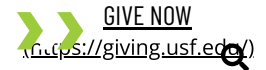


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Taking action to address societal racism

AUGUST 4, 2020[UNIVERSITY NEWS \(/NEWS/INDEX.ASPX?
CATEGORY=UNIVERSITY%20NEWS\)](/NEWS/INDEX.ASPX?CATEGORY=UNIVERSITY%20NEWS)

Dear University Community and Friends of USF:

In June, I shared a message with you denouncing the deeply troubling events occurring across the country that reflected the systemic racism that continues to plague our nation. Today, I'm writing to provide you with an update on important actions USF is taking as we work to become an even greater force for positive change. Our specific actions are outlined below.

To reinforce USF's enduring commitment to diversity and inclusion, I have appointed Dr. Haywood Brown, USF's vice president of institutional equity, as a member of the Executive Leadership Council (ELC), the university's top leadership team. As a member of the ELC, Dr. Brown will be involved in all major decisions made at USF.

I am pleased to announce that Dr. Elizabeth Hordge-Freeman, **[associate professor of Sociology \(http://sociology.usf.edu/faculty/ehfreeman/\)](http://sociology.usf.edu/faculty/ehfreeman/)**, has accepted my, and the Provost's, offer to become the Senior Advisor to the President and Provost on Diversity and Inclusion. In this newly created role, Dr. Hordge-Freeman will advise and support university leadership in our efforts to foster anti-racism, access, equity, cultural inclusivity and cultural intelligence. She will partner with campus-wide groups working on issues related to diversity, equity and inclusion such as curricular development, professional development of faculty members and staff, and helping to ensure that hiring practices for administrators and faculty are free from bias and reflect USF's commitment to diversity. Dr. Hordge-Freeman will also work in concert with Dr. Brown, as well as other campus leaders, faculty members and staff.

To advance research on racism in society, the Office of the Provost and USF Research & Innovation have committed \$500,000 to fund a first round of interdisciplinary research projects. Guided by a newly formed task force of USF faculty and staff from our three campuses, we are pleased to announce a Call for Proposals for Research Grants for Understanding and Addressing Blackness and Anti-Black Racism in our Local, National and International Communities.

TAGS

[Diversity Inclusion & Equal Opportunity \(/news/listing.aspx?
tag=Diversity%20Inclusion%20%26%20Equal%20Opportunity\)](/news/listing.aspx?tag=Diversity%20Inclusion%20%26%20Equal%20Opportunity), [Message from the President \(/news/listing.aspx?
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[ABC Action News: USF St. Pete sophomore is a star illustrator for NASA \(https://www.abcactionnews.com/news/region-pinellas/usf-st-pete-sophomore-andrea-coloma-is-a-star-illustrator-for-nasa\)](https://www.abcactionnews.com/news/region-pinellas/usf-st-pete-sophomore-andrea-coloma-is-a-star-illustrator-for-nasa)

JANUARY 31, 2023

[Washington Post: Is the age of unplugging on planes over? \(https://www.washingtonpost.com/travel/2023/01/27/airplane-wifi-unplugging-era/\)](https://www.washingtonpost.com/travel/2023/01/27/airplane-wifi-unplugging-era/)

JANUARY 27, 2023

[Fox 13 News: Training to fight cyber crimes at USF \(https://www.fox13news.com/news/usf-lands-4-million-grant-to-create-scholarships-for-new-cybersecurity-education-program\)](https://www.fox13news.com/news/usf-lands-4-million-grant-to-create-scholarships-for-new-cybersecurity-education-program)

JANUARY 25, 2023

[Newsweek: Mysterious Ocean 'Whiting Events' Seen from Space Leave Scientists Stumped \(https://www.newsweek.com/whiting-events-ocean-patches-nasa-space-mystery-1775821\)](https://www.newsweek.com/whiting-events-ocean-patches-nasa-space-mystery-1775821)

JANUARY 23, 2023

[MORE USF IN THE NEWS → \(/NEWS/USF-IN-THE-NEWS/\)](/NEWS/USF-IN-THE-NEWS/)

NEWS ARCHIVE

Learn more about USF's journey to Preeminence by viewing Newsroom articles from past years.

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[2018 \(/news/listing.aspx?category=all&year=2018\)](/news/listing.aspx?category=all&year=2018)
[2017 \(https://usfweb.usf.edu/usf-news-
archive/News/list/2017\)](https://usfweb.usf.edu/usf-news-archive/News/list/2017)

To further support the participation of Black-owned businesses as vendors to the university, we have updated language regarding our standards of conduct for employees that encourages more supplier contracts for Black businesses and other diverse supplier categories. We have also mandated that a senior member of the Office of Supplier Diversity hold a “voting” role on the decision-making team for supplier opportunities of \$75,000 and above. Moreover, informed by recent feedback from regional economic development organizations (e.g., the Tampa Organization of Black Affairs and others), I have recently sent **correspondence** (**(president/documents/daniel-letter-august-2020.pdf)**) to the USF Office of Supplier Diversity that describes additional specific actions we are taking to strengthen our partnerships with Black businesses.

2016 (<https://usfweb.usf.edu/usf-news-archive/News/list/2016>)

2015 (<https://usfweb.usf.edu/usf-news-archive/News/list/2015>)

To continue to inspire thoughtful dialogue across all three USF campuses, the Office of Diversity, Inclusion & Equal Opportunity (DIEO) is holding a virtual forum titled Black Lives and the Police featuring a panel of individuals offering distinct perspectives regarding progressive policing. A link to the recorded event will be released for viewing next week.

Looking ahead to the start of the 2020-2021 academic year, DIEO staff and the Office of Multicultural Affairs will embark on an initiative designed to give individuals an opportunity to candidly discuss and address matters of race and racism, including structural and systemic racism. This initiative, begun on USF's St. Petersburg campus last academic year, involves creating Dismantling Racism Study Circles – diverse groups of 10-14 individuals discussing all aspects of race and racism, including their personal experiences. All viewpoints, backgrounds and experiences will be welcome and the discussions, led by two trained facilitators of opposite gender and race, will take place over a six-week period. The participants then will prioritize new ideas, which may entail proposals to the university's leadership.

Dr. Brown and I, along with other members of USF's faculty and staff, have also held several meetings with members of the Bay Area Legislative Delegation of the Florida Legislature and community-based advocacy organizations. We have discussed the implementation of several innovative strategies and we will continue those meetings on a regular basis.

Meanwhile, our offices of Student Success and Admissions have begun developing targeted plans to attract more Black students to all three USF campuses. Many of those initiatives have been introduced during the recruitment process for this fall's class. For example, we have expanded our marketing efforts to prospective high school students in the seven-county Tampa Bay service area and are working to develop closer ties to selected high schools to strengthen the pipeline from local schools into USF. We plan on expanding our partnerships with local Title I programs by adding key high schools to our Guaranteed Admission Partnership Program, and conducting virtual high school events for application and FAFSA completion.

We also are holding regularly scheduled meetings with the Black Leadership Network (BLN) to recruit more students and raise additional scholarship funds. For those who are not familiar with

the BLN, it includes passionate alumni, donors and USF staff who play a critical role in supporting academic scholarships and enhancing Black student success through programs focused on personal and professional development. Since its inception in 2016, the BLN has raised nearly \$2.3 million, and during the upcoming academic year, 63 students will benefit from that support.

I hope you will join me in supporting these important actions as we continue to strive to fulfill our responsibility to provide leadership and demonstrate our active commitment to creating a civil, humane and compassionate society in which racism is not tolerated. The need for change is ongoing, and I will continue to provide you with updates as further actions are taken and progress is achieved.

Sincerely,

Steven Currall
President and Professor

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ANTI-RACISM COMMITMENT

The English Department at the University of South Florida strongly condemns and mourns the recent murders of Rayshard Brooks, George Floyd, Ahmaud Arbery, Breonna Taylor, Tony McDade, and too many others. We demand justice for them and their families and for an end to police violence and systemic racism. We recognize that their deaths and acts of violence against Black Americans are not isolated instances of extraordinary brutality but further evidence of centuries of normalized violence, structural oppression, and dehumanizing rhetorics that target Black, Brown, and Indigenous people. As students of the humanities, we have a special responsibility to bear witness to injustice and inhumanity. We stand with all those who work and demonstrate for justice, and we join their calls for institutional change.

However, we also recognize that it is not enough to affirm these principles in the abstract. This moment encapsulates particular harms and traumas to our Black students, staff, and faculty. As a

department, we explicitly affirm our solidarity with all the Black members of our academic community.

We denounce the historic and systemic nature of the continuing racism against people marked as non-white. We know that the responsibility for striving toward racial justice belongs to all of us, and in particular to those of us who have historically been over-represented and racially privileged.

We reaffirm our commitment to fighting racism and supporting equity and inclusion. In our department and within our disciplines, this commitment is expressed through the study of texts by diverse authors; discussions and assignments that attend to current and historical injustices and imbalances; and courses and curricula that cultivate critical thinking on issues of race, gender, and colonialism, in particular settler colonialism and the histories, discourses, and representations of race and manifestations of racism in the United States.

Together with our students we strive to use the transformational capacity of writing, literature, rhetoric, and the arts to create a better world.

The English Department commits to the following:

- Informed by readings and resources on anti-racism made available by organizations such as the National Council of Teachers of English, faculty and graduate students will engage in discussions focused on ways of making our curriculum and our syllabi anti-racist and on developing best practices for handling issues of race, diversity, and inclusion in the classroom.
- The English Department will add anti-racist resources to our website.
- The English Department's Diversity and Inclusion Committee will resume its annual climate survey to ensure we identify and improve areas where we fall short and build on areas where we are making progress.
- The Department will explore and develop initiatives to recruit, retain, and support non-white faculty and students across all USF campuses.

- The Undergraduate Director and Directors of Creative Writing, Literature, and Professional and Technical Communication will work with all instructional faculty across all three USF campuses to include intentional assignments and activities designed to promote anti-racism. A collaborative database of related assignments, readings, and pedagogical strategies will be developed and made available to instructors.
- The Graduate Director will provide a forum for student voices and leadership, will work with the Directors of First-Year Composition and Professional and Technical Communication to provide training for graduate teaching assistants, and will continue to find opportunities for enhancing the graduate curriculum through the incorporation of critical race theory and the inclusion of diverse, multi-ethnic voices.

To our students: we encourage you to seek support from faculty and administrators of the English Department and the **Office of Multicultural Affairs**, as well as from **USF's Anti-Racism resources**.



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USF School of Interdisciplinary Global Studies

Dear Fellow Bulls,

As people in the United States and abroad continue to protest the police killing of George Floyd and, much more broadly, the systematic devaluation of Black lives that his killing and that of so many others makes evident, SIGS faculty want to affirm our solidarity with these protests; to affirm our commitment to a just, equitable, sustainable, and democratic world; and to emphasize the ways in which our work as faculty in the School of Interdisciplinary Global Studies is intended to address the struggles that are occurring in the world around us today. As scholars and teachers, we are committed to ongoing education to help ourselves, our students, and the broader public gain a better understanding of the systems, structures, and historical legacies that have led us to this point and accordingly how we might find our way to a world free from such devaluation and violence.

First, we want to affirm that the faculty in the School of Interdisciplinary Global Studies believe that human societies should be based on justice, equity, respect, and dignity for all people. Accordingly, we condemn the history of racist violence in the United States and the world, including the long history of racist police and vigilante brutality in the US. Our condemnation is unrelated to any political ideology or party affiliation; rather, we view this issue as a matter of human rights and the fundamental principles upon which the United States is founded. As is both well documented and illustrated yet again in recent news, Black people and other people of color in the United States are disproportionately targeted, injured, and killed by police officers and vigilantes who are quite frequently not held accountable by the justice system. That the Minneapolis police have used force against Black people at seven times the rate they have used force against white people is but one example. As scholars of history, politics, anthropology, education, and culture, we understand the protests currently sweeping this country as democratic political participation at a moment of extreme frustration with longstanding injustices. Politics by its very nature inevitably includes disagreement and dissent, including nonviolent civil disobedience in some cases. We know that we, our students, and the country will inevitably have some different perspectives about the best ways forward in days to come, but we affirm the right and importance of people to protest unjust treatment as key to a functioning democracy.

Second, it is crucial to understand that the recent killings of George Floyd, Breonna Taylor, Ahmed Aubrey and the many, many others before them are part of the ongoing history of racial violence sustained by institutionalized, structural racism. Knowledge about the ongoing history of institutionalized, structural racism and white supremacy and their interactions with other forms of oppression is critical to building a just, equitable, and democratic future for the United States, a country that is being torn apart by racial hatred toward Black people and other people

of color. Learning such core truths about this country could save it. Education on these issues is one of the School of Interdisciplinary Global Studies' main missions. Under our overarching focus on "Citizenship, Justice, and Identity in a Global Context," SIGS offers majors and courses in Africana Studies, Latin American and Caribbean Studies, Political Science, and International Studies. We offer courses in the history of racism and racial violence in America and the rest of the world; critical thinking about the intersections between race and other forms of oppression; the influence of racial structures in politics, economics, culture, and education; the study of American politics with attention to the role of race; issues of human rights affecting all peoples; understanding social movements of resistance to oppression and injustice; and political theories that analyze how systems of oppression function and offer normative visions of freedom, justice, and democracy. Above and beyond providing crucial information and knowledge, these courses provide spaces to dialogue about these issues, to process concerns, and to build community. We strongly encourage all students, regardless of major, to take the opportunity to learn and connect with each other in these courses.

This is a revealing time in United States history. Structures and systems that began before this country was founded and that have run throughout its history in sometimes more and sometime less blatant ways are becoming all the more apparent again. We hope that this moment in history will provide a society-wide opportunity for better understanding as a foundation for working to change existing injustices. We as SIGS faculty stand ready and committed to contribute our efforts towards that end.

Sincerely,
SIGS Faculty

USF Anthropology Statement on Police Violence and Anti-Black Racism

Over the last week, the USF community has been hit hard by the murders of George Floyd, Breonna Taylor, and other victims of police violence as well as the widespread protests that followed. The painful events have brought forth anger and grief made worse by the anxiety associated with the pandemic, exposing systemic inequalities simmering not far under the surface of this country. It is impossible to remain untouched. In the words of Desmond Tutu: “If you are neutral in situations of injustice, you have chosen the side of the oppressor.”

We write to you today to share our clear commitment to principles of anti-racism.

We acknowledge that anthropology, as a discipline, is rooted in racism in the guise of colonial projects. Despite efforts to end scientific racism and include a diversity of voices, racism persists in the academy. We affirm our commitment to continuing to overcome long-standing structural barriers to access in higher education, the discipline of anthropology, and academia in general. While 47% of USF’s student body comes from racial and ethnic minority groups, our graduate program and faculty are majority white. A critical mass of Black faculty and students strengthens much-needed dialogue and critique of current systems of oppression, contributing to change that is sustainable and beneficial to a wider range of people. Though USF just publicized new Principles of Community focused on inclusion, much more needs to be done during this extremely challenging time. Now is the time to be vulnerable, open to systemic change, and willing to do better.

