10:00am -
11:30am**

Description: Join UCF Libraries at 2 locations to decorate bookends using paint pens, permanent markers, and decoupage as a way to illustrate your truth and lived experiences. Plus you get a great decoration to take home!

Host: UCF Library

Location: John C. Hitt Library OR Dr. Philips Academic Commons

Contact: Megan Haught, megan.haught@ucf.edu

Please note that pre-registration is REQUIRED for some events and mask are strongly encouraged for in-person events.



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Thursday, October 21st, 2021

LGBTQ+ 101

**12:00pm -
2:00pm**

Description: The LGBTQ+ 101 training is the first in the series and is designed for all levels of knowledge about LGBTQ+ issues. In this 2-hour training, participants will be presented with general information about individual and societal concerns related to LGBTQ+ identity. This training serves as an introduction to these issues. LGBTQ+ 101 must be taken as an entry point before any other Safe Zone workshops are taken.

Host: LGBTQ+ Services

Location: Barbara Ying Center, Room 140

Register: myUCF, DIV 003

Contact: diversity.ucf.edu

Exploring a Career in the Helping Profession

**1:00pm -
2:00pm**

Description: Stigma and prejudice against people with mental illness continues to be prevalent in today's society, and heightened for people of color, veterans, and the LGBTQ+ community. Come explore how you can become part of the "Helping Profession" and help close the gap on mental health service disparities.

Host: Dr. Jocelyn Buhain

Location: Zoom

Register: [Click here](#)

Contact: Jocelyn Buhain, jocelynmichele.buhain@ucf.edu

Please note that pre-registration is REQUIRED for some events and mask are strongly encouraged for in-person events.



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"Changing the Narrative"

Thursday, October 21st, 2021

Believing the Unseen: Invisible Disabilities

Description: An estimated one in ten Americans live with an invisible disability. Join a conversation on how we can support everyone on campus and make UCF more inclusive for our colleagues, our students, and our community.

Host: Jax Rogero

Location: Zoom

Register: myUCF, DIV 597

Contact: Jillian Rogero, jillian.rogero@ucf.edu

**3:00pm -
4:00pm**

REGISTRATION INSTRUCTIONS

Faculty, A&P, USPS:

Register online at [Myucf.edu](https://myucf.edu) > Employee Self Service > Learning & Development > Request Training Enrollment

Students, OPS:

Email your name, course title, and course date to diverse@ucf.edu

Please note that pre-registration is REQUIRED for some events and mask are strongly encouraged for in-person events.



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**Office of Diversity
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Diversity Definitions

1. **Diversity** = being mindful of all dimensions of human differences and defining diversity in the broadest sense to mean the inclusion of all persons regardless of racial and ethnic background, nationality, gender, gender identity, sexual orientation, veteran status, religious, secular, and spiritual beliefs, ability, age, and socioeconomic status. Diversity embodies inclusiveness, mutual respect, multiple perspectives, and serves as a catalyst for change resulting in equity.
2. **Equality** = involves ensuring that every individual gets the same amount of resources (identical) regardless of the differences between them.
3. **Equity** = aims to understand the needs of each individual and distribute the resources fairly. It involves giving each individual what they need to be successful.
4. **Inclusion** = the active creation and maintenance of culture, policy, and educational and business practices which celebrate diversity and recognize its value to our mission to excel as educators, employers, and community partners.
 1. Through inclusive efforts, we seek to ensure that everyone can achieve their potential regardless of their experiences and circumstances.
 2. Inclusion also requires diverse representation at all levels of the organization.

Social / Cultural:

5. **Melting pot** = fusion of multi-cultures with a dominant culture.
6. **Americanization** = assimilation of multi-cultures into a dominant culture.
7. **Cultural pluralism** = unity in diversity through coexistence.
8. **Cultural universal** = commonly held concepts and beliefs across different cultural groups.
9. **Cultural relativity** = judging behavior concerning the context of the group in which it occurs.
10. **Values** = thoughts, feelings, and behaviors shown by groups of people or individuals toward important objects of attention.
11. **Cultural standards** = accepted standards of thoughts, feelings, and behaviors that a cultural group has developed over time.
12. **Liberal vs. conservative** = trends of sociopolitical beliefs and actions that might prevail in a society.
13. **White supremacy** = virulent expression of white ethnocentrism.
14. **Races** = scientific classification as *Homo sapiens* into four groups of people.
15. **Racism** = beliefs that some races are inherently superior to others.
16. **Individual racism** = thoughts, feelings, and behaviors of superiority by an individual based on racial background concerning others who are viewed as inferior.
17. **Institutional racism** = differences based on racial preconceptions that may perpetuate inequality and have become incorporated into this society's formal organized structure over the years.

18. **Cultural racism** = thoughts, feelings, and behaviors by the members of a cultural group that their accomplishments are superior to that of other groups based on the racial composition of groups.
19. **Racial minority** = groups of people who have become identified through distinctive physical characteristics or presumed inherited traits.
20. **Oppressed minority** = status and freedom of a minority group are denied in comparison to the majority group.
21. **Ethnic minority** = groups of people identified by national origins.
22. **Third World** = people living in, or whose origins can be traced to, emerging (developing) nations as more technical and complex organizations.
23. **Ethnocentrism** = belief that one's own group is the center of everything and all others are rated in reference to it.
24. **Prejudice** = prejudgment that does not take into consideration the actual realities or other aspects of a person, group, or situation.
25. **Discrimination** = treatment based on sex, age, race, religion, physical characteristics, national origins, or other distinguishing characteristics rather than qualifications.
26. **Self-fulfilling prophecy** = making beliefs or thoughts become real.
27. **Time orientation** = influence in the culture on thoughts, feelings, and behaviors towards experiencing of past, present, and future events.
28. **Psychodynamic issue** = personal issues that have become internalized within the personality.
29. **Sociodynamic issue** = issues that result from frustration in living in society.
30. **Synergetic** = working together of ideas from a variety of sources.

Sex:

31. **Female** = a person who is born with a vagina, XX chromosomes, and female internal reproductive organs, who also identifies as female/feminine.
32. **Male** = a person who is born with a penis, XY chromosomes, and male internal reproductive organs, who also identifies as male/masculine.
33. **Intersex** = a person who is born with physical or genetic characteristics what cannot be explicitly defined with a binary sex. Can include variations in hormones, chromosomes, genitalia, gonads, internal sex organs, etc. Being intersex does not define one's gender Identity, although some do identify specifically as intersex. *Use of this term should only be initiated by the individual who identifies with it.

Gender:

34. **Cisgender** = a person who identifies with the gender assigned to them at birth.
35. **Transgender** = a person who identifies with a gender other than the one assigned to them at birth.
36. **Trans*** = a short hand meaning transgender. It can be followed by an asterisk (*) or not; both ways are inclusive of all non-binary persons.
37. **Genderqueer** = an umbrella term covering all non-binary gender identities; also, an identity of its own.
38. **Gender non- conforming (GNC)** = someone who does not conform to traditional gender norms.
39. **Genderfluid** = having a gender identity that changes or is flexible.

40. **Androgynous** = describes a gender presentation or expression that is ambiguous, neutral, or mixed.
41. **Agender** = someone who has no gender at all.
42. **Bigender** = someone who is two genders or non-genders, either at the same time or switches between.
43. **Intergender** = having a gender identity between male and female
44. **Pangender** = someone who is all genders and non-genders, either at the same time or switches between them.
45. **Polygender** = a gender identity where one experiences multiple genders or combinations of genders, simultaneously or at different times.
46. **Demiboy** = a person who identifies slightly or partially as male or with male identities.
47. **Demigirl** = a person who identifies slightly or partially as female or with female identities.
48. **Masculine-of-center (MOC)** = recognizes the breadth and depth of identity for lesbian/queer womyn who tilt toward the masculine side of the gender scale and includes a wide range of identities such as butch, stud, aggressive/AG, dom, macha, tomboi, trans-masculine.
49. **Feminine-of-center (FOC)** = an umbrella term that includes gender identities that lean towards female.
50. **FTM** = identifies as male, assigned female at birth.
51. **MTF** = identifies as female, assigned male at birth.
52. **Two-Spirit** = a term traditionally used by Native American and First Nation communities to describe someone with both male and female spirit.
53. **Non-binary** = an umbrella term for gender identities (or lack of a gender identity) that are not explicitly male or explicitly female.

Sexual /Affectional Attraction:

54. **Lesbian** = a term used to describe a woman who is attracted to women.
55. **Gay** = a term used to describe a man who is attracted to men, but often used and embraced by women to describe their same-sex relationships as well.
56. **Bisexual** = a person who experiences sexual, romantic, physical, and/or spiritual attraction to people of their own gender as well as another gender.
57. **Asexual** = someone who is not sexually attracted to people; may or may not experience affectional attraction toward others.
58. **Omnisexual / Pansexual** = someone who experiences sexual attraction, romantic love, or emotional attraction toward people of any sex or gender identity; attraction is not determined by gender.
59. **Androsexual** = someone attracted to masculinity.
60. **Gynesexual** = someone attracted to femininity.
61. **Demisexual** = experiences sexual attraction only after forming a strong emotional connection.
62. **Queer** = the umbrella term for non-heteronormative identities. It is a reclaimed slur. Do not take initiative in using this term.
63. **Questioning** = when one is unsure of where one fits on the queer spectrum or considering that one might fit on the queer spectrum.

**** Social Justice Counseling** = a role, a mutually collaborative process, and an ideal that counselors strive to achieve. Counselors can play a role in either maintaining or dismantling oppression. Those who seek a more just world actively work to ensure that high-quality resources such as education, health care, and employment are equitable and accessible to everyone. Such counselors strive to ensure that all people are able to live with dignity and respect so they may become participatory members of society. Social justice counseling necessitates that counselors embrace a certain role. Moyer, McAllister, Finley, and Soifer (2001) identified four different roles social activists play: (a) citizen (social activists must be perceived by others as responsible members of society who seek the common good), (b) rebel (social activists know when to speak up when injustices violate core societal values), (c) change agent (social activists actively collaborate with others to educate and change institutional barriers), and (d) reformer (social activists work to get multicultural and social justice ideas and concepts institutionalized into policy and laws). Each of these roles is equally important at varying points of social change.

Allyship

An active, consistent, and arduous practice of unlearning and re-evaluating, in which a person in a position of privilege and power seeks to operate in solidarity with a marginalized group. Allyship is not an identity—it is a lifelong process of building relationships based on trust, consistency, and accountability with marginalized individuals and/or groups of people. Allyship is not self-defined—our work and our efforts must be recognized by the people we seek to ally ourselves with. It is important to be intentional in how we frame the work we do.

Source: <https://theantioppressionnetwork.com/allyship/>; <https://guidetoallyship.com/>

Anti-Racist

One who is supporting an antiracist policy through their actions or expressing an antiracist idea.

Source: Ibram X Kendi, How to be an Antiracist, Random House, 2019/

<https://www.penguin.co.uk/articles/2020/june/ibram-x-kendi-definition-of-antiracist.html>

Being antiracist is fighting against racism to create an equal society, we must commit to making unbiased choices and being antiracist in all aspects of our lives. Racism takes several forms and works most often in tandem with at least one other form to reinforce racist ideas, behavior, and policy. Types of racism are:

- **Individual racism (additional definition)** refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism in conscious and unconscious ways. The U.S. cultural narrative about racism typically focuses on individual racism and fails to recognize systemic racism.
Examples include believing in the superiority of white people, not hiring a person of color because “something doesn’t feel right,” or telling a racist joke.
- **Interpersonal racism** occurs between individuals. These are public expressions of racism, often involving slurs, biases, or hateful words or actions.
- **Institutional racism (additional definition)** occurs in an organization. These are discriminatory treatments, unfair policies, or biased practices based on race that result in inequitable outcomes for whites over people of color and extend considerably beyond prejudice. These institutional policies often never mention any racial group, but the intent is to create advantages.

Example: A school system where students of color are more frequently distributed into the most crowded classrooms and underfunded schools and out of the higher-resourced schools.

- **Structural racism** is the overarching system of racial bias across institutions and society. These systems give privileges to white people resulting in disadvantages to people of color.

Example: Stereotypes of people of color as criminals in mainstream movies and media.

Source: [Smithsonian National Museum of African American History & Culture](#)

BIPOC

Black, Indigenous, People of Color- the term is used to highlight the unique relationship to whiteness that Indigenous and Black (African Americans) people have, which shapes the experiences of and relationship to white supremacy for all people of color within a U.S. context.

Source: [The BIPOC Movement](#); <https://www.thebipocproject.org/>

Cultural Appropriation

Theft of cultural elements for one's own use, commodification, or profit — including symbols, art, language, customs, etc. — often without understanding, acknowledgement, or respect for its value in the original culture. Results from the assumption of a dominant (i.e. white) culture's right to take other cultural elements.

Source: ["Colors of Resistance Archive"](#), Accessed June 28 2013.

Culture

A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors and styles of communication.

Source: <https://www.racialequitytools.org/resourcefiles/idr.pdf>

Discrimination (additional definition)

The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories.

Source <https://www.racialequitytools.org/resourcefiles/idr.pdf>

Diversity, Equity & Inclusion (additional Definition)

Diversity includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another. NOTE: At FSU the definition of diversity includes race, creed, color, sex, religion, national origin, age, disability, genetic information, veterans' status, marital status, sexual orientation, gender identity, gender expression, or any other legally protected group status as stated in the university's [EEO Statement](#)

Equity is the fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society.

Racial Equity

Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.

Source: [Center for Assessment and Policy Development](#)

Inclusion (additional definition) is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people. It's important to note that while an inclusive group is by definition diverse, a diverse group isn't always inclusive. Increasingly, recognition of unconscious or 'implicit bias's helps organizations to be deliberate about addressing issues of inclusivity.

Source: [Independent Sector](#), [FSU Equity, Diversity & Inclusion Office](#)

Emotional tax

"Emotional tax" refers to the unseen mental work that people from marginalized backgrounds have to do every day to feel included, respected, and safe. The research firm [Catalyst defines it as](#) "the combination of being on guard to protect against bias, feeling different at work because of gender, race, and/or ethnicity, and the associated effects on health, well-being, and ability to thrive at work."

Ethnicity

A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base.

- *Examples* of different ethnic groups are: Cape Verdean, Haitian, African American (black); Chinese, Korean, Vietnamese (Asian); Cherokee, Mohawk, Navaho (Native American); Cuban, Mexican, Puerto Rican (Latino); Polish, Irish, and Swedish (white).

Source: Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook*. New York: Routledge.

Implicit Bias

Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to trump individuals' stated commitments to equality and fairness, thereby producing behavior that diverges from the explicit attitudes that many people profess. The Implicit Association Test (IAT) is often used to measure implicit biases with regard to race, gender, sexual orientation, age, religion, and other topics.

Source: [State of the Science Implicit Bias Review 2013](#), Cheryl Staats, Kirwan Institute, The Ohio State University.

Imposter Syndrome

Impostor syndrome (IS) refers to an internal experience of believing that you are not as competent as others perceive you to be. While this definition is usually narrowly applied to intelligence and achievement, it has links to perfectionism and the social context.

To put it simply, imposter syndrome is the experience of feeling like a phony—you feel as though at any moment you are going to be found out as a fraud—like you don't belong where you are, and you only got there through dumb luck. It can affect anyone no matter their social status, work background, skill level, or degree of expertise.

The term was first used by psychologists Suzanna Imes and Pauline Rose Clance in the 1970s.¹ When the concept of IS was introduced, it was originally thought to apply mostly to high-achieving women. Since then, it has been recognized as more widely experienced.

<https://www.npr.org/sections/codeswitch/2018/01/17/578386796/racial-impostor-syndrome-here-are-your-stories>

Indigenous

Indigenous populations are composed of the existing descendants of the peoples who inhabited the present territory of a country wholly or partially at the time when persons of a different culture or ethnic origin arrived there from other parts of the world, overcame them, by conquest, settlement or other means and reduced them to a non-dominant or colonial condition; who today live more in conformity with their particular social, economic and cultural customs and traditions than with the institutions of the country of which they now form part, under a state structure which incorporates mainly national, social and cultural characteristics of other segments of the population which are predominant. (Example: Maori in territory now defined as New Zealand; Mexicans in territory now defined as Texas, California, New Mexico, Arizona, Utah, Nevada and parts of Colorado, Wyoming, Kansas, and Oklahoma; Native American tribes in territory now defined as the United States).

Source: [United Nations Working Group for Indigenous Peoples](#)

Institutional Racism (additional definition)

Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as people of color.

Source: [Flipping the Script: White Privilege and Community Building](#). Maggie Potapchuk, Sally Leiderman, Donna Bivens and Barbara Major. 2005.

Intersectionality

A framework for conceptualizing a person, group of people, or social problem as affected by a number of discriminations and disadvantages. It takes into account people's overlapping identities and experiences in order to understand the complexity of prejudices they face.

In other words, intersectional theory asserts that people are often disadvantaged by multiple sources of oppression: their race, class, gender identity, sexual orientation, religion, and other identity markers. Intersectionality recognizes that identity markers (e.g. "woman" and "black") do not exist independently of each other, and that each informs the others, often creating a complex convergence of oppression. For instance, a black man and a white woman make \$0.74 and \$0.78 to a white man's dollar,

respectively. Black women, faced with multiple forms of oppression, only make \$0.64. Understanding intersectionality is essential to combatting the interwoven prejudices people face in their daily lives. Source: Kimberlé Crenshaw, law professor and social theorist, first coined the term intersectionality in her 1989 paper [“Demarginalizing The Intersection Of Race And Sex: A Black Feminist Critique Of Antidiscrimination Doctrine, Feminist Theory And Antiracist Politics.”](https://aapf.org/kimberle-crenshaw) <https://aapf.org/kimberle-crenshaw>; <https://time.com/5786710/kimberle-crenshaw-intersectionality/>

Microaggression

Brief, commonplace, subtle, or blatant daily verbal, behavior, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color.

Source: [University of Washington Racial Equity Glossary](#)

Oppression

The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness.

- Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society.
- Oppression denotes structural and material constraints that significantly shape a person's life chances and sense of possibility.
- Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups.
- Oppression resides not only in external social institutions and norms but also within the human psyche as well.

Eradicating oppression ultimately requires struggle against all its forms, and that building coalitions among diverse people offers the most promising strategies for challenging oppression systematically.

Source: Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook*. New York: Routledge.

Race (additional definition)

A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. Racial categories subsume ethnic groups.

Source: Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook*. New York: Routledge.

Racial and Ethnic Identity

An individual's awareness and experience of being a member of a racial and ethnic group; the racial and ethnic categories that an individual chooses to describe him or herself based on such factors as biological heritage, physical appearance, cultural affiliation, early socialization and personal experience.

Source: Maurianne Adams, Lee Anne Bell and Pat Griffin, editors. *Teaching for Diversity and Social Justice: A Sourcebook*. New York: Routledge.

Structural Racism

The normalization and legitimization of an array of dynamics – historical, cultural, institutional and interpersonal – that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism – all other forms of racism emerge from structural racism.

Source: [Structural Racism for the Race and Public Policy Conference](#), Keith Lawrence, Aspen Institute on Community Change and Terry Keleher, Applied Research Center. [Flipping the Script: White Privilege and Community Building](#). Maggie Potapchuk, Sally Leiderman, Donna Bivens and Barbara Major. 2005.

Underrepresented Racial and Ethnic Minority(UREM)

UREM can be defined as a group whose percentage of the population in a given group is lower than their percentage of the population in the country. In higher Education UREMs are generally considered to include: Hispanic/Latinos, African Americans, Native Americans, Native Hawaiian/Pacific Islanders, and those of two or more races, when one or more are from the preceding racial and ethnic categories in this list.

Underrepresented Racial and Ethnic Minority(UREM) STEM

The representation of certain groups of people in science and engineering (S&E) education and employment differs from their representation in the U.S. population. Women, persons with disabilities, and three racial and ethnic groups—blacks, Hispanics, and American Indians or Alaska Natives—are underrepresented in S&E. While women have reached parity with men among S&E degree recipients overall, they constitute disproportionately smaller percentages of employed scientists and engineers than they do of the U.S. population. Blacks, Hispanics, and American Indians or Alaska Natives have gradually increased their share of S&E degrees, but they remain underrepresented in educational attainment and the S&E workforce. By contrast, Asians are overrepresented among S&E degree recipients and employed scientists and engineers. [National Science Foundation](#)

White Privilege

Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it. The accumulated and interrelated advantages and disadvantages of white privilege that are reflected in racial/ethnic inequities in life-expectancy and other health outcomes, income and wealth and other outcomes, in part through different access to opportunities and resources. These differences are maintained in part by denying that these advantages and disadvantages exist at the structural, institutional, cultural, interpersonal and individual levels and by refusing to redress them or eliminate the systems, policies, practices, cultural norms and other behaviors and assumptions that maintain them.

- **Structural White Privilege:** A system of white domination that creates and maintains belief systems that make current racial advantages and disadvantages seem normal.

The system includes powerful incentives for maintaining white privilege and its consequences, and powerful negative consequences for trying to interrupt white privilege or reduce its consequences in meaningful ways. The system includes internal and external manifestations at the individual, interpersonal, cultural and institutional levels.

- **Interpersonal White Privilege:** Behavior between people that consciously or unconsciously reflects white superiority or entitlement.
- **Cultural White Privilege:** A set of dominant cultural assumptions about what is good, normal or appropriate that reflects Western European white world views and dismisses or demonizes other world views.
- **Institutional White Privilege:** Policies, practices and behaviors of institutions -- such as schools, banks, non-profits or the Supreme Court -- that have the effect of maintaining or increasing accumulated advantages for those groups currently defined as white, and maintaining or increasing disadvantages for those racial or ethnic groups not defined as white. The ability of institutions to survive and thrive even when their policies, practices and behaviors maintain, expand or fail to redress accumulated disadvantages and/or inequitable outcomes for people of color.

Source: [White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women Studies](#). Peggy McIntosh. 1988., [Transforming White Privilege: A 21st Century Leadership Capacity](#), CAPD, MP Associates, World Trust Educational Services, 2012.

Additional Resources

Chapter 1: Influences in and Understanding of Cross-Cultural Experiences. Activity 1: Assessing Your Baseline on Multicultural Awareness.

Farmer, L. B. (2016). "Supporting Gender Diverse Youth." VCA Spring Workshop: Lynchburg College.

Moyer, B., McAllister, J., Finley, M. L., and Soifer, S. (2001). Doing Democracy: The MAP Model for Organizing Social Movements. New Society Publishers.



The Office of Diversity Education and Training provides workshops, symposiums and certificate programs to faculty, staff, students and community and industry partners aimed at developing competencies needed to thrive in a competitive, diverse, and interconnected workforce and society. In addition, we provide keynote addresses, serve on panels and provide consultation services. Each training is tailored for your organization and constituency. Please check back often as our offerings change to meet need and maintain relevancy.

Level 1: Unity Star Certificate (Core Courses + 1 Elective)

- Core: Understanding Diversity, Equity, and Inclusion
Inclusive Communication
- Electives: Fostering Inclusive Environments in Your Everyday Life
Bias Awareness and Mitigation in the Search and Screening Process
Name Story Exercise
Setting Boundaries in the Workplace: You Can Do This!
Examining the Real Disability Barriers
LGBTQ 101
Social Justice 101

Level 2: Inclusion Champion Certificate (Core Courses + 1 Elective)

- Core: Intent vs Impact
The Unconscious Mind: Understanding and Addressing Implicit Bias
- Electives: Micromessages: What They Are and How They Impact Organizational Culture
Communicating Across Cultures
Developing and Nurturing Inclusion
Intercultural Competency
Religious, Secular, and Spiritual Literacy for Beginners
How Language Contributes to Disability Oppression

Additional Course Offerings and Services

Diversity, Equity, and Inclusion Organizational Statement Exercise
Disabling Barriers Be Gone – Escape Room Activity
Safe Zone Advocate Certificate
Seeking Educational Equity and Diversity (SEED) Certificate
Book Clubs



Level 1: Unity Star Certificate
Core Courses + 1 Elective

Core: Understanding Diversity, Equity, and Inclusion

(2 hours)

As the foundational workshop facilitated by UCF's Office of Diversity Education and Training, this workshop explores three key concepts – diversity, equity, and inclusion. Discussions and activities develop the following ideas: human diversity is broad and includes all the ways in which we differ. Participants will learn how:

- 1) Human diversity is broad and includes all the ways in which we differ
- 2) Our similarities are key to developing connections
- 3) Inclusion involves creating and maintaining safe and respectful spaces for everyone, and
- 4) Stereotypes (“single stories”) impact our thinking and behavior

Framework Category: Diversity Awareness and Appreciation

Cultural Competencies: C1, C2, A5, A6, S1, S2

Core: Inclusive Communication

(2 hours)

Inclusive Communication explores the concept that as we engage with one another, it is important to understand how everyday conversation may reinforce inequities and decrease employee morale and innovation. This interactive workshop explores language use and their origins. In addition, participants will learn:

- 1) To identify and reframe thoughts that may not be inclusive
- 2) Strategies to adjust communication style in order to be more inclusive and enhance productivity and teamwork
- 3) What conversations should not be taking place in the workplace
- 4) To repair situations in which the impact of your communication was not the intention

The goal of Inclusive Communication is to equip participants with awareness and skills to communicate effectively in all environments.

Framework Category: Diversity Awareness and Appreciation

Cultural Competencies: C1, C2, A1, A2, S1, S4



Elective: Fostering Inclusive Environments in Your Everyday Life

(2 hours)

We all know how it feels when someone “welcomes us with open arms” and makes us feel valued, respected, and included. Chances are, you also know how it feels when you are overlooked or excluded – whether intentionally or unintentionally. That’s because feeling included, or excluded, comes from a set of beliefs followed by small actions. This workshop challenges us to explore why we believe what we believe and how we can be intentional in fostering environments that make people feel welcomed and valued. Fostering inclusive environments in our daily lives allow us to meet new people, gain cultural competence and empathy, and understand society and the world around us through different lenses.

This session focuses on how we can each foster inclusive environments by:

- 1) Exploring the intersections of diversity
- 2) Understanding inclusion
- 3) Adopting thoughtful actions into our daily lives

Framework Category: Diversity Awareness and Appreciation

Cultural Competencies: C1, C2, A1, A2, S1, S4

Elective: Bias Awareness and Mitigation in the Search and Screening Process

(1.5 hours)

Did you know that bias can negatively impact diversity at every step of the hiring process? From recruiting viable applicants, reviewing and screening the pool, to interviewing candidates, and the selection process. Without bias awareness and mitigation, your organization could be unintentionally screening out highly talented and innovated candidates. This training is intended to increase participant knowledge and awareness around negative implicit associations. By increasing bias awareness, interviewers can reduce the impact of these associations on candidates of underrepresented groups in the search and screening process. Participants will learn:

- 1) Bias versus blind spots
- 2) Different types of biases we all have and where they come from
- 3) Evidence-based tactics to mitigate bias in the search and selection process

Framework Category: Diversity Awareness and Appreciation

Cultural Competencies: C1, C2, A1, A2, S1, S4



Elective: Name Story Exercise

(1.5 hours)

Has COVID created a workplace environment that feels siloed and disconnected? Are you looking for a fun way to enhance key skills such as active listening, consensus building, interpersonal communication, and empathy? The Name Story Exercise allows participants to sharpen such skills while exploring the complexity and range of diversity within the organization. Participants will:

- 1) Discuss the cultural significance of one's name
- 2) Explore the origin and meanings of their names
- 3) Create a personal Name Story art piece
- 4) Learn about the origins and meanings of their colleagues' names

Framework Category: Diversity Awareness and Appreciation

Cultural Competencies: C2, C4, A1, A2, A5, S1

Elective: Setting Boundaries in the Workplace: You Can Do This!