We also acknowledge that we live in a city once in the heart of the Jim Crow South, where institutions were completely segregated by both law and social custom and Black people excluded from public parks, institutions of education, and other places. In June 1967, anger rose to the surface in Black neighborhoods, culminating in a wave of violence that changed Tampa forever. Cases in Tampa and St. Petersburg where a white police officer killed a black resident set off days of civil unrest in 1967 (Marvin Chambers), 1987 (Melvin Hair), and 1996 (TyRon Lewis). We recognize that the civil rights struggle in Tampa is ongoing and acknowledge that the racism of the 60s is still present in our local communities and on our campus, such as when racist flyers and symbols have been posted and in the everyday discrimination students experience in the classroom or while pursuing their degrees. USF students and faculty have been organizing events, speakers, and marches around the issue of police violence against Black and Brown people for many years.

Despite civil rights advances, Black people today continue to struggle with everyday forms of structural and symbolic violence including disproportionate levels of mass incarceration, health disparities, and everyday micro-aggressions. These have only become more starkly evident over the last few months during this pandemic. USF anthropologists have helped document overlooked, disappeared, and vandalized African American cemeteries in our own backyards, the residue of racism in the past and in the present. Others are researching hunger, environmental racism, segregation, disparities in health outcomes, underrepresented histories, and the impacts of COVID-19 on communities of color just adjacent to USF. Many of these communities are the same sites of protests and violent conflict today. We are committed to conducting applied research that will support actionable change.

The matter of anti-Black racism must move beyond our research and into our daily lives as well. The problem of systemic racism in our society may feel too complex to solve, but we believe that structures of oppression can be dismantled through deliberate action and through meaningful actions to effect change in our community and society. Educating ourselves about

being better allies is one step. We invite you to help us as we move forward. We are using the list of resources below to educate ourselves and to progress more effectively. Please explore these and share other resources and tools with us.

We believe we have to start at home. We must be a resource and place of support as a department for all. We strive to be attentive to the need for systemic change, recognizing that we are a source of strength for those who don't share the same privilege. This includes a review of our own USF police department as to its function to provide safety for the university community and particularly Black students, staff, and faculty. We need to offer our assistance to the local community. We need to connect with others in the university and beyond, use our privileges and our resources, and effect change within our own university, the larger community in which we are situated, and in this nation.

This moment is worth nothing if nothing changes. We will continue this conversation as we move forward as a nation and as a program.

In solidarity,

The USF Department of Anthropology

Useful Resources:

How to be An Antiracist: <https://www.ibramxkendi.com/how-to-be-an-antiracist-1>

National Museum Of African American History And Culture's Being Antiracist Toolkit: <https://nmaahc.si.edu/.../talking-abo.../topics/being-antiracist>

A Detailed List of Anti-Racism Resources:
<https://medium.com/.../a-detailed-list-of-anti-racism-resourc...>

Anti-Racism Resources:
https://docs.google.com/.../1BRIF2_zhNe86SGgHa6-.../mobilebasic...

For our White Friends Desiring to be Allies:
<https://sojo.net/arti.../our-white-friends-desiring-be-allies...>

Guidelines for being a Strong White Ally:
<https://www.racialequitytools.org/resourcefiles/kivel3.pdf...>

Ways to support the Tampa Bay Community:
<https://ilovetheburg.com/black-owned-businesses-and-nonpr.../...>

Civil Rights Movement in Tampa:
<http://exhibits.lib.usf.edu/exhibits/show/civil-rights-in-tampa/introduction/intro/>

How Tampa Bay's History of Civil Unrest Repeats Itself:
<https://www.tampabay.com/.../how-tampa-bays-history-of-civi.../...>

* This statement was drafted by a sub-group of the Department's outgoing and incoming Committee on Diversity and Inclusion, the current and incoming Graduate Director, current Chair and Incoming Chair.

Sociology and Interdisciplinary Social Sciences Diversity and Anti-Racist Action Statement

June 19, 2020

The University of South Florida Department of Sociology and the Interdisciplinary Social Sciences program stand in solidarity with those who are protesting the killing of Mr. George Floyd on May 25, 2020. Mr. Floyd's murder by Minneapolis police officers was not only the result of an individual racist act but also the result of interlocking systems of oppression found throughout the institutions of our country; systems of oppression that have validated police violence directed at Black and Brown people for centuries. We condemn all forms of racism and injustice, including the murders of Mr. Floyd, Breonna Taylor, Ahmaud Arbery, Tony McDade, and countless other people of color. The fact that the COVID-19 pandemic disproportionately affects the physical and economic health of communities of color also points to broader race-based economic inequality and health disparities in our country. We recognize that racism also intersects with other axes of oppression such as disability, religion, sexuality, trans identity, and migration status to reduce the life chances of a large and diverse segment of the population. We stand with the Black Lives Matter movement, and other organizations calling for justice and the eradication of systemic racism in our institutions.

As students, staff, and scholars in the social sciences, we recognize that this country, and by extension its institutions, were founded on racist principles. Accordingly, we understand that racism is deeply embedded in our lives. We endorse the American Sociological Association's statement: *"Institutional racism in all its forms must be condemned in the strongest possible terms. As sociological scholars and citizens, we have a responsibility to study and speak out regarding all forms of racism and injustice."* We also acknowledge, however, that the discipline of sociology, our university, and our department are part of a system that has created barriers for many groups of people while simultaneously privileging others.

We acknowledge that racism is often unseen and unexamined, and that even well-meaning intentions and well-meant actions can be racist. As actors within our own institution, we are committed to looking inward to assess ourselves, our department and its policies and practices, ensuring it grows into a committed and inclusive department that engages in intentional anti-racist actions that will dismantle the inequalities endemic to our own operation. We will strive to model anti-racism in our work environment, through our research, within the classroom, and in our interactions.

Over the coming months, we pledge to engage in a process of meaningful self-reflection about how we can implement USF's Principles of Community in ways that redress racism, injustice and inequities and ensure that students, faculty, and staff from all backgrounds are treated with dignity and respect. To this end, we support the USF Black Employees 2020 Call to Action (<https://www.tampabay.com/news/education/2020/06/10/usf-hears-from-black-faculty-staff-do-more-to-end-systemic-racism/>), and propose to take the following concrete steps within our department to further the goals it lays out for the university as a whole:

1. We will create a Diversity Committee of students (undergraduate and graduate), staff and faculty that includes representatives from our standing committees to ensure that anti-racist practices are effectively and meaningfully translated to our curriculum, recruitment and retention efforts, our policies and practices, and our working environment.
2. We will conduct a Department Climate Survey to better understand the views and experiences (within the department and other units at USF) of our students, staff and faculty and to serve as baseline against which the effectiveness of our work can be measured.
3. We will initiate a series of regular and normalized anti-racist and multi-cultural competency training sessions and community events for students, staff and faculty, to help us reflect on and challenge our own racist actions, and to better understand anti-racist strategies and practices in the academy so that we may implement them in our everyday lives.
4. We will work with the college to identify and redress any instances of race-based salary discrepancy for faculty and staff.
5. We will review departmental policies and increase the transparency of the criteria that are used for faculty, staff, and graduate student annual evaluations and for faculty and TA assignments in order to build trust and guard against implicit and explicit bias.
6. We will develop a system for the intentional mentoring of faculty and staff of color as they move toward promotion.
7. We will provide opportunities for faculty and students of color to serve in administrative positions and leadership roles in the department and mentor them in these roles.
8. We will develop robust strategies for the recruitment of students and faculty of color.
9. We will work to increase our offerings of courses that address issues of race and ethnicity, racial and ethnic inequality, and racism and anti-racism.
10. We will encourage faculty to include the scholarship of Black and Brown scholars in their courses.
11. We will develop a plan to acknowledge the informal labor often performed by women in the department and university. We recognize that the demands placed on women of color and those occupying other minoritized positions are often especially intense.
12. We will take the complaints of students and faculty seriously and conduct regular, focused and safe discussions about ways to hold ourselves and others accountable for microaggressions and insensitive actions. We believe a healthy department can engage in such dialogue in a vigorous and safe way, and that when we can, issues should be resolved in-house, thereby strengthening our community. We also realize that some actions may need to be escalated where appropriate and that such escalation will not be met with retaliation or marginalization. When this happens, we will follow the recommendations of the office by which the issue is evaluated.
13. We will continually build on these initial efforts and not be tempted to look for quick fixes or easy answers.

To accomplish these goals, we must first recognize that no individual or community simply “becomes” anti-racist by desiring to do so. We must commit ourselves to the ongoing work that

is required. We must educate ourselves, and not rely on people of color to educate us. We must continually reflect, assess, and act; and we must recognize our privileges where they exist and intentionally act to dismantle them. Through these deliberative actions, we intend to build a culture of anti-racism in our department and develop mechanisms that will strengthen this culture through our actions, policies, and practices at all levels.

This statement was created in a collaboration between the department leadership team and the newly constituted Diversity Committee.

James Cavendish, Chair, Department of Sociology

Sara Green, Director, Interdisciplinary Social Sciences Program (incoming Sociology Chair)

Will Tyson, Executive Committee Chair

Beatriz Padilla, Diversity Committee Chair



Women's and Gender Studies at USF: A Statement on Anti-Racism

The faculty members of WGS stand in opposition to racism and pledge to support anti-racist work in our teaching, research, and service. We recognize that over the summer of 2020, we have been witnessing an uprising on the streets and across the globe that is a response to decades, if not centuries, of systemic racism that has continued despite peaceful attempts to stop it. We are committed to keep on working to end racism and other forms of oppression through collaborative and nonviolent means.

Now is the time to stand up for the rights of the Black community. But we will not stop our work to change the world even if the current protests diminish. We promise that we will continue to teach about the racial, class, gender, and ability inequalities that threaten peace and well-being. When police murder Black people, when government officials lock Latinx people in cages, when corporations desecrate Native people's lands, and when systems of power routinely subject communities of color to health, work, and legal inequalities, we feel a moral obligation to speak up, to teach, and to put in the work to dismantle oppressive structures. We have named two Diversity Liaisons for our department who are working to guide us in more explicit anti-racism actions and efforts.

To our students, specifically: We support you. We wish we could all be on campus, could sit with you, and march with you. We will be back and we are working on ways to do this remotely. In the meantime, please don't hesitate to reach out to us, to let us know about the actions you are taking. We may be remote, but we are here for you.

In solidarity,

The faculty of WGS@USF

The Wayback Machine - https://web.archive.org/web/20210925041831/https://www.usf.edu/president/...

UNIVERSITY OF SOUTH FLORIDA

MyUSF | Directory

ANTI-RACISM

OFFICE OF THE PRESIDENT



WHO WE ARE



FACULTY
AND STAFF



STUDENT
SUCCESS



OUTREACH
AND
ENGAGEMENT



NEWS

RESOURCES



Anti-Racism Statements

[Anti-Racism](#) / [Who We Are](#) / [Anti-Racism Statements](#) / [From Colleges & Departments](#)

FROM THE PRESIDENT

FROM UNIVERSITY UNITS

FROM COLLEGES & DEPARTMENTS

FROM COLLEGES & DEPARTMENTS

COLLEGE OF ARTS & SCIENCES

- Department of Anthropology
- Department of English
 - Statement Against Anti-Asian Racism
- Diversity Committee
- Humanities Institute
- School of Interdisciplinary Global Studies (PDF)
 - Statement on January 6 Capitol Riot Attacks (PDF)
- Sociology and Interdisciplinary Social Sciences (PDF)
- Department of Women's and Gender Studies

COLLEGE OF EDUCATION

- **Literacy Studies**

COLLEGE OF ENGINEERING

- **Sloan University Center of Exemplary Mentoring**

USF HEALTH

- Morsani College of Medicine
- College of Nursing
- Taneja College of Pharmacy
- College of Public Health

USF LIBRARIES

CHECK BACK FOR MORE FROM OUR USF COLLEGES:

- College of The Arts
- College of Behavioral & Community Sciences
- Muma College of Business
- Patel College of Global Sustainability
- Judy Genshaft Honors College
- College of Marine Science



UNIVERSITY of SOUTH FLORIDA

4202 E. Fowler Avenue, CGS 420,
Tampa, FL 33620, USA
813-974-5944

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Making Sense of NOW

Unique Support Forums to Discuss Current & Ongoing Events



Reuben Faloughi, Ph.D.



Lisa Ferdinand, Ph.D.



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Lashley Marks, Psy.D.



Dani Rosenkrantz, Ph.D.

USF Counseling Center is offering multiple, facilitated spaces to support the variety of needs of our diverse Bulls community. These forums are offered to students in response to recent and on-going events @ USF and in the United States impacting various communities including, but not limited to: COVID-19, xenophobia, killings of unarmed Black people, systemic racism, privilege, oppression, and institutional challenges.

These forums will last for 60 minutes and will offer space to discuss reactions to recent and on-going events, self-care, and relevant resources. Students will have options to select a forum based on their self-identified racial group: **1) Black/African-American, 2) People of Color, 3) White students.** Students interested in an all-inclusive forum should join the **4) All Bulls Inclusive Forum**, open to All Racial groups.

Select a forum that best matches your self-identified racial group or join the All Bulls inclusive forum at usf.edu/counsel

1) BLACK & AFRICAN AMERICAN BULLS

Exclusive for self-identified Black/African-Americans – a healing space of care and support for the Black community

Dates/Times:

Thu 6/4 – 12:30pm; Mon 6/8 – 3pm; Wed 6/10 – 1pm

4) ALL BULLS INCLUSIVE FORUM

Inclusive of All Racial groups – a uniting space for both allies and marginalized groups

Dates/Times:

Fri 6/5 – 1pm; Tue 6/9 – 3pm; Thu 6/11 – 11am

2) PEOPLE OF COLOR BULLS

Exclusive for all self-identified People of Color – a healing space for POC to discuss unique impacts of systemic racism

Dates/Times:

Fri 6/5 – 4pm; Tue 6/9 – 11am; Thu 6/11 – 2pm

3) WHITE BULLS

Exclusive for self-identified White Students – a connecting space for allies to share experiences and identify ways to take action against racism, including supporting peers and friends who identify as Black/POC

Dates/Times:

Thu 6/4 – 3pm; Mon 6/8 – 11am; Wed 6/10 – 3pm



COUNSELING CENTER
813-974-2831 • usf.edu/counsel
SVC2124



UNIVERSITY of
SOUTH FLORIDA
Student Success

University of South Florida Counseling Center

2021-2022 Annual
Report





MESSAGE FROM THE COUNSELING CENTER DIRECTOR

Scott Strader, Ph.D.
Director, Counseling Center Services

The 2021-2022 academic year had a special energy. Students breathed new life across the Tampa campus as the university expanded in-person classes, events, and services. As the USF-Tampa Counseling Center prepared yet again to meet the changing needs of the campus community, one thing was clear: we would not simply return to pre-pandemic operations. We had learned so much from the challenges and changes of the past several years, and we were eager to implement a new era of service delivery to the campus community. We rolled out our most adaptable, high-tech, accessible set of services ever. Students had the greatest amount of flexibility and choice, including online and in-person individual and group counseling, specialty virtual workshops, online support forums, and both virtual and in-person outreach and consultation programming. It's no wonder "pivot!" became one of the most commonly used words around the Counseling Center. Our team remains dedicated to our central mission to flexibly meet the changing mental health needs of our diverse campus community – and in 2021-2022, the emphasis was on "flexibly."