(1.5 hours)

It is important to have healthy boundaries, especially in the workplace. They help to create and maintain a safe, supportive, and conducive working environment for all employees. They also help set standards for behaviors; build connectivity, respect, and trust; and help prevent burn-out. However, the concept of setting boundaries may not be a common practice, particularly in today's fast paced society. Boundaries may also look different, and be perceived differently, for *different people*. Factors such as an individual's gender, culture, and upbringing all play a role in one's ability to set healthy boundaries. This session will:

- 1) Explore the importance of healthy boundaries in the work setting
- 2) Demonstrate how boundaries may be perceived differently by different people
- 3) Provide strategies on how to set healthy workplace boundaries

Framework Category: Diversity Awareness and Appreciation

Cultural Competencies: C2, C5, C7, A1, A3, S4



Elective: Examining the Real Disability Barriers

(2 hours)

This workshop explores disability from a different lens of understanding by challenging some of the cultural assumptions made about disability. This session can be tailored to address specific disability questions or topics of relevance. Participants will learn how:

- 1) An individual's disability is not the biggest barrier to be addressed
- 2) Social and environmental barriers pose real obstacles for people with disabilities
- 3) We can all contribute to creating greater access for disabled people.

Framework Category: Diversity Awareness and Appreciation

Cultural Competencies: C2, A1, A4, A5, A6, S3, S4, S7

Elective: LGBTQ+ 101

(2 hours)

The LGBTQ+ 101 training is the first in the series and is designed for all levels of knowledge about LGBTQ+ issues. In this 2-hour training, participants will be presented with general information about individual and societal concerns related to LGBTQ+ identity. This training serves as an introduction to these issues. LGBTQ+ 101 must be taken as an entry point before any other Safe Zone workshops are taken. Participants will have an opportunity to:

- 1) Unpack gender identity versus sexual orientation
- 2) Understand the use and importance of pronouns
- 3) Explore issues that impact the LGBTQ+ community

Framework Category: Social Justice

Cultural Competencies: C1, C2, A1, A4, A7, S4, S7

Elective: Social Justice 101

(1.5 hours)

Social Justice is a goal to promote fairness and equal access. Recent acts of violence, discrimination, anti-Semitism, and intimidation have re-invigorated the national movement for social justice. Yet many individuals are unclear of what social justice is or how to actualize the goal of social justice in their lives, workplace, or society. Recognizing social justice is a process; this workshop explores the principles of social justice and seeks to engage participants to consciously consider the role and impact social justice has in society. Participants will have an opportunity to:

- 1) Learn the meaning and principles of social justices
- 2) Discuss the importance and impact of social justice in today's society
- 3) Explore how to promote social justice in the workplace and in their personal lives

Framework Category: Social Justice

Cultural Competencies: C1, C2, A1, A4, A7, S4, S7



Level 2: Inclusion Champion Certificate and Lapel Pin
Unity Star Certificate + Level 2 Core Courses + 1 Elective

CORE: Intent vs. Impact

(1.5 hours)

This workshop will provide participants with an awareness of the ways biased practices unconsciously and consciously communicate derogatory and/or hurtful messages to others. It will provide ways to help make sure the intention behind our statements, questions and actions match our impact.

Learning Outcomes:

- 1) Discuss the differences between intent and impact, their role in diversity and inclusion, and the shift of thinking to an affirmation that enforces constant learning
- 2) Examine the interactions that compare intent and impact along with ways to better navigate these interactions
- 3) Reflect upon repair, perspective, change that can be implemented when the gap between intent and impact is closed

Framework Category: Diversity Leadership
Cultural Competencies: C1, C4, C7, A5, S5

CORE: The Unconscious Mind: Understanding and Addressing Implicit Bias

(2 hours)

Research demonstrates that 90% of the time, our decision-making occurs subconsciously. This means that our brain is forming perceptions and making decisions based on our beliefs, learned knowledge, and lived experiences. Unless we make a conscious choice to explore our decision-making process, our conclusions will often include biases and limit our ability to think outside of the box, consider alternative solutions, work collaboratively with diverse populations, and treat people equitably. This workshop provides participants an opportunity to understand the origins of implicit bias and learn strategies to best address it.

Learning Outcomes:

- 1) Participants will learn the meaning and origins of implicit bias
- 2) Participants will have an opportunity to explore how implicit bias shows up in their work or lives
- 3) Participants will learn strategies to address implicit bias

Framework Category: Diversity Leadership
Cultural Competencies: C1, C4, C7, A5, S5



Elective: Micromessages: What They Are and How They Impact Organizational Culture

(3 hours)

Micromessages are signals that we send to one another through our actions and behaviors. Although these messages may be “small,” their impact can be tremendous. This conversation on micromessages includes an in-depth look at both micro-inequities and micro-affirmations. Microaggressions are brief exchanges that send denigrating messages to marginalized groups and are examined in detail in this workshop. Throughout this workshop, the impact of micromessages on inclusion and equity is emphasized. Areas of focus entail:

- 1) Reflecting on the origins of micromessages
- 2) Defining and providing examples of micromessages
- 3) Recognizing the effects of micromessaging on individuals and organizational culture
- 4) Strategies to reduce micromessaging

Framework Category: Social Justice

Cultural Competencies: C1, C3, C5, A1, A4, A5, A6, S2, S6

Elective: Communicating Across Cultures

(3 hours)

The ability to enhance understanding through effective cross-cultural communication is an important skill in today’s world. This workshop introduces this extensive topic through discussions and activities that focus on gaining an understanding of foundational concepts and identifying potential causes of verbal miscommunications across cultures, such as conventions for courtesy, accents, and hot buttons. Emphasis is placed on the idea that differences in communication patterns and styles across cultures are important reflections of human diversity, and on how inclusive attitudes around this aspect of our uniqueness contribute to a world in which we all matter. Areas of focus include:

- 1) Exploring cross-cultural differences (and similarities) in various forms of nonverbal communication, such as eye contact, facial expressions, gestures, and body distance
- 2) Considering micromessages and microaggressions and how they may be received differently in other cultures
- 3) Developing skills to assist in the process of communicating effectively across cultures.

Framework Category: Multiculturalism

Cultural Competencies: C1, C2, C4, C7, A1, A2, A3, A4, S1, S4



Elective: Developing and Nurturing Inclusion

(2 hours)

Inclusiveness is more of a subjective state of mind where people feel valued, respected, and appreciated. They have a sense of their own identity within the university and feel that the university is theirs. They are “of it as well as in it.” There is a sense of belonging and ownership. Related to this is that learning can occur anywhere, but the real development of people occurs in a more nurturing environment. This session will allow participants to:

- 1) Discuss practices that encourage the development of belongingness and ownership
- 2) Examine alternative practices and implementations that embrace diversity, as well as challenges leaders may face when devising these practices
- 3) Reflect upon the implications of inclusion as they relate to their peers

Framework Category: Diversity Leadership

Cultural Competencies: C1, S4, S6

Elective: Intercultural Competency

(2 hours)

This interactive session explores key concepts in intercultural competency and engages participants in activities to increase self-awareness and understanding across difference. Because intercultural competence cannot be completely acquired after the completion of a short time together, participants will instead be introduced to explicit learning and teachings of the elements surrounding intercultural competency.

Learning Outcomes:

- 1) Discuss the development of knowledge, skills, and attitudes necessary to understand the of behavior of intercultural competency
- 2) Examine the internal and external outcomes of the combined elements of intercultural competency
- 3) Reflect upon the process of implementing intercultural competency as a long-term process versus a short-term process

Framework Category: Diversity Leadership

Cultural Competencies: C1, A1, A2, A4, S1, S6



Elective: Religious, Secular, and Spiritual Literacy for Beginners

(1.5 hours)

Have you ever said, “Well that isn’t my area of expertise”? This session is designed for individuals who do not have extensive advanced degrees in religious studies but are still very interested in supporting students and their diverse identities. Using the framework of BRIDGE Interfaith Youth Core curriculum, we will identify strategies for increasing one’s interfaith literacy. A focus on self-reflection, interrogation of biases around worldview, and the discussion of worldview identities from participants’ own perspectives lead to the incorporation of worldview engagement into general conversations around diversity.

Learning Outcomes:

- 1) Learn foundational concepts, theories, and knowledge of practices
- 2) Examine biases, interactions between religious and non-religious individuals, and nuances of worldview engagements
- 3) Discuss worldview differences, engagements, and the creation of rapport between worldview differences

Framework Category: Diversity Awareness and Appreciation

Cultural Competencies: C4, A1, A2, A4, S1, S2, S3, S4

Elective: How Language Contributes to Disability Oppression

(1.5 hours)

Have you ever said, “Well that isn’t my area of expertise”? This session is designed for individuals who do not have extensive advanced degrees in religious studies but are still very interested in supporting students and their diverse identities. Using the framework of BRIDGE Interfaith Youth Core curriculum, we will identify strategies for increasing one’s interfaith literacy. A focus on self-reflection, interrogation of biases around worldview, and the discussion of worldview identities from participants’ own perspectives lead to the incorporation of worldview engagement into general conversations around diversity.

Learning Outcomes:

- 1) Learn foundational concepts, theories, and knowledge of practices
- 2) Examine biases, interactions between religious and non-religious individuals, and nuances of worldview engagements
- 3) Discuss worldview differences, engagements, and the creation of rapport between worldview differences

Framework Category: Diversity Awareness and Appreciation

Cultural Competencies: C4, A1, A2, A4, S1, S2, S3, S4



Additional Course Offerings and Services

Diversity, Equity and Inclusion Organizational Statement Exercise

(4 hours)

Diversity, Equity and Inclusion statements are formal written explanations of an organization's commitment to diversity, equity and inclusion. During this exercise, we will be discussing your organization's mission, beliefs, and values to develop a powerful DEI statement that not only illustrates your organization's commitment to DEI but serves as a guide to create a diverse and inclusive environment for employees and customers. Includes a pre-survey and a post-assessment report.

Learning Outcomes:

- 1) Reflect and discuss your organization's vision and the importance of DEI in your respective and collective lives, and the lives of your customers.
- 2) Discuss how your organization wants to be perceived by employees and the community in relation to DEI.
- 3) Develop a statement that illustrates your commitment to DEI and can be used as a guide for making decisions that foster and celebrates DEI.

Framework Category: Diversity Awareness and Appreciation

Cultural Competencies: C1, C2, C7, A4, S1, S4, S6, S7

Disabling Barriers Be Gone -- Escape Room Activity

(1 hour)

Do you know what common barriers prevent access for people with disabilities? Based on the popular escape room game concept, Student Accessibility Services challenges teams to be locked in a room full of disabling barriers. If you want to escape to gain access beyond the room at the end of the hour, you will need to identify and remove the barriers within the room with more accessible approaches within the time allotted. Due to the unique, hands-on nature of this game and experience, only 12 people can participate at one time. Two games can be run simultaneously in different rooms for a maximum of 24 people per hour.

Learning Outcomes:

- 1) Learn about different disabling social and environmental barriers that hinder access for people with disabilities
- 2) Interact with accessible technology tools
- 3) Contemplate disability from a different perspective

Framework Category: Diversity Awareness and Appreciation

Cultural Competencies: C2, A1, A4, A5, A6, S3, S4, S7



Safe Zone Advocate Certificate and Lapel Pin

Total of three (3) courses
(6 hours)

The Safe Zone Advocates training was created to further individual knowledge and understanding of LGBTQ+ issues. The training is geared toward helping attendees explore, identify, and expose cultural biases and acquire skills necessary for advocating for marginalized populations. Training objectives include:

- 1) Increase insight into personal and cultural biases
- 2) Increase awareness of the impact these biases have on interactions with LGBTQ+ individuals
- 3) Increase comfort in addressing systemic oppressions that affect LGBTQ+ individuals
- 4) Increase ability to identify micro-aggressions that impact LGBTQ+ individuals
- 5) Increase comfort in discussing power, privilege, and oppression
- 6) Acquire skills and knowledge to increase ability to advocate
- 7) Increase understanding that being an ally is an ongoing and active process

LGBTQ+101

(2 hours)

The LGBTQ+ 101 training is designed for all levels of knowledge about LGBTQ+ issues. In this 2-hour training, participants will be presented with general information about individual and societal concerns related to LGBTQ+ identity. This training serves as an introduction to these issues. LGBTQ+ 101 must be taken as an entry point before any other Safe Zone workshops are taken. Training objectives include:

- 1) Unpack gender identity versus sexual orientation
- 2) Understand the use and importance of pronouns
- 3) Explore issues that impact the LGBTQ+ community

Coming Out

(2 hours)

The Coming Out workshop explores the process and challenges of coming out as Lesbian, Gay, Bisexual, or Transgender. Participants will learn more about what the process of coming out may look like, different misconceptions, and how to be an advocate during and after someone comes out. The workshop will allow those who attend to explore their LGBTQ+ identity or to support a family member or friend who may be coming out. Training objectives include:



- 1) Provide a space for individuals to ask questions about the coming out process and gain a better understanding of what coming out means to an LGBTQ+ person.
- 2) Educate individuals on different coming out models and theories to better understand the diversity of the coming out process.
- 3) Explain the barriers and challenges faced by those who go through the coming out process and provide tips on how to be part of a support system.

G.O.L.D.

(2 hours)

The GOLD workshop aims to provide education on topics concerning language specific to gender and sexual/romantic orientation within the LGBTQ+ community. Participants will learn more about ideas of gender, sexual orientation, biological sex, romantic orientation, and gender presentation. Training objectives include:

- 1) Increase the ability to articulate the differences between sexual orientation, romantic orientation, gender identity, gender expression, and biological sex.
- 2) Increase familiarity with various terms that relate to sexual orientation, romantic orientation, gender identity, gender expression, and biological sex.
- 3) Increase understanding about the ways in which to respect people regardless of their identity.

Framework Category: Social Justice

Cultural Competencies: C1, C3, C5, A1, A4, A5, A6, S2, S6

Seeking Educational Equity and Diversity (SEED) Certificate

(4 sessions, 2 hours per session = 8 Total hours)

SEED is an international project founded by Dr. Peggy McIntosh, formerly of Wellesley College Centers for Women, over 30 years ago. It promotes change through self-reflection and interpersonal dialogue and builds capacity for more equitable curriculum, campuses, workplaces, and communities. SEED's unique methodology involves:

- 1) Facilitating ongoing, structured, group conversations in which all voices can be heard,
- 2) Examining how our own stories relate to social systems,
- 3) Learning from the lessons of our own lives as well as from texts, and
- 4) Turning oppression and privilege into agency and action.



Book Clubs

(4 sessions, 1.5 hours per session = 6 Total hours)

Allies and Advocates: Creating an Inclusive and Equitable Culture: Learn to create an inclusive environment with this actionable and insightful resource. *Allies and Advocates: Creating an Inclusive and Equitable Culture* delivers a powerful and useful message about inclusion and diversity in everyday life. Author Amber Cabral, a celebrated inclusion strategist, speaker, and writer, shows readers how to move away from discriminatory and unjust behaviors to supporting and building meaningful connections with people across our diverse backgrounds and identities. While some books settle for vague advice and catchphrases, readers of *Allies and Advocates* will benefit from the book's: straightforward style and applicable action items, real-world examples highlighting inclusion best practices, [and] implementable tactics to assist people in seeing how they can help create an inclusive environment. Perfect for anyone who works in a professional environment, *Allies and Advocates* is especially useful for those in middle and upper management and those involved in the training and orientation of employees. If you are looking forward to building a culture of inclusivity at your work or in your personal relationships, and want to learn how to use your privilege to be a better ally, *Allies and Advocates: Creating an Inclusive and Equitable Culture* is a must-have.

Anti-Racist Ally: An Introduction to Activism and Action: As the tragic murder of George Floyd and the Black Lives Matter movement has demonstrated, not being racist is not enough. To fulfill the American ideal, to ensure that all people are equal, you must be actively anti-racist. In this essential guide, Sophie Williams, goes beyond her popular Instagram @officialmillennialblack, providing sharp, simple, and insightful steps anyone can take to be a better ally in the fight against racism. While the book's focus is on race, it also touches on sexism, classism, ableism, oppression, and white supremacy. Written in her iconic Instagram style, this pocket-sized guide is a crucial starting point for every anti-racist ally, covering complex topic at the heart of anti-racist principals. Whether you are just finding your voice, have made a start but aren't sure what to do next, or want a fresh viewpoint, *Anti-Racist Ally* introduces and explains the language of change and shows you how to challenge the system, beginning with yourself. Sophie reminds you that this is a learning process, which means facing difficult truths, becoming uncomfortable, and working through the embarrassment and discomfort. The fight for justice isn't easy there aren't any shortcuts or quick wins. But together, anti-racists allies can use their power to truly change the world and lives.

Caste: In this brilliant book, Isabel Wilkerson gives us a masterful portrait of an unseen phenomenon in America as she explores, through an immersive, deeply researched narrative and stories about real people, how America today and throughout history has been shaped by a hidden caste system, a rigid hierarchy of human rankings. Beyond race, class, or other factors,



a powerful caste system influences peoples' lives and behavior and the nation's fate. Linking the caste systems of American, India, and Nazi Germany, Wilkerson explores eight pillars that underlie caste systems across civilizations, including divine will, bloodiness, and stigma. Using riveting stories about people – including Martin Luther King, Jr., baseballs' Satchel Paige, a single father and his toddler son, and Wilkerson herself - she shows the ways that the insidious undertow of caste is experienced every day. She documents how the Nazis studied the racial systems in American to plan their outcasting of the Jews; she discusses why the cruel logic of caste requires a bottom rung for those in the middle to measure themselves against; she writes about the surprising health costs of caste, in depression and life expectancy, and the effects of this hierarchy on our culture and politics. Finally, she points forward to ways America can move beyond the artificial and destructive separations of human divisions, toward hope in our common humanity.

Crucial Conversations, Third Edition: The book that revolutionized business communications has been updated for today's workplace. *Crucial Conversations* provides powerful skills to ensure conversation - especially difficult ones - leads to the results you want. Written in an engaging and witty style, it teaches listeners how to be persuasive rather than abrasive, how to get back to productive dialogue when others blow up or clam up, and it offers powerful skills for mastering high-stakes conversations, regardless of the topic or person. This new edition addresses issues that have arisen in recent years. You'll learn how to: respond when someone initiates a crucial conversation with you; identify and address the lag time between identifying a problem and discussing it; and communicate more effectively across digital mediums. When stakes are high and emotions run strong, you have three choices: avoid a crucial conversation and suffer the consequences; handle the conversation poorly and suffer the consequences; or apply the lessons and strategies of *Crucial Conversations* and improve relationships and results. Whether they take place at work or at home, crucial conversations have a profound impact on your career, your happiness, and your future. With the skills you learn in this book, you'll never have to worry about the outcome of a crucial conversation again.

White Fragility: In this groundbreaking and timely book, antiracist educator Robin DiAngelo deftly illustrates the phenomenon of white fragility. Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth examination, DiAngelo explores how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.



Cultural Competencies

Faculty and staff members at the University of Central Florida worked in collaboration to brainstorm, write, and refine a list of twenty-one cultural competencies deemed “core” to the education of members of the UCF community and other participating constituents. These cognitive, affective, and skill-building competencies are detailed below.

The workshops developed and facilitated by the Office of Diversity Education and Training incorporate one or more of the cultural competencies into each educational experience. The specific competencies addressed in a particular workshop are identified as part of the session description.

Cognitive

Thoughts and Beliefs: members of the UCF community and other participating constituents will be able to:

C1 – Define and understand vocabulary as it relates to diversity and inclusion.

C2 – Understand that diversity is represented by all the ways in which human beings differ.

C3 – Define power, privilege, and discrimination and evaluate their effects on personal behavior, relationships with others, and society.

C4 – Recognize the elements of “culture” and apply their knowledge by comparing and contrasting similarities and differences among cultures.

C5 – Identify their own racial/ethnic heritages and associated culture and demonstrate how their perspectives affect interactions with others.

C6 – Understand how international events influence their lives and apply this awareness to evaluate impacts on global society.

C7 – Understand that differences in communication patterns exist among and within cultures and analyze how differences in communication may lead to misunderstandings.



Affective Skills:

Attitudes and Feelings: members of the UCF community and other participating constituents will be able to:

A1 – Respectfully listen with appreciation to others’ diverse life experiences and demonstrate understanding.

A2 – Engage in interactions with people of different “cultures” and share examples of their own life experiences, values, beliefs, and feelings.

A3 – Show receptivity to exploring cross-cultural communication styles.

A4 – Gain new understanding and insights about the points of view of others and evaluate how these different perspectives influence behavior and relationships.

A5 - Consider instances in which they have been stereotyped and share with others the emotional impacts these views had on them.

A6 – Recognize instances in which they have stereotyped others, consider the emotional effects of these stereotypes on others, and assume responsibility for their behavior.

A7 – Acknowledge, with respect, individual opinions and feelings about diversity-related conflict and recognize these conflicts may generate emotional reactions.

Skill Building

Actions and Behaviors: members of the UCF community and other participating constituents will be able to:

S1 – Practice listening to others in attentive, active, and affirmative ways.

S2 – Describe, practice, and demonstrate actions that may be taken when confronted with stereotypes.

S3 – Reflect on their own cultural heritage and biases and develop and refine skills to recognize biases in others.

S4 – Use inclusive language in classroom, social, and professional settings.

S5 – Apply conflict resolution skills when presented with disagreements related to diversity issues.

S6 – Demonstrate diversity leadership by providing constructive feedback to create more inclusive spaces.

S7 – Bridge differences and build communities through the acquisition of “ally” skills.

Land Acknowledgement Statement

Anthropology Department at UCF

The Department of Anthropology respectfully acknowledges that the University of Central Florida resides on lands and territories of the Ais, Apalachee, Calusa, Timucua, and Tocobago tribes as well as the Seminole Tribe of Florida and the Miccosukee Tribe of Indians of Florida. Many members of these Indigenous groups were forced to leave their land or lost their lives to genocide and other forms of settler colonial and state-sponsored violence. As a department, we recognize the historical and ongoing impact of colonization on Indigenous communities. We also acknowledge the role that anthropology has played in their exploitation, dispossession, and removal. Committed to diversity, equity, and inclusion, the Department of Anthropology will continue to work to be more accountable to Indigenous peoples in Florida and beyond.

The Department of Anthropology will take action in response to this acknowledgment with all Indigenous groups in teaching, research, and practice. Our intent is to:

- Support and promote Indigenous students, faculty, and staff in higher education
- Advance Indigenous scholarship
- Examine structural barriers to recruitment and/or professional advancement of Indigenous people
- Evaluate anthropology's historic and current relationship with Indigenous individuals and communities

Anthropology

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COLLEGE OF SCIENCES, UCF

Anthropology Biology Chemistry Math NSCM Physics Psychology School of Politics, Security, & Int. Affairs Sociology
Statistics & Data Science

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VOCABULARY

GENDER

Sex: Determined at birth by anatomy/physiology - chromosomes, hormones, secondary sex characteristics, and genitalia (examples: male, female, intersex).

Gender: Social organization of the relationship between the sexes. Typically assigned at birth when the doctor announces the sex of an infant. Assumed to be congruent with sex (examples: masculine/man, feminine/woman, transgender).

Gender Identity: a person's sense of their own gender, which is communicated to others via gender expression. Since most people conform to societal gender norms, they have a gender identity congruent with their gender expression. However, for some people, gender identity, gender expression and sex do not correspond with each other.

Gender Expression: an individual's characteristics and behaviors such as appearance, dress, mannerisms, speech patterns, and social interactions that are perceived as masculine or feminine.



Androgynous: Someone who has both masculine and feminine characteristics, or neither. Similar to genderqueer.

Agender: A person who is without gender or genderless.

Bigendered: A person whose gender identity as both masculine & feminine or is both man & woman.

Binding: The process of flattening one's breasts to have a more masculine or flat chest.

Boi, Birl, Boy-dyke, Butch, Tomboy: Refers to people who feel that "female" is not an accurate or complete description of who they are.

Bottom Surgery: Surgery on the genitals designed to align one's body with a person's preferred gender expression (Phalloplasty, Metoidioplasty, Orchiectomy, Vaginoplasty, Labiaplasty, etc). See "Sex Reassignment Surgery".

Cisgender, cissexual: People whose gender identity and gender expression align with their assigned sex at birth (i.e., the sex listed on their birth certificates). Non-transgender people.

Coming Out: Refers to the process by which one accepts one's own sexuality or gender identity (to "come out" to oneself). May also refer to the process by which one shares one's identity with others (to "come out" to friends, etc.). Coming out to others is a continual, life-long process which occurs each time someone indicates their identity to another person.

Crossdresser : Someone who dresses in the clothing that has been socially designated for the "opposite" gender. Formerly called transvestite, which is *now seen as an offensive term*.

Drag King/Drag Queen: Someone who cross-dresses for entertainment (typically involves an exaggerated gender presentation, acting, dancing & lip syncing). Often very glamorous or outrageous in appearance.

Fag: This is a word which has been formerly used as a slur against effeminate gay men but that has been reclaimed by some members of the marginalized group who view this as an empowering identity. Nevertheless, a sizable percentage of people to whom this term might apply still hold ‘fag’ to be a derogatory, and its use by heterosexuals is *often considered offensive*.

Femme: Feminine-identified person of any gender/sex.

Genderbender, Genderblender, Gender fluid, Gender- gifted, Gender Outlaw, Gender Rebel, Pangender, Polygender, Bi-gender: Similar to genderqueer, these terms refer to gender variations other than the traditional, dichotomous view of women and men. People who self-refer with these terms may identify and present themselves as both or alternatively male and female, as no gender, or as outside the binary.

Genderfuck: Refers to the intentional effort to play with traditional notions of gender identity, gender roles, and gender presentation.

Gender Non-Conforming and/or **Gender-Variant:** Those who cannot, or choose not to, conform to societal gender norms associated with their birth-assigned gender.

Gender Binary: The idea that there are only two genders (man/woman) and that a person must be strictly gendered as either/or.

Gender Confirming Surgery: Medical surgeries used to modify one’s body to be more congruent with one’s gender identity. See “Sex Reassignment Surgery,” “Top Surgery,” and “Bottom Surgery.”

Gender Cues: What human beings use to attempt to tell the gender/sex of another person (examples include hairstyle, gait, vocal inflection, body shape, facial hair, etc.). Cues vary by culture.

Gender Neutral Pronoun (from <http://web.mit.edu/trans/GenderNeutralPronouns.pdf>):

Gender Neutral Pronoun Usage:

	Subject	Object	Possessive Adjective	Possessive Pronoun	Reflexive
Female	She	Her	Her	Hers	Herself
Male	He	Him	His	His	Himself
Gender Neutral	Ze	Hir	Hir	Hirs	Hirself
Spivak	E	Em	Eir	Eirs	Emself

How to pronounce gender neutral pronouns:

Ze	Hir	Hirs	Hirself	E	Em	Eir	Eirs	Emself
/zee/	/here/	/heres/	/hereself/	/ee/	/em/	/air/	/airs/	/emself/

The pronoun “they” may also be used as a gender neutral pronoun to describe a single individual.

Genderqueer: Refers to people who do not identify, or who do not express themselves, within the gender binary. May view themselves as both/neither gender. Genderqueer people may or may not identify as transgender.

Hermaphrodite: Person born with ambiguous sex characteristics. This is *now an offensive term*, as Intersex is now the preferred term. See “Intersex.”

Hormone Replacement Therapy (HRT): Any form of hormone therapy wherein the patient, in the course of medical treatment, receives hormones (typically prescribed by an endocrinologist), either to supplement a lack of naturally occurring hormones, suppress or substitute the secretion of specific hormones (examples include: estrogen, progesterone, testosterone).

In the Closet: Refers to an LGBTQI+ person who will not or cannot disclose their sex, sexuality, sexual orientation or gender identity to their friends, family, co-workers, or society. There are varying degrees of being in the closet; for example, a person can be out in their social life, but in the closet at work, or with their family. Also known as being on the “Downlow.”

Intersex: Person born with ambiguous sex characteristics (formerly referred to as “Hermaphrodite,” which is *now an offensive term*).

Lipstick Lesbian: Usually refers to a lesbian with a feminine gender expression. Can be used in a positive or a derogatory way, depending on who is using it. See “Femme.”

LGBTQ+: A common abbreviation for lesbian, gay, bisexual, transgender, queer and intersex culture.

Nellie, Queen, Sissy, Fag: Refers to people who feel that “man” is not an accurate or complete description of who they are, possibly due to feeling connected with feminine gender traits or expression. *May be considered offensive.*

Outing: Disclosing an LGBTQ+ person’s identity to others. Outing LGBTQ+ individuals is discouraged, unless the individuals has given permission to share their identity with others.

Packing: Wearing a phallus device for any purposes including: the validation or confirmation of one’s masculine gender identity, seduction, and/or sexual readiness (for one who likes to penetrate another during sexual intercourse).

Passing: Describes a person's ability to be accepted and seen for the gender or sex that they see themselves as.

Postgender, Gender-free: without gender and/or beyond the gender binary.

Queer: An umbrella term which embraces a matrix of sexual preferences, orientations, and habits of the not-exclusively- heterosexual-and-monogamous majority, including, but not limited to, radical sex communities and many sexually transgressive explorers. It is a word which has been formerly used as a slur but that has been reclaimed by some members of the marginalized group who view this as an empowering identity. Nevertheless, a sizable percentage of people to whom this term might apply still hold ‘queer’ to be a derogatory, and its use by heterosexuals is *often considered offensive*. See “LGBTQ+”

Questioning: An individual who is questioning whether their sexual orientation or gender identity is what they once believed it to be.

Sexual Reassignment Surgery (SRS): A term used to refer to a group of surgical options that alter a person’s sex. In most states, one or multiple surgeries are required to achieve legal recognition of gender variance. Also known as “Gender Confirming Surgery,” “Top Surgery,” “Bottom Surgery.”

Stealth: This term refers to when a transgender person chooses not to publicly disclose their gender history. See “Passing.”

Stem: A person whose gender expression falls somewhere between a stud and a femme. See “Femme” and Stud.”

Top Surgery: Surgery on the chest (double mastectomy) designed to align one's body with a person's preferred gender expression. May also refer to breast augmentation.

Transactivism: The political and social movement to create equality for gender-variant persons.

Transitioning: The process of moving toward expression of one's gender identity. This may include undergoing physical changes such as hormones or surgeries.

Transfeminine: Used as a catch-all term for people assigned male at birth who identify as feminine of center.

Tranny: Slang that is used for referring to a transgender person. Some have reclaimed this term and thus see it as empowering, while others *consider it to be offensive*.

Tranny Chaser: A term primarily used to describe people who prefer or actively seek transpeople for sexual or romantic relations. While this term is claimed in an affirmative manner by some, it is *largely regarded as derogatory*.

Transgender (sometimes abbreviated as Trans*): An umbrella term used to describe gender-variant people who have gender identities, expressions or behaviors not traditionally associated with their birth-assigned sex or gender. This use allows a person to state a gender-variant identity without having to disclose hormonal or surgical status/intentions. Transgender is preferred over transvestite or transsexual, older terms which do not accurately describe all transgendered people, and which also have a clinical or stigmatizing connotation. Transgender also can mean anyone who *transcends* the conventional definitions of 'man' and 'woman' (can include Butch Lesbians, Radical Faeries, Drag Queens, Drag Kings and many other kinds of gender-variant people who use a variety of terms to self-identify).

Transition: This term is primarily used to refer to the process a gender-variant person undergoes when changing their bodily appearance either to be more congruent with the gender/sex they feel themselves to be and/or to be in harmony with their preferred gender expression. Also see "Bottom Surgery," Hormone Replacement Therapy," "Sex Reassignment Surgery," and "Top Surgery."

Transman (or FtM): Refers to someone who was identified female at birth but whose gender identity and/or expression is man/masculine (Female-to-male). People will often identify as FtM after taking some steps to express their gender as a man, or after medically transitioning. Some (but not all) transmen make physical changes through hormones or surgery.

Transmasculine: Used as a catch-all term for people assigned female at birth who identify as masculine of center.

Transphobia: The irrational fear of those who are gender-variant and/or the inability to deal with gender ambiguity.

Transsexual: Commonly used to refer to someone who transitions from one gender to another. It includes individuals who were identified as male at birth but whose gender identity is female (MtF), individuals who were identified as female at birth but whose gender identity is male (FtM), and individuals whose gender identity is neither male nor female. Transition often consists of a change in style of dress, selection of a new name, and a request that people use a specific pronoun when describing them. Transition may, but does not always, include necessary medical care like hormone therapy and/or surgery.

Transvestite: Someone who dresses in clothing generally identified with the opposite gender/sex. The majority of transvestites are heterosexual males who derive pleasure from dressing in "women's clothing." This term may be *offensive to some*, however, it is still used in a positive sense in England. Also see "Cross-dresser."

Transwoman (or MtF): Refers to someone who was identified male at birth but whose gender identity and/or expression is woman/feminine (Male-to-female). People will often identify as MtF after taking some steps to express their gender as a woman, or after medically transitioning. Some (but not all) transwomen make physical changes through hormones or surgery.

Two-Spirit, Third Sex, Third Gender: People who display characteristics of both masculine and feminine genders living in the same body. The term is derived from the traditions of some Native North American cultures. It *may be offensive* to identify oneself as two-spirit if one does not also identify as Native American, as this is an appropriation of a marginalized culture one does not belong to.

SEXUALITY

Sexual Orientation: Who one is attracted to emotionally, socially, and sexually (in behavior and fantasy).

Romantic Orientation: Who one is attracted to romantically or affectionately.

Asexual: An individual who does not experience sexual attraction. Sometimes referred to as Ace.

BDSM: (Bondage, Discipline/Domination, Submission/Sadism, and Masochism) The terms ‘submission/sadism’ and ‘masochism’ refer to deriving pleasure from inflicting or receiving pain, often in a sexual context. The terms ‘bondage’ and ‘domination’ refer to playing with various power roles, in both sexual and social context. These practices are often misunderstood as abusive, but when practiced in a safe and consensual manner can be a part of healthy sex life. Sometimes referred to as “Leather” or “Kink.”

Bear: A man who is attracted to other men. These individuals are commonly, but not always, overweight and often have hairy bodies and facial hair. Some are also muscular and project an image of rugged masculinity in their grooming and appearance.

Bicurious: A curiosity about entering into a sexual relationship with a person of the same gender.

Biphobia: The fear of, discrimination against, or hatred of bisexuals. Biphobia can be seen within the LGBTQI community, as well as in general society.

Bisexual: An individual who is attracted to others, regardless of the other person’s gender.

Bottom: A person who is said to take a more submissive role during sexual interactions. Sometimes referred to as ‘catcher’ or ‘pasivo’ in Latin American cultures. See also “Top.”

Butch: A person who identifies themselves as masculine, whether it be physically, mentally or emotionally. Butch is *sometimes used as a derogatory term* for lesbians, but it can also be claimed as an affirmative identity label. See “Stud.”

Coming Out: Refers to the process by which one accepts one’s own sexuality or gender identity (to “come out” to oneself). May also refer to the process by which one shares one’s identity with others (to “come out” to friends, etc.). Coming out to others is a continual, life-long process which occurs each time someone indicates their identity to another person.

Demisexual: Individuals who experience sexual attraction only after developing a close emotional bond with someone. See “Gray-Sexual.”

Down Low: Also referred to as D/L. See “In the Closet.”

Dyke: This is a word which has been formerly used as a slur against masculine lesbians but that has been reclaimed by some members of the marginalized group who view this as an empowering identity. Nevertheless, a sizable percentage of people to whom this term might apply still hold it to be a derogatory, and its use by heterosexuals is *often considered offensive*.

Fag: This is a word which has been formerly used as a slur against effeminate gay men but that has been reclaimed by some members of the marginalized group who view this as an empowering identity. Nevertheless, a sizable percentage of people to whom this term might apply still hold ‘fag’ to be a derogatory, and its use by heterosexuals is *often considered offensive*.

Fag Hag: A term primarily used to describe women who prefer the social company of gay men. While this term is claimed in an affirmative manner by some, it is *largely regarded as derogatory*.

Femme: Feminine-identified person.

Gay: A generic term applied to both men who are attracted to men, and women who are attracted to women. Is often used exclusively to refer to man who is attracted to other men.

Gray-Sexuals: Individuals who experience sexual attraction infrequently, not very strongly, or possibly aren’t quite sure whether or not what they experience is sexual attraction. Sometimes referred to as Grace. Also see “Asexual.”

Heteronormativity: The assumption, in individuals or in institutions, that everyone is heterosexual, and that heterosexuality is superior to homosexuality and bisexuality.

Heterosexism: Prejudice against individuals and groups who display non-heterosexual behaviors or identities, combined with the majority power to impose such prejudice. Usually used to the advantage of the group in power. Any attitude, action, or practice that is backed by institutional power and that subordinates people because of their sexual orientation.

Heterosexual: A man who is attracted to women, or a woman who is attracted to men.

Heterosexual Privilege: Those benefits derived by being heterosexual that are denied to LGB individuals.

Homophobia: The irrational fear or hatred of homosexuals, homosexuality, or any behavior or belief that does not conform to rigid sex role stereotypes.

Homosexual: A person primarily emotionally, physically, and/or sexually attracted to members of the same sex.

In the Closet: Refers to an LGBTQI+ person who will not or cannot disclose their sex, sexuality, sexual orientation or gender identity to their friends, family, co-workers, or society. There are varying degrees of being in the closet; for example, a person can be out in their social life, but in the closet at work, or with their family. Also known as being on the “Downlow.”

Kink: See “BDSM.”

Leather: See “BDSM.”

Lesbian: A woman who is attracted to women.

Lipstick Lesbian: Refers to a lesbian with a feminine gender expression. Can be used in a positive or a derogatory way, depending on who is using it. See “Femme.”

MSM: Men who have sex with men. See “Same-Gender Loving.”

Non-monogomy, Open Relationship, Polyamory, Polyfidelity, Subrelationships: Refers to having consensual and honest relationships with multiple partners.

Outing: Disclosing an LGBTQ+ person’s identity to others. Outing LGBTQ+ individuals is discouraged, unless the individuals has given permission to share their identity with others.

Pansexual: An individual who is attracted to others, regardless of the other person’s gender (acknowledges that gender is non-binary).

Passing: Occurs when a non-heterosexual person is assumed to be heterosexual.

Queer: An umbrella term which embraces a matrix of sexual preferences, orientations, and habits of the not-exclusively- heterosexual-and-monogamous majority, including, but not limited to, radical sex communities and many sexually transgressive explorers. It is a word which has been formerly used as a slur but that has been reclaimed by some members of the marginalized group who view this as an empowering identity. Nevertheless, a sizable percentage of people to whom this term might apply still hold ‘queer’ to be a derogatory, and its use by heterosexuals is *often considered offensive*. See “LGBTQ+”

Questioning: An individual who is questioning whether their sexual orientation or gender identity is what they once believed it to be.

Same-Gender Loving: A term sometimes used by members of the African-American/Black community to express an alternative sexual orientation. The term emerged in the early 1990's with the intention of offering Black women who love women and black men who love men a voice, a way of identifying and being that resonated with the uniqueness of Black culture in life. See “MSM.”

Sexuality: A person’s exploration of sexual acts, sexual orientation, sexual pleasure, and desire.

Stone Butch: A lesbian who usually does not desire sexual penetration and/or contact with the genitals or breasts See “Top.”

Straight: See “Heterosexual.”

Stud: An African-American and/or Latina masculine lesbian. See “Butch.”

Switch: A person who is both a Top and a Bottom (without a preference for one or the other). See “Bottom” and “Top.”

Top: A person who is said to take a more dominant role during sexual interactions. See “Stone Butch.”

LGBTQ+ Identities

Cisgender
Heterosexual

Queer*:

Umbrella term that encompasses the identities you see below (LGBTQ+).

*Some are offended by this term.

Pansexual

Bisexual

Questioning

Transsexual

Lesbian

Intersex

Gay

Demisexual

Transgender

Polyamorous/
Non-monogomous

Asexual

Cisgender

Person whose birth-assigned gender is congruent with their gender identity

Transgender

Genderqueer

Person who views their own gender as non-binary (may view self as both/ neither gender)

Agender

Performer

Person who expresses gender in incongruent manner for entertainment (drag king, drag queen)

Transsexual

Person who transitions from one birth-assigned sex or gender to another (MtF, FtM)

Cross-dresser

Intersex

Person born with ambiguous sex characteristics

Two-spirit

Bigender

Gender
non-conforming



Photo by Ben Reed



BE WELL



DO WELL

LGBTQ+ 101

Part I in the UCF Allies Safe Zone series

ALLIES SAFE ZONE

Vision:

To reduce heterosexism and homophobia at UCF and to increase LGBTQ+ inclusion by embracing and valuing people of all sexual and gender identities.

Mission:

Create and maintain a LGBTQ+ affirming environment and culture at UCF by...



Training Objectives

- Gain greater understanding of LGBTQ culture
- Feel more comfortable talking about LGBTQ issues
- Interact more sensitively with LGBTQ population
- Help create a safer environment for LGBTQ individuals on campus



Gender Boxes



Please divide into small groups.

Inside the box, please list as many attributes as you can think of that help other people decide whether someone is a man or a woman.

Outside the box, please list what are the consequences for those who do not conform to these gender norms?

- What names are these individuals called?
- How do others treat these individuals?)

Group Agreements

Creating a Safe Space

- Private experience:
 - “What you say here stays here, what you learn here leaves here.”
- Supportive environment:
 - Consider others views, especially if you disagree
 - What should we do if we hear someone say something we feels is offensive?
 - Challenge yourself to move beyond what is comfortable
- Share or Pass

Others?



THE BASICS





LGBTQ+ Vocabulary

Match the following terms
with their definitions

LGBTQ+ Identities

Cisgender
Heterosexual

Queer*:

Umbrella term that encompasses the identities you see below (LGBTQ+).

*Some are offended by this term.

Pansexual

Bisexual

Transsexual

Questioning

Lesbian

Intersex

Demisexual

Gay

Transgender

Polyamorous/
Non-monogomous

Asexual



Cisgender

Person whose birth-assigned gender is congruent with their gender identity

Transgender



Genderqueer

Person who views their own gender as non-binary (may view self as both/neither gender)

Agender

Performer

Person who expresses gender in incongruent manner for entertainment (drag king, drag queen)

Transsexual

Person who transitions from one birth-assigned sex or gender to another (MtF, FtM)

Cross-dresser

Intersex

Person born with ambiguous sex characteristics

Two-spirit

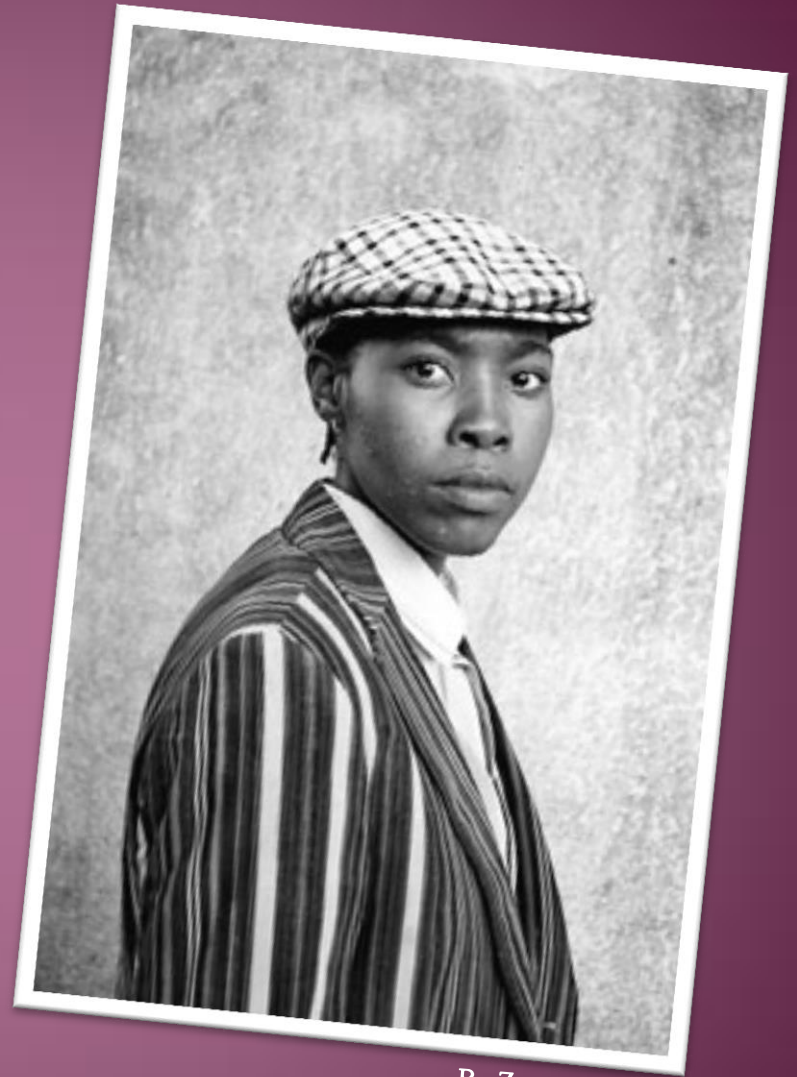
Gender

Bigender

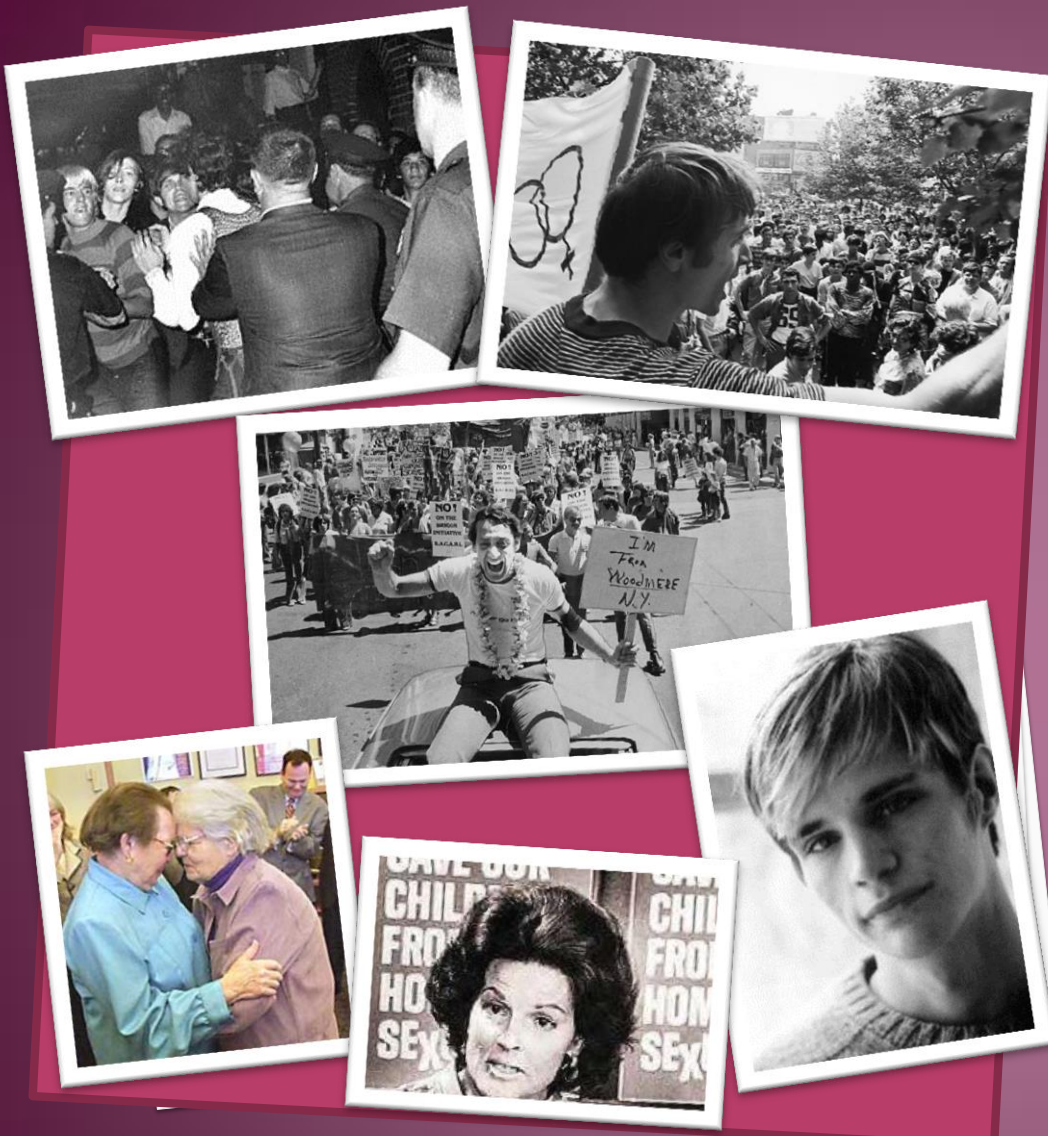
non-conforming

A Word About Identity....

- Identity is...
 - Personal
 - Complex
 - Dynamic
- Identity may be...
 - Political
- Identity always...
 - Should be respected



By Zanele Muholi



A Brief History of LGBTQ+ Civil Rights

- 1969: Stonewall Riots & first gay pride parade
- 1977: Anita Brant & Harvey Milk
- 1978: Gay pride flag
- 1981: AIDS epidemic begins
- 1993: Don't Ask Don't Tell
- 1996: Defense of Marriage Act
- 1997: Ellen comes out
- 1998: Mathew Shepherd murdered
- 2004: Mass. marriage equality
- 2009: Hate crimes law expanded
- 2010: Repeal of Don't Ask Don't Tell
- 2013: DOMA overturned

A Brief History: The Flag



Red: life
Orange: healing
Yellow: sun
Green: nature
Blue: harmony
Purple: spirit



A pink triangle was used in Nazi concentration camps to identify male prisoners who were sent because of homosexuality. This symbol has been reclaimed as a gay rights symbol.

By Shaul Schwartz



By Mary Shwalm

WHY IS THIS TRAINING IMPORTANT?

In a 2011 survey, many Florida students reported:



- Verbal harassment
 - Overheard derogatory use of the word gay
 - Homophobic and transphobic remarks said regularly at school (including by school staff)
 - Being called names or threatened, deliberately excluded by peers, rumors spread, sexually harassed, having property damaged or stolen, cyberbullying
- Physical harassment
 - Pushed, shoved, punched, kicked, injured w/ a weapon

In addition, national research shows that
42% of the nation's homeless youth are LGBT

Common struggles faced by LGBTQ+ individuals

Based on these experiences, many LGBT individuals view themselves as outsiders or different.

Individuals who see themselves as different have difficulty viewing themselves as normal, building meaningful relationships, and achieving a sense of belonging, and thus are at higher risk for:

- Anxiety
- Depression
- Suicide
- Alcohol/drug use and abuse

20-30% abuse substances



By Reena Sibayan

Protective Factors



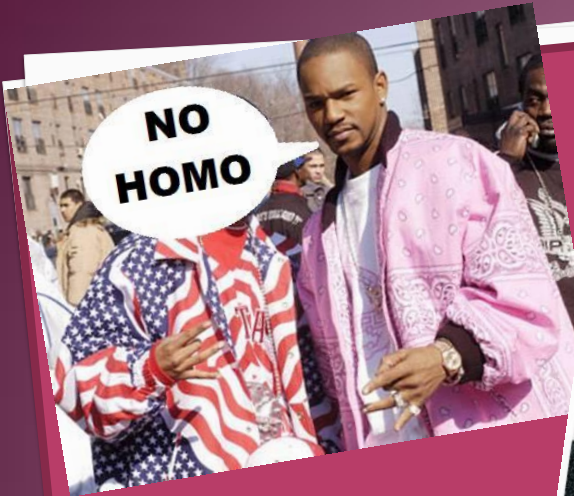
- Belief in natural sexual diversity
- Sense of strength gathered from experience
- Finding a “safe space”
- Family support
- Peer support
- Identifying with LGBT community



WHEW!
YOU LOOK BEARY
TIRED.
WANT TO HIBERNATE
FOR 5 MINUTES!?



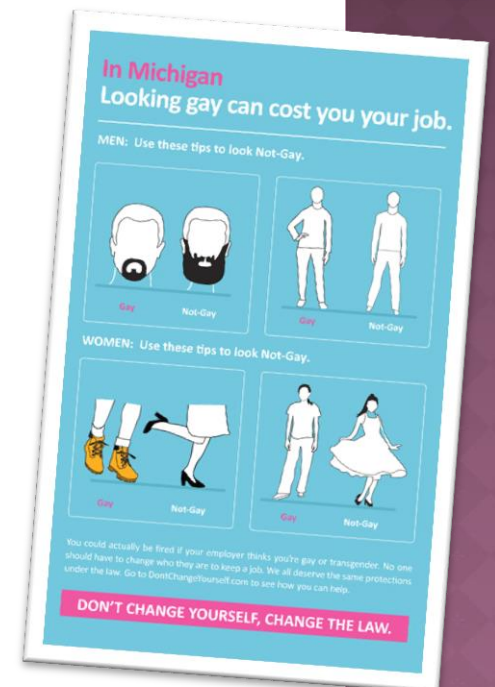
BIAS AND PREJUDICE



Stereotypes Activity

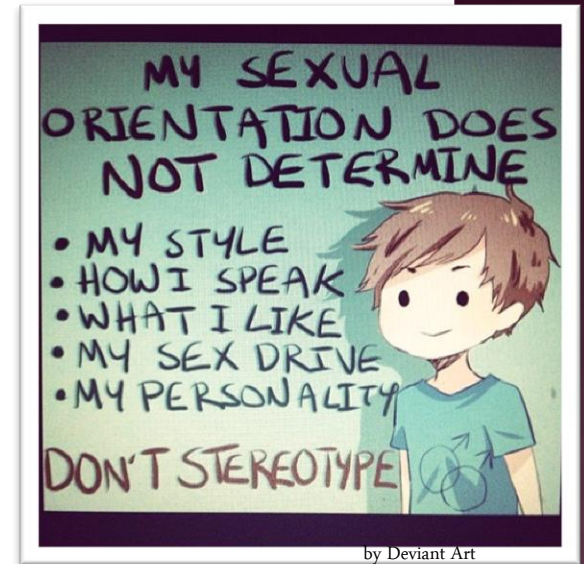
- Please break into four groups.
- Take 5 minutes to discuss and list (both positive and negative) stereotypes about the identity your group has been assigned.

- Gay
- Lesbian
- Bisexual
- Transgender



Stereotypes Activity

- What was your experience of acknowledging and hearing these stereotypes?
- What impact do these stereotypes have on LGBTQ+ people?
- What impact do these stereotypes have on cisgender and heterosexual people?
- If stereotypes are positive or neutral, are they harmful?



If stereotypes are hurtful and harmful, what can we do to help minimize them?

Bias & Prejudice

- **Homophobia:**

the irrational fear, dislike, hatred, and/or intolerance of gay, lesbian, and queer people (and/or those perceived to be gay, lesbian or queer).

- **Biphobia:**

the irrational fear, dislike, hatred, and/or intolerance of bisexual people (and/or those perceived to be bisexual).