2021-2022 Executive Summary

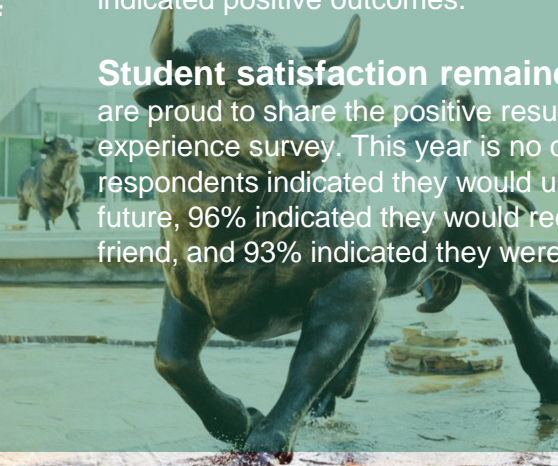
We continued to serve a diverse group of students reflective of USF's overall diversity. USFCC staff have made significant efforts to expand our reach throughout USF's diverse student body. This year, we continued to serve a client base that in many ways reflected the diversity of the USF community. In fact, we saw increases in service utilization of groups like African American and Black students, Asian and Asian American students, international students, and LGBTQ community members.

We implemented a new assessment tool that allowed us to more precisely track the progress of our students. This year, we made the decision to implement the Outcome Questionnaire (OQ) measure, an assessment tool that provides highly nuanced data about the progress of each of our clients. This helped us make highly informed individual treatment plans and shaped our overall operations as a center.

We increased flexibility for students. We helped students select online and in-person appointments to meet their changing individual needs. This provided increased access to therapy and support resources while also making it possible for students to return to in-person services if desired.

We implemented a center-wide Multicultural Orientation (MCO) framework. We remain committed to multiculturalism and diversity. This year, we infused an MCO approach into all aspects of our operations, including our clinical work, outreach initiatives, training activities, and staff relationships. We leaned into three major MCO pillars: displaying cultural humility, seeking cultural opportunities, and increasing cultural comfort. Initial assessment of this initiative indicated positive outcomes.

Student satisfaction remained high. Each year, we are proud to share the positive results from our client experience survey. This year is no different. 94% of our respondents indicated they would use our services again in the future, 96% indicated they would recommend our services to a friend, and 93% indicated they were satisfied with our services



Clinical Services Summary*

3,168

Total students attending appointments with the USF CC

7.6

Percentage of overall student body served

18,542

Scheduled appointments

4.43

Average number of appointments per student

710

Crisis appointments conducted

645

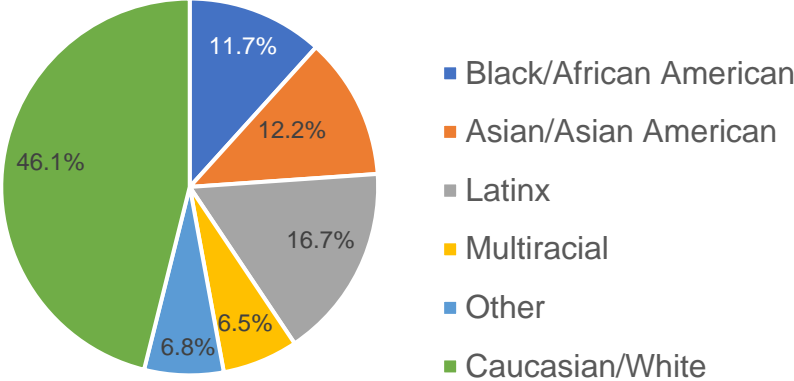
Students served for crisis appointments

*Yearly comparisons of data are complicated by the COVID-19 pandemic and changes in staffing

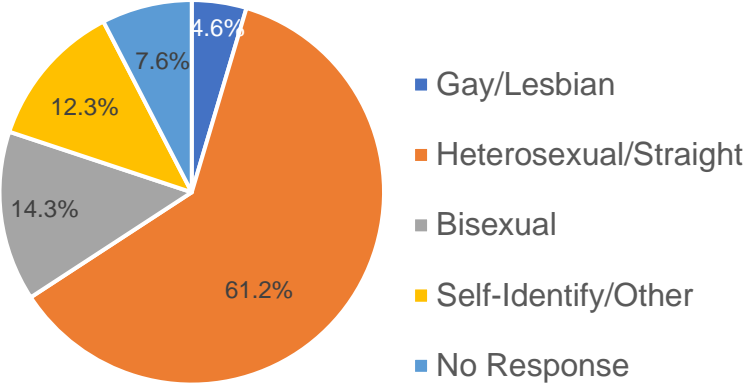


Client Characteristics

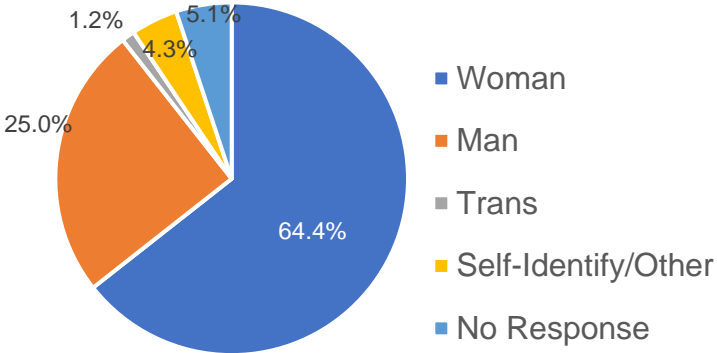
Race/Ethnicity:



Sexual Identity:



Gender Identity:



Additional Client Characteristics:

- 10.7% International students
- 25.6% Transfer students
- 25.0% First generation college students
- 15.2% Diagnosed with a disability

Clinical Outcomes

Counseling Outcomes

Each USF student who used individual counseling services at the Counseling Center completed a brief pre-visit assessment to help their provider establish a baseline and assess their progress in counseling. They also completed the assessment at each follow-up appointment. The Outcome Questionnaire (OQ 45 TA) assesses functioning in multiple areas and suggests that the majority of students who use the USFCC experience improved functioning as a result of their counseling experience.

These results reflect students who attended at least three (3) visits between July 1, 2021 and June 30, 2022:

70%

of all students reported an improvement in functioning between their first and last visits.

80%

of all students reporting symptoms of depression reported an improvement in functioning between their first and last visits.

Client Experience Outcomes

Each student who utilizes USFCC services is invited to provide their reactions and feedback regarding their experience. We carefully review all client responses to inform our work and improve services. Once again this year, students reported positive experiences utilizing various USFCC services.

97% Felt their counselor listened carefully to them

96% Felt safe talking about their concerns

94% Felt their counselor understood their problems or concerns

94% Felt their counselor genuinely cared about them

91% Felt their counselor did a lot to make counseling useful to them

91% Learned strategies to address their concerns

95% Would return for additional services if necessary

96% Would recommend USFCC to a friend who needed help

93% Were overall satisfied with their counseling experience

Client Feedback



“I was only able to have 3 sessions with my counselor, but they helped me work through more than the 2.5 years I spent in therapy previously.”

“My counselor was great at helping me identify changes I needed to make to improve my mental health.”

“It has really helped me through not only my grief journey but also underlying trauma I never faced before.”

Group Services

21 general & topical groups served **148** students

Over **96%** of students . . .

learned something valuable about themselves through interaction with other group members

improved their ability to understand and interact with people who were different than them

improved their overall well-being

Over **90%** of students . . .

would recommend group counseling to a friend

"It may seem scary at first, but after about the second meeting you get to know your groupmates and group becomes something you look forward to every week. It is a great tool to help with whatever it is you need."



USFCC provided group services during the 2021-22 academic year, providing students the experience of learning and developing through interaction with peers in a supportive and therapeutic environment. As in years past, students found the experience enriching and beneficial to their overall well-being and academic success.

Outreach, Prevention Programming, and Consultation

We are dedicated to fostering resilience among USF students and the USF community, and provide a variety of outreach programming, including:

- **Workshops:** We deliver culturally-informed workshops focused on resiliency-based learning objectives that help students maximize their strengths, learn new ways to cope, connect with others, and prepare to be psychologically and academically successful.
- **Crisis Support:** We provide a compassionate presence and empathic support to groups on campus during times of crisis.
- **Faculty and Staff Consultation:** We consult with faculty and staff about how to best support USF students in the classroom, on campus, studying abroad, and in general.

Summary:

Overall Outreach Appointments: **470** Overall Consultations: **167** Overall People Served: **13,039**



Training

Overview:

Providing training opportunities to developing clinicians is fundamental to our mission. We currently provide training opportunities through our Postdoctoral Fellowship, Doctoral Internship, and Graduate Student Clinician programs. Our trainees can expect to learn and apply evidence-based treatment practices that are relevant to college populations, while receiving competency-based supervision from the Center's excellent training staff. We work to create a warm and inclusive atmosphere where trainees are valued members of the team.

Typical Training Experiences:

- Providing individual and group counseling for USF students
- Weekly supervision and mentorship from a diverse team of licensed clinicians
- Conducting consultation and outreach projects for the USF community
- Participating in didactic seminars and group supervision
- Involvement in USFCC committees, clinical teams, and staff meetings

Training Highlights

Doctoral Intern Consultation Projects: Throughout the year, Doctoral Interns serve as psychological consultants for a campus partner. They build relationships, conduct needs assessments, implement customized interventions, and evaluate the success of their projects.

Postdoctoral Fellowship Specialization Projects: Postdocs receive advanced training in an area of clinical specialization, administrative functioning, or training.

Summer Specialization: Fellows and Interns have the opportunity to complete a ten-week, 16 hour-per-week external rotation with an affiliated agency including the Tampa VA Hospital, Tampa General Hospital, and Rogers Behavioral Health, or focus on using the summer to deepen an aspect of their work at the Counseling Center.



Ropes Course Team Building



Orientation Scavenger Hunt

Staff Contributions to the Mental Health Field

This past year, we continued our tradition of making significant contributions to the mental health field and our community. We published in peer-reviewed journals and books, presented at national conferences, helped lead professional organizations, and taught continuing education workshops. Highlights include:

Leadership and Service



LISA FERDINAND, Ph.D.

Served as the Division 17 representative on the APA Council of Representatives and as the secretary for the Council Caucus on Promoting Global and Human Perspectives in Psychology



MICHAEL ROGERS, Ph.D.

Served his 2nd year as a board member for the Association for Counseling Center Training Agencies, and served as Chair of the USF Presidential Advisory Committee on Issues of Sexual Orientation and Gender Identity



SCOTT STRADER, Ph.D.

Served his 6th year as a member of the Elements of Excellence Committee for the Association for University and College Counseling Center Directors and served on the USF Presidential Advisory Committee on the Status of Men.



HEGE RIISE, Ph.D.

Began her 4th year and 2nd term serving on the American Psychological Association's Commission on Accreditation



LASHLEY MARKS, Psy.D.

Served as the 2021-2022 Secretary for the board of the Florida Group Psychotherapy Society



DANI ROSENKRANTZ, Ph.D.

Served as the cochair for the APA Division 44 task force on religious spirituality and LGBTQ issues

Professional Publications



JORDIE PONCY, Ph.D.

Kim, M., Poncy, G., & Lopez, F. G. (2022). Passive Facebook use and students' academic stress: The moderating role of authenticity. *Journal of American College Health*. <https://doi.org/10.1080/07448481.2022.2047704>



MICHAEL ROGERS, Ph.D.

Rogers, M. & Mitchell, J. (2022). Supervising CBT Delivery in College Counseling Centers. In, E. A. Storch, D. McKay, J. Abramowitz (Eds.), *Training and Supervision in Specialized Cognitive-Behavior Therapy: Methods, Settings, & Populations*. American Psychological Association.

Professional Presentations



JOSEPHINE CHU, Psy.D.

Chu, K.S. & Poncy, G. (2021, October). *An attachment approach to interpersonal process*. [CE presentation.] USF Counseling Center, Tampa.



HEATHER WALDERS, LCSW

Rego, J. & Walders, H. (2022, June) *Power in community: CLASping together to promote suicide prevention and awareness training programs*. [Conference presentation]. AUCCCO Conference, San Francisco.



DARLEEN GRACIA, Psy.D.

Gracia, D. (2022, January). *Using liberation psychology principles and the racial identity, social interaction model to identify and decolonize oppressive psychological practices for supervisory relationships in BIPOC dyads*. [Conference Roundtable]. 2022 National Multicultural Summit.



SCOTT STRADER, Ph.D.

Strader, S., Barnette, V., Mann, W.C., Singleton, K. & Ng, J. (2021, October). *The PPE we wear: Navigating systemic oppression and striving for authenticity/safety in the workplace*. [Conference Breakout]. AUCCCD Annual Conference, Seattle.



Social Justice Team Building Event

On May 13th, 2022, members of the Counseling Center gathered at *Feeding Tampa Bay* to volunteer as a team to package food that was disseminated to food banks across the region.

Anti-Racist Resources: The Unlearning of Racism and White Supremacy

A collection of Anti-Racist references for the USF community. Resources are encouraged to be used as framework for trainings, dialogue, community-building, and toolkits for the USF community.

National, local, and campus-wide resources were compiled by the Office of Multicultural Affairs (OMA)-Tampa.

Each resource has its own individual citation as OMA is not the author of the content. We will edit/add resources weekly. Submissions can be sent to sa-oma@usf.edu

Updated as of June 12, 2020

ANTI-RACIST, ALLYSHIP, WHITE SUPREMACY & BLACK HISTORY REFERENCES

[Scaffolding Anti-Racism Resources](#) (google doc)

Document created by:

Anna Stamborski, M. Div Candidate (2022)

Nikki Zimmermann, M. Div candidate (2021)

Bailie Gregory, M. Div, M.S. Ed.

This is a working document for scaffolding anti-racism resources. The goal is to facilitate growth for white folks to become allies, and eventually accomplices for anti-racist work. These resources have been ordered in an attempt to make them more accessible. We will continue to add resources.

Immediate action list: [Resources for Accountability and Actions for Black Lives](#)

Documents containing resources used in this list:

[Anti-racism resources for white people](#) (Sarah Sophie Flicker, Alyssa Klein - May 2020)

[Read about the Stages of Identity Development](#)

[A Race Is a Nice Thing to Have](#) - provides the framework for white identity development (Janet E.

Helms) (purchase book \$27.95)

[Antiracist Resources for White People](#) – comprehensive google doc of books, articles, podcasts, people, donate, learn, get involved locally (FL) - author unknown, not indicated on the googledoc

Comprehensive [Allyship/Activism Resource Guide](#) developed, regularly updated, and shared widely amongst student affairs administrators across the nation. – original author unknown, but will seek out

[A CRT-Informed Model to Enhance Experiences and Outcomes of Racially Minoritized Students](#)

Candice Powell, Cynthia Demetriou, Terrell R. Morton & James M. Ellis

Journal of Student Affairs Research and Practice

Published online: 09 Mar 2020

Racial inequities in retention and graduation rates are a top concern in higher education, yet scholars and practitioners rarely look to racism to explain these disparities. Critical Race Theory (CRT) is a vehicle to reveal and challenge power and oppression dynamics between racialized groups. This article proposes a practical model for student affairs professionals to leverage CRT concepts to address racial inequities in student outcomes and experiences. Shared in SA fb group shared by Terrell Morton 6/3

[An Antiracist Reading List](#)

By Ibram X. Kendi on books to help America transcend its racist heritage

NY Times May 29, 2020

[Black History Month Library](#) (google drive – creator unknown)

Huge repository of work from Black thinkers and revolutionaries

[#BLACKLIVESMATTER](#) Resources– (googledrive)

List of petitions, extensive list of police brutality videos and/or descriptions, bail funds, black owned businesses, organizations to donate, QTPOC orgs, protests, additional resources

Posted by @ambivalcnt on Twitter May 27

[For our White Friends Desiring to Be Allies](#)

Sojourners, by Courtney Ariel, August 26, 2017

[My White Friend Asked Me on Facebook to Explain White Privilege. I Decided to Be Honest](#)

Yes!, By Lori Lakin Hutcherson, September 8, 2017

[An Essential Reading Guide for Fighting Racism](#)

BuzzFeed.News Adrianna Rebolini, May 29, 2020

[Performative Allyship is Deadly](#) (Here's What to Do Instead)

Forge, by Holiday Phillips, May 9, 2020

[D.C. Mayor's 'Black Lives Matter' Street Painting is Slammed as 'Performative'](#)

Newsone, by Royce Dunmore, June 5, 2020

USF RESOURCES, EXPERTS & ACTION

[Dr. David Ponton III](#) –USF expert on race and police brutality

"It's no longer a matter of debate among historians whether police target protest and movement organizers during periods of unrest," Ponton said. "The evidence of abuse of power by police in these instances is overwhelming and harrowing." Tampa Bay Times

[Psychology Professor Edelyn Verona](#) attended Sunday afternoon's Black Lives Matter protest in East Tampa. She says it was a peaceful protest and in stark contrast to the looting and destruction that occurred the previous evening. Verona has published several studies on violence and its relation to experiences of threat. She's found exposure to stress leads to aggression, especially in men, and the experience of stress can degrade self-control or promote impulse responses. "The combination of recent stressors related to COVID-19 and a history of trauma that many in the black community have experienced, especially in regard to law enforcement, are making people more hypervigilant and on edge," said Verona. "In that state, the threatening view of police in riot gear would trigger a defensive response and possible desire to retaliate, although that did not happen in the protests on Sunday." [Nationwide protest highlight significance of continued research and education to prevent racism](#)

[Associate professor of criminology Bryanna Fox](#) is an associate professor of criminology and has spent much of her career studying policing and crime prevention. She's found military-style uniforms and equipment, such as M4 assault rifles, flashbang grenades and armored vehicles, can undermine civilian trust in police. In a study published this week in the "Journal of Research and Crime and Delinquency," Fox and her colleagues found the more people trusted the police, the more likely they were to empower police, and be supportive of them using military weapons and tactics. "Our findings underscore the need for police to cultivate trust in the community," Fox said, "particularly as increases in trust were associated with increases in support for police, across people of all races and ethnicities." [Nationwide protest highlight significance of continued research and education to prevent racism](#)

[Criminology Professor Lorie Fridell](#) is a top expert in the nation on biased policing. She has created the Fair and Impartial Policing training program that educates law enforcement on implicit biases and provides them with skills for producing impartial policing. She analyzes the killing of George Floyd in Minneapolis through the lens of what social psychologists label "outgroup bias." "The ultimate outgroup bias is dehumanization," reports Fridell. "The policing profession, unlike others, can lead officers to see members of certain groups as something other than 'humans like them.'" Fridell recently added a [new training video](#) to her **Fair and Impartial Policing training program** that addresses the issue of police being called to a scene by a community member who is frightened or uncomfortable because a person of color is wearing a protective COVID-19 mask. [Nationwide protest highlight significance of continued research and education to prevent racism](#)

[Fair and Impartial Policing During the COVID-19 Crisis](#)

[James Unnever, professor of criminology at the USF Sarasota-Manatee](#) campus, has written several books and published dozens of academic articles on how racism increases the likelihood that African Americans will engage in problematic behaviors, including crime. "The relationship between racial discrimination and crime occurs even if African Americans vicariously perceive racial discrimination such as witnessing the murder of George Floyd and others," Unnever said. "Racism is related to crime because it undermines the ability of African Americans to bond with conventional institutions, diminishes their self-control, and enhances their likelihood of experiencing crime-producing emotions such as anger and hostility. My research also suggests that criminal justice injustices are an especially crime-causing form of racism." [Nationwide protest highlight significance of continued research and education to prevent racism](#)

[David Ponton III](#) (USF Newsroom)

"Historically, we repeatedly bear witness to black people's outrage against police violence as a catalyst for public protest. However, these protests have never been about police brutality alone," said David Ponton III, assistant professor and historian of Africana studies. "Whether during the race riots of the World War I era, on college

campuses in 1967 and 1968, after Rodney King's torture in 1999, following Mike Brown's death in 2014, or today in 2020, black Americans have expressed their grievances regarding the unequal distribution of economic and political resources and the ways policing works, institutionally, to sustain that unequal order.” Additionally, Ponton emphasizes research that has found black Americans who are exposed to news about police killing an unarmed black person report high rates of poor mental health in the weeks and months following the news. He says this contributes to chronic stress, making them more susceptible to hypertension and its comorbidities, ultimately reducing the length of black lives. [Nationwide protest highlight significance of continued research and education to prevent racism](#)

[Elizabeth Hordge-Freeman](#)

The book, “The Color of Love,” by Elizabeth Hordge-Freeman, associate professor of sociology, exposes how one of the most pernicious consequences of racism and white supremacy is how black families feel compelled to prepare their children for racism. “Black mothers’ fears lead them to limit their children’s behaviors and movements as an attempt to protect them from racial profiling,” said Hordge-Freeman. “Unable to change society’s anti-blackness, some may also try to modify their children’s racial appearance in ways that may, unfortunately, reinforce racial stigma and lead to painful experiences.” [Nationwide protest highlight significance of continued research and education to prevent racism](#)

[Student Petition](#) – Urge USF to Require a Course on Racial/Ethnic Studies or Gender/Sexuality for all Students
2,385 have signed s of 6/7 @4:30pm

USF Courses on Race and Gender

Posted on Global Citizen's Project FB Page /@usfgcp
usf.edu/gcp

USF COURSES ON RACE AND GENDER

.....

AFA 2000 - Introduction to the Black Experience
AFA 4335 - Black Women in America
AFA 4430 - Afro-Diasporic Literature and Political Movements
AFA 4931 - Selected Topics in Afro-Amer Studies: African Queer Studies
AMH 3530 - Immigration History
AMS 3700 - Racism in American Society
CCJ 3014 - Crime and Justice in America
COM 4030 - Women and Communication
INR 3202 - International Human Rights
SOW 3210 - The American Social Welfare System
WST 2250 - Female Experience in America
WST 3370 - Gender and Social Action
WST 3412 - Women in the Developing World
WST 4110 - Women and Social Justice
WST 4262 - Literature by Women of Color
WST 3311 - Issues in Feminism
WST 3602 - Introduction to LGBTQ Cultures
WST 4645/SYA 4121 - Queer Theory

When possible, consider courses that also stand in solidarity and advocate for change. Some may fulfill the Capstone or Writing Intensive requirement. This is not a complete list.

These are courses currently offered on the Tampa campus



#BeTheChangeBeABull

Making Sense of NOW

Unique Support Forums to Discuss Current & Ongoing Events



Reuben Faloughi, Ph.D.



Lisa Ferdinand, Ph.D.



Josephine Chu, Psy.D.



Madeline Colon, MSW



Darleen J. Gracia-Housman, Psy.D.



Vinny Dehili, Ph.D.



Meghan Butler, Ph.D.



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Dani Rosenkrantz, Ph.D.

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Select a forum that best matches your self-identified racial group or join the All Bulls inclusive forum at usf.edu/counsel

1) BLACK & AFRICAN AMERICAN BULLS

Exclusive for self-identified Black/African-Americans – a healing space of care and support for the Black community

Dates/Times:

Thu 6/4 – 12:30pm; Mon 6/8 – 3pm; Wed 6/10 – 1pm

4) ALL BULLS INCLUSIVE FORUM

Inclusive of All Racial groups – a uniting space for both allies and marginalized groups

Dates/Times:

Fri 6/5 – 1pm; Tue 6/9 – 3pm; Thu 6/11 – 11am

2) PEOPLE OF COLOR BULLS

Exclusive for all self-identified People of Color – a healing space for POC to discuss unique impacts of systemic racism

Dates/Times:

Fri 6/5 – 4pm; Tue 6/9 – 11am; Thu 6/11 – 2pm

3) WHITE BULLS

Exclusive for self-identified White Students – a connecting space for allies to share experiences and identify ways to take action against racism, including supporting peers and friends who identify as Black/POC

Dates/Times:

Thu 6/4 – 3pm; Mon 6/8 – 11am; Wed 6/10 – 3pm

Free resource by USF SG:

Currently legal aid services are available via virtual appointments. Below is the contact information for the attorney that will assist you. For the quickest response, please send an email with your first and last name, that you are a USF student, and that you are seeking legal aid assistance.

John Mulvihill
Attorney
Corless Barfield Trial Group, LLC
813-258-4998
jmulvihill@corlessbarfield.com

Center for Victim Advocacy

813-974-5757

An advocate with the USF Center for Victim Advocacy is a professional who is trained to respond with compassion and expertise to the victims of crime, violence and abuse. This includes crisis intervention, advocacy and accompaniment, and nonjudgmental support to victims to help them get through the experience and regain control of their lives. If you become the victim of violent crime an advocate can assist you with exploring reporting options, safety planning, and advocacy as needed.



USF Humanities and Cultural Studies Department

A Statement on the Murder of George Floyd by Members of the Humanities and Cultural Studies Department
The undersigned members of the Humanities and Cultural Studies Department express our strong support for those who are protesting in the aftermath of the murder of George Floyd. We are saddened and outraged by the ongoing scourge of systemic racism within the criminal justice system and in our society, and we believe immediate and substantive reform to policing practices and to the larger criminal justice system are urgently needed. We categorically oppose any militarized response to American citizens exercising their First Amendment rights to free speech and peaceable assembly. We stand with those seeking justice for George Floyd, Ahmaud Aubrey, Breonna Taylor, and the many others victimized by systemic racism. We believe that we all have an important role to play in actively opposing racism, and as educators we are obligated to use our voices to actively work to realize a more perfect union. As humanities scholars, we recognize that art, media, and other forms of cultural expression can both perpetuate inequity and violence and also provide powerful responses to violence by giving voice to trauma, promoting justice and healing, and uniting communities in times of struggle. We stand with communities of color and with all who bravely resist injustice.

Daniel Belgrad
Andrew Berish
Maria Cizmic
Brendan Cook
James D'Emilio

Scott Ferguson
Benjamin Goldberg
Todd Jurgess
Deborah Kochman
Rachel May

Christie Rinck
Amy Rust
Brook Sadler

Statement from the [Dean of Students](#) - May 30, 2020 & June 6, 2020

Statement from the [Director of the Office of Multicultural Affairs, Stacy Pippen](#)
May 30, 2020

Statement from [Dean of USF Libraries, Todd Chavez](#)

Anti-Racist Resources – USF Library

As we strive to overcome racial tension and fight injustice together, we want to provide integral anti-racist resources with our community. One way to educate ourselves is by reading books and sharing the Black experience in America.

Statement from [University of South Florida President Steve Currall](#) – May 30 & June 8, 2020

Statement from Dr. Paul Dosal, Vice President - Student Success – June 1, 2020

Dear Student Success Team,

It's June 1, 2020, and we've been working remotely for nearly three months. And while we've adjusted well to the stressors of these unprecedented times, the burdens and anxieties we all feel have increased disproportionately for our friends and colleagues in the Black community recently. Last week, we witnessed the life of yet another Black man taken by a police officer. Before that, we witnessed a Black man killed in Georgia while jogging and a Black woman killed by Louisville police in her own home.

The rage and frustration felt by the Black community in Tampa is also felt by Black and non-Black colleagues in our own Student Success unit. We are in a unit that champions higher education as a means of promoting equity and justice. Black men and women have suffered the injustices of racism for far too long. While I know that whatever I say to acknowledge their justifiable anger and sadness may fall short of their expectations, I do want everyone to think about where we are as a university and as a society.

We've just witnessed the brutal killing of George Floyd by a white police officer who knelt on his neck until he drew his last breath. A few years ago, Colin Kaepernick knelt during the national anthem, drew widespread criticism, and lost his career in the NFL. Over the weekend, police officers in New York City and Coral Gables took a knee to demonstrate their solidarity with the protestors. Perhaps it is time for all of us to take a knee and reflect and act on the social injustices that remain in our society.

I am personally and professionally committed to eradicate racism from our society, and that ambition motivates my work in Student Success. Every day I spend promoting the notion that all of our students will succeed, regardless of race and ethnicity, is a small but significant contribution to a society that will one day liberate itself from injustice in all its forms. When we boast of closing the achievement gaps by race and ethnicity and socio-economic status, it isn't just a professional talking point for me. It is a significant personal and professional achievement on the path to a more just and egalitarian society.

I know that everyone is in different places in terms of your health, mental health and energy levels right now. Please take the time or get the support you need. Then, I hope that you will all join me in rededicating yourselves to Student Success as a movement and a mission. We cannot be apathetic or complacent, nor remain silent. We are and will remain passionate advocates for the students we serve. We want to prepare them for success in a humane, non-violent, civil and compassionate society - a society that doesn't tolerate racism.

Sincerely,

Paul

USF Police statement - June 4, 2020, Posted of Facebook

A [message](#) from the USF Police Chiefs regarding the unrest.

In the paraphrased words of Dr. Maya Angelou, we must 'take off the blinders from our vision, take the padding from our ears, we confess we've heard you crying and admit we've seen your tears.' Equality, Dr. Maya Angelou

Our nation, our state and our cities have been unsettled for the last several days. We, too, watched in disbelief as the death of George Floyd unfolded on video. We understand the feelings of anger, rage and frustration arising from this tragic situation. Our heartfelt prayers and sympathies go out to his family.