- **Transphobia:**

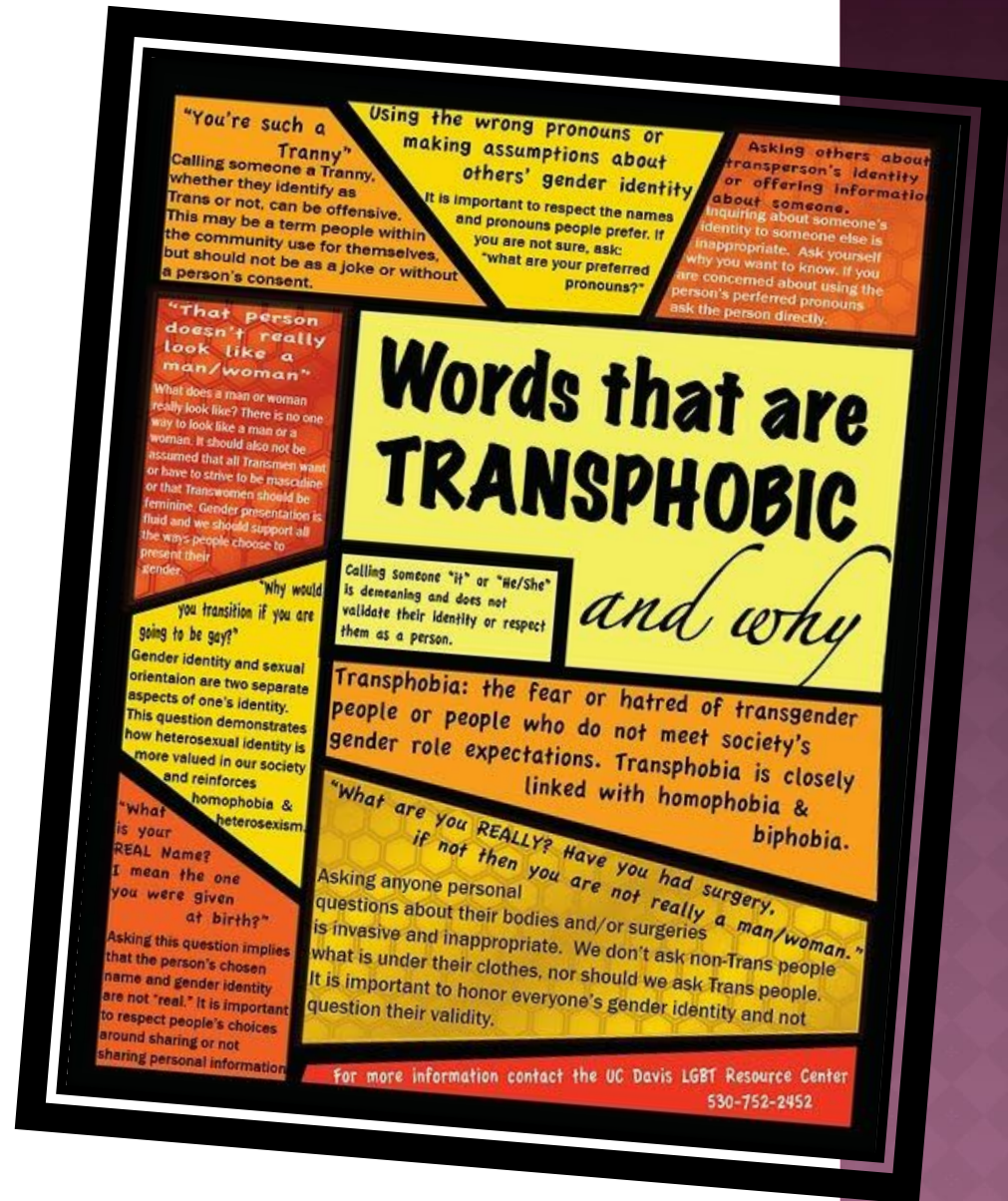
the irrational fear, dislike, hatred, and/or intolerance of those who identify as transgender (and/or those perceived to be transgender).



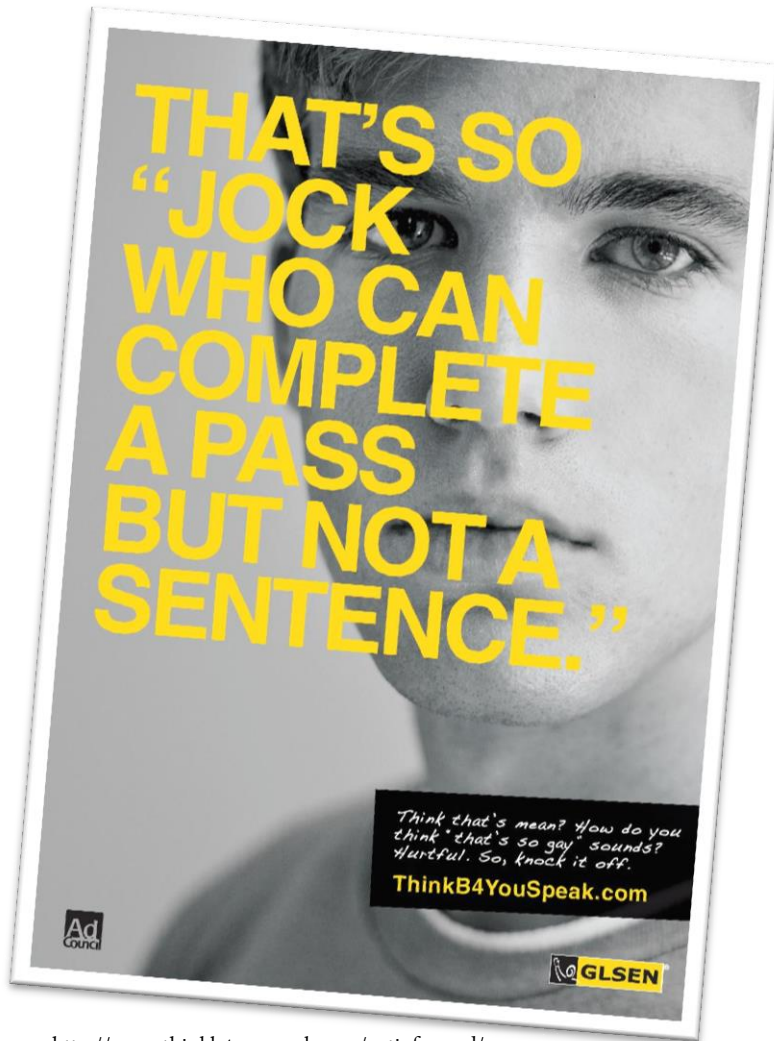
Bias & Prejudice

Microaggressions

brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults toward people with marginalized sexual or gender identities.



Think before you speak: Language



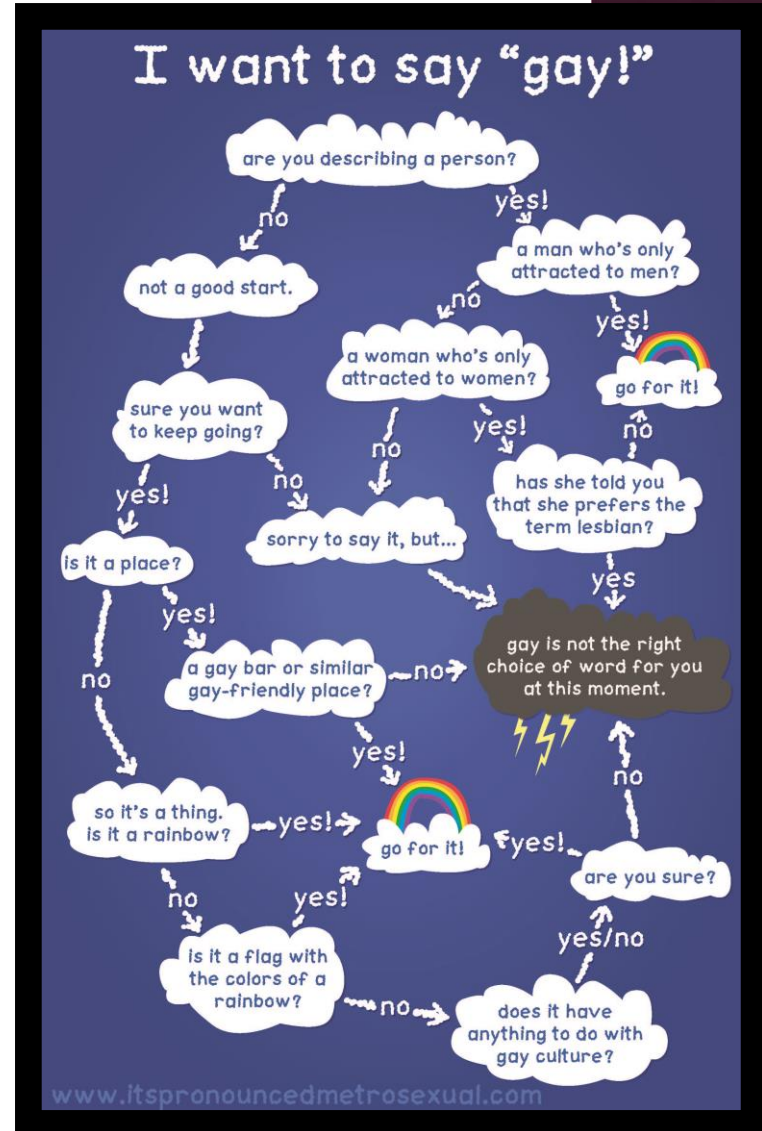
A lot of homophobic and heteronormative language is said carelessly, and it not necessarily intended to hurt. However, despite the intentions of the speaker, it can hurt

Understand what you are saying, and think about the words you choose to express yourself

Be more mindful about whether the language you are using may be hurtful to someone else

Think Before You Speak: Language

- Avoid: “choice,” “preference,” or “lifestyle”
Preferred: “orientation” or “identity”
- Avoid: “That’s so gay!”
Preferred: “That’s ridiculous!” “How absurd!” or “I can’t believe it!”
- Avoid: “homosexual”, “fag”, “dyke”
Preferred: gay, lesbian, bisexual, transgender, or “LGBTQ”
- Avoid: assuming someone is in an opposite sex relationship
Preferred: “partner” or “significant other”
- Uncertain about someone’s gender? It’s usually ok to ASK how someone would like to be addressed!
Example: “What’s your preferred gender pronoun?”
or “What name do you go by?” or “Hi, my name is,
and my preferred gender pronoun is...”



LGBT IDENTITY DEVELOPMENT



Identity Development models

Stage models

Cass, Troiden, Fassinger

- Pros:
 - Linear
 - Acknowledges societal stigma
 - Normalizes LG identity
 - Informs the “coming out” process
- Critiques:
 - Small, non-representative sample sizes
 - Neglect of other aspects of identity (e.g., gender, ethnicity)
 - Linear emphasis on progression through the stages to an ideal end-point (coming out)

Life Span Models

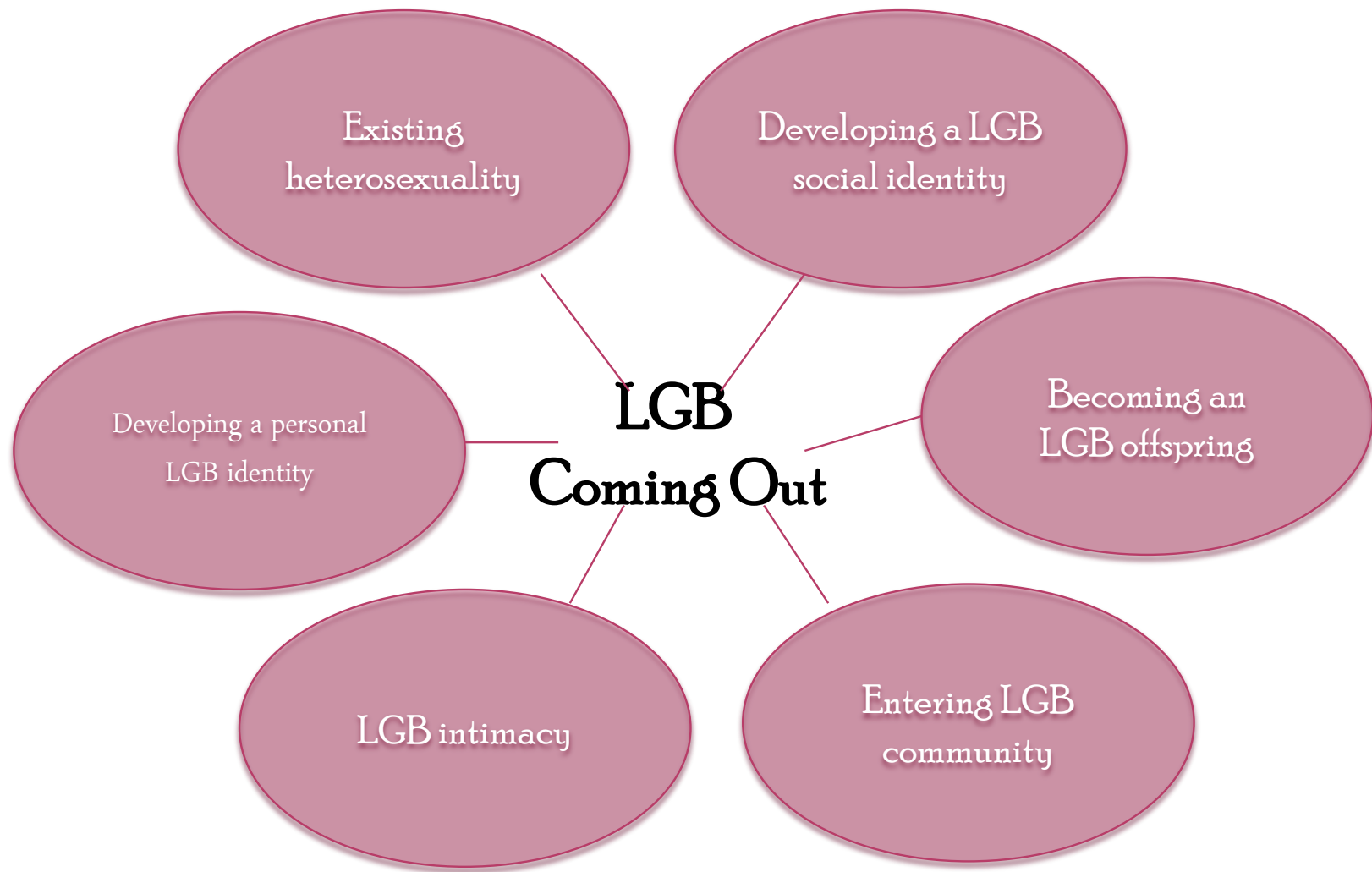
D'Augelli

- Better explains non-binary identities
- Considers social context
- Concurring/multiple paths (including self-concept, family relationships, community)
- Allows for fluidity and fixedness in identity
- Each process operates independently

Cass (1979) Stage model of Identity Development



- Stage 1: Identity Confusion (childhood/adolescence)
 - “I seem different from other people”
- Stage 2: Identity Comparison (fear, awareness of homophobia)
 - “Am I gay?”
- Stage 3: Identity Tolerance (increased time in LG community)
 - “I am probably LG”
- Stage 4: Identity Acceptance (coming out, increased confidence)
 - “I am LG”, “Being LG is okay”
- Stage 5: Identity Pride (may devalue hetero-normative culture)
 - “I’m LG and proud!”
- Stage 6: Identity Synthesis (increased comfort with whole self)
 - “Being gay is just one aspect of my identity”

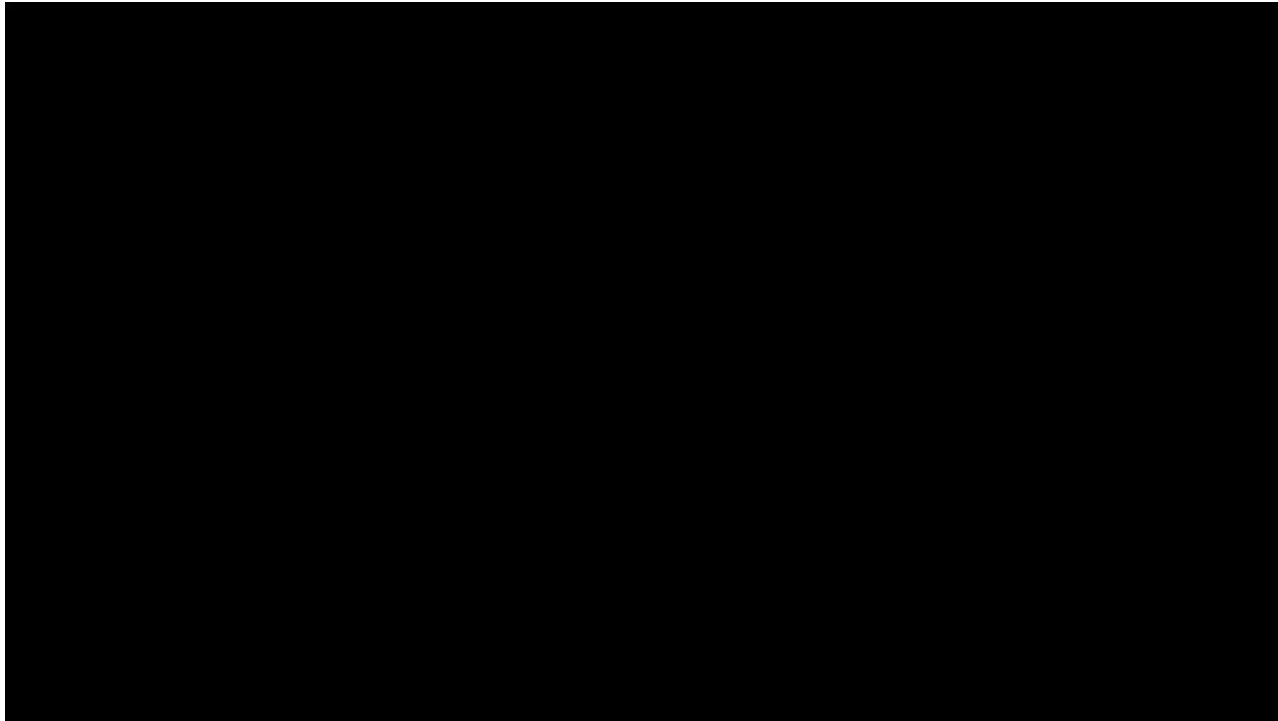


D'Augelli (1994) Life Span Model of Identity Development

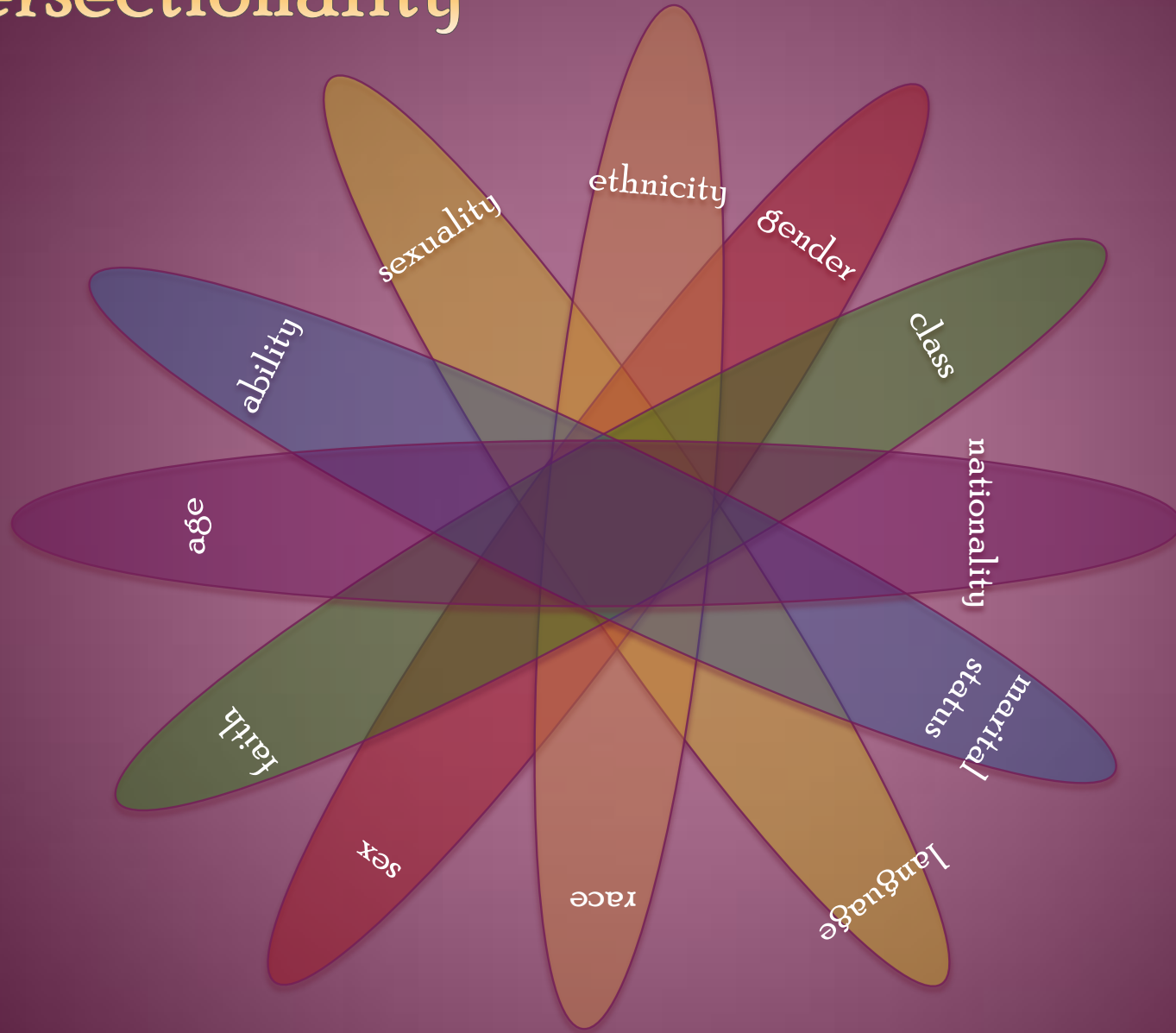
Intersectionality

Individuals simultaneously possess many identities and are members of multiple cultures, which intersect in numerous ways.

Hence, gender identity and sexual orientation do not exist within a bubble, but rather create complex and nuanced identities that may depend on other aspects of identity.



Intersectionality



Intersectionality: Faith

Religion, sexual orientation, and gender identity *can* exist in harmony and celebration with one another.

Based on statements and stances taken by religious officials of these faiths, the following faiths:

Have affirming policies in place

- Alliance of Baptists
- Episcopal Church
- Metropolitan Community Church
- Presbyterian Church
- Reform & Reconstructionist Judaism
- Unitarian Universalist
- United Church of Christ
- Unity Movement

May be affirming at a local level
(but no official policy exists)

- Buddhism
- Evangelical Lutheran Church
- Hinduism
- Quaker



Coming Out

The act of disclosing one's sexual orientation or gender identity to another person.

- Continual process
- LGBTQ+ persons should be in the driver's seat

Before, during, and after coming out, one may feel a range of emotions:

- | | |
|---------------|-------------|
| ○ scared | ○ relieved |
| ○ confused | ○ proud |
| ○ vulnerable | ○ uncertain |
| ○ empowered | ○ brave |
| ○ exhilarated | ○ affirmed |



Coming Out: Risks and Benefits



Benefits

- Living an open and whole life where one can be more genuine in relationships
- Being known and loved for who one really is
- Reducing stress of hiding identity
- Connecting with others and being part of a community of people who also identify as LGBTQ+
- Becoming a role model for others
- Paving the way for those who will come after you

Risks

- Not everyone will be understanding and accepting (others may be shocked, confused, or hostile)
- Harassment
- Discrimination
- Threat to physical safety
- Rejection by loved ones (loss of financial support from parents)

CHANGE ATTITUDES.
CHANGE BEHAVIORS.
CHANGE DIRECTIONS.
CHANGE LIVES.
CHANGE POLICIES.
CHANGE VOICES.
BE AN ALLY.
BE THE CHANGE.



RESOURCES



Resources

Local

- UCF LGBTQ Services & Pride Commons
 - Pride Coalition
- UCF Equal
- UCF Pride Faculty Staff Assoc
- Zebra Coalition (Orlando)
- The Center (Orlando)
- Equality Florida
- PFLAG Orlando

Afar

- PFLAG
- Human Rights Campaign (HRC)
- GLAAD
- GLSEN
- Intersex Society of North America
- Asexual Visibility and Education Network





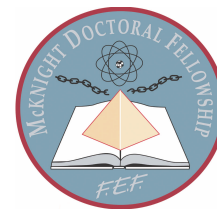
Want to learn more about
how you can help make
campus safer and more
welcoming for LGBT
members of the campus
community?

Attend Part II, Safe
Zone Advocates!

Before leaving today, please take a moment
to fill out the workshop evaluations.
Your feedback is important!

McKnight Doctoral Fellowships

The McKnight Doctoral Fellowship Program is designed to address the under-representation of African American and Hispanic faculty at colleges and universities in Florida by increasing the pool of candidates qualified with Ph.D. degrees to teach at the college and university levels.



THE AWARD:

Up to 50 Fellowships are awarded annually to students for study at participating Florida universities. Each award provides annual tuition up to \$5,000 for each of five academic years, plus an annual stipend of \$13,000. Each annual renewal is contingent upon satisfactory performance and normal progress toward the Ph.D. degree.

APPLICATION HIGHLIGHTS

McKnight Doctoral Fellowships:

--Up to 50 Fellows entering eligible Florida doctoral programs are selected to receive awards.

--Applicants are encouraged to apply securely online at www.fefonline.org/mdfapply

--Applications must be submitted and/or postmarked by January 15!

PARTICIPATING UNIVERSITIES:

Florida Agricultural & Mechanical University
 Florida Atlantic University
 Florida Institute of Technology
 Florida International University
 Florida State University
 University of Central Florida
 University of Florida
 University of Miami
 University of South Florida

WHO MAY APPLY:

Applicants must be African American or Hispanic U.S. citizens who hold a minimum of a bachelor's degree from a regionally accredited college or university. Since this program is intended to increase African American and Hispanic enrollment in Ph.D. programs, currently enrolled doctoral students are not eligible to apply.

GENERAL ELIGIBILITY:

The Fellowship will be awarded only to persons who intend to seek the Ph.D. degree, full-time, in one of the following eligible fields of study: any field in the Arts and Sciences, Business, Engineering, Health Sciences, Nursing, or the Visual and Performing Arts. Fellowship funding is contingent upon Legislative approval.

APPLICATION DEADLINE:

Application materials must be submitted/postmarked no later than January 15.