Officers entering the profession of law enforcement do so with a commitment to understand the communities we serve, work in harmony with community leaders, and to protect life and property with no intent to cause harm. As guardians of our communities, it is our duty to respect the sanctity of human life and defend the liberties of all people.

We at the University of South Florida Police Department (USFPD) in Tampa, and St. Petersburg work tirelessly to create an environment of professionalism and mutual respect. In partnership with our local law enforcement partners, we consistently explore new and improved ways to educate and train our members, constantly working to improve the services we provide. Through a variety of community engagement, we work diligently to maintain connectivity with a diverse cross-section of students, staff and faculty on all USF campuses.

It is our mission to enhance the quality of life -- not to harm it. Our officers work with student government, and a host of other campus partners, to ensure members of our community have a safe environment in which they can live, study, work, and play. We value positive police-community interactions and encourage people to get to know the human behind the badge. Through a complex and comprehensive screening process, we select and hire only those candidates who reflect the professional characteristics critical to the needs of the USF community.

Throughout their careers at the USF Police Department, our officers seek opportunities in which they can establish productive relationships with students, staff, and faculty. The majority of these interactions are to educate the USF community and ensure a sense of safety. We value USF's international composition and cultural differences,

while respecting the individuality, all of which makes up the unique USF campus personality. We seek to establish a climate of trust and shared responsibility for safety on the USF campuses. We work to ensure our members are approachable and foster critical community relationships.

Sadly, there is a natural human tendency to impose collateral guilt upon an entire population, based upon the wrongdoing of a select few. As a result, relationships are fractured, trust is diminished, and effective modes of communication begin to break down. In these turbulent times, it is critical that we, as a community, dig deep and share an understanding of the collective hurt. We, the chiefs of police at USF Tampa, and USF St. Pete stand together with our community. We seek to be a part of the solution...understanding that the authority we have been granted is borne from the individuals we serve.

We in law enforcement understand the improper actions of our officers can obliterate years of trust and undermine our interactions with our community. As guardians of the peace, people place their faith in us to prevent harm and protect their interests. However, no matter how vigilant we remain in holding our employees accountable, we are not perfect and failures will occur. However, from this and other tragedies, we can grow and learn, becoming even more steadfast in determining how we can improve and reinforce those tenets that drew many into this profession. As stated by Dr. Martin Luther King, Jr., "Injustice anywhere is a threat to justice everywhere". Therefore, as a community, we must respect the perspectives of one another and pursue a collective healing.

We want to express to the USF African American community and all those we serve, a commitment to integrity, dedication and equality.

We see you and hear you!

Chris Daniel (USF Tampa Chief of Police)

David Hendry (USFSP Chief of Police)

University Police Department

USF IN THE NEWS – Tampa Bay Times

[This is the generation to make change](#); says USF Bulls cornerback KJ Sails

The senior says "it's no longer a race thing" as he leads several hundred people on a "unity walk" Saturday down Central Avenue in downtown Tampa

[Presidents of USF and SPC weigh in on George Floyd's death, protests](#)

Steve Currall and Tonjua Williams say their schools can help point the way forward

[I'm sick and tired of systemic racism](#) | Column

Tampa Bay Times – June 4, 2020

Dr. Haywood Brown

[Are Tampa Bay Police Targeting Protest Leaders?](#)

Three organizers were arrested or citing by police this week. They believe they were targeted because they're helping lead demonstrations against police brutality.

Tampa Bay Times, by Kathryn Varn, June 5, 2020

[Nationwide protest highlight significance of continued research and education to prevent racism](#)

USF Newsroom, June 3, 2020

USF researchers have spent decades studying the many facets of racism. They've witnessed activists spark effective change, demonstrations lead to destruction and communities become wary of police. They've educated tens of thousands of students on significant moments of history and how such history tends to repeat itself. It's a lesson playing out nationally in response to the death of George Floyd with protests erupting thousands of miles away from where he died in Minneapolis police custody.

OTHER RESOURCES

[U.S. Marine Corps Orders Confederate Flag Ban Including on Bumper Stickers, Mugs and T-Shirts](#)

Newsweek, Brendan Cole, June 6, 2020

[Movement to defund police gains 'unprecedented' support across US](#)

The Guardian, Sam Levin, June 4, 2020

["What we want"](#): Protesters explain what changes would make them feel like the movement is successful. Here is what some demonstrators, organizations have to say.

Tampa Bay Times

[It's on us, White America](#)

AL.com By John Archibald, May 29, 2020

[Pensacola Police statement](#)

May 29, 2020

[\\$\\$ Tampa Bay Community Support Fund](#)

Tampa Bay Students for a Democratic Society is Organizing a fundraiser. Donations being used will provide community support for those who have had their civil liberties infringed upon by local law enforcement on 5/30 and 5/31 during peaceful Justice for Georgia Floyd Events.

[\\$\\$ List of Bail Funds for Protestors across the country](#)

[Georgia Floyd Protest: How you can support Tampa Bay's black community from home](#)

Whether you're protesting or staying inside, here are ways to educate yourself and support black-owned businesses.

This is a working document for scaffolding anti-racism resources. The goal is to facilitate growth for white folks to become allies, and eventually accomplices for anti-racist work. These resources have been ordered in an attempt to make them more accessible. We will continue to add resources. UPDATED 06/12/20

rain

Looking for immediate action steps? Click here: [Resources for Accountability and Actions for Black Lives](#)

Please note: if you wish to compensate us for this work, please donate to one of the following organizations: [Unicorn Riot](#) or [The Okra Project](#), or [Project Motherpath](#).* After you're done, send us a screenshot of the receipt if you'd like - scaffoldedantiracismresources@gmail.com

Documents containing resources used in this list:

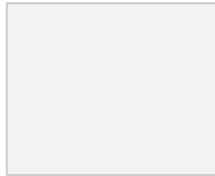
[Anti-racism Resources for White People](#) (Sarah Sophie Flicker, Alyssa Klein - May 2020)

[Summary of the Stages of Identity Development](#) -- this document includes white identity development models, as well as models for people of color

[A Race Is a Nice Thing to Have](#) - provides the framework for white identity development (Janet E. Helms)

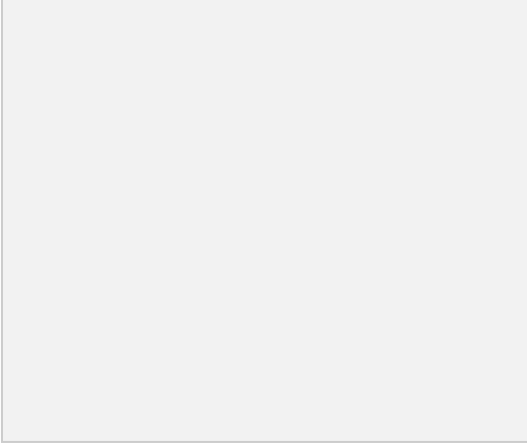
A link to this document was shared on June 11, 2020 and was attached to the image below. This image was not created by the authors of this scaffolded document and the creators of the image were not cited.

This image can be found in the reintegration section of this document. An earlier partial attribution has been updated to include the necessary citation additions, which are listed here: [Safehouse Progressive Alliance for Nonviolence](#) (2005). Adapted: [Ellen Tuzzolo](#) (2016); [Mary Julia Cooksey Cordero](#) (2019); [The Conscious Kid](#) (2020)



Stage of white identity development (Helms) and their corresponding beliefs/thoughts/actions	Resources *When purchasing books, please purchase directly from authors or local bookstores.	What to do next?
<p>CONTACT</p> <ul style="list-style-type: none"> - "I don't see color." - "Talking about race brings disunity." - Belief that racism is caused by talking about race. - Belief that you aren't racist if you don't purposely or consciously act in racist ways. 	<p><i>Activities:</i></p> <ol style="list-style-type: none"> 1. White Privilege: Unpacking the Invisible Knapsack (Peggy McIntonsh) <p><i>Podcasts:</i></p> <ol style="list-style-type: none"> 1. Whistling Vivaldi (NPR) <p><i>Videos:</i></p> <ol style="list-style-type: none"> 1. "I'm Still Here." by Austin Channing Brown (Art of the Sermon) 2. "White Awake" by Daniel Hill (FSP Chicago) <p><i>Articles:</i></p>	<p>Educating yourself is important -- utilize resources about racial inequality and biases.</p>

<p>How folks move from this stage: by being confronted with active racism or real-world experiences that highlight their whiteness.</p>	<ol style="list-style-type: none"> 1. "Walking While Black" (Garnette Cadogan) <p><i>Books:</i></p> <ol style="list-style-type: none"> 1. Why Are All the Black Kids Sitting Together in the Cafeteria (Beverly Tatum) 2. I'm Still Here (Austin Channing Brown) 3. Whistling Vivaldi (Claude Steel) 4. White Awake (Daniel Hill) 	<p>Reject the desire to ask Black folks, Indigenous folks or people of color (BIPOC) to explain racism for you. Instead, find resources created by BIPOC to help educate yourself, or offer to financially compensate BIPOC folks who are educating you!</p>
<p>DISINTEGRATION</p> <ul style="list-style-type: none"> - "I feel bad for being white." - May feel like you're stuck. <p>How folks move from this stage: by participating in anti-racist work.</p> <p>*Big caution for this stage: be aware that sitting in guilt or shame might move us to the <i>reintegration</i> stage.</p>	<p><i>Activities:</i></p> <ol style="list-style-type: none"> 1. Racial Bias Test (Harvard) -- this will help you understand what your biases might be <p><i>Videos:</i></p> <ol style="list-style-type: none"> 1. "Why Are White People So Bad at Talking About Race?" - short video summarizing the book by Robin DiAngelo 	<p>Do not let guilt (<i>white guilt</i>) or shame stop you from doing anti-racist work.</p> <p>Find a way to do the work of anti-racism. Some examples might include attending a training, joining an allies group, participating in a protest. Keep working to grow, instead of settling into shame, and ask folks how you can grow.</p>
<p>REINTEGRATION</p> <ul style="list-style-type: none"> - "It's not my fault I'm white." - "I have a black friend/child/relative, etc." - May notice yourself feeling defensive when talking about race. 	<p><i>Activities:</i></p> <ol style="list-style-type: none"> 1. Look over the graph below and reflect on your past, current thoughts/beliefs, and implications of these convictions. 	<p>Remember that moving forward is important. <i>It might be helpful to revisit some of the previous resources</i> to help remind you of why this work is important.</p>

<p>How do folks move past this stage? By combating these feelings of defensiveness, shame or superiority.</p>	 <p>[image source: Safehouse Progressive Alliance for Nonviolence (2005). Adapted: Ellen Tuzzolo (2016); Mary Julia Cooksey Cordero (@jewelspewels) (2019); The Conscious Kid (2020)]</p> <p><i>Podcasts:</i></p> <ol style="list-style-type: none"> 1. "Side Effects of White Women" (Small Doses with Amanda Seales) 2. "Well Meaning White People" (Smartest Person in the Room) <p><i>Articles:</i></p> <ol style="list-style-type: none"> 3. "The Uses of Anger: Women Responding to Racism" (Audre Lorde) 4. "When Feminism is White Supremacy in Heels" (Rachel Elizabeth Cargle) <p><i>Books:</i></p> <ol style="list-style-type: none"> 1. "Me and White Supremacy" by Layla F Saad <p><i>Videos:</i></p> <ol style="list-style-type: none"> 1. "Bloomberg and The Legacy of Stop-and-Frisk" (The Daily Show) 	<p>Continue to find a way to participate. Some examples might include attending a training, joining an allies group, participating in a protest. Keep working to grow, instead of settling into shame.</p>
<p>PSEUDO-INDEPENDENCE - "How can I be white and anti-racist?"</p>	<p><i>Podcasts:</i></p> <ol style="list-style-type: none"> 1. "A Decade on Watching Black People Die" (Code Switch) 2. "How to Be an Antiracist" (Brené Brown + Ibram X. Kendi) 	<p>Begin having difficult conversations with white friends and family about racism and inequality.</p>

<ul style="list-style-type: none"> - Belief that privilege is not based on merit, but on bias & racism. - Rely on BIPOC to address racism. - Might affirm or seek to comfort the BIPOC who is addressing racism. 	<p><i>Books:</i></p> <ol style="list-style-type: none"> 1. So You Want to Talk About Race by Ijeoma Oluo 2. Why I No Longer Talk to White People about Race by Reni Eddo-Loge 3. The Fire This Time by Jesmyn Ward <p><i>Documentary:</i></p> <ol style="list-style-type: none"> 1. 13th (Ava DuVernay) <p><i>Poem</i></p> <ol style="list-style-type: none"> 1. White Privilege (Kyla Lacey) <p><i>Videos</i></p> <ol style="list-style-type: none"> 1. How Can We Win (David Jones) 	<p>Begin to think about how you might use your privilege to support anti-racist work.</p>
<p>IMMERSION</p> <ul style="list-style-type: none"> - Begins to work against systems of oppression, rather than seeing racism as individual actions. - Is able to embrace their own white identity & what their whiteness means, while also working alongside BIPOC - Works actively to be anti-racist. 	<p><i>Activities:</i></p> <p><u>Reflective Journal Prompts</u></p> <ol style="list-style-type: none"> a. Think about the country that you live in. What are some of the national racial stereotypes--spoken and unspoken, historic and modern--associated with Black women? Black men? b. How do you see colorism at work in this country? How do you see colorism at work in your own prejudicial thoughts? c. How have you expected Black women to serve or soothe you? d. How have you reacted in the presence of Black women who are unapologetic in their confidence, self-expression, boundaries, and refusal to submit to the white gaze? <p><i>Podcasts:</i></p> <ol style="list-style-type: none"> 1. Kaepernick (Still Processing) 2. White Lies (NPR) <p><i>Articles:</i></p> <ol style="list-style-type: none"> 1. "The Case for Reparations" (Ta-Nehisi Coates) 2. "Why Seeing Yourself Represented on Screen Is So Important" (Kimberley Lawson) 	<p>Complete the journal prompts and consider completing some of the action items laid out in these resources!</p>

	<ol style="list-style-type: none"> 3. 75 Things White People Can Do for Racial Justice 4. Resources for White People to Learn and Talk About Race and Racism <p><i>Books:</i></p> <ol style="list-style-type: none"> 1. The New Jim Crow by Michelle Alexander 2. How to be An Antiracist by Ibram Kendi 3. The Fire Next Time by James Baldwin <p><i>Video:</i></p> <ol style="list-style-type: none"> 1. 5 Tips for Being an Ally <p><i>Movies:</i></p> <ol style="list-style-type: none"> 1. The New Negro 	
<p>AUTONOMY</p> <ul style="list-style-type: none"> - Embodied anti-racism: being willing to step in the way of racism when possible, engage in protests - Has done the work to recognize their own identity, so that they can effectively be anti-racist. - Recognizes that growth is continual, and they might need to revisit previous stages. 	<p><i>Activities:</i></p> <p>Answer these questions (written by Nii Addo Abrahams, M.A., M. Div. / Twitter & Instagram @_nickyflash_)</p> <ul style="list-style-type: none"> • Does your solidarity last longer than a news cycle? • Does your solidarity make you lose sleep at night? • Does your solidarity put you in danger? • Does your solidarity cost you relationships? • Does your solidarity take away time from other things you could be doing? • Does your solidarity change the way you spend your money? • Does your solidarity make you a disruptive presence in white spaces? • Does your solidarity challenge your country's values? • Does your solidarity make you think you're not racist? • Does your solidarity change how you read your Bible? • Does your solidarity change how you preach? 	