Apply securely online at www.fefonline.org/mdfapply

FOR MORE INFORMATION: contact the Florida Education Fund

201 East Kennedy Boulevard, Suite 1525, Tampa, Florida 33602 | 813-272-2772 | www.fefonline.org



Negative Effects of Bias, Stereotyping and Microaggressions

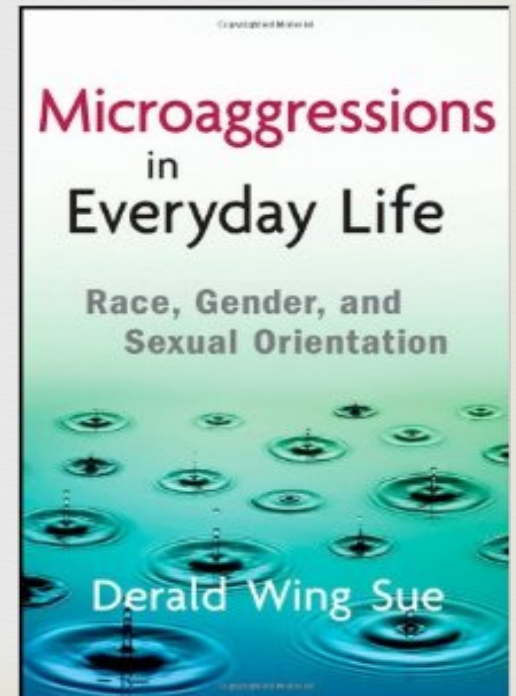
Presentation Overview



❧ Social Psychologists

❧ Claude M. Steele (Stereotype Threat)

❧ Derald Wing Sue (Microaggressions)



Microaaggressions



MICROAGGRESSIONS

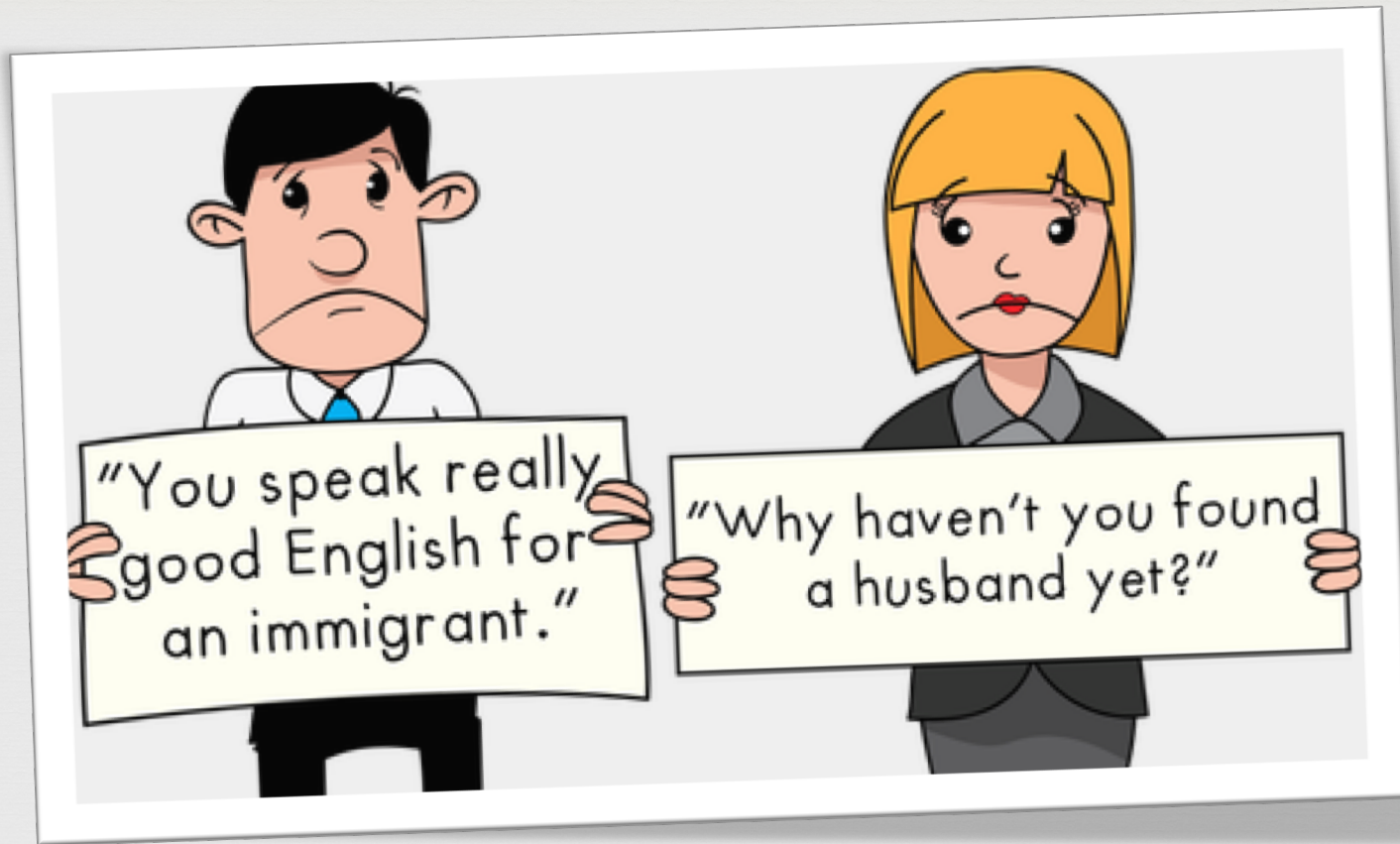
Wow, you're
really articulate.

Where are you
really from?

You're a much better
driver than I expected.



Microaggressions are defined brief and commonplace daily verbal, behavioral or environmental indignities, whether intentional or unintentional, which communicate hostile, derogatory, or negative slights, invalidations, and insults to an individual or group.



Microaggressions are delivered through dismissive looks, gestures and/or tones toward marginalized groups, often unconsciously or automatically (Sue, 2010a; 2010b). q

Evolution of the “ISMS” Microaggressions



❧ *Microaggressions* are often directed towards marginalized individuals or groups based on:

- ❧ Race or ethnicity
- ❧ Class
- ❧ Gender
- ❧ Religion
- ❧ Sexual Orientation
- ❧ Ability



Contemporary Forms of Oppression



Within all domains of discrimination, microaggressions can be:

- ❧ Overt expressions are characterized by blatant unequal and unfair treatment of individuals.
 - ❧ gender-biased hiring practices
 - ❧ Not serving a person of color
- ❧ Covert expressions are subtle.
 - ❧ using “he” to convey universal human experiences
 - ❧ Stating that a person of color or an immigrant has articulate speech.

Microassaults

Blatant verbal, nonverbal, or environmental attacks intended to convey discriminatory and biased sentiments (e.g., Using racial epithets like nig**r, *spic* or *fag**t*; *water issues in flint, MI*).

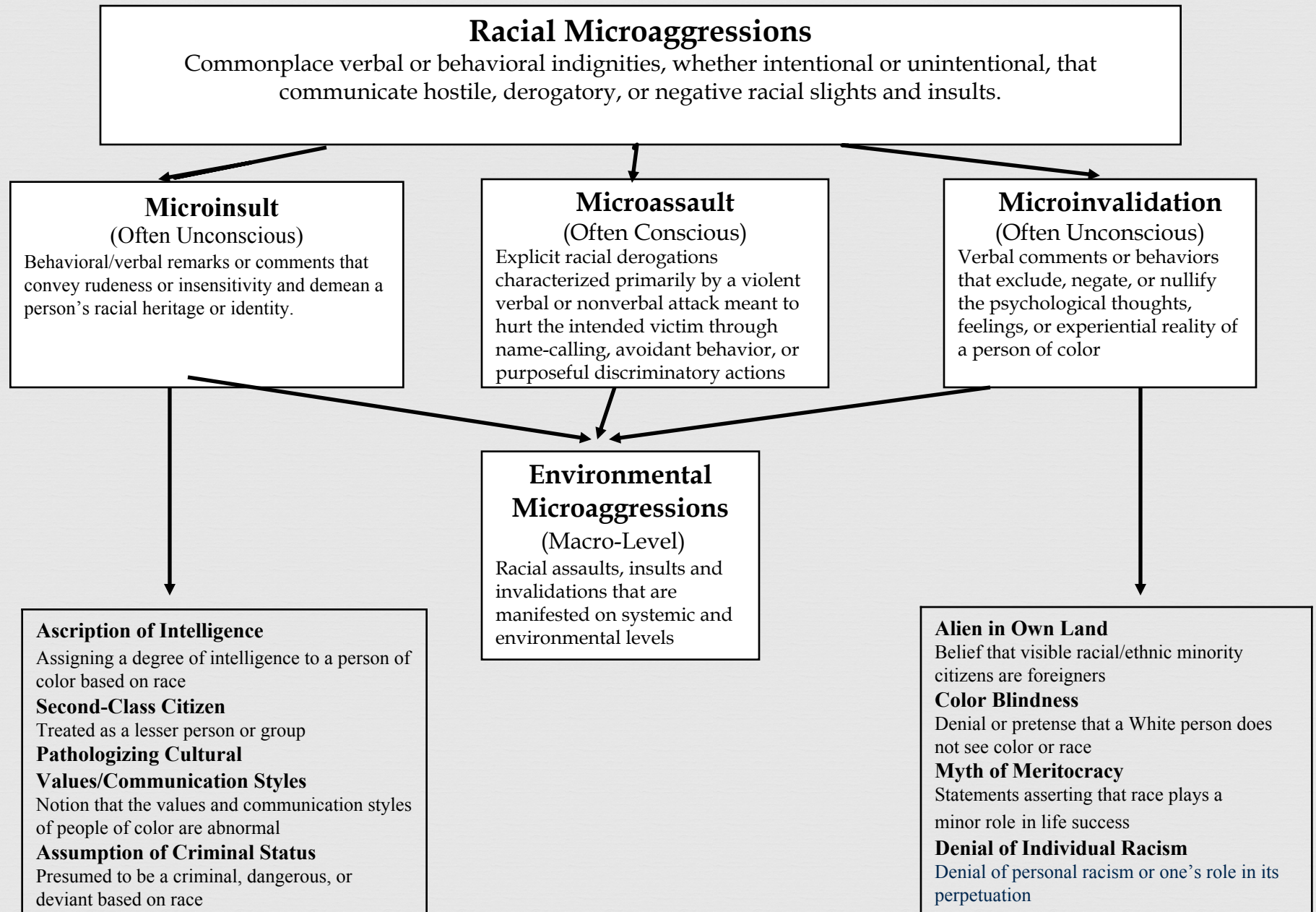
Microinsults

Unintentional behaviors or verbal comments that convey rudeness or insensitivity or demean a person's racial heritage/identity, gender identity, or sexual orientation identity (e.g., Black females are less competent and capable).

Microinvalidations

Verbal comments or behaviors that exclude, negate, or dismiss the psychological thoughts, feelings, or experiential reality of the target group (e.g., bisexuality is a “phase”; poor people are lazy and just need to work harder).

Categories and Relationships of Racial Microaggressions



Dynamics and Dilemmas of Microaggressions

- ❧ Dilemma 1: Clash of Sociodemographic Realities
- ❧ Dilemma 2: The Invisibility of Unintentional Expressions of Bias
- ❧ Dilemma 3: Perceived Minimal Harm of Microaggressions
- ❧ Dilemma 4: The Catch-22 of Responding to Microaggressions

Social Work

Implications of Microaggressions

- ❧ Clients of color tend to terminate prematurely.
- ❧ Microaggressions may lie at the core of the problem.
- ❧ Effective counseling is likely to occur when there is a strong working alliance.
- ❧ Interactions can sometimes validate the microaggressions suffered by culturally diverse groups.

Implications for Clinical Practice



- ❧ Be aware that everyone has and continues to engage in unintentional microaggressions.
- ❧ Be aware that microaggressions are a constant reality in the lives of culturally diverse groups and have a real psychological effect on clients.
- ❧ Do not invalidate the experiential reality of culturally diverse groups. Do not get defensive if your culturally diverse client implies that you have engaged in a microaggressive remark or behavior. Instead, be open to exploring issues related to race, gender, and other identity groups.

Websites



Buzz Feed

I Too Am Harvard

Harmful Impact

Studies reveal, that microaggressions, while seemingly trivial in nature have major consequences for vulnerable groups because they:

- (a) assail the mental health of recipients (Sue, Capodilupo, & Holder, 2008).
- (b) create a hostile and invalidating campus climate (Solórzano, Ceja, & Yosso, 2000).
- (c) perpetuate stereotype threat (Steele, Spencer, & Aronson, 2002).
- (d) create physical health problems (Clark, Anderson, Clark, & Williams, 1999).
- (e) saturate the broader society with cues that signal devaluation of social group identities (Purdie-Vaughns, Steele, Davies, & Dittmann, 2008).
- (f) lower work productivity and problem solving abilities (Dovidio, 2001; Salvatore & Shelton, 2007).
- (g) and are responsible for creating inequities in education, employment and health care (Purdie-Vaughns, et al, 2008; Sue, 2010).

Far from being benign slights, microaggressions have major detrimental consequences...

Minority Teachers Scholarship

Application Deadlines for Florida Fund for Minority Teachers Scholarship:

Fall Date | **July 1st**

Spring Date | **November 1st**

[Contact Us](#)

Minority Teacher Recruitment and Retention Program (MTRRP) was established in 1990. The purpose of the program is to respond to the critical shortage of culturally diverse teachers. It is designed to recruit and retain culturally diverse students as they prepare for a career in teaching. MTRRP provides future educators with mentors, financial assistance, academic support, and professional development.

Program Objectives

- Recruit and retain culturally diverse students interested in careers in teaching.
- Promote academic excellence and foster professional development.
- Encourage community involvement and commitment.
- Create a faculty/student relationship through mentorship

Program Requirements

Scholars in Minority Programs in Education are expected to:

- Attend monthly mandatory MTRRP events.
- Complete 20 hours of volunteer service (for each semester the scholarship is received).

- Exhibit and maintain professional behavior on campus and in the community.
- Maintain at least a 2.5 overall and semester grade point average.
- Maintain full-time status.
- Meet with an assigned mentor at least twice a semester.
- Submit all required MTRRP documentation each semester prior to the withdrawal deadline.

Minority Teacher Education Scholarship Requirements

Award of up to \$4000

- Admission to the college as an undergraduate degree-seeking student (education major in a state approved teacher preparation program).
- Have not exceeded 18 hours of upper division education courses at the time of application (includes current semester enrollment).
- Must be a Florida resident for tuition purposes.
- Must be a member of one of the following racial groups: African American/Black, American Indian/Alaskan Native, Asian American/Pacific Islander, or Hispanic/Latino
- Must be in UCF junior class standing - 60 student credit hours (sch).
- Must have a 2.5 or higher grade point average in previous semester and overall.

Scholarship Application Procedures

Submit completed [MTES application packet](#) by the scholarship deadline. Scholarship application packets should include:

- Scholarship application
- Essay
- Official transcripts from every college/university attended and currently enrolled (including UCF)

Students will be notified of the scholarship award by letter.



[College of Community
Innovation and Education](#)

University of Central Florida
12494 University Blvd.
Orlando, FL 32816
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LET'S GET SOCIAL



ODI Land Acknowledgement Statement

April 22, 2021

Office of Diversity and Inclusion Land Acknowledgement

Greetings in Seminole Creek

[Istonko! \(pronounced "iss-tone-koh"\)](#).

Greetings in Miccosukee

[Chehuntamo! \(pronounced "chee-hun-tah-moh"\)](#).

The Office of Diversity and Inclusion recognizes the land of indigenous people many of whom lost their lives to genocide and were forced to leave their land, the land held by the Ais, Apalachee, Calusa, Timucua and Tocobago tribes. The [Seminole Tribe of Florida](#) and the [Miccosukee \(me-co-sue-key\) Tribe of Indians of Florida](#) are two of three federally recognized Seminole nations, along with the [Seminole Nation of Oklahoma](#).

Currently there are six Seminole Tribe of Florida reservations across the state of Florida.

The Seminole Tribe did not exist until it was created by the Seminoles in 1957. The Seminole people, are the descendants of many Native Americans who have inhabited Florida, Georgia, Alabama, and parts of South Carolina, Tennessee, and Mississippi for at least 12,000 years. They lived as hundreds of separate tribes when the Spaniards, arrived in 1510. Over the last almost-500 years, however, as their descendants have endured diseases and warfare, the survivors of numerous Maskókí (Mass co Key) tribes grouped together in Florida, around a core of cimarrones (sim – a – rons)— refugees from the Spanish Florida missions. Only after the 1770s, when the first English speakers entered Florida, were they called Seminolies or Seminoles, Today, the entire group bears their Anglicized name, Seminoles.

[ODI Land Acknowledgement Statement](#) 

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COLLEGES & CAMPUS

Our Future Is Inclusion

UCF's President emphasized the university's commitment to be actively anti-racist and urges Knights to participate in the virtual conversation about race and unity this Friday.

By UCF President Alexander N. Cartwright
June 2, 2020



So many members of our community are hurting right now, shattered by recent deaths that echo the long history of racial injustices that have plagued our country.

As I write this, I realize words are inadequate to address this pain. But I share in the horror of George Floyd's murder and understand the pain and anger it has sparked.

What is needed now is action — a commitment from our university to not merely celebrate our diversity, but [to be actively anti-racist](#).

Systemic racism, sexism, homophobia and other hateful ideologies seek to deny our shared humanity. They must be called out and confronted. They do not reflect the values of our UCF community.

Learning From Each Other

One way we can take immediate action is to learn from each other.

Because we cannot gather in the traditional way, **this Friday from 2 to 3:30 p.m., we will host [a virtual conversation about race and unity](#) with the campus community.** More information will be shared soon.

Listening to each other's stories helps each of us learn and grow. We welcome discussions about lived experiences along with suggestions for how we can collectively move forward on our campus.

Educational tools such as the Smithsonian National Museum of African American History and Culture's newly launched ["Talking About Race" online portal](#) provide valuable resources for self-reflection.

Still, reflection must be paired with action and a commitment to stand against racism in all its forms. At UCF, hate and bias-related incidents are responded to by the [Just Knights Response Team](#), which serves as a resource for our entire community to help ensure a safe and inclusive UCF experience.

Connections to other campus support networks are provided by [UCF's Office of Social Justice and Advocacy](#).

Change Starts at UCF

Change starts with each one of us, including leaders across the university who must actively [embrace diversity and inclusive excellence](#) in their words and actions, especially in mentoring and hiring. It will take all of us working on critical race issues to build a better UCF.

UCF is not perfect. I want us to demonstrate to the world what can be achieved when more of us work together toward a shared humanity.

Since interviewing to come to UCF, I have said that our university looks like the future of America. Looking like the future of America is a great start but not sufficient. We must be the example for the rest of the country and world for how a community fully commits to inclusive excellence.

Black Lives Matter. You matter.

Together,

Alexander N. Cartwright

UCF President

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Performance Standards for UCF's Cultural Competencies

Cultural competency is the ability to function effectively in the presence of socio-cultural diversity. In 2008, Diversity Track (Summer Faculty Development Conference) scholars proposed 21 “core” cultural competencies as learning objectives for the University of Central Florida’s students, as well as potential areas of growth for faculty and staff. These cultural competencies encompass three domains of learning – cognitive, affective, and skill-building.

The purpose of the Diversity Track of the 2013 Summer Faculty Development Conference was to expand and refine the cultural competencies to include details that would facilitate infusion into curricula. In particular, Diversity Track scholars developed Performance Standards for each of the 21 "core" cultural competencies.

The cultural competencies and associated Performance Standards are detailed in this document.

COGNITIVE DOMAIN

Cultural Competency: C1

Define and understand vocabulary as it relates to diversity and inclusion

Performance Standards (Indicators)

The culturally competent individual will:

- be able to define and understand "diversity."
- be able to define and explain "inclusion" and "exclusion."
- be able to define and understand the differences between "stereotype" and "prejudice."
- be able to define and explain "discrimination."
- be able to define and explain "racism."
- be able to define and explain "ethnocentrism."
- be able to define and explain "sexism."
- be able to define and explain "age-ism."
- be able to define and explain "heterosexism" and "homophobia."
- be able to define and explain "marginalization."
- be able to define and explain "power and privilege."
- be able to define and explain "oppression" and "internalized oppression."
- understand "sensitivity" and "insensitivity."

Cultural Competency: C2

Understand that diversity is represented by all the ways in which human beings differ

Performance Standards (Indicators)

The culturally competent individual will:

- be familiar with the Diversity Wheel.
- understand that race affects our lives and the way we view other people.
- understand that ethnicity affects our lives and the way we view other people.
- understand that sexual orientation affects our lives and the way we view other people.
- understand that disabilities affect our lives and the way we view other people.
- understand that age affects our lives and the way we view other people.
- understand that gender affects our lives and the way we view other people.

- understand that all other dimensions of diversity affect our lives and the way we view other people.

Cultural Competency: C3

Define power, privilege, and discrimination and evaluate their effects on personal behavior, relationships with others, and society

Performance Standards (Indicators)

The culturally competent individual will:

- be able to define "power."
- be able to define "privilege."
- be familiar with the Cycle of Oppression.
- be able to define "stereotype."
- be able to define "prejudice."
- be able to define "discrimination."
- be able to define "oppression."
- be able to define "internalized oppression."
- be able to define "social justice."
- be able to analyze examples of power, privilege, discrimination, oppression, internalized oppression, and social justice.
- be able to recognize stereotypes and prejudices.
- be able to define and critically analyze the theory of intersectionality.
- be able to identify strategies that lead to a more socially just society.

Cultural Competency: C4

Recognize the elements of “culture” and apply their knowledge by comparing and contrasting similarities and differences among cultures

Performance Standards (Indicators)

The culturally competent individual will:

- demonstrate an understanding of the elements of culture; i.e., elements of surface culture (personalities, food, holidays, arts, and folklore) and elements of deep culture (feelings, thoughts, attitudes, behavior patterns, values/customs, and beliefs).
- recognize the similarities and differences between cultures as they relate to surface culture elements.
- recognize the similarities and differences between cultures as they relate to deep culture elements.
- be able to research and analyze information with respect to similar and different cultural elements and apply this information to real life situations.

- demonstrate a willingness to use newly acquired knowledge when interacting with people of different cultures.
- be able to adjust behavior in response to learning about one's individual cultural biases.
- be able to adjust behavior in response to learning about similarities and differences between cultures.

Cultural Competency: C5

Identify their own racial/ethnic heritages and associated culture and demonstrate how their perspectives affect interactions with others

Performance Standards (Indicators)

The culturally competent individual will:

- consider the racial/ethnic heritages and associated cultures with which she/he identifies (if any).
- demonstrate understanding of her/his own racial/ethnic heritage(s) by sharing information and seeking interactions with members of different, self-identified, racial/ethnic heritages.
- reflect on how racial/ethnic heritage(s) and associated culture(s) influence interactions with others from a similar or different background.

Cultural Competency: C6

Understand how international events influence their lives and apply this awareness to evaluate impacts on global society

Performance Standards (Indicators)

The culturally competent individual will:

- demonstrate an awareness of current events.
- engage in opportunities for exposure to international events.
- identify opportunities to volunteer at events with an international and cross-cultural focus.
- develop awareness of the impact of international events on global society.
- engage in reading newspapers or tapping other news sources of various countries.
- recognize the need for using adult interpreters when working with individuals who speak a foreign language.

Cultural Competency: C7

Understand that differences in communication patterns exist among and within

cultures and analyze how differences in communication may lead to misunderstandings

Performance Standards (Indicators)

The culturally competent individual will:

- analyze and recognize her/his own intracultural communication patterns.
- recognize and learn about intercultural communication patterns.
- demonstrate attentive, active, and affirmative listening when interacting with people from various cultures.
- understand words can have multiple meaning across various cultures.
- recognize that there are multiple realities in the world because people from various cultures see things differently.
- understand that definitions of time vary from culture to culture.
- recognize subtle differences in nuances and accentuation can cause misunderstandings during intercultural communication.
- understand that cultures may have hidden cultural rules.

AFFECTIVE DOMAIN

Cultural Competency: A1

Respectfully listen with appreciation to others' diverse life experiences and demonstrate understanding

Performance Standards (Indicators)

The culturally competent individual will:

- demonstrate an awareness of personal, ideological, and emotional biases.
- demonstrate awareness that each person has a unique perspective.
- demonstrate awareness that one's knowledge (beliefs), experiences (including behavioral patterns, values/customs), thoughts, and emotions affect listening.
- use verbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.
- use nonverbal behaviors such as posture, gestures, and facial expressions that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.
- use appropriate proxemic elements (interpersonal distance and spatial arrangement) that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.

- demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent.
- demonstrate comprehension by paraphrasing the speaker's message with language that augments the speaker's content, promotes the purpose and the receiver's understanding.

Cultural Competency: A2

Engage in interactions with people of different “cultures” and share examples of their own life experiences, values, beliefs, and feelings

Performance Standards (Indicators)

The culturally competent individual will:

- examine one's role as the lifelong learner in the area of diversity and culture.
- assume the role of learner when interacting with others.
- gain self-awareness to reduce the influence of personal biases and values in working with diverse groups.
- transform behavior in response to a recognition of biases based on difference and culture.
- maintain a climate of openness, inquiry, fairness, and support of diverse populations to encourage all members of a group to share life experiences, values, beliefs, and feelings.
- recognize and communicate understanding of the importance of difference in shaping life experiences.
- deepen and enrich understanding of diverse populations.
- recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, or enhance power and privilege.
- adapt the learning environment to accommodate the differing and diverse needs of others.
- modify and adapt mainstream knowledge and interventions to meet the needs of diverse populations and that challenge oppression.
- apply strengths and empowerment perspectives as practice approaches with diverse groups at multiple levels.
- model clear, acceptable oral and written communication between diverse populations.

Cultural Competency: A3

Show receptivity to exploring cross-cultural communication styles

Performance Standards (Indicators)

The culturally competent individual will:

- demonstrate sensitivity to people from different cultures.
- acknowledge and appreciate the experiences of people from different cultures.
- use cultural diversity experiences during cross-cultural communications.
- demonstrate willingness to listen to people from other cultures.
- demonstrate respect when interacting with and listening to people from different backgrounds and other cultures.
- collaborate with people to achieve successful cross-cultural communication.
- actively participate in community building.
- respect differences in opinion, thoughts, and cultural background.
- explore cultural differences and intercultural challenges.
- integrate elements from other cultures into her/his life.

Cultural Competency: A4

Gain new understanding and insights about the points of view of others and evaluate how these different perspectives influence behavior and relationships

Performance Standards (Indicators)

The culturally competent individual will:

- recognize that there are multiple perspectives of the same situation.
- recognize the value of various points of view.
- demonstrate openness to listening to other points of view that are not the dominant one.
- be aware of one's own biases and stereotypes.

Cultural Competency: A5

Consider instances in which they have been stereotyped and share with others the emotional impacts these views had on them

Performance Standards (Indicators)

The culturally competent individual will:

- be able to define "stereotype" and provide examples.
- articulate and describe experiences of having been stereotyped.
- demonstrate self-awareness of the emotional impact of stereotypes.
- recognize the unspoken expectation to speak for all members of a group.
- demonstrate an awareness of the pressure of having to represent one's cultural group.
- evaluate the sources of stereotypes.
- demonstrate comprehension of Chimamanda Adichie's *The Danger of a Single Story*.
- describe internalized oppression.

Cultural Competency: A6

Recognize instances in which they have stereotyped others, consider the emotional effects of these stereotypes on others, and assume responsibility for their behavior

Performance Standards (Indicators)

The culturally competent individual will:

- understand the definition of “stereotype.”
- recognize when people are using stereotypes.
- recognize when she/he is using a stereotype to define someone else.
- realize instances when people are speaking in terms of “us” vs “them.”
- recognize when and why we stereotype others.
- recognize that one member of a group does not represent every person in that group.
- be willing to talk about stereotypes with those who are using them.
- talk about her/his own past use of stereotyping.
- engage in conversations to help others explore when and why members of a group stereotype others.

Cultural Competency: A7

Acknowledge, with respect, individual opinions and feelings about diversity-related conflict and recognize these conflicts may generate emotional reactions

Performance Standards (Indicators)

The culturally competent individual will:

- appreciate and value opinions, feelings, and backgrounds of people from different cultures.
- demonstrate respect toward individuals from other cultures and their opinions and experiences.
- learn to recognize conflict situations.
- acknowledge the tensions of the individuals involved in conflict.
- recognize and understand differences in conflict styles.
- employ active listening skills when communicating across cultures.
- demonstrate respect, empathy, and care toward those from different cultures.

SKILL-BUILDING DOMAIN

Cultural Competency: S1

Practice listening to others in attentive, active, and affirmative ways

Performance Standards (Indicators)

The culturally competent individual will:

- use nonverbal behaviors (kinesic elements - posture, gesture, and facial expression) that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.
- use verbal behaviors (paralanguage - extraverbal elements of voice) that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.
- use appropriate proxemic elements (interpersonal distance and spatial arrangement) that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.
- demonstrate attentive listening by giving the speaker full attention and demonstrating appropriate non-verbal behaviors.
- demonstrate active listening by formulating questions that clarify or qualify the speaker's content and affective intent.
- demonstrate active listening by paraphrasing the speaker's message with language that augments the speaker's content, promotes the purpose and the receiver's understanding.
- demonstrate affirmative listening by validating the person and by showing caring, empathy, and respect.

Cultural Competency: S2

Describe, practice, and demonstrate actions that may be taken when confronted with stereotypes

Performance Standards (Indicators)

The culturally competent individual will:

- understand the definition of "bias."
- understand what a stereotype is.
- recognize oversimplified images and statements that are applied to a group of people without regard to individual differences.
- know that stereotypes affect everyone.
- recognize the many reasons that people remain silent when others stereotype.

- understand that “silent collusion” (remaining silent) appears to indicate agreement.
- speak up when stereotyping is witnessed by:
 1. asking a question.
 2. interrupting the person and redirecting the conversation.
 3. broadening the conversation by focusing on universal human behaviors.
 4. working to make the conversations individual, rather than directed at a group.

Cultural Competency: S3

Reflect on their own cultural heritage and biases and develop and refine skills to recognize biases in others

Performance Standards (Indicators)

The culturally competent individual will:

- be able to define "cultural heritage."
- be able to define "cultural bias."
- be able to describe her/his cultural heritage.
- be able to describe her/his cultural bias.
- identify cultural bias within interactions.
- identify cultural bias between interactions.
- develop the skill set (communication, interaction, and interpersonal) that identifies others' biases.
- apply the skill set (communication, interaction, and interpersonal) in personal situations.
- apply the skill set (communication, interaction, and interpersonal) in professional situations.

Cultural Competency: S4

Use inclusive language in classroom, social, and professional settings

Performance Standards (Indicators)

The culturally competent individual will:

- be able to define "inclusive" language.
- synthesize how inclusive language styles are utilized in specific group settings.
- be able to apply inclusive language styles.
- be willing to use inclusive language styles in intercultural communication settings.
- pay attention to the individuals who are marginalized in each setting and treat them inclusively.

Cultural Competency: S5**Apply conflict resolution skills when presented with disagreements related to diversity issues**Performance Standards (Indicators)

The culturally competent individual will:

- listen and understand multiple perspectives when conflicts and disagreements emerge.
- demonstrate the ability to resolve conflicts in a way that is respectful of the individuals involved.
- be able to describe conflict resolution skills and methodologies.
- be willing to share conflict resolution skills with others.
- be willing to share the experiences of conflicts and disagreements with others.
- be willing to openly discuss and share misunderstandings and misconceptions with everyone trying to seek a solution.
- be able to apply her/his cultural knowledge and the cultural knowledge of others to reach an answer to a conflict.
- apply intercultural communication skills in situations where there are conflicts and disagreements.
- apply sensitivity, empathy, sympathy, and care when solving intercultural conflicts and misunderstandings.

Cultural Competency: S6**Demonstrate diversity leadership by providing constructive feedback to create more inclusive spaces**Performance Standards (Indicators)

The culturally competent individual will:

- demonstrate an understanding of the emotional (affective) and logical (cognitive) dimensions of communication.
- engage in open, direct, and respectful conversations with others.
- ask questions to elicit preferences and respond appropriately to feedback.
- draw valid inferences from the information as evidence to support varying views.
- analyze the information and inferences in order to draw conclusions and specify the implications for the speaker, audience, and society at large.
- integrate appropriately differing viewpoints and experiences for optimum development, growth, and performance.
- actively strategize ways to counteract biases.

Cultural Competency: S7

Bridge differences and build communities through the acquisition of “ally” skills

Performance Standards (Indicators)

The culturally competent individual will:

- understand the definition of “ally.”
- advocate for oppressed groups whether or not she/he is a member of those groups.
- risk speaking up for others when they are stereotyped.
- show respect for others.
- understand the difference between being a bystander and an “upstander,” someone who shows respect and speaks up for others.
- practice being an “upstander” when witnessing instances of stereotyping or disrespectful behavior.
- know—and practice—the five skills of an ally:
 1. be able to identify culture and core gifts.
 2. solve problems creatively.
 3. understand and be able to evoke, tell, and listen to stories that convey the other side of an issue.
 4. stand by people who are being stereotyped or oppressed.
 5. create welcoming places and spaces for people who may be experiencing stereotyping or oppression.

Acknowledgements

As part of the Diversity Track of the 2008 Summer Faculty Development Conference, participants identified 21 cultural competencies that they believed were appropriate learning objectives for the University of Central Florida's students, as well as potential areas of growth for faculty and staff. The members of this track were Dr. Kimiko Akita, Dr. Mia D. Alexander-Snow, Ms. Silvia G. Diaz, Dr. Costas Efthimiou, Mr. Michael Freeman, Ms. Mary Ellen Gomrad, Ms. Lani M. Harris, Mr. Harry Jernigan, Dr. Ana C. Mack, Ms. Holly E. McDonald, Ms. Lauryn A. Migenes, Dr. Olga Molina, Dr. George W. Musambira, Ms. Patricia Pates, Mr. Richard A. Quinn, Ms. Vivian M. Ray, Dr. Patricia Robinson, Dr. Hari P. Saha, Ms. Barbara E. Thompson, and Dr. Christos Velissaris.

The participants in the Diversity Track of the 2013 Summer Faculty Development Conference further refined this work by developing Performance Standards for each of the 21 cultural competencies. The members of this track were Dr. Kimiko Akita, Ms. Edwanna Andrews, Dr. Jocelyn Bartkevicius, Ms. Silvia G. Diaz, Ms. Angel Edgecombe, Ms. Donna Frazee, Ms. Dayanara Hudson, Mrs. Virginia Ludwig, Ms. Holly McDonald, Ms. Lauryn A. Migenes, Dr. Florin Mihai, Dr. Olga Molina, Mr. Thomas Murray, Dr. George W. Musambira, Dr. Obi Nwakanma, Dr. Timothy Rotarius, Dr. JoAnne Stephenson, Ms. Barbara E. Thompson, and Ms. Cynthia Walters.

Inciter Art | Arts. Business. Progress.





By **Nina Berman** on May 17th, 2018

Resources for White People to Learn and Talk About Race and Racism

BIG IDEAS | **ANTI-RACISM/ANTI-OPPRESSION** | **PEOPLE OPERATIONS**

In October 2017, Fractured Atlas began meeting in **race-based caucuses**. Several months later, we shared a list of the resources that the White Caucus had been reading and discussing in the hopes that that resource list could help other white people on the long journey of anti-racism.

Many of the resources we originally shared came from Tiffany Wilhelm, the White Caucus guest facilitator from July through December 2017. **Nicola Carpenter** brought together the first iteration of this list in May 2018 and we've updated it in July 2020.

Now, in 2020, we're seeing a new urgency around anti-racism. **Frankly, a lot more white people are realizing how much work we have to do to understand the ways that racism structures our world, and the part that we have to play in dismantling it.**

For everyone realizing just how much they don't know, a reading list can offer direction. But even the best-intentioned **anti-racist reading lists have their limits**. Reading lists like this one (and like the one we shared about **anti-racism in the arts and nonprofits**) are jumping-off points.

We want to be clear that when we talk about what it means to “do the work” of anti-racism, reading lists aren't “the work.” **Reading lists are for catching yourself up to speed, for educating yourself so that when you go into spaces (professionally, personally, politically) to do the work, you understand the context of your own actions and of the broader history of racism.** Reading lists are like the required summer reading before school starts.

A lot of the resources we looked at early on came from white thinkers and white organizers. It's important for white people to take on a lot of this educational labor. **But if white people are only ever reading resources written by and for white people, we've only reified whiteness as the central concern in racism.** White people who want to become more anti-racist need to seek out Black radical voices.



Here are some of the resources that have been important to members of the White Caucus at Fractured Atlas from 2017, plus a few additions that we've added over time. We encourage you to read the resources that resonate, recognize that no document is perfect, and that ultimately they are all best thought of as tools to give you and your white peers a shared vocabulary for talking about racism.

The Role of White People in Anti-Racist Work

- **What is the Role for White People Working for Racial Justice in This Current Period?** by the Organization for Black Struggle and the Anti-Racist Collective
- **Racism, Whiteness, and Burnout in Antiracism Movements: How White Racial Justice Activists Elevate Burnout in Racial Justice Activists of Color in the United States** by Paul C. Gorski (Equity Literacy Institute) and Noura Erakat (George Mason University)
- **White People Hate Protest zine** by Mariame Kaba
- **Opportunities for White People in the Fight for Racial Justice** Edited by Jonathan Osler
- **From White Racist to White Anti-Racist: The Life-long Journey** Tema Okun
- **The Work Is Not The Workshop: Talking and Doing, Visibility and Accountability in the White Anti-Racist Community** by Catherine Jones
- **Whites Only: SURJ And The Caucasian Invasion Of Racial Justice Spaces** by DiDi Delgado, Black Lives Matter-Cambridge

White Supremacy

- **What is White Supremacy?** by Elizabeth Martinez
- **White Supremacy Culture** by Tema Okun
- **The Subtle Linguistics of Polite White Supremacy** by Yawo Brown
- **Seeing White podcast** by Scene On Radio
- **White People, It's Time To Prioritize Justice Over Civility** by Tauriq Moosa
- **The Costs of Racism to White People** by Paul Kivel

Race-Based Caucusing

- **Racial Identity Caucusing: A Strategy for Building Anti-Racist Collectives** by Crossroads
- **Caucus and Affinity Groups** by Racial Equity Tools
- **Principles for White Affinity Study Groups**
- **Tools for White Anti-Racist Organizing** by the Catalyst Project
- **SURJ Political Education Site**

Anti-Racist Facilitation

- **Anti-Oppressive Facilitation** by AORTA Collective
- **Facilitation Tools for Meetings and Workshops** by Seeds for Change
- **Social Justice Toolbox**
- **Dismantling Racism Works Web Workbook**

Talking about Racism

- **Detour-Spotting for White Anti-Racists** by jona olsson
- **Talking Points – Effective Strategies for Confronting Racism in Conversation** by WHAT'S UP?! Pittsburgh
- **White Fragility and the Rules of Engagement** by Robin DiAngelo
- **SURJ Guide to Talking White Supremacy**
- **Calling In: A Quick Guide on How and When** by Sian Ferguson

Historical and Cultural Context of Racism

- **How to Cool It**, interview with James Baldwin after MLK's assassination
- **Freedom is a Constant Struggle**, speech by Angela Davis
- **Slavery By Another Name**, directed by Samuel D. Pollard
- **13th**, directed by Ava DuVernay
- **Uncivil podcast**, hosted by Jack Hitt and Chenjerai Kumanyika
- **Code Switch podcast**, hosted by Shereen Marisol Meraji and Gene Demby
- **The 1619 Project** by Nikole Hannah Jones (plus, they have a **podcast!**)

We sincerely hope that these resources can give you and your peers (professionally or personally) a useful framework for beginning anti-racist work. As our White Caucus continues to meet and as we as an organization recognize our responsibility to address racism in the arts, in nonprofits, and in our own workplace, we are growing and changing.

You can **follow what we've been writing about anti-racism**, including **pay transparency as anti-racism** and **next steps for organizations looking to become more anti-racist**.

CISGENDER PRIVILEGE



If I am cisgender, or am perceived as cisgender, it is highly likely that:

1. Strangers do not assume that it is okay to ask me what my genitals look like, and they certainly do not try to touch them without my consent or ask if they can see them.
2. My validity as a man, woman, and/or human is not based on how much surgery I have had or how well I conform to gender stereotypes.
3. I do not worry about lovers becoming angry, disdainful, or violent when they see my private parts.
4. I am not excluded from events or places that rely on the gender binary (“women’s only” and “men’s only” spaces) as an indicator of whether or not I can attend.
5. I don’t have to hear “Oh, so you’re really a [insert incorrect gender here]?” or “So have you had the surgery?” when someone becomes aware of my gender identity.
6. I do not have to worry about others perceiving me as being in the wrong bathroom, putting me at risk for harassment or violence each time I use a public restroom.
7. I generally do not have to worry about the gendered repercussions of being arrested (e.g.- What will happen to me if the police find out that my genitals do not look the way they think they should? Will I be detained in a cell with people who share my same gender identity?).
8. I do not have to choose between being invisible (“passing”) or being “othered” and tokenized because of my gender.
9. When I go to the gym or public pool, I can use the showers without being concerned about how others will respond.
10. I can walk through the world and generally blend in without being constantly stared at, whispered about, pointed at, or laughed at because of my gender expression.
11. It is unlikely that I would risk my health by avoiding the medical profession (out of fear that doctors might refer to me as crazy, attribute unrelated symptoms to my gender, deny me medical care, and/or call other medical professionals into the room to gawk at me).
12. If I go to the emergency room I do not have to worry that my gender will keep me from receiving appropriate medical treatment, that I will be denied medical care, or that all of my symptoms will be attributed to my gender.
13. My gender has not led me to be considered diagnosably disordered by mental health professionals.
14. I am not required to undergo extensive psychological evaluation in order to obtain necessary medical care.

15. I can be confident that people will not call me by an incorrect name or pronoun, even after they have been corrected.
16. Strangers do not ask “Yeah, but what’s your real name?”
17. I will only experience puberty once.
18. I can reasonably assume that my ability to acquire a job, rent an apartment, or secure a loan will not be denied on the basis of my gender identity/expression.
19. I am not be profiled on the street as a sex worker because of my gender expression.
20. If you have any crime committed against you, your gender expression will not be used as a justification for you’re the crime nor as a reason to coddle the perpetrators.
21. My gender is acknowledged universally, immediately, and without hesitation.
22. I can easily find role models and mentors to emulate who share my identity and express their gender in a manner that is similar to myself.
23. The media accurately depicts people of my gender in films and television, and does not solely make my identity the focus of a dramatic storyline, or the punchline for a joke.
24. No one checking my identification or driver’s license insults or glares at me because my name or sex does not match the sex they believed me to be based on my gender expression.
25. My gender identity is always listed on demographic surveys and forms.



Compiled from various resources, including: <http://new.oberlin.edu>, <http://itspronouncedmetrosexual.com>, & <http://queersunited.blogspot.com>

HETEROSEXUAL PRIVILEGE



If I am heterosexual, or am perceived as heterosexual, it is highly likely that:

1. I can marry the person I love in any state or country.
2. I feel safe expressing affection toward my significant other without having to worry about hostile or violent reactions from others.
3. People don't ask why I chose my sexual orientation or why I've decided to be public about my sexual orientation.
4. Strangers do not ask me how I have sexual intercourse.
5. I am confident I will be granted immediate access to my loved one in case of accident or emergency.
6. I regularly receive public recognition and support for my romantic relationships (e.g., others congratulate me if I become engaged to be married).
7. I do not fear that if my family or friends find out about my sexual orientation there will be economic, emotional, physical or psychological consequences.
8. I was able to learn about romance, dating, and sex from movies, television, music, and other media.
9. When I come out to others about my sexual orientation they do not write it off as a phase.
10. My individual behavior does not reflect on people whose identity is heterosexual.
11. I do not ever wonder whether I will be the only person in a social situation who identifies their sexual orientation as I do.
12. Others do not feel concerned that I will harm children or force them into sharing my sexual orientation.
13. I am able to share an insurance policy and file joint taxes with my significant other, thus receiving economic benefits.
14. I do not worry that others will write off how I act, dress, or talk as a byproduct of my sexuality.
15. My attraction to others is not referred to as "a lifestyle."
16. I do not worry or even have to think about whether I will be harassed, beaten, or killed because of my sexuality.
17. My children will be given texts in school that reflect the family they are being raised in and they will not be taught that my sexuality is a "perversion."
18. I can walk into any place of worship and be assured that my relationship will be supported and I will not be denounced because of my sexual orientation.

19. Making a declaration about my sexual orientation was/is unnecessary. I do not have to explain to people that I'm straight because others regularly assume heterosexuality.
20. If I have a significant other who does not have US citizenship, I can marry him/her in order for him/her to obtain citizenship so that we can live together in the US.
21. I can speak openly at work about my personal life without concerns that I might lose my job.
22. I did not grow up with games that attack my sexual orientation (ex- "smear the queer").
23. When others speak of my marriage it is not preceded by a notation about my sexual orientation (ex- "straight marriage").
24. I am not accused of having been abused or told that I am warped, perverted, or psychologically confused because of who I am attracted to.
25. I am never placed in a position where I have to defend or justify my romantic or sexual attractions because of the sex or gender of those whom I am attracted to.
26. People do not use clichés, idioms, or slurs that describe my sexual orientation in demeaning terms.
27. I am guaranteed to find sex education and safer sex literature for people who share my sexual orientation.
28. My masculinity/femininity is not challenged because of my sexual orientation
29. I can walk in public with my significant other without people doing a double-take or staring.
30. I can choose to not think politically about my sexual orientation.

Photo by Ben Reed



BE WELL



DO WELL

LGBTQ+ 101

Part I in the UCF Allies Safe Zone series

ALLIES SAFE ZONE



Vision:

To reduce heterosexism and homophobia at UCF and to increase LGBTQ+ inclusion by embracing and valuing people of all sexual and gender identities.

Mission:

Create and maintain a LGBTQ+ affirming environment and culture at UCF by...

Training Objectives

- Gain greater understanding of LGBTQ culture
- Feel more comfortable talking about LGBTQ issues
- Interact more sensitively with LGBTQ population
- Help create a safer environment for LGBTQ individuals on campus



Gender Boxes



Please divide into small groups.

Inside the box, please list as many attributes as you can think of that help other people decide whether someone is a man or a woman.

Outside the box, please list what are the consequences for those who do not conform to these gender norms?

- What names are these individuals called?
- How do others treat these individuals?)

Group Agreements

Creating a Safe Space

- Private experience:
 - “What you say here stays here, what you learn here leaves here.”
- Supportive environment:
 - Consider others views, especially if you disagree
 - What should we do if we hear someone say something we feels is offensive?
 - Challenge yourself to move beyond what is comfortable
- Share or Pass

Others?



THE BASICS





LGBTQ+ Vocabulary

Match the following terms
with their definitions

LGBTQ+ Identities

Cisgender
Heterosexual

Queer*:

Umbrella term that encompasses the identities you see below (LGBTQ+).

*Some are offended by this term.

Pansexual

Bisexual

Questioning

Transsexual

Lesbian

Intersex

Gay

Demisexual

Transgender

Polyamorous/
Non-monogomous

Asexual



Cisgender

Person whose birth-assigned gender is congruent with their gender identity

Transgender



Genderqueer

Person who views their own gender as non-binary (may view self as both/neither gender)

Agender

Performer

Person who expresses gender in incongruent manner for entertainment (drag king, drag queen)

Transsexual

Person who transitions from one birth-assigned sex or gender to another (MtF, FtM)

Cross-dresser

Intersex

Person born with ambiguous sex characteristics

Two-spirit

Gender

Bigender

non-conforming

A Word About Identity....

- Identity is...
 - Personal
 - Complex
 - Dynamic
- Identity may be...
 - Political
- Identity always...
 - Should be respected



By Zanele Muholi



A Brief History of LGBTQ+ Civil Rights

- 1969: Stonewall Riots & first gay pride parade
- 1977: Anita Brant & Harvey Milk
- 1978: Gay pride flag
- 1981: AIDS epidemic begins
- 1993: Don't Ask Don't Tell
- 1996: Defense of Marriage Act
- 1997: Ellen comes out
- 1998: Mathew Shepherd murdered
- 2004: Mass. marriage equality
- 2009: Hate crimes law expanded
- 2010: Repeal of Don't Ask Don't Tell
- 2013: DOMA overturned

A Brief History: The Flag



Red: life
Orange: healing
Yellow: sun
Green: nature
Blue: harmony
Purple: spirit



A pink triangle was used in Nazi concentration camps to identify male prisoners who were sent because of homosexuality. This symbol has been reclaimed as a gay rights symbol.

By Shaul Schwartz



WHY IS THIS TRAINING IMPORTANT?



By Mary Shwalm

In a 2011 survey, many Florida students reported:



- Verbal harassment
 - Overheard derogatory use of the word gay
 - Homophobic and transphobic remarks said regularly at school (including by school staff)
 - Being called names or threatened, deliberately excluded by peers, rumors spread, sexually harassed, having property damaged or stolen, cyberbullying
- Physical harassment
 - Pushed, shoved, punched, kicked, injured w/ a weapon

In addition, national research shows that
42% of the nation's homeless youth are LGBT

Common struggles faced by LGBTQ+ individuals

Based on these experiences, many LGBT individuals view themselves as outsiders or different.

Individuals who see themselves as different have difficulty viewing themselves as normal, building meaningful relationships, and achieving a sense of belonging, and thus are at higher risk for:

- Anxiety
- Depression
- Suicide
- Alcohol/drug use and abuse

20-30% abuse substances



By Reena Sibayan

Protective Factors



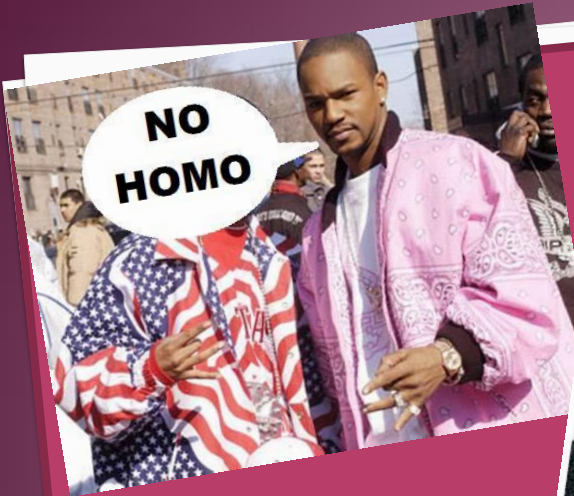
- Belief in natural sexual diversity
- Sense of strength gathered from experience
- Finding a “safe space”
- Family support
- Peer support
- Identifying with LGBT community



WHEW!
YOU LOOK BEARY
TIRED.
WANT TO HIBERNATE
FOR 5 MINUTES!?



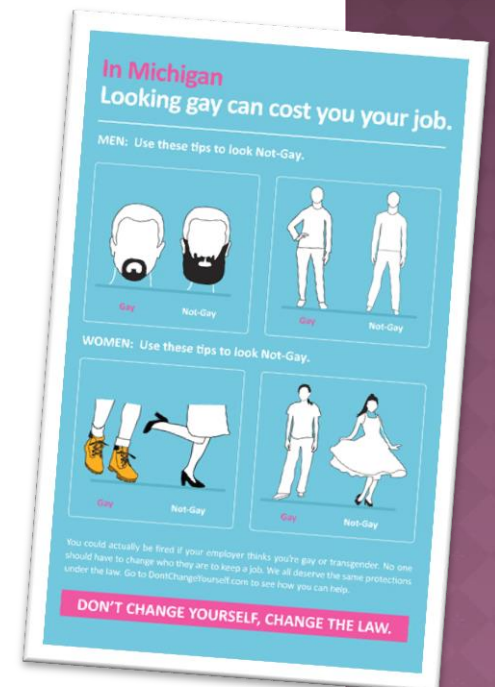
BIAS AND PREJUDICE



Stereotypes Activity

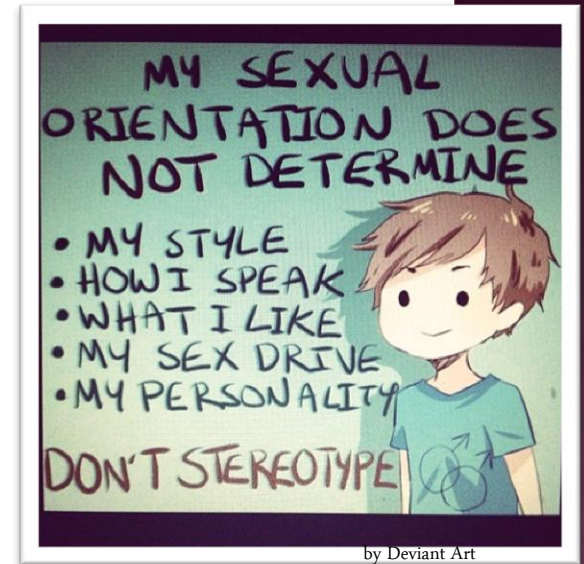
- Please break into four groups.
- Take 5 minutes to discuss and list (both positive and negative) stereotypes about the identity your group has been assigned.

- Gay
- Lesbian
- Bisexual
- Transgender



Stereotypes Activity

- What was your experience of acknowledging and hearing these stereotypes?
- What impact do these stereotypes have on LGBTQ+ people?
- What impact do these stereotypes have on cisgender and heterosexual people?
- If stereotypes are positive or neutral, are they harmful?



If stereotypes are hurtful and harmful, what can we do to help minimize them?

Bias & Prejudice

- **Homophobia:**

the irrational fear, dislike, hatred, and/or intolerance of gay, lesbian, and queer people (and/or those perceived to be gay, lesbian or queer).

- **Biphobia:**

the irrational fear, dislike, hatred, and/or intolerance of bisexual people (and/or those perceived to be bisexual).

- **Transphobia:**

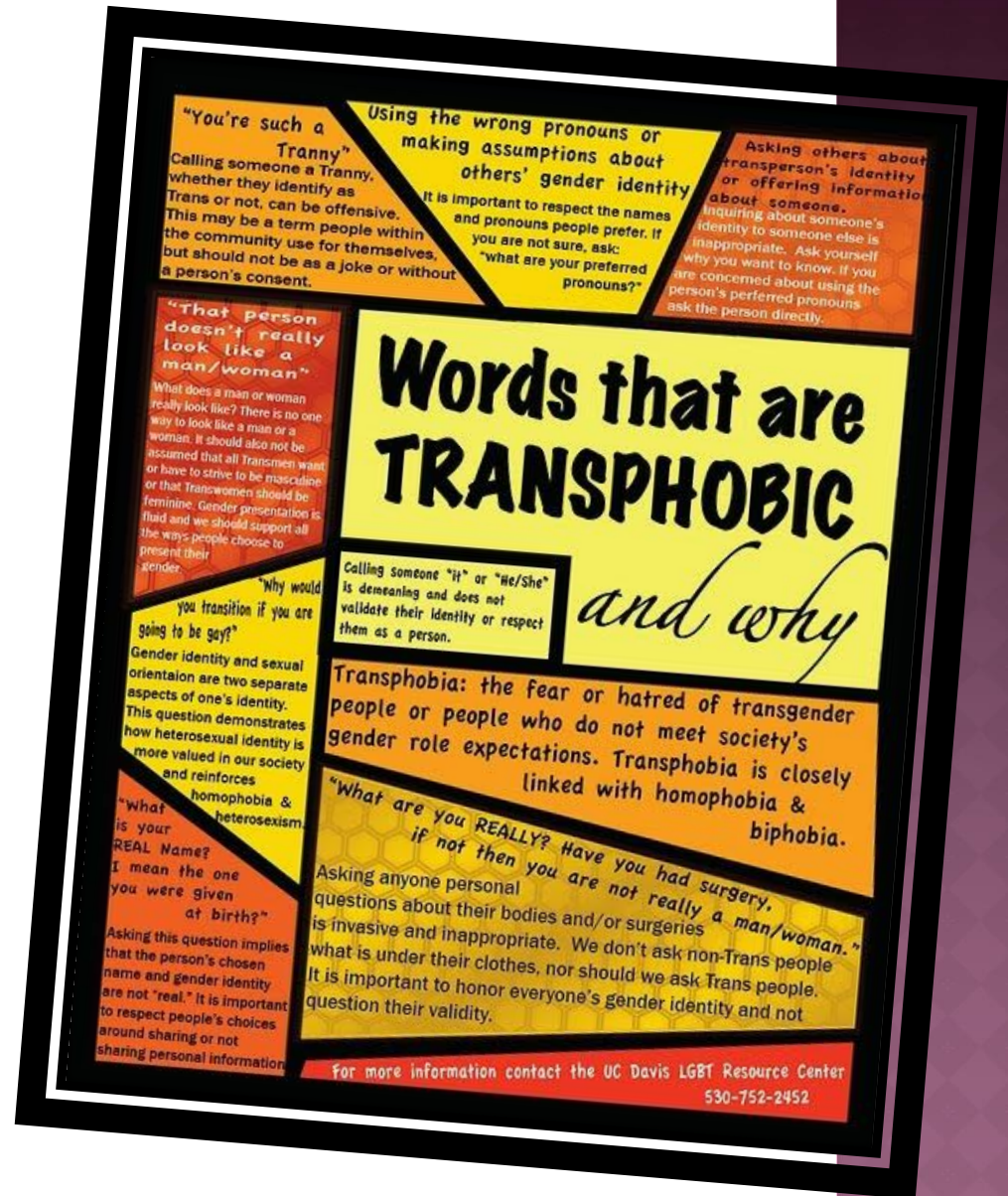
the irrational fear, dislike, hatred, and/or intolerance of those who identify as transgender (and/or those perceived to be transgender).