	<ul style="list-style-type: none"> • Does your solidarity happen when no one is looking? • Does your solidarity ever cause you to speak out when no one wants to listen? • Does your solidarity ever cause you to shut up when you want to say something? • Does your solidarity change the way you vote? • Does your solidarity cause you to denounce our current president? • Does your solidarity include cis-het Black women? • Does your solidarity include Black queer and trans folks? • Does your solidarity make you suspicious of predominantly white institutions? • Does your solidarity cause you to believe in costly reparations? • Does your solidarity assuage your white guilt? • Does your solidarity have room for Black rage? <p><i>Online resources:</i> Racial Equity Tools</p> <p><i>Book:</i> The End of Policing (Alex Vitale)</p>	
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Social media accounts to follow in any stage:

<p>Instagram: @wokebrownfem @nowhitesaviours @theimtiredproject @rachel.cargle @advancementproject @britthawthorne @indyamoore @wearyourvoice @ckyourprivilege @alokvmenon @theunapologeticallybrownseries</p>	<p>Twitter: @clintsmithIII @keeangayamahtta @Drlbram @MsPackyetti @JBouie @thearmchaircom @RevJacquiLewis @drchanequa @ava @YNPierce @esglaude</p>	
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@austinchanning
@theconsciouskid
@antiracismctr
@_nickyflash_
@heyqueenyoucute
@brandonkgood

@jemelehill
@_nickyflash_
@nhannahjones
@professorcrunk
@divafeminist

For those who want to be a better anti-racist in thier faith traditions

Christian resources:

[*The Color of Compromise: The Truth about the American Church's Complicity in Racism*](#) (Jemar Tisby)

[*Dear Church: A Love Letter from a Black Preacher to the Whitest Denomination in the U.S.*](#)
(Lenny Duncan)

[*Disunity in Christ*](#) (Christena Cleveland)

[*The Cross and the Lynching Tree*](#) (James Cone)

[*Reconciliation Blues*](#) (Edward Gilbreath)

[*Tears We Cannot Stop: A Sermon to White America*](#) (Michael Eric Dyson)

[*Trouble I've Seen*](#) (Drew G. I. Hart)

[*I Bring the Voices of My People: A Womanist Vision for Racial Reconciliation*](#) (Chanequa Walker-Barnes)

[*Dear White Christians*](#) (Jennifer Harvey)

[*Divided by Faith*](#) (Michael Emerson and Christian Smith)

***We are thankful for all of you who have shared links from your faith traditions. The shared links below have been suggested for addition.**

Jewish resources:

[Jewish Racial Justice Resources](#)

Islamic resources:

[Muslim Anti-Racism Collaborative](#)

[Race & Racism](#) (Muslim Anti-Racism Collaborative)

[Anti-Racism Guide for White Muslims](#)

Buddhist resources:

[Radical Dharma](#)

[Angel Kyodo Williams](#)

[Lama Rod Owens](#)

[Ruth King](#)

If you'd prefer to read a novel:

1. Angie Thomas's [The Hate You Give](#)
2. Chimamanda Ngozi Adichie's [Americanah](#)
3. Yaa Gyasi's [Homegoing](#)
4. Toni Morrison's [Beloved](#)
5. James Baldwin's [Go Tell It On the Mountain](#)

Podcast recommendations:

1. [White Lies](#) by NPR
2. [The 1619 Project](#) by the New York Times
3. [Uncivil](#) by Gimlet Media
4. [Pass the Mic](#) by The Witness Podcast Radio
5. [Seeing White](#) by Scene On Radio

For those in education:

1. [Anti-Racist Educator Self-Questionnaire and Rubric](#)
2. [Anti-Racist Student Self-Questionnaire](#)
3. ["Collectors, Nightlights, and Allies, Oh My!"](#) (Marisela Martinez-Cola, JD/PhD)

Accessible resources for the youth:

[Antiracist Baby](#) (Ibram X. Kendi)
[This Book is Antiracist](#) (Tiffany Jewell)
[Crossover Series](#) (Kwame Alexander)

Young Adult Literature:

[Dear Martin](#) by Nic Stone
[All American Boys](#) by Jason Reynolds and Brendan Kiely
[I am Alfonso Jones](#) by Tony Medina

Middle grades:

[A Good Kind of Trouble](#) by Lisa Moore Ramée
[Ghost Boys](#) by Jewell Parker Rhodes
[New Kid](#) by Jerry Craft

Resources for parents:

[Raising White Kids](#) (Jen Harvey) -- article here: ['Raising White Kids' Author On How White Parents Can Talk About Race](#)
[Books to Teach White Children and Teens How to Undo Racism and White Supremacy](#)

Document created by:

Anna Stamborski, M. Div Candidate (2022)
Nikki Zimmermann, M. Div candidate (2021)
Baillie Gregory, M. Div, M.S. Ed.

Anti-Racism Resource List

Introductory

- [For Our White Friends Desiring to be Allies](#) -- Provides a list of 6 steps white people can take to be stronger allies (e.g., don't be outraged that "this is still happening")
- [My White Friend Asked Me on Facebook To Explain White Privilege. I Decided to Be Honest](#) -- One individual's account of their experiences with racism throughout their lifetime, succinct and impactful
- [Do's and Don'ts for Communicating your Support for #BlackLivesMatter](#)
- [Addressing Privilege: Mental Model For White Activists](#) -- Model for learning about one's own privilege, with steps for reflecting and reminding oneself about privilege.
- [Moving from bystander to upstander: take action to combat harassment and aggression](#) -- APA's 2-hour video with information on and approaches to dealing with situations regarding racial and cultural differences, hostility, and discrimination toward others in a workplace learning environment
- [97 Things White People Can Do For Racial Justice](#) -- Compilation of action items for fighting racism

Places to Donate

- [137 Ways to Donate in Support of Black Lives and Communities of Color](#) -- List of places to donate categorized into victim memorial funds, bail funds, megafunds, and organizations targeting the following: community restoration, community enrichment, youth-oriented community, community serving disabled BIPOC, policy reform, politics, police reform, incarceration reform, legal defense, Black LGBTQ, media, mental health, and health-care
- [Reclaim the Block's List of Orgs](#) -- List of anti-racism organizations
- [Campaign Zero](#) -- Campaign calling on local, state, and federal lawmakers to adopt data-driven policy solutions to end police violence
- [The Loveland Foundation](#) -- Funds support therapy for Black women and girls
- [#SayHerName Campaign](#) -- Campaign by the African American Policy Forum (AAPF) and Center for Intersectionality and Social Policy Studies (CISPS) to bring awareness to the names and stories of Black women and girls who have been victimized by racist police violence and provide support to their families

Actions to Take

- [Contact your representatives](#) -- Comprehensive guide with links to identify your local representatives
- [Sign Petitions](#) -- List of petitions related to anti-racism efforts
- Support [Black-owned businesses and nonprofits in Tampa Bay](#) -- Article by Andrew Harlan listing Black-owned businesses and nonprofits to support in Tampa Bay (published June 1st, 2020)
- Support [Black-owned restaurants in Tampa Bay](#) -- Google doc created by the USF Racial Justice Task Force listing Black-owned restaurants to support in Tampa Bay. To suggest updates, email Elisa Carsten (eecarsten@usf.edu)

Science & Academia

- [Your Black Colleagues May Look Like They're Okay — Chances Are They're Not](#) -- Brings attention to the fact that black individuals are having to hide how they are feeling about the current events at work
- [Mentoring Underrepresented Minority Students](#) -- Discusses how a white woman worked to mentor minority graduate students
- Gildersleeve, R. E., Croom, N. N., & Vasquez, P. L. (2011). **"Am I going crazy?!": A critical race analysis of doctoral education.** *Equity & Excellence in Education*, 44(1), 93-114. ([link](#))
 - Aims to explore the question "How do black and Latina/o students experience the culture of doctoral education?" Often they describe their experiences as "feeling crazy" and thinking that is this really happening or am I too sensitive, could be useful to start a conversation within departments.
- Hofstra, B., Kulkarni, V. V., Galvez, S. M. N., He, B., Jurafsky, D., & McFarland, D. A. (2020). **The diversity–innovation paradox in science.** *Proceedings of the National Academy of Sciences*, 117(17), 9284-9291. ([link](#))
 - This paper finds demographically underrepresented students innovate at higher rates than majority students, but their novel contributions are discounted and less likely to earn them academic positions.
- Slay, K. E., Reyes, K. A., & Posselt, J. R. (2019). **Bait and switch: Representation, climate, and tensions of diversity work in graduate education.** *The Review of Higher Education*, 42(5), 255-286. ([link](#))
 - Demonstrates that Diversity ≠ Inclusion, faculty and students perceived the department's diversity initiatives to be positive developments that helped recruit a diverse group of graduate students to the department. However, once those students' enrolled, the quality of their relationships with faculty, signaled that structural diversity efforts may not be enough to sustain that diversity over time.
- Jones, J. M., & Dovidio, J. F. (2018). **Change, challenge, and prospects for a diversity paradigm in social psychology.** *Social Issues and Policy Review*, 12(1), 7-56. ([link](#))
 - Introduces a diversity paradigm that builds upon traditional approaches to the study of prejudice and social identity
- Roberts, S., & Rizzo, M. (2020). **The psychology of American racism.** Preprint. ([link](#))
 - A large review of multiple areas across psychology to determine factors contributing to racism in America.
- Trawalter, S., Bart-Plange, D. J., & Hoffman, K. M. (2020). **A socioecological psychology of racism: making structures and history more visible.** *Current opinion in psychology*, 32, 47-51. ([link](#))
 - Call to action for psychologists to investigate how individual bias in the context of history and structures contributes to racial disparities.

- Syllabus for a Seminar on the Social Psychology of Race and Racism by Drs. Jin Goh and Jeff Hunger ([link](#)) -- Provides a list of race-related readings

Further Reading

- [White Anti-Racism: Living the Legacy](#) -- Q&A with Diane Flinn, a white woman representing Diversity Matters, Georgette Norman, an African-American woman and director of the Rosa Parks Library and Museum, Sejal Patel, a South Asian-American woman and community organizer in South Asian immigrant communities, Yvette Robles, a Chicana and Community Relations Manager in Los Angeles; supplies valuable discussion questions
- [Anti-Racist Resources](#) or [Anti-racism Resources](#) -- Long list of anti-racism resources
- [Civil Rights Movement in Tampa](#) -- This web exhibition examines the history of the Civil Rights Movement in Tampa and its environs
- [44 Mental Health Resources for Black People Trying to Survive in This Country](#) -- This link contains easily accessible information, such as podcasts, people to follow, and quick info to have at hand
- [Black lives matter: Now what?](#) -- Article by Angelica Leigh, Ph.D., delineating next steps non-Black people can take to combat racism within our organizations through “positive deviance”

Additional Media

- [The 1619 Project \(NY Times Project\)](#) -- Collection of essays, articles, photos from the NY times that talk about the history of racism
- [A Twitter thread on the history of racial violence in the United States](#) -- This establishes a timeline of racial violence in the US
- [Tampa Bay Times Article](#): How 3 killings by police sparked past Tampa Bay riots -- Article by Gabrielle Calise (published June 3rd, 2020)

Podcasts

- [NPR's Code Switch](#) -- A multi-racial, multi-generational team of journalists fascinated by the overlapping themes of race, ethnicity and culture, how they play out in our lives and communities
 - Episodes to check out: [Why Now, White People?](#), [A Bittersweet Moment for Black Bookstore Owners](#), [1968-2020: A Tale of Two Uprisings](#), [What Does 'Hood Feminism' Mean for a Pandemic?](#)
- [New York Time's 1619](#) -- An audio series, hosted by Nikole Hannah-Jones, examining the long shadow of American slavery, connecting past and present through the oldest form of storytelling
- [Justice in America](#) -- Each episode covers a new criminal justice issue, explaining how it works and looking at its impact on people, particularly poor people and people of color

- [Lynching in America](#) -- As the Equal Justice Initiative has documented the lynchings of over 4,000 African Americans between 1877 and 1950, this series explains how this era of racial terror lynchings continue to shape America to this day
- [Beyond Prisons](#) -- A podcast on incarceration and prison abolition that elevates people directly impacted by the system
- [Historically Black](#) -- A podcast focused on bringing objects from the Smithsonian's New National Museum of African American History and Culture to life through interviews, archival sound and music
- [About Race](#) -- A lively multiracial, interracial conversation about the ways we can't talk, don't talk, would rather not talk, but intermittently, fitfully, embarrassingly do talk about culture, identity, politics, power, and privilege in America
- [Momentum: A Race Forward Podcast](#) -- A podcast featuring movement voices, stories, and strategies for racial justice. Co-hosts give their unique takes on race and pop culture, and uplift narratives of hope, struggle and joy to continue building momentum needed to advance racial justice in our policies, institutions, and culture

Mental Health

- [Therapy Resources for POC and Queer folks](#) -- A Google doc listing mental health resources and tips for finding a good therapist for people of color and queer folks
- [The Boris Lawrence Henson Foundation](#) -- Aims to eradicate the stigma around mental health issues in the African American community (free COVID-19 virtual therapy and a directory of mental health providers and programs serving the African American community)
- [Melanin and Mental Health](#) -- A directory to connect clients to therapists who understand Black and Latinx experiences
- [Therapy for Black Men](#) -- A directory to help Black men find a therapist
- [Therapyforblackgirls.com](#) -- A directory to help Black girls find a therapist
- [Brother, You're on My Mind \(NIMHD\)](#) -- Website for the National Institute on Minority Health and Health Disparities. The Education, Training and Outreach Programs page contains lots of useful information
- [POC Online Classroom: Self-care](#) -- List of lists of resources. There are some interactive and interesting links that can be done on the spot (e.g., interactive self-care guide)
- [The Steve Fund](#) -- Offers resources especially intended to support students of color. It is student-oriented and includes programs for further learning

Faculty Searches: Advancing Equity, Anti-Racism, and Inclusive Excellence

USF FACULTY RECRUITMENT WORKSHOP | SEPTEMBER 21, 2021

Elizabeth Hordge-Freeman, Ph.D.