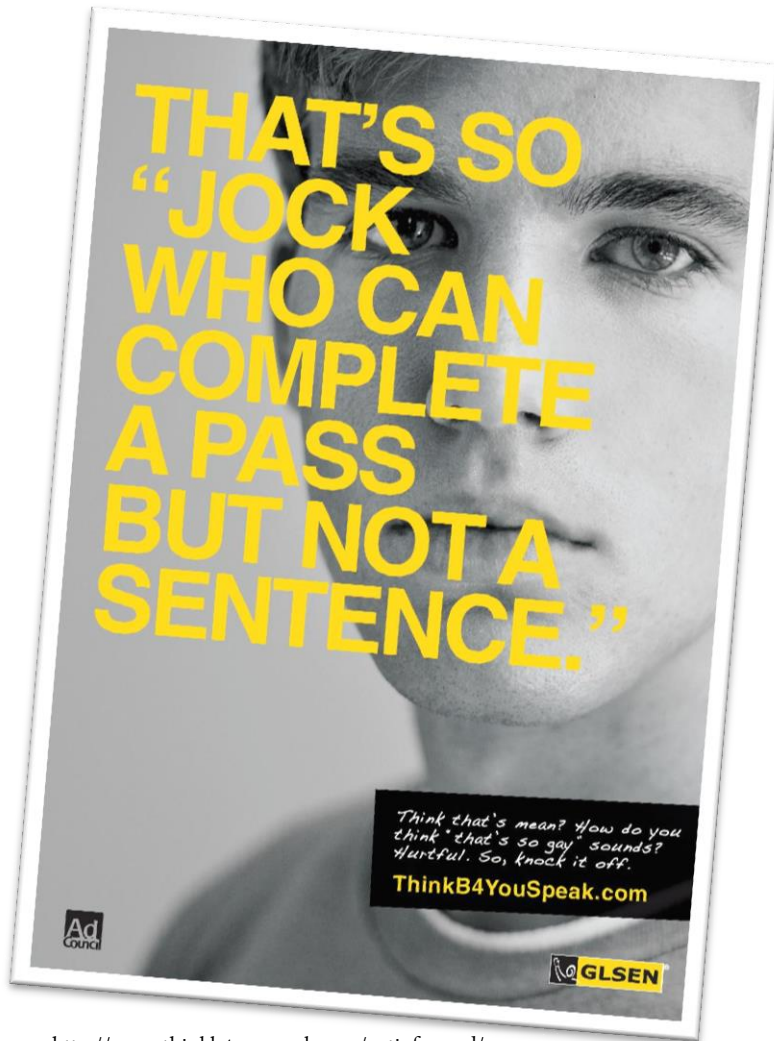
Bias & Prejudice

Microaggressions

brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults toward people with marginalized sexual or gender identities.



Think before you speak: Language



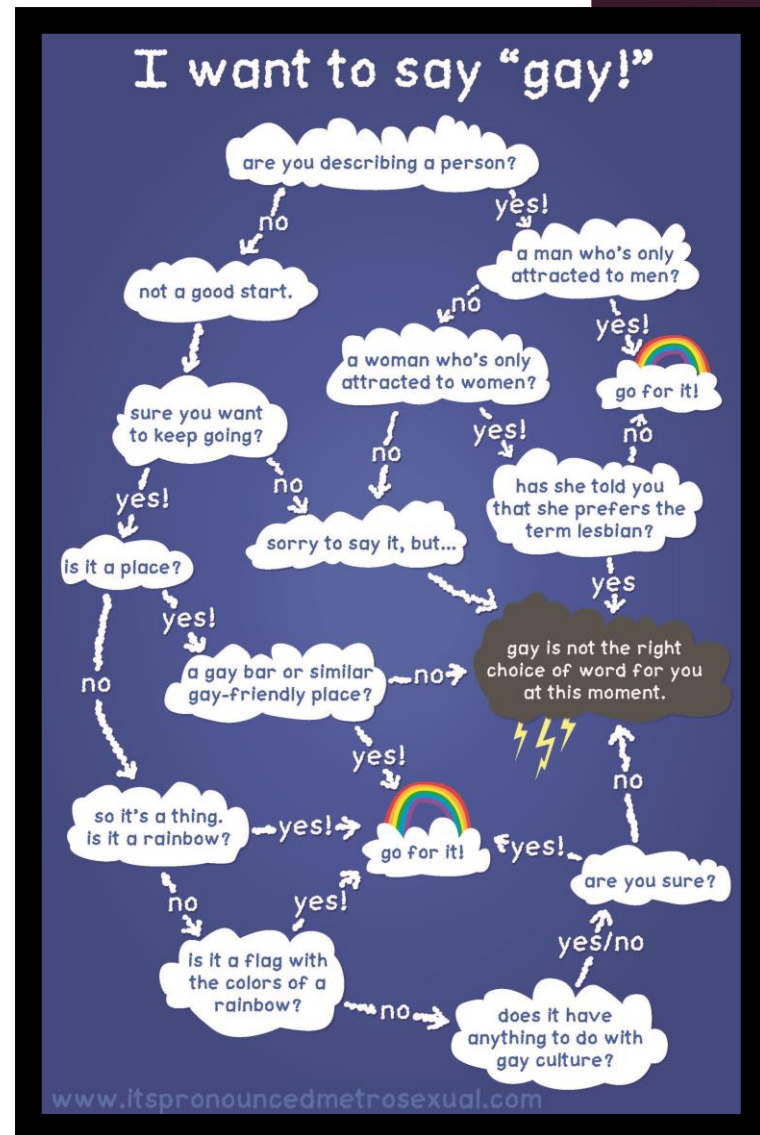
A lot of homophobic and heteronormative language is said carelessly, and it not necessarily intended to hurt. However, despite the intentions of the speaker, it can hurt

Understand what you are saying, and think about the words you choose to express yourself

Be more mindful about whether the language you are using may be hurtful to someone else

Think Before You Speak: Language

- Avoid: “choice,” “preference,” or “lifestyle”
Preferred: “orientation” or “identity”
- Avoid: “That’s so gay!”
Preferred: “That’s ridiculous!” “How absurd!” or “I can’t believe it!”
- Avoid: “homosexual”, “fag”, “dyke”
Preferred: gay, lesbian, bisexual, transgender, or “LGBTQ”
- Avoid: assuming someone is in an opposite sex relationship
Preferred: “partner” or “significant other”
- Uncertain about someone’s gender? It’s usually ok to ASK how someone would like to be addressed!
Example: “What’s your preferred gender pronoun?”
or “What name do you go by?” or “Hi, my name is, and my preferred gender pronoun is...”



LGBT IDENTITY DEVELOPMENT



Identity Development models

Stage models

Cass, Troiden, Fassinger

- Pros:
 - Linear
 - Acknowledges societal stigma
 - Normalizes LG identity
 - Informs the “coming out” process
- Critiques:
 - Small, non-representative sample sizes
 - Neglect of other aspects of identity (e.g., gender, ethnicity)
 - Linear emphasis on progression through the stages to an ideal end-point (coming out)

Life Span Models

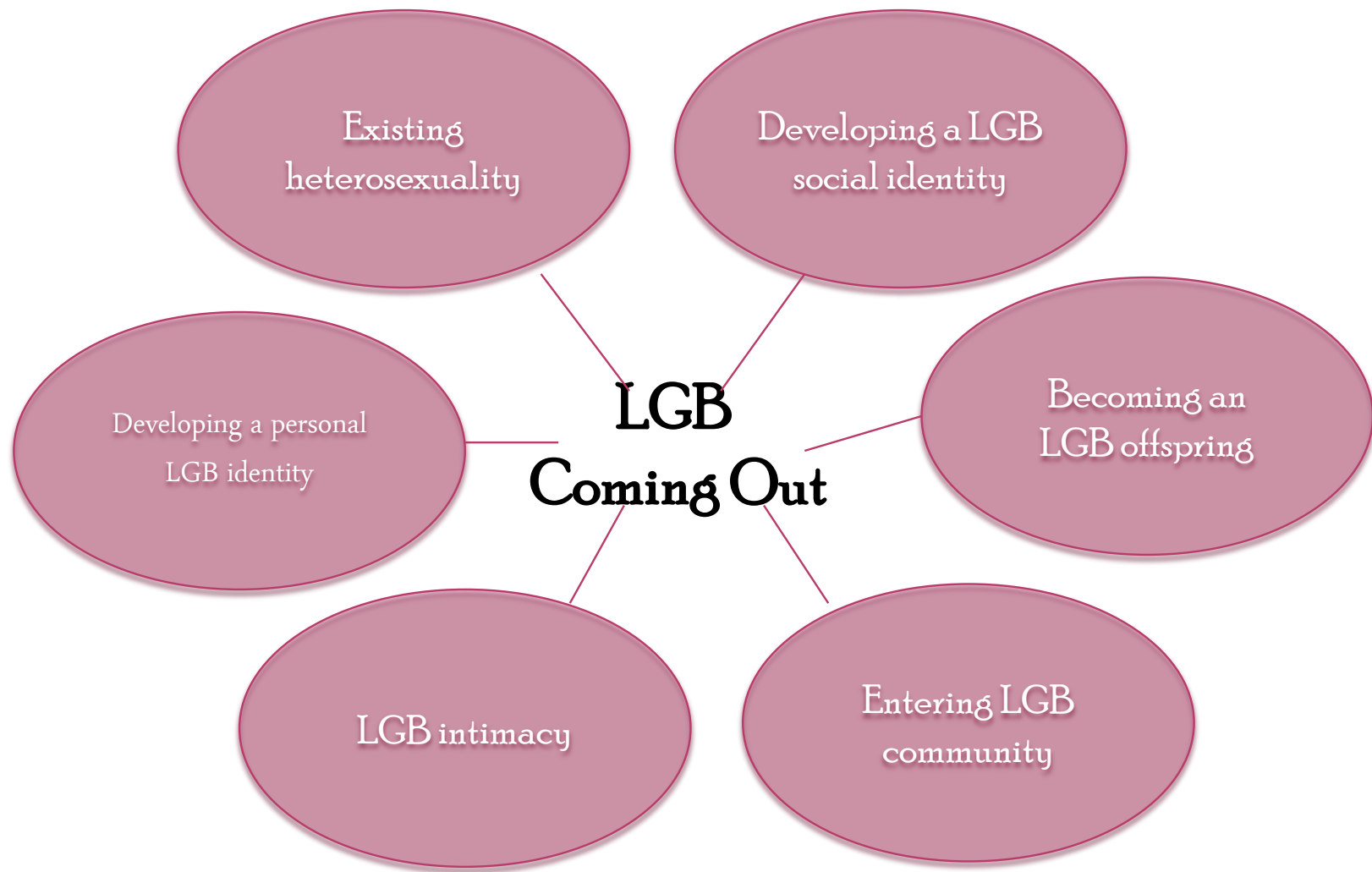
D'Augelli

- Better explains non-binary identities
- Considers social context
- Concurring/multiple paths (including self-concept, family relationships, community)
- Allows for fluidity and fixedness in identity
- Each process operates independently

Cass (1979) Stage model of Identity Development



- Stage 1: Identity Confusion (childhood/adolescence)
 - “I seem different from other people”
- Stage 2: Identity Comparison (fear, awareness of homophobia)
 - “Am I gay?”
- Stage 3: Identity Tolerance (increased time in LG community)
 - “I am probably LG”
- Stage 4: Identity Acceptance (coming out, increased confidence)
 - “I am LG”, “Being LG is okay”
- Stage 5: Identity Pride (may devalue hetero-normative culture)
 - “I’m LG and proud!”
- Stage 6: Identity Synthesis (increased comfort with whole self)
 - “Being gay is just one aspect of my identity”

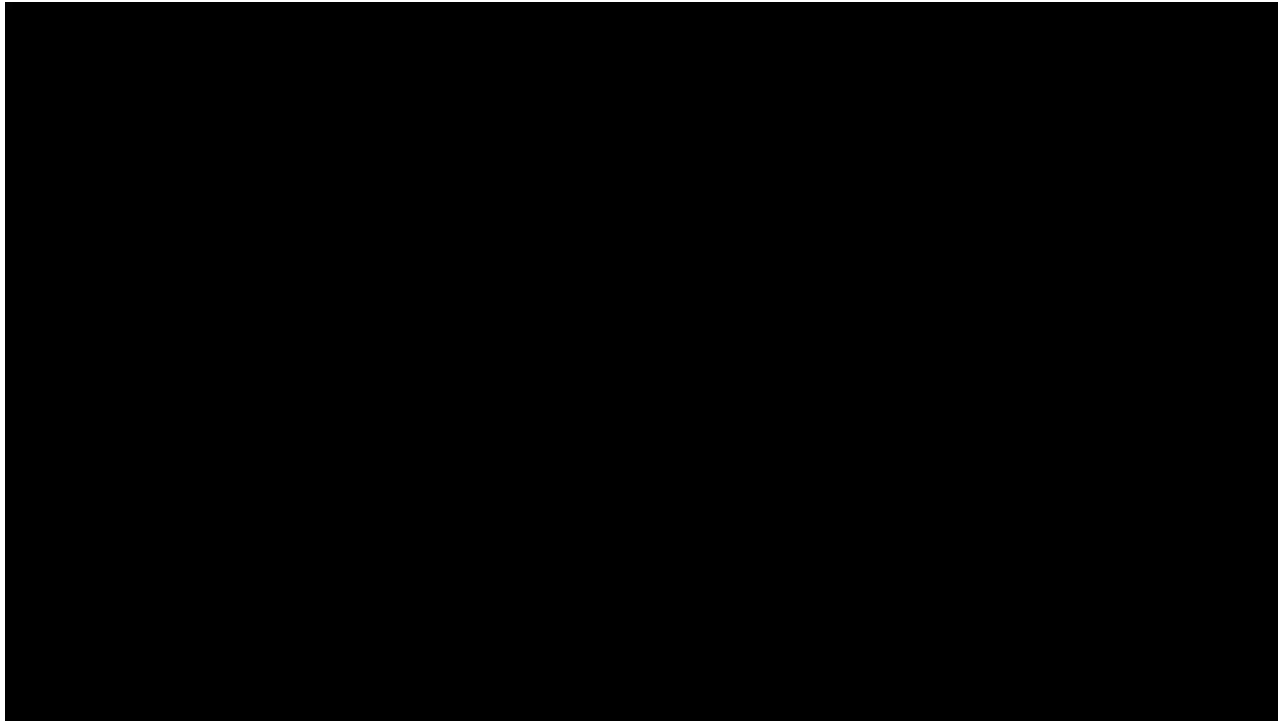


D'Augelli (1994) Life Span Model of Identity Development

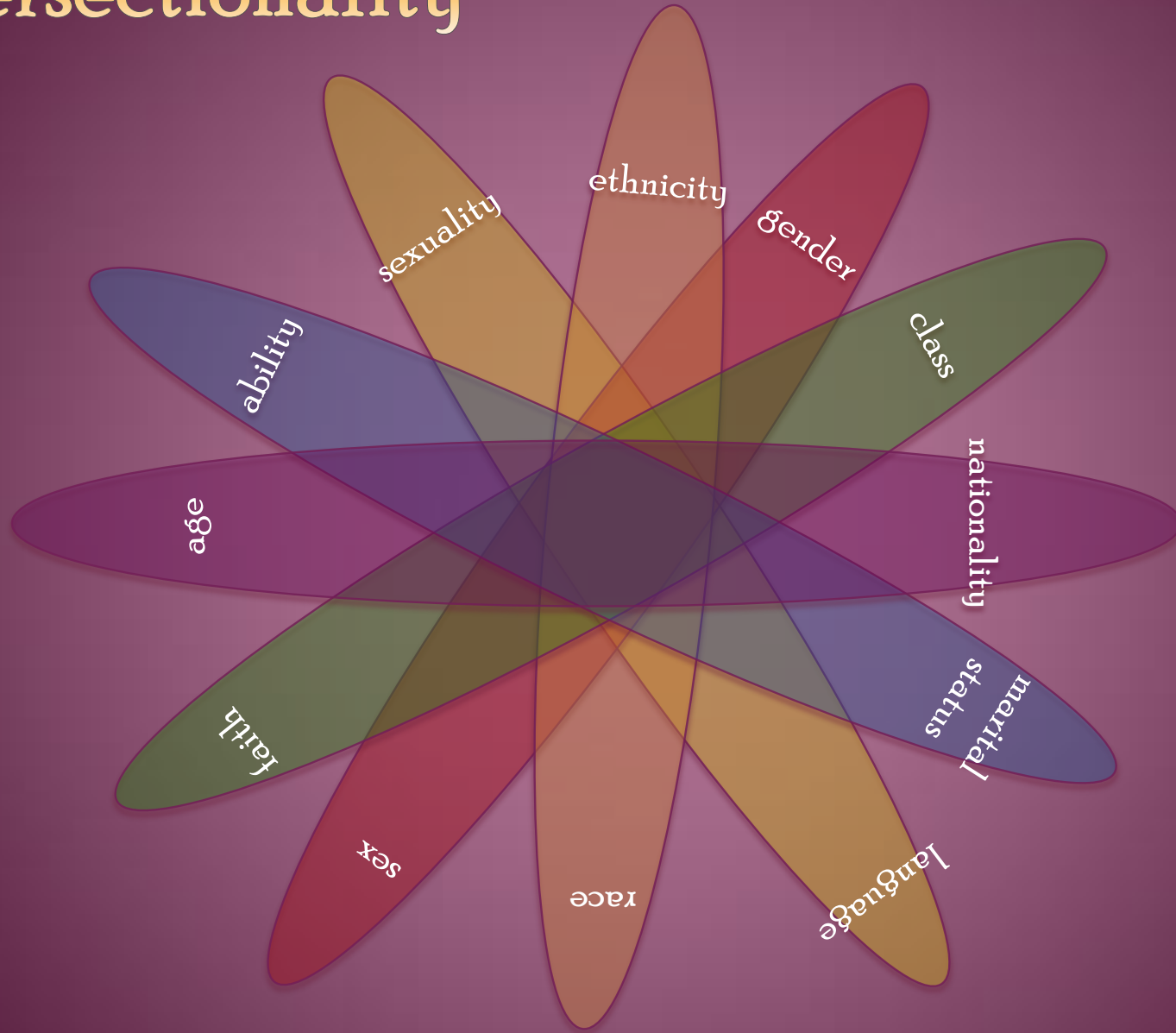
Intersectionality

Individuals simultaneously possess many identities and are members of multiple cultures, which intersect in numerous ways.

Hence, gender identity and sexual orientation do not exist within a bubble, but rather create complex and nuanced identities that may depend on other aspects of identity.



Intersectionality



Intersectionality: Faith

Religion, sexual orientation, and gender identity *can* exist in harmony and celebration with one another.

Based on statements and stances taken by religious officials of these faiths, the following faiths:

Have affirming policies in place

- Alliance of Baptists
- Episcopal Church
- Metropolitan Community Church
- Presbyterian Church
- Reform & Reconstructionist Judaism
- Unitarian Universalist
- United Church of Christ
- Unity Movement

May be affirming at a local level (but no official policy exists)

- Buddhism
- Evangelical Lutheran Church
- Hinduism
- Quaker



Coming Out

The act of disclosing one's sexual orientation or gender identity to another person.

- Continual process
- LGBTQ+ persons should be in the driver's seat

Before, during, and after coming out, one may feel a range of emotions:

- | | |
|---------------|-------------|
| ○ scared | ○ relieved |
| ○ confused | ○ proud |
| ○ vulnerable | ○ uncertain |
| ○ empowered | ○ brave |
| ○ exhilarated | ○ affirmed |



Coming Out: Risks and Benefits



Benefits

- Living an open and whole life where one can be more genuine in relationships
- Being known and loved for who one really is
- Reducing stress of hiding identity
- Connecting with others and being part of a community of people who also identify as LGBTQ+
- Becoming a role model for others
- Paving the way for those who will come after you

Risks

- Not everyone will be understanding and accepting (others may be shocked, confused, or hostile)
- Harassment
- Discrimination
- Threat to physical safety
- Rejection by loved ones (loss of financial support from parents)

CHANGE ATTITUDES.
CHANGE BEHAVIORS.
CHANGE DIRECTIONS.
CHANGE LIVES.
CHANGE POLICIES.
CHANGE VOICES.
BE AN ALLY.
BE THE CHANGE.



RESOURCES



Resources

Local

- UCF LGBTQ Services & Pride Commons
 - Pride Coalition
- UCF Equal
- UCF Pride Faculty Staff Assoc
- Zebra Coalition (Orlando)
- The Center (Orlando)
- Equality Florida
- PFLAG Orlando

Afar

- PFLAG
- Human Rights Campaign (HRC)
- GLAAD
- GLSEN
- Intersex Society of North America
- Asexual Visibility and Education Network





Want to learn more about
how you can help make
campus safer and more
welcoming for LGBT
members of the campus
community?

Attend Part II, Safe
Zone Advocates!

Before leaving today, please take a moment
to fill out the workshop evaluations.
Your feedback is important!

Counseling and Psychological Services



Statement of Solidarity and Support



Stop Asian Hate

UCF CAPS stands in outrage, devastation, sadness, empathy and solidarity with our students, staff and faculty, and members of the entire UCF community who are being directly or indirectly impacted by current racially motivated events and

political unrest.

Starting in spring 2020, the deaths of George Floyd, Breonna Taylor and Ahmaud Arbery and others; the weaponizing of race for a white woman's benefit in Central Park; and the unfair targeting of our Asian communities based on the pandemic are just a few of the many incidents that have re-exposed oppression, discrimination and violence towards our communities of color that have been going on for decades, and continue to persist.

Our communities are hurting because of the re-opening of deep racial wounds on top of the many losses caused by COVID-19. This is causing profound psychological impact and trauma on our mental health. CAPS staff sees you, we support you, and we are here for you. Please reach out if you would like to get support for this or other issues by calling 407-823-2811. We offer some links and resource for support.

In light of recent events, please find resources regarding help for racial and LGBTQ trauma and related issues:

Racial trauma:

- Tips For Self-Care: When Police Brutality Has You Questioning Humanity and Social Media Is Enough: <http://www.theroot.com/articles/culture/2016/07/tips-for-self->

[care-when-police-brutality-has-you-questioning-humanity-and-social-media-is-enough/](#)

- Emotionally Restorative Self-Care for People of Color:
https://www.youtube.com/watch?v=GuLT_YQLGF8
- The Road to Resilience: <http://www.apa.org/helpcenter/road-resilience.aspx>
- 9 things you can do to help end racism: <http://sociology.about.com/od/Current-Events-in-Sociological-Context/fl/9-Things-You-Can-Do-to-Help-End-Racism.htm>
- 101 Ways to Take Care of Yourself when the World Feels Overwhelming: <http://www.upworthy.com/101-self-care-suggestions-for-when-it-all-feels-like-too-much?c=ufb2>
- Racial Trauma: <https://www.apa.org/pubs/highlights/spotlight/issue-128>
- Psychological Toll of Racism: <http://www.nytimes.com/2015/06/24/magazine/racisms-psychological-toll.html>
- Psychological Impact of Traumatic News: <http://www.npr.org/sections/codeswitch/2015/07/02/419462959/coping-while-black-a-season-of-traumatic-news-takes-a-psychological-toll>
- Impact of Racial Trauma on African Americans: <http://www.heinz.org/userfiles/impactofracialtraumaonafricanamericans.pdf>

Resources and action items to address the current racism pandemic against AAPI, provided by Dr. Jiyeon Lee:

1. Report Hate Crimes against Asian Americans

- <https://stopaapihate.org/> (12 languages)
- <https://www.standagainsthate.org/report> (5 languages)
- Local and other reporting sites: <https://movementhub.org/get-help/>

2. Assistance with legal and social services through the Stop Hate hotline: (Asian Americans Advancing Justice partnered with Lawyers' Committee for Civil Rights Under Law and their Stop Hate project) 1-844-9-NO-HATE

3. Know your rights

- (1) Legal right to be treated fairly and without discrimination: Federal and State laws and government sites to file a complaint (organized by states)
- https://secureservercdn.net/104.238.69.231/a1w.90d.myftpupload.com/wp-content/uploads/2021/02/Stop_AAPI_Hate_Public_Accommodation_Law_Survey_200920.pdf (2) Your rights if you are stopped by police, immigration agents, or the FBI (Resource provided by American Civil Liberties Union).

- <https://www.aclu.org/issues/immigrants-rights/know-your-rights-discrimination-against-immigrants-and-muslims?redirect=feature/know-your-rights-immigration#immigration>

4. Bystander Intervention training (against harassment)

- <https://advancingjustice-aajc.org/events>

5. Self-defense and Personal safety training

- https://www.impactbayarea.org/online_classes

6. Civic Engagement: Collective justice and shared liberation

- <https://movementhub.org/make-change/>

7. Culture Surge: an artists and culture makers' coalition for justice, care and connection.

- <https://www.culturesurge.com/about-us>

8. Other action ideas: Host a panel discussion, lead a community safety audit, create a survey for research, create Mud Stencils, hold a Chalk Walk, create a Guerrilla-Style Video about Street Harassment, organize a Protest or March, initiate legislative advocacy, host workshops, host a film screening, host Fundraising <https://www.ihollaback.org/holla-how-tos/>

9. Donate

- STOP AAPI Hate: <https://stopaapihate.org/actnow/>
- Asian Americans Advancing Justice: <https://advancingjustice-aajc.org>
- AAPI Civic Engagement Fund: <https://movementhub.org/donate/>
- Hollaback <https://www.ihollaback.org/>
- American Civil Liberties Union <https://www.aclu.org/>

10. Share resources with others

- **Mental Health & Wellness Resources for Asian & AAPI Students & Their Allies**
- <https://advancingjustice-aajc.org/covid19>
- Here is the link of the google doc document – https://drive.google.com/drive/folders/1I6vsCQQktyy-GEA_12B6WFkaf7gwnP4w?usp=sharing
- 1) the Korean version of resources regarding hate crimes against AAPI <https://drive.google.com/file/d/1dWbBGqptvB0Q-UzKpd7S15mx3A2DG-QZ/view?usp=sharing> 아시안계 미국인을 대상으로 한 인종차별에 대응하는 방법 및 관련자료

- 2) Chinese – Mandarin version at <https://www.thewechatproject.org/post/stopping-aapi-hate-resources> (English/Mandarin), and 3) 3) Anti Asian Violence Resources: <https://anti-asianviolenceresources.carrrd.co>

Being a White Ally:

- Great resources on how to practice anti-racism: https://leanin.org/article/anti-racism-resources?utm_source=social&utm_medium=social&utm_campaign=antiracism
- Advice for White Individuals Following a Shooting of a Black Individual: <http://www.justinccohen.com/blog/2016/7/6/advice-for-white-folks-in-the-wake-of-the-police-murder-of-a-black-person>
- Curriculum for White Americans to Educate Themselves on Race and Racism: <http://citizenshipandsocialjustice.com/2015/07/10/curriculum-for-white-americans-to-educate-themselves-on-race-and-racism/>
- How White People can be Allies: http://www.theroot.com/articles/culture/2014/08/ferguson_how_white_people_can_be_allies/
- Teaching and Discussion resources about Ferguson, Black Lives Matter, Racism: <http://www.div17.org/resources/ferguson-mo-michael-brown-decision-resources/>
- American Psychological Association's Action Plan for Addressing Racial Inequality:
- Teaching about Ferguson, Do's and Don'ts: http://www.theroot.com/articles/culture/2014/09/teaching_about_ferguson_do_s_and_don_ts/

Coping After a shooting:

- Hope to cope after a mass shooting: <http://www.apa.org/helpcenter/mass-shooting.aspx>
- Responding to the tragedy in Orlando: Helpful resources for LGBTQ people and allies: <https://psychologybenefits.org/2016/06/14/responding-to-the-tragedy-in-orlando-helpful-responses-for-lgbtq-people-and-allies/>
- Recovering emotionally from disaster: <http://www.apa.org/helpcenter/recovering-disasters.aspx>
- In the wake of the Orlando massacre: 7 ways I take care of myself during depressive episodes: <http://thebodyisnotanapology.com/magazine/7-ways-i-find-relief-in-depression-taylor/>
- 13 soothing books to read when everything hurts: https://www.buzzfeed.com/hannahgiorgis/escape-plan?utm_term=.gfZX5W00W#.dnEadjQQj

- Tips to support individual and community healing:
<http://www.peacockrebellion.org/resources/healingtips/>
- 4 self-care tips after the Pulse tragedy: <https://wearyourvoicemag.com/4-self-care-tips-pulse-tragedy/>



“What is #Black Lives Matter”

Black Lives Matter developed out of a response to the acquittal of George Zimmerman after his having shot an innocent black youth, Trayvon Martin. BLM is an international human rights movement that brings attention to black people being disproportionately jailed, excluded, treated as second class citizens, being seated in the back of the restaurant and bracing for self-protection every time they or their children leave their homes. It specifically targets police brutality, racial profiling and racial inequality in the criminal justice system. In our society where black lives have been treated as insignificant, undermined, betrayed and assumed inferior for centuries, Black people with their white allies are standing up and teaching about what equality and social justice looks like.

UPCOMING EVENTS

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Open Table Small Group

WESLEY AT UCF: (PREVIOUSLY LIMBITLESS SOLUTIONS)

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Diversity Tools

Definitions

Social justice – generally refers to the idea of creating a society or institution that is based on the principles of equality and solidarity, that understands and values human rights, and that recognizes the dignity of every human being.

Activism – consists of intentional action to bring about social, political, economic, or environmental change. This action is in support of, or opposition to, one side of an often controversial argument.

Oppression – Oppression is a type of injustice. Oppression is the inequitable use of authority, law, or physical force to prevent others from being free or equal. The verb oppress can mean to keep someone down in a social sense, such as an authoritarian government might do in an oppressive society. It can also mean to mentally burden someone, such as with the psychological weight of an oppressive idea.

1. The restriction in question must be enforced by other people.
2. The restriction must be unjust.
3. The restriction must be to the detriment of those who are restricted.

Power – Typically defined as “power-over,” the ability to coerce another’s behavior. Power also includes access to social, political, and economic resources. In systems of oppression, power accrues to those who most closely approximate the mythical norm—(in the US) male, white, heterosexual, financially stable, young-middle adult, able-bodied, Christian. Social institutions (family, education, religion, media, government) reproduce hierarchy and ensure the maintenance of power in the hands of members of the dominant culture by normalizing the dominant culture so that hierarchical orderings based on gender, race, social class, etc. appear natural and inevitable.

Power brings unequal distribution of tasks and rewards (starting salary, resources such as time off for research or start-up funds/travel funds, research assistance, service expectations).

Privilege – An invisible package of unearned assets.

Actions to Challenge Heterosexism and Homophobia on Campus

Educate Yourself

- Read gay, lesbian, bisexual, or transgendered literature and history
- Read newspapers or journals that feature gay, lesbian, bisexual, or transgendered news/issues
- Go through a whole day imagining yourself to be gay, lesbian, bisexual, or transgendered
- Attend gay, lesbian, bisexual, or transgendered speakers, films, workshops, cultural events
- Attend a meeting of a group such as PFLAG (Parents, Family and Friends of Lesbians and Gays)
- Listen to and learn from gay, lesbian, bisexual, and transgendered people
- More information and support resources [click here](#)

Model Non-heterosexist or Non-homophobic Behavior and Attitudes

- Take pride in your same sex friendships
- Use inclusive language like partner or date rather than boyfriend/girlfriend wife/husband
- Make friends with and get close to gay, lesbian, bisexual, and transgendered people
- Don’t make assumptions about others’ sexual orientations or genders
- Don’t assume that being gay or lesbian is just about being sexual
- Don’t assume gays or lesbians don’t have, like, or want children
- Keep confidential information you have about others’ sexual orientation or gender presentation
- Use the same standards for same gender affection in public that you use for opposite gender affection

Create an Inclusive Culture and a Welcoming Environment

- Assume that people in your residence hall, classes, groups, and/or campus are gay, lesbian, bisexual, and transgendered
- Assume that closeted gay, lesbian, bisexual, or transgendered people in your residence hall, classes, groups, campus are wondering how safe the environment is for them; provide safety by making it clear you accept and support all people
- Put up bulletin board displays that include same sex couples or references to gay, lesbian, bisexual, and transgendered lives
- Post flyers announcing events of interest to gay, lesbian, bisexual and transgendered people remember there is a heterosexual assumption so actively advertise gay, lesbian, bisexual, and transgendered people are welcome especially at parties or dances
- Find out about and share resources and information on gay-affirmative service providers, events, bookstores, bars, etc.
- Say the words gay, lesbian, bisexual, and transgendered out loud, be aware that there are potentially people around you that are gay, lesbian, bisexual, or transgendered even if none are out.

Educate Others

- Sponsor a workshop on homophobia
- Sponsor a gay, lesbian, bisexual, transgendered speakers bureau program
- Sponsor films like Pink Triangles, Times of Harvey Milk, Before Stonewall, Personal Best, Parting Glances, Desert Hearts, etc.
- Set up bulletin board displays on gay, lesbian, bisexual, and transgendered issues/culture/people
- Have informal discussions where you live, go to school, work, groups, and friends
- Offer alternatives, accurate information, etc. when you hear homophobic stereotypes or myths
- Write articles for a newspaper on gay, lesbian, bisexual, and transgendered issues, write letters to the editor

Confront Overt Incidents

- Interrupt heterosexist/gender jokes, slurs, comments, or assumptions
- Actively react to anonymous anti-gay graffiti
- Get support for yourself when confronting incidents
- Make clear to all who are involved both relevant policies and your own feelings
- Provide support to the victim/target of the attack
- Critically review local media for heterosexual bias and call/write editors with complaints/suggestions

Take a Public Stand

- Wear a button such as “I support gay rights” or “How dare you presume I’m heterosexual”
- Attend rally or march supporting gay, lesbian, bisexual, and transgendered people; write a letter to the school paper
- Sign a petition supporting gay rights
- Promote gay, lesbian, bisexual, and transgendered nondiscrimination policies
- Campaign to pass gay rights bill
- Join an organization that promotes gay rights
- Form a support/activist group for heterosexual allies
- Organize to get more resources on your campus: an office for GLBT Concerns; lesbian and gay studies courses/program; pro-lesbian/gay counselors; gay, lesbian, bisexual, and transgendered speakers, cultural events, etc

Awareness – The Advantage of Being Heterosexual

We live in a society where being heterosexual or perceived as heterosexual carries advantages and entitlements. Many of these benefits are most often invisible and provide financial, emotional, and safety entitlements. Some of these advantages include:

- I don’t have to consider my safety when walking with my partner.
- I can walk hand-in-hand with my partner with no regard to the comments, looks of horror, or safety.
- I can go to any restaurant I wish to celebrate my anniversary and love with my significant other without regard to safety concerns.
- I can be reasonably assured that the police will respond to my call for help regarding a domestic dispute.
- I am never questioned about my sexual orientation.
- I am never asked to explain the heterosexual “experience.”
- I am never asked to explain how I got this way regarding my sexual orientation.
- I am never asked to explain the “straight agenda.”
- I can use the appropriate pronouns, when asked about my relationship, without fearing people will judge or reject me.
- I can speak in public about the causes and equality of all people without being judged of personally having an “agenda.”
- When my significant other is in the hospital, I am assured of being allowed to visit them, because I am considered family.
- I am never asked to speak for all heterosexuals.
- My sexual orientation will not be used to deny me the opportunity to rent an apartment, or obtain a job or promotion.
- I do not have to consider whether I will find accommodation when planning a vacation which will welcome my significant other and me.
- I do not have to be fearful that I will be arrested while in my hotel room.
- I can openly display pictures and personal items which celebrate my relationship.
- If I choose, my sexual orientation will not prevent me from the child adopting process.
- I can live in this society without ever thinking about the benefits I have because of my sexual orientation.
- If my significant other should die, no one will question whether I have the right to make the arrangements or question the appropriateness of my attending the funeral.
- I can openly grieve because of the death of my significant other.
- I can be assured of retaining the property I shared with my significant other after their death. No one will question if I have ownership rights.
- I can be assured no one will take away my children because of my sexual orientation.
- My fitness, as a parent, is not questioned because of my sexual orientation.
- My family and I can see us portrayed positively in stories, movies, pictures, greeting cards, and posters.
- I never have to hear, “what a waste,” when people find out my sexual orientation.
- I never have to answer “who plays the man and who plays the woman?”
- I am free to choose the job or profession I wish without regards to the appropriateness of my sexual orientation.
- I can be assured my employer will give me time off, under the Family Medical Leave Act, to care for my ill significant other.
- I can be assured my employer will offer health benefits to my family and me with no tax consequences to me for the portion paid by my employer.
- I do not have to provide any other documentation to my employers other than a marriage license validating my relationship with my significant other to qualify for health care or other company benefits.
- I will be entitled to my significant other’s social security benefits.
- I can be assured the law will protect my position, as a parent, should something happen to my significant other.
- I can be assured the government will provide tax benefits for my significant other and me, because of my relationship.
- I don’t have to consider how my partner or I will be treated when invited to a social gathering.
- I don’t have to consider when my work group plans a “family” gathering, whether I will be included or welcomed or the result on Monday, if I do not attend.
- I can easily share my plans for the weekend or what I did over the weekend or on vacation without considering the pronouns I use.
- I don’t have to explain to my supervisor that because I don’t attend the company get-togethers or am unable to share my personal life, that I am not a team player or aloof.
- Spousal abuse is an acknowledged social ill and I can expect help from the police and other social organizations.
- As a straight young person, I can count on being helped by our community’s social service organizations.
- I can introduce my date to my family and probably not have them ignore them.
- Should something happen to my relationship, people will not tell me the reason is because these types of relationships never work out.
- I don’t have to seek validation of my sexual orientation and me as a person through the collective studies by the American Psychiatric Association, the American Psychological Association, the American Medical Association, other scientific studies, or my book of worship.
- I don’t have to continue to defend my humanness and who I am as God’s perfect child to those who judge me as a moral deviant and condemn me to an eternity of hell.
- I can turn on my T.V. or attend a movie and not see a caricature that would describe my entire community.
- I can celebrate who I am, in my fullness of a person, by being true to myself.
- I don’t have to think about my sexual orientation at all.

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Performance Standards for UCF's Cultural Competencies

Cultural competency is the ability to function effectively in the presence of socio-cultural diversity. In 2008, Diversity Track (Summer Faculty Development Conference) scholars proposed 21 “core” cultural competencies as learning objectives for the University of Central Florida’s students, as well as potential areas of growth for faculty and staff. These cultural competencies encompass three domains of learning – cognitive, affective, and skill-building.

The purpose of the Diversity Track of the 2013 Summer Faculty Development Conference was to expand and refine the cultural competencies to include details that would facilitate infusion into curricula. In particular, Diversity Track scholars developed Performance Standards for each of the 21 "core" cultural competencies.

The cultural competencies and associated Performance Standards are detailed in this document.

COGNITIVE DOMAIN

Cultural Competency: C1

Define and understand vocabulary as it relates to diversity and inclusion

Performance Standards (Indicators)

The culturally competent individual will:

- be able to define and understand "diversity."
- be able to define and explain "inclusion" and "exclusion."
- be able to define and understand the differences between "stereotype" and "prejudice."
- be able to define and explain "discrimination."
- be able to define and explain "racism."
- be able to define and explain "ethnocentrism."
- be able to define and explain "sexism."
- be able to define and explain "age-ism."
- be able to define and explain "heterosexism" and "homophobia."
- be able to define and explain "marginalization."
- be able to define and explain "power and privilege."
- be able to define and explain "oppression" and "internalized oppression."
- understand "sensitivity" and "insensitivity."

Cultural Competency: C2

Understand that diversity is represented by all the ways in which human beings differ

Performance Standards (Indicators)

The culturally competent individual will:

- be familiar with the Diversity Wheel.
- understand that race affects our lives and the way we view other people.
- understand that ethnicity affects our lives and the way we view other people.
- understand that sexual orientation affects our lives and the way we view other people.
- understand that disabilities affect our lives and the way we view other people.
- understand that age affects our lives and the way we view other people.
- understand that gender affects our lives and the way we view other people.

- understand that all other dimensions of diversity affect our lives and the way we view other people.

Cultural Competency: C3

Define power, privilege, and discrimination and evaluate their effects on personal behavior, relationships with others, and society

Performance Standards (Indicators)

The culturally competent individual will:

- be able to define "power."
- be able to define "privilege."
- be familiar with the Cycle of Oppression.
- be able to define "stereotype."
- be able to define "prejudice."
- be able to define "discrimination."
- be able to define "oppression."
- be able to define "internalized oppression."
- be able to define "social justice."
- be able to analyze examples of power, privilege, discrimination, oppression, internalized oppression, and social justice.
- be able to recognize stereotypes and prejudices.
- be able to define and critically analyze the theory of intersectionality.
- be able to identify strategies that lead to a more socially just society.

Cultural Competency: C4

Recognize the elements of “culture” and apply their knowledge by comparing and contrasting similarities and differences among cultures

Performance Standards (Indicators)

The culturally competent individual will:

- demonstrate an understanding of the elements of culture; i.e., elements of surface culture (personalities, food, holidays, arts, and folklore) and elements of deep culture (feelings, thoughts, attitudes, behavior patterns, values/customs, and beliefs).
- recognize the similarities and differences between cultures as they relate to surface culture elements.
- recognize the similarities and differences between cultures as they relate to deep culture elements.
- be able to research and analyze information with respect to similar and different cultural elements and apply this information to real life situations.

- demonstrate a willingness to use newly acquired knowledge when interacting with people of different cultures.
- be able to adjust behavior in response to learning about one's individual cultural biases.
- be able to adjust behavior in response to learning about similarities and differences between cultures.

Cultural Competency: C5

Identify their own racial/ethnic heritages and associated culture and demonstrate how their perspectives affect interactions with others

Performance Standards (Indicators)

The culturally competent individual will:

- consider the racial/ethnic heritages and associated cultures with which she/he identifies (if any).
- demonstrate understanding of her/his own racial/ethnic heritage(s) by sharing information and seeking interactions with members of different, self-identified, racial/ethnic heritages.
- reflect on how racial/ethnic heritage(s) and associated culture(s) influence interactions with others from a similar or different background.

Cultural Competency: C6

Understand how international events influence their lives and apply this awareness to evaluate impacts on global society

Performance Standards (Indicators)

The culturally competent individual will:

- demonstrate an awareness of current events.
- engage in opportunities for exposure to international events.
- identify opportunities to volunteer at events with an international and cross-cultural focus.
- develop awareness of the impact of international events on global society.
- engage in reading newspapers or tapping other news sources of various countries.
- recognize the need for using adult interpreters when working with individuals who speak a foreign language.

Cultural Competency: C7

Understand that differences in communication patterns exist among and within

cultures and analyze how differences in communication may lead to misunderstandings

Performance Standards (Indicators)

The culturally competent individual will:

- analyze and recognize her/his own intracultural communication patterns.
- recognize and learn about intercultural communication patterns.
- demonstrate attentive, active, and affirmative listening when interacting with people from various cultures.
- understand words can have multiple meaning across various cultures.
- recognize that there are multiple realities in the world because people from various cultures see things differently.
- understand that definitions of time vary from culture to culture.
- recognize subtle differences in nuances and accentuation can cause misunderstandings during intercultural communication.
- understand that cultures may have hidden cultural rules.

AFFECTIVE DOMAIN

Cultural Competency: A1

Respectfully listen with appreciation to others' diverse life experiences and demonstrate understanding

Performance Standards (Indicators)

The culturally competent individual will:

- demonstrate an awareness of personal, ideological, and emotional biases.
- demonstrate awareness that each person has a unique perspective.
- demonstrate awareness that one's knowledge (beliefs), experiences (including behavioral patterns, values/customs), thoughts, and emotions affect listening.
- use verbal behaviors that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.
- use nonverbal behaviors such as posture, gestures, and facial expressions that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.
- use appropriate proxemic elements (interpersonal distance and spatial arrangement) that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.

- demonstrate comprehension by formulating questions that clarify or qualify the speaker's content and affective intent.
- demonstrate comprehension by paraphrasing the speaker's message with language that augments the speaker's content, promotes the purpose and the receiver's understanding.

Cultural Competency: A2

Engage in interactions with people of different “cultures” and share examples of their own life experiences, values, beliefs, and feelings

Performance Standards (Indicators)

The culturally competent individual will:

- examine one's role as the lifelong learner in the area of diversity and culture.
- assume the role of learner when interacting with others.
- gain self-awareness to reduce the influence of personal biases and values in working with diverse groups.
- transform behavior in response to a recognition of biases based on difference and culture.
- maintain a climate of openness, inquiry, fairness, and support of diverse populations to encourage all members of a group to share life experiences, values, beliefs, and feelings.
- recognize and communicate understanding of the importance of difference in shaping life experiences.
- deepen and enrich understanding of diverse populations.
- recognize the extent to which a culture's structure and values may oppress, marginalize, alienate, or enhance power and privilege.
- adapt the learning environment to accommodate the differing and diverse needs of others.
- modify and adapt mainstream knowledge and interventions to meet the needs of diverse populations and that challenge oppression.
- apply strengths and empowerment perspectives as practice approaches with diverse groups at multiple levels.
- model clear, acceptable oral and written communication between diverse populations.

Cultural Competency: A3

Show receptivity to exploring cross-cultural communication styles

Performance Standards (Indicators)

The culturally competent individual will:

- demonstrate sensitivity to people from different cultures.
- acknowledge and appreciate the experiences of people from different cultures.
- use cultural diversity experiences during cross-cultural communications.
- demonstrate willingness to listen to people from other cultures.
- demonstrate respect when interacting with and listening to people from different backgrounds and other cultures.
- collaborate with people to achieve successful cross-cultural communication.
- actively participate in community building.
- respect differences in opinion, thoughts, and cultural background.
- explore cultural differences and intercultural challenges.
- integrate elements from other cultures into her/his life.

Cultural Competency: A4

Gain new understanding and insights about the points of view of others and evaluate how these different perspectives influence behavior and relationships

Performance Standards (Indicators)

The culturally competent individual will:

- recognize that there are multiple perspectives of the same situation.
- recognize the value of various points of view.
- demonstrate openness to listening to other points of view that are not the dominant one.
- be aware of one's own biases and stereotypes.

Cultural Competency: A5

Consider instances in which they have been stereotyped and share with others the emotional impacts these views had on them

Performance Standards (Indicators)

The culturally competent individual will:

- be able to define "stereotype" and provide examples.
- articulate and describe experiences of having been stereotyped.
- demonstrate self-awareness of the emotional impact of stereotypes.
- recognize the unspoken expectation to speak for all members of a group.
- demonstrate an awareness of the pressure of having to represent one's cultural group.
- evaluate the sources of stereotypes.
- demonstrate comprehension of Chimamanda Adichie's *The Danger of a Single Story*.
- describe internalized oppression.

Cultural Competency: A6

Recognize instances in which they have stereotyped others, consider the emotional effects of these stereotypes on others, and assume responsibility for their behavior

Performance Standards (Indicators)

The culturally competent individual will:

- understand the definition of “stereotype.”
- recognize when people are using stereotypes.
- recognize when she/he is using a stereotype to define someone else.
- realize instances when people are speaking in terms of “us” vs “them.”
- recognize when and why we stereotype others.
- recognize that one member of a group does not represent every person in that group.
- be willing to talk about stereotypes with those who are using them.
- talk about her/his own past use of stereotyping.
- engage in conversations to help others explore when and why members of a group stereotype others.

Cultural Competency: A7

Acknowledge, with respect, individual opinions and feelings about diversity-related conflict and recognize these conflicts may generate emotional reactions

Performance Standards (Indicators)

The culturally competent individual will:

- appreciate and value opinions, feelings, and backgrounds of people from different cultures.
- demonstrate respect toward individuals from other cultures and their opinions and experiences.
- learn to recognize conflict situations.
- acknowledge the tensions of the individuals involved in conflict.
- recognize and understand differences in conflict styles.
- employ active listening skills when communicating across cultures.
- demonstrate respect, empathy, and care toward those from different cultures.

SKILL-BUILDING DOMAIN

Cultural Competency: S1

Practice listening to others in attentive, active, and affirmative ways

Performance Standards (Indicators)

The culturally competent individual will:

- use nonverbal behaviors (kinesic elements - posture, gesture, and facial expression) that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.
- use verbal behaviors (paralanguage - extraverbal elements of voice) that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.
- use appropriate proxemic elements (interpersonal distance and spatial arrangement) that demonstrate willingness to listen to messages when variables such as setting, speaker, or topic may not be conducive to listening.
- demonstrate attentive listening by giving the speaker full attention and demonstrating appropriate non-verbal behaviors.
- demonstrate active listening by formulating questions that clarify or qualify the speaker's content and affective intent.
- demonstrate active listening by paraphrasing the speaker's message with language that augments the speaker's content, promotes the purpose and the receiver's understanding.
- demonstrate affirmative listening by validating the person and by showing caring, empathy, and respect.

Cultural Competency: S2

Describe, practice, and demonstrate actions that may be taken when confronted with stereotypes

Performance Standards (Indicators)

The culturally competent individual will:

- understand the definition of "bias."
- understand what a stereotype is.
- recognize oversimplified images and statements that are applied to a group of people without regard to individual differences.
- know that stereotypes affect everyone.
- recognize the many reasons that people remain silent when others stereotype.

- understand that “silent collusion” (remaining silent) appears to indicate agreement.
- speak up when stereotyping is witnessed by:
 1. asking a question.
 2. interrupting the person and redirecting the conversation.
 3. broadening the conversation by focusing on universal human behaviors.
 4. working to make the conversations individual, rather than directed at a group.

Cultural Competency: S3

Reflect on their own cultural heritage and biases and develop and refine skills to recognize biases in others

Performance Standards (Indicators)

The culturally competent individual will:

- be able to define "cultural heritage."
- be able to define "cultural bias."
- be able to describe her/his cultural heritage.
- be able to describe her/his cultural bias.
- identify cultural bias within interactions.
- identify cultural bias between interactions.
- develop the skill set (communication, interaction, and interpersonal) that identifies others' biases.
- apply the skill set (communication, interaction, and interpersonal) in personal situations.
- apply the skill set (communication, interaction, and interpersonal) in professional situations.

Cultural Competency: S4

Use inclusive language in classroom, social, and professional settings

Performance Standards (Indicators)

The culturally competent individual will:

- be able to define "inclusive" language.
- synthesize how inclusive language styles are utilized in specific group settings.
- be able to apply inclusive language styles.
- be willing to use inclusive language styles in intercultural communication settings.
- pay attention to the individuals who are marginalized in each setting and treat them inclusively.

Cultural Competency: S5**Apply conflict resolution skills when presented with disagreements related to diversity issues**Performance Standards (Indicators)

The culturally competent individual will:

- listen and understand multiple perspectives when conflicts and disagreements emerge.
- demonstrate the ability to resolve conflicts in a way that is respectful of the individuals involved.
- be able to describe conflict resolution skills and methodologies.
- be willing to share conflict resolution skills with others.
- be willing to share the experiences of conflicts and disagreements with others.
- be willing to openly discuss and share misunderstandings and misconceptions with everyone trying to seek a solution.
- be able to apply her/his cultural knowledge and the cultural knowledge of others to reach an answer to a conflict.
- apply intercultural communication skills in situations where there are conflicts and disagreements.
- apply sensitivity, empathy, sympathy, and care when solving intercultural conflicts and misunderstandings.

Cultural Competency: S6**Demonstrate diversity leadership by providing constructive feedback to create more inclusive spaces**Performance Standards (Indicators)

The culturally competent individual will:

- demonstrate an understanding of the emotional (affective) and logical (cognitive) dimensions of communication.
- engage in open, direct, and respectful conversations with others.
- ask questions to elicit preferences and respond appropriately to feedback.
- draw valid inferences from the information as evidence to support varying views.
- analyze the information and inferences in order to draw conclusions and specify the implications for the speaker, audience, and society at large.
- integrate appropriately differing viewpoints and experiences for optimum development, growth, and performance.
- actively strategize ways to counteract biases.

Cultural Competency: S7

Bridge differences and build communities through the acquisition of “ally” skills

Performance Standards (Indicators)

The culturally competent individual will:

- understand the definition of “ally.”
- advocate for oppressed groups whether or not she/he is a member of those groups.
- risk speaking up for others when they are stereotyped.
- show respect for others.
- understand the difference between being a bystander and an “upstander,” someone who shows respect and speaks up for others.
- practice being an “upstander” when witnessing instances of stereotyping or disrespectful behavior.
- know—and practice—the five skills of an ally:
 1. be able to identify culture and core gifts.
 2. solve problems creatively.
 3. understand and be able to evoke, tell, and listen to stories that convey the other side of an issue.
 4. stand by people who are being stereotyped or oppressed.
 5. create welcoming places and spaces for people who may be experiencing stereotyping or oppression.

Acknowledgements

As part of the Diversity Track of the 2008 Summer Faculty Development Conference, participants identified 21 cultural competencies that they believed were appropriate learning objectives for the University of Central Florida's students, as well as potential areas of growth for faculty and staff. The members of this track were Dr. Kimiko Akita, Dr. Mia D. Alexander-Snow, Ms. Silvia G. Diaz, Dr. Costas Efthimiou, Mr. Michael Freeman, Ms. Mary Ellen Gomrad, Ms. Lani M. Harris, Mr. Harry Jernigan, Dr. Ana C. Mack, Ms. Holly E. McDonald, Ms. Lauryn A. Migenes, Dr. Olga Molina, Dr. George W. Musambira, Ms. Patricia Pates, Mr. Richard A. Quinn, Ms. Vivian M. Ray, Dr. Patricia Robinson, Dr. Hari P. Saha, Ms. Barbara E. Thompson, and Dr. Christos Velissaris.

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UCF Graduate Fellowship Application

Delores A. Auzenne Fellowship

- Provides \$5,000 per year for two semesters (\$2,500 each semester).
- Available to new and continuing graduate students who are underrepresented in a specific discipline who are U.S. citizens or permanent resident aliens.
- Recipient must be a resident of the State of Florida for a minimum of two years.
- Students may reapply each year.
- Deadline to apply March 1.
- Full-time enrollment in an eligible graduate program is required. Please see the Financial Information section of the current Graduate Catalog for more information.

Student Information

Student Name: _____ UCFID: _____

Program of Study: _____

Knights Email: _____

Student Signature

Signature of Applicant: _____ Date: _____

Submit this form, your goal statement, resumé, and two letters of recommendation from faculty to gradfellowship@ucf.edu

If you have questions about this award program, contact the UCF Graduate Studies Fellowship Office at gradfellowship@ucf.edu or 407-823-2766.

Goal Statement

Delores A. Auzenne Fellowship

Student Name: _____

UCFID: _____

Please explain briefly your reasons for pursuing graduate study at UCF. In addition, include a list of publications, presentations, and leadership and service activities related to your academic goals.

Letter of Recommendation

Delores A. Auzenne Fellowship

Student Name: _____

UCFID: _____

How long have you known the applicant? _____ In what capacity? _____

Graduate fellowships are awarded on the basis of academic merit and are intended to attract graduate students of the highest caliber to pursue graduate study at the University of Central Florida.

Based on your knowledge of the applicant, please describe the applicant's potential as a graduate student.

Please rank the applicant in the following categories.

Potential for graduate study	Ability to work with others	Adaptability	Emotional stability	Leadership potential
<input type="checkbox"/> Recommend strongly <input type="checkbox"/> Recommend <input type="checkbox"/> Recommend with reservations <input type="checkbox"/> Do not recommend	<input type="checkbox"/> Excellent <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Below average <input type="checkbox"/> Poor <input type="checkbox"/> Don't know	<input type="checkbox"/> Excellent <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Below average <input type="checkbox"/> Poor <input type="checkbox"/> Don't know	<input type="checkbox"/> Excellent <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Below average <input type="checkbox"/> Poor <input type="checkbox"/> Don't know	<input type="checkbox"/> Excellent <input type="checkbox"/> Above average <input type="checkbox"/> Average <input type="checkbox"/> Below average <input type="checkbox"/> Poor <input type="checkbox"/> Don't know

Signed: _____ Date: _____

Title: _____

Institution or Firm: _____

Email Address: _____