Interim Vice President for Institutional Equity

Senior Advisor to the President & Provost for Diversity & Inclusion



UNIVERSITY of
SOUTH FLORIDA

Presentation Overview



Search Committee

- Committee Composition
- Position description



Identifying Diverse Talent

- Update department's DEI commitment (posting)
- Candidate diversity statement
- Marketing/Advertising
- **Proactive recruitment**



Evaluation Rubrics

- Standardize criteria and forms
- Evidence versus speculation/fit



Equity-Minded Questions and Interactions

- Consistent messaging about Inclusive Excellence through questions
- Misconceptions and Biases



Leveraging the Network

- Partnerships
- Pipeline Data
- Conferences
- Other

Inclusive Excellence

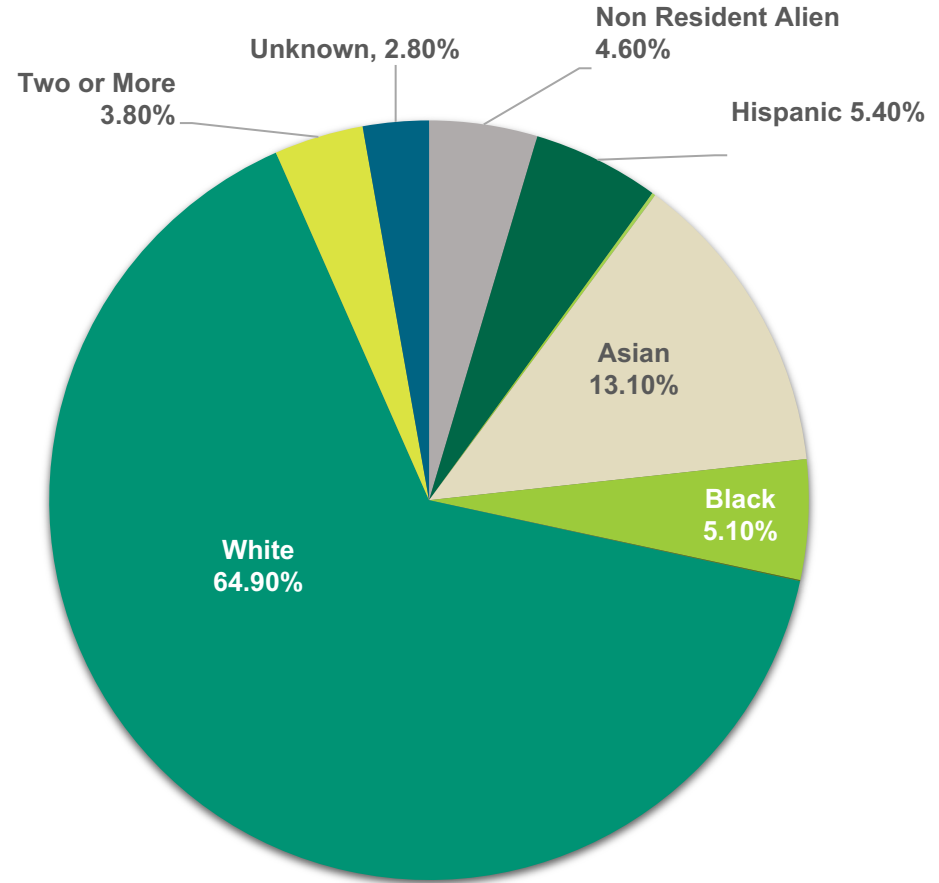
- Diverse student body and community
- Elimination of achievement gap in retention and graduation
- Anti-Racism Initiative: \$500K Grants
- Staff Salary Equity Taskforce
- USF Faculty Senate Resolution and Council on Racial Justice
- **New Strategic Plan:** DEI is a core institutional commitment



Faculty Diversity at USF

Key areas and protected classes (Equity Report):

- Race and ethnicity
- Gender



**Figures were provided by the Office of Decision Support as part of the USF Equity Report (2019-2020).*

Faculty vs. Student Diversity at USF

	STUDENTS	FACULTY
White	53%	65%
Hispanic/Latino	22%	5%
Asian	8%	13%
Black/African American	10%	5%
Two or more	4%	4%
	FEMALE 58%	FEMALE 46%
	MALE 42%	MALE 54%

**These numbers were provided by the Office of Decision Support as part of the 2020-2021 USF pocket fact book and the USF Equity Report (2019-2020). Figures are rounded for convenience of reporting.*

Visual Representation of the Process



Personal connections should be cultivated throughout the process to diversify faculty pool.

Search Committee

Search Chair

- Appoint a search chair with a demonstrated commitment to advancing DEI efforts and can facilitate productive conversations.
- Appoint a chair who is self-aware and proactive with ground rules and use of data.

Committee Composition

- Diversity and credibility (women and URM)
- Consider members from outside the department; graduate students; postdocs.
- Representation of all campus, where applicable

Bias/Anti-discrimination training

- All members should complete the module or training related to bias/anti-discrimination before participating on the search committee

First Committee Meeting

- Clear agenda: Bias training, Establish expectations for attendance, active involvement in diversity, confidentiality, treatment of candidates, and more.

Position Description



Frame the position as broadly as possible



Highlight interdisciplinary opportunities



Clarify required versus preferred qualifications



Include AA/EEO language that **strongly** conveys your DEI commitment



Request that candidates describe experience working with diverse populations



Consider an **enhanced** diversity statement

Our Current Affirmative Action/EEO statement

Equal Employment Opportunity

“USF is an equal opportunity, equal access academic institution that embraces diversity in the workplace. USF does not discriminate on the basis of sex and prohibits sexual harassment. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. Reports may be made at any time either [online](#) or directly to the University's Title IX Coordinator.”

A more compelling (*Sample*) AA/EEO Statement

“The College of Arts and Sciences at USF celebrates diversity and inclusive excellence in alignment with our Principles of Community. We believe our future success as an institution requires that we attract and retain a diverse workforce. We are proud to be an equal opportunity workplace and an affirmative action employer. All job decisions at USF are made without regard to race, color, ethnicity, religion or belief, age, disability, sexual orientation, gender identity or any other status protected by the laws or regulations in the locations where we operate.”

Candidate Diversity Statement

Potential prompt options:

“Please submit a one to two-page diversity statement that explains your experience and commitments to working with diverse populations and promoting inclusive excellence.”

“Please share your understanding of diversity and how you have been effective at promoting inclusive excellence among diverse populations either in teaching or research.”

Proactive Recruiting: Advertising and Posting and Posting

Traditional ad placement:

- *Diverse: Issues in Higher Education*
- *Women in Higher Education*
- *Hispanic Outlook in Higher Education*
- *Insight into Diversity*



Search committee members are active participants in the process.

Engage your DEI councils in your relationship-building efforts.

The Search Plan: RECRUIT!



Engage all members in efforts to promote DEI



Create diverse lists of nominators and potential nominees



Identify list-serves, blogs, journal editorial boards, past colloquia, etc.



Attend conferences



Utilize award lists



Consult with colleagues from underrepresented groups at and beyond USF








Update web presence and include DEI statement



Articulate your goals and priorities

Personal connections may be the most effective way to diversify the pipeline.

Identifying Diverse Talent

-  **Pursue ad placement** in your national association job bank **and** send individual postings to smaller sections and sub-disciplines.
-  **Review the research presentation titles** given at national conferences to identify diverse faculty (Example: Association of Black Sociologists conference; Society of Hispanic Engineers; Society of Women Engineers, etc.).
-  **Fellowship and award programs:** Target [fellowships](#) that recognize diverse scholars (Ford, McKnight, FL-AGEP, and target post-docs)
-  Consider faculty who might be at institutions undergoing turmoil.
-  Send a **personalized email**** from the Search Chair inviting people to apply

Personal connections may be the most effective way to diversify the pipeline.

Candidate Evaluation and Interview



- **Conduct a thorough review** with standardized tools
- Control bias and be vigilant about **conversations about “fit”**
- **Engage in an Inclusive interview process**
 - Standard campus visit protocol and questions
 - Inclusive interviewing versus microaggressions
 - Scheduling intentional meetings with affinity groups
- **Evaluate the long/short lists with attention to equity**

Interviews and Unconscious Bias

- ▶ Women and underrepresented minorities (URM) tend to be held to higher standards
- ▶ Implicit cues in reference letters
- ▶ Implicit bias in application evaluations
- ▶ URM and women have achievements evaluated less positively than white men of equal accomplishment
- ▶ Expectations of engagement with DEI priorities
- ▶ Avoid evaluations based on superficial observations.

Full Circle



- ▶ Make timely offers.
- ▶ Negotiate in good faith and treat candidates fairly
 - Salary and Start-up
- ▶ Spousal hires and other Target of Opportunity Hires
- ▶ Developing future pools:
 - Maintain contact with interesting applicants
 - Create a standing committee for future potential candidates
 - Conference attendance
 - Recruiting booths
- ▶ End of search DEI debriefing
- ▶ Department DEI Plan: Holistic Equity Assessment and Goal-setting

Data Resources

- [USF DARE Dashboard](#)
- [USF Department Specific data](#)
- [NSF: Survey of Earned Doctorates](#)
- [NCSES Survey Data](#)
- [ACE: Race and Ethnicity in Higher Ed](#)

Faculty Diversity Resources

- [National Center for Faculty Development and Diversity](#)
- [University of Michigan: ADVANCE grant](#)
- [Brown University: Guide to Diversifying Faculty](#)
- [Cornell University: Best Practices](#)
- [University of Michigan Standard Evaluation Tool](#)
- [Specialized Form for department/sub-discipline](#)

Faculty Recruitment Checklist

- ✓ Work with Chair to define position broadly
- ✓ Ensure diverse search committee composition
- ✓ Conduct implicit bias training and review (first committee meeting)
- ✓ Ensure an inviting and broadly distributed advertisement
- ✓ Create Advertising/Marketing **PLAN** to diversify
- ✓ Actively **RECRUIT** candidates
- ✓ Standardize and discuss evaluation criteria
- ✓ Establish standard interview questions and review **ILLEGAL** ones
- ✓ Create and re-evaluation short lists based on defined criteria and equity-mindedness



Elizabeth Hordge-Freeman, Ph.D.

*Interim Vice President for Institutional Equity
Senior Advisor to the President and
Provost for Diversity & Inclusion*

hordgefreema@usf.edu



University of South Florida

Office of Supplier Diversity

Program
Overview &
Spend Report
Review for USF
Colleges and
Administrative
Departments

September 15, 2020



Terrie Daniel
Assistant Vice President
USF Office of Supplier
Diversity

Topics Covered Today

1. President Currall's Supplier Diversity Charge to the USF Community
2. Overview of the OSD Mission and Goals
3. Your Role in USF Supplier Diversity
4. Completing & Submitting Monthly Spend Reporting Form
5. Where to Find Diverse Vendors

Supplier Diversity

A proactive business strategy that seeks to provide suppliers equal access to sourcing and purchasing opportunities. Supplier diversity programs also encourage the use of suppliers from a diverse mix of ownership (i.e. women-, veteran-, service disabled veteran-, and minority-owned business enterprises).

USF Supplier Diversity

1. Work with USF Purchasing Agents, Departmental Buyers, and the Facilities, Planning and Construction Department.
2. Responsible for monitoring, implementing, progress tracking and adjustments to the university diverse business utilization plan.
3. Training and Development
4. Internal and external communication about the Universities Supplier Diversity Initiatives.
5. Identifying and **AWARDING** USF Diversity Champions!

CBE's

- ✓ 51% or more of firm owned by qualifying minority* or woman
- ✓ Possess expertise in the field
- ✓ Control the business enterprise
- ✓ United States Citizen
- ✓ Have a net worth of less than \$5 million
- ✓ Have 200 or fewer full-time employees
- ✓ Have a professional license, if required by industry
- ✓ *Minority groups include Black/African American, American Indians, Hispanics and Asian Americans or as defined by 13 CFR 124.103.

Note: USF has an increased focus on utilizing Black-owned business enterprises.

Diverse Supplier Certification

RECOGNIZED CERTIFICATIONS

Any business registered with the Florida Secretary of State is eligible to do business with the University of South Florida. However, qualifying small-, minority-, women-, and service disabled veteran-owned business enterprises providing goods or services to USF should be certified by one of the following certifying entities*

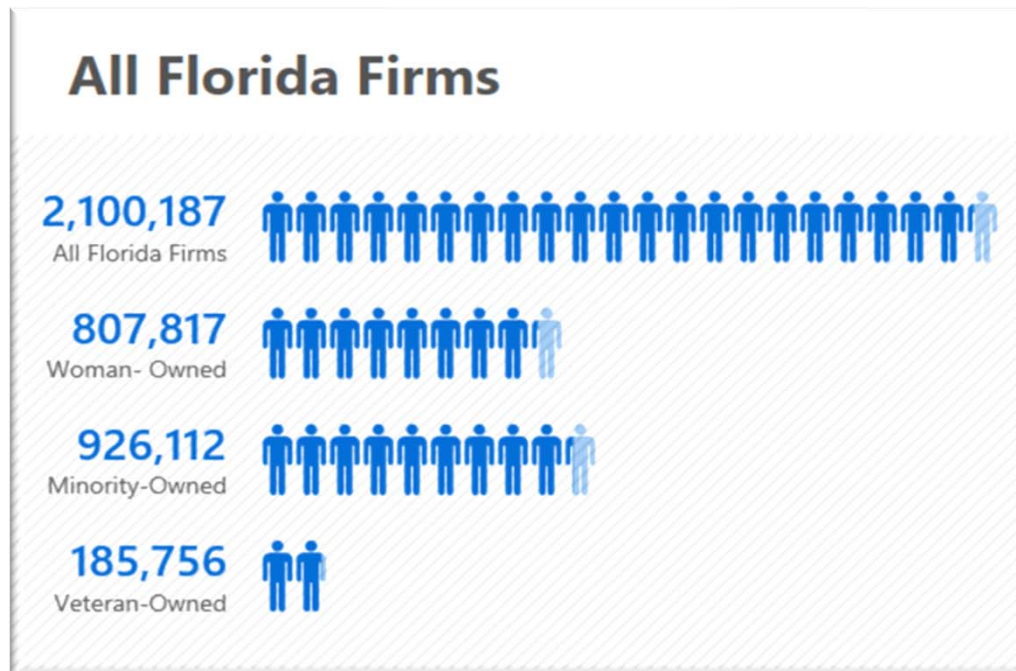
- Florida State Minority Supplier Development Council (FSMSDC)
- Women's Business Enterprise National Council (WBENC)
- State of Florida Office of Supplier Diversity
- Small Business Administration (SBA) (8A, HUSB Zone)
- Department of Veteran Affairs
- FDOT DBE

**If a diverse supplier qualifies for certification and has not completed the process, refer them to the OSD and we can provide support resources.*

Benefits of a Diverse Supply Chain

1. Proactive business strategy that provides all suppliers equal access to sourcing and purchasing opportunities.
2. Affords USF access to vendors who are proving they can provide better pricing, products and service offerings than larger competitors in some cases.
3. Helps USF's supply chain better reflect the demographics of our community.
4. Creates a platform for economic growth and development.
5. Improved customer satisfaction, especially at the departmental level.
6. More options and flexibility within the supply chain by working with diverse suppliers.
7. Through our diverse culture we can draw upon relevant features of individual backgrounds and better serve our students and constituents

Diverse Firms in Florida



Economic Impact

- Diverse businesses are amongst the fastest-growing segments of the U.S. economy.
- Minority-owned firms in the U.S. rose from 5.8 million in 2007 to 8.0 million in 2012.
- Total of 9.9 million women-owned firms in 2012, now up more than 2 million from five years earlier when there were 7.8 million women-owned businesses, a 26.8% increase.
- Receipts for women-owned firms rose 18.7%, from \$1.2 trillion in 2007 to \$1.4 trillion in 2012.
- Receipts for minority-owned firms climbed from \$1.0 trillion to \$1.4 trillion over the 2007-2012 period (34.7%).

Source: U.S. Census Bureau

Mission

INCREASE
USF Spending With
CBE's

How You Can Help

- Be open to renegotiating existing contractual commitments
- Keep in mind that diverse businesses could offer more competitive pricing
- Invest in relationships with prospective business owners
- Notify the OSD about upcoming opportunities in advance
- It often pays to persevere; don't give up on diverse businesses
- Look for strategic growth opportunities for smaller suppliers
- Don't underestimate the value of strategic partnerships
- Don't get discouraged. Be patient with suppliers. There may not be a current need for their offering now, but keep them in mind for future opportunities
- Use the available resources to learn more about USF's Supplier Diversity program at: www.usf.edu/osd

Spending Goal

13% - 20%*

Construction

Supplies

Professional Services

*Addressable Spend



Remember **you matter** and every purchase you make whether it's **\$1 or \$100 Million** impacts our community directly. With your help we will impact **economic growth** and **development** for our **families** and **communities** right here in the **Tampa Bay Region.**



Renee Beckford

Business Analyst,
USF Office of Supplier
Diversity

Spend Reporting

1. How to complete your college/department report.
2. Who to contact with questions.
3. What spend data the OSD intends to collect.
4. When you should send the report.
5. Where to send your report.

Instructions

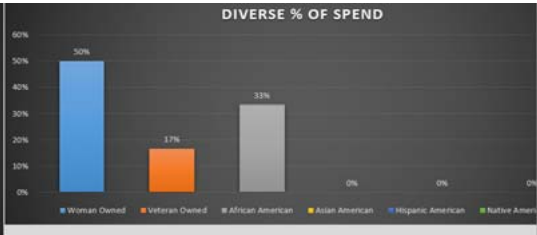
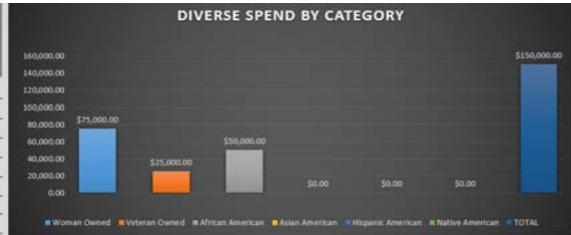


1. Input name of college/administrative department (AD)
2. Include contact information (name, email, phone number)
3. Insert date the report is completed
4. Select reporting Month/Year
5. Select vendor CBE category
6. Input vendor name, description of goods/services, and total being paid to vendor.
7. If no spend within the monthly reporting (Jan 1 – Jan 31) period, please enter all Zero's.
8. Submit report to osd@usf.edu by the 15th of each month

Spend Report

UNIVERSITY OF SOUTH FLORIDA
OFFICE OF SUPPLIER DIVERSITY
SPEND REPORTING FORM

COLLEGE: COLLEGE OF NURSING
 CONTACT PERSON SUBMITTING REPORT*: JANE DOE
 CONTACT EMAIL: JANEDOE@USF.EDU
 CONTACT PHONE: 813.123.4567
 REPORT DATE: 9/1/20
 REPORTING MONTH: September-20
 DIVERSE BUSINESS ACTUAL \$ PAID TO DATE: \$150,000



SECTION 1 - COLLEGE OF NURSING

CBE CATEGORY	COMPANY NAME	DESCRIPTION GOODS/SERVICES	TOTAL PAYMENTS
Woman Owned	ABC PHARMACY	LAB SUPPLIES	\$75,000.00
African American	OFFICE DEPOT	OFFICE SUPPLIES	\$50,000.00
Veteran Owned	JOE'S SPORTING GOODS	OUTDOOR SUPPLIES	\$25,000.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
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			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$0.00
			\$150,000.00

SECTION 2 - TOTAL SPEND SUMMARY

CBE CATEGORY	YTD TOTAL	% OF UTILIZATION
Woman Owned	\$75,000.00	50%
Veteran Owned	\$25,000.00	17%
African American	\$50,000.00	33%
Asian American	\$0.00	0%
Hispanic American	\$0.00	0%
Native American	\$0.00	0%
TOTAL	\$150,000.00	100.00%

FOR OFFICE OF SUPPLIER DIVERSITY USE ONLY

Input General Information

UNIVERSITY OF SOUTH FLORIDA OFFICE OF SUPPLIER DIVERSITY SPEND REPORTING FORM



COLLEGE/DEPARTMENT:	COLLEGE OF NURSING
CONTACT PERSON SUBMITTING REPORT*:	JANE DOE
CONTACT EMAIL:	JANEDOE@USF.EDU
CONTACT PHONE:	813.123.4567
REPORT DATE:	9/1/20
REPORTING MONTH:	September-20 <input type="button" value="v"/>
DIVERSE BUSINESS ACTUAL \$ PAID TO DATE:	\$150,000



Input Spend Data

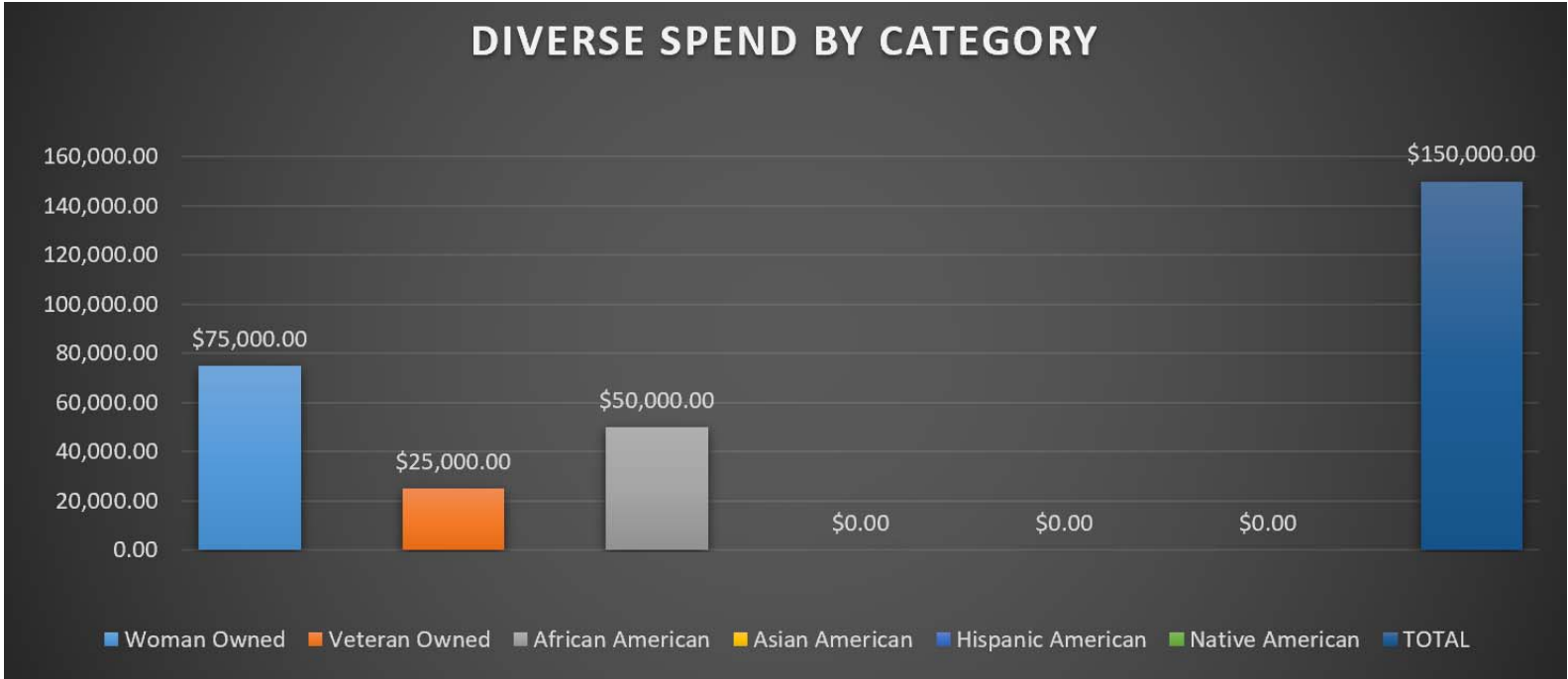
SECTION 1 - COLLEGE OF NURSING			
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			\$150,000.00

Summary Data

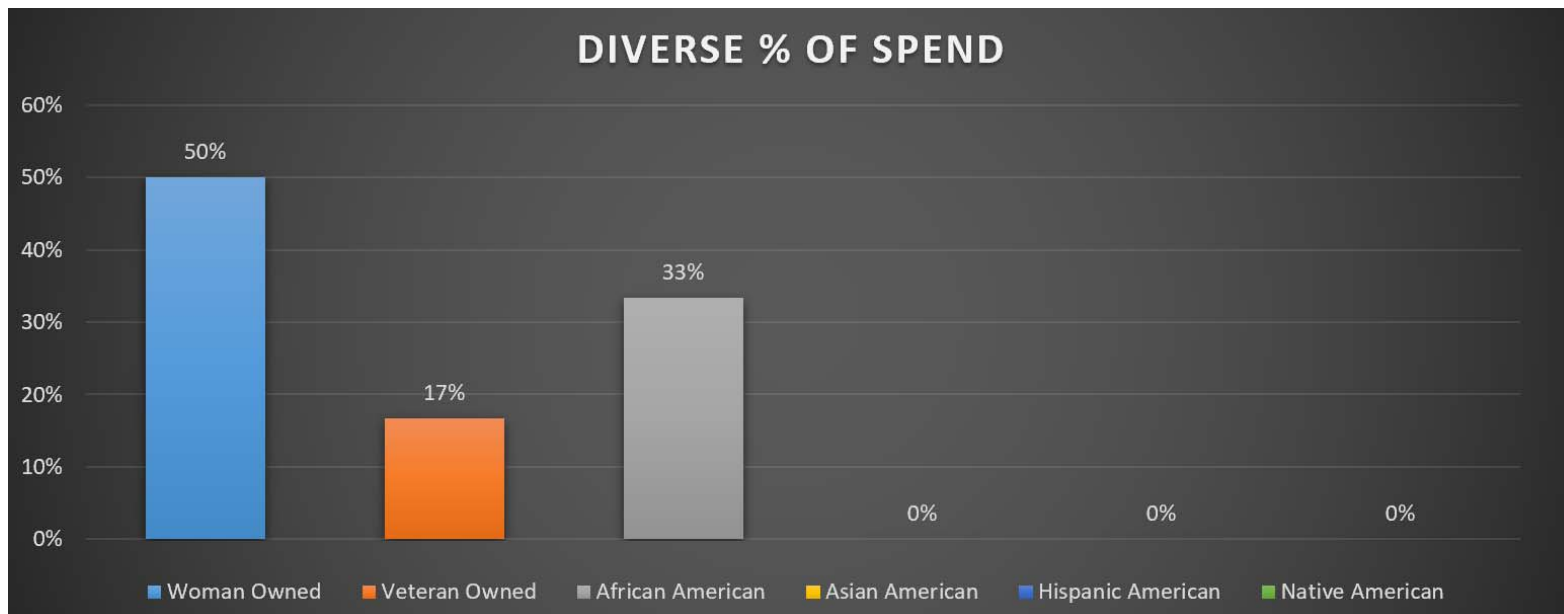
SECTION 2 - TOTAL SPEND SUMMARY

<u>CBE CATEGORY</u>	<u>YTD TOTAL</u>	<u>% OF UTILIZATION</u>
Woman Owned	\$75,000.00	50%
Veteran Owned	\$25,000.00	17%
African American	\$50,000.00	33%
Asian American	\$0.00	0%
Hispanic American	\$0.00	0%
Native American	\$0.00	0%
TOTAL	\$150,000.00	100.00%

Spend by Category



Percentage by Category



Tier 2 (Sub-contractor) Reporting

Is a separate process required by USF for facilities & construction prime contractors and construction managers*

*Not Covered in this Session

Things to Remember

1. Submit report to OSD@usf.edu
2. Reports are due to OSD by the 15th of each month
3. Your 1st report is due to OSD, November 15th
4. Questions? Email: OSD@usf.edu or call 813-974-5052
5. For more information, visit usf.edu/OSD



Lisset Greene

Supplier Relations &
Outreach Administrator,
USF Office of Supplier
Diversity

Topics Covered Today

1. Searching for a Diverse Vendor
2. How to Navigate the OSD Vendor Listing
3. Recognized Certifications
4. Sole Sourced Categories
5. Vendor Registration

Searching For A Diverse Vendor

1. Visit our website usf.edu/OSD
2. Click on the **“Find a Vendor Image”** or from drop-down menu **“For USF Departments - Find a Vendor”**
3. Listing will download as an Excel spreadsheet.
4. Vendor listing is divided into four tabs: construction, professional services, suppliers & PPE

Need a Specialized Vendor Category?

1. If you are searching for a sole source provider (specialized vendor category), email OSD@usf.edu.
2. Please allow two (2) business days for receipt of requested specialized vendor category listing.

You May Be Using a Diverse Vendor

1. Ask vendor, “Are you eligible to certify as a diverse supplier with one of our partners?” (FSMSDC, WBNEC, State of FL OSD, SBA, Dept. of Veteran Affairs, FDOT DBE).
2. If yes, and they are not currently certified, refer them to the OSD to assist with next steps.
3. OSD can also assist with adding them to the USF CBE supplier listing.
4. If no, be sure they qualify as one of USFs designated CBE categories before counting them on your spend.

Recognized Certifications

1. Florida State Minority Supplier Development Council (FSMSDC)
2. Women's Business Enterprise National Council (WBENC)
3. State of Florida Office of Supplier Diversity
4. Small Business Administration (SBA) (8A, HUSB Zone)
5. Department of Veteran Affairs
6. FDOT DBE

**These entities are OSD partners*

OSD Vendor Registration

1. Vendors visit www.usf.edu/OSD
2. Click “For Vendor Tabs > Forms Tab”
3. Complete “USFOSD Certified Supplier Form”
4. This registration is shared with USF Purchasing
5. USF Purchasing has separate process. For vendor registration, visit www.usf.edu/purchasing*

**OSD vendor listing includes diverse owned suppliers only*

Questions



Thank You for Attending this Event!

For More Information About the USF Office of
Supplier Diversity Visit:

Web: www.USF.edu/OSD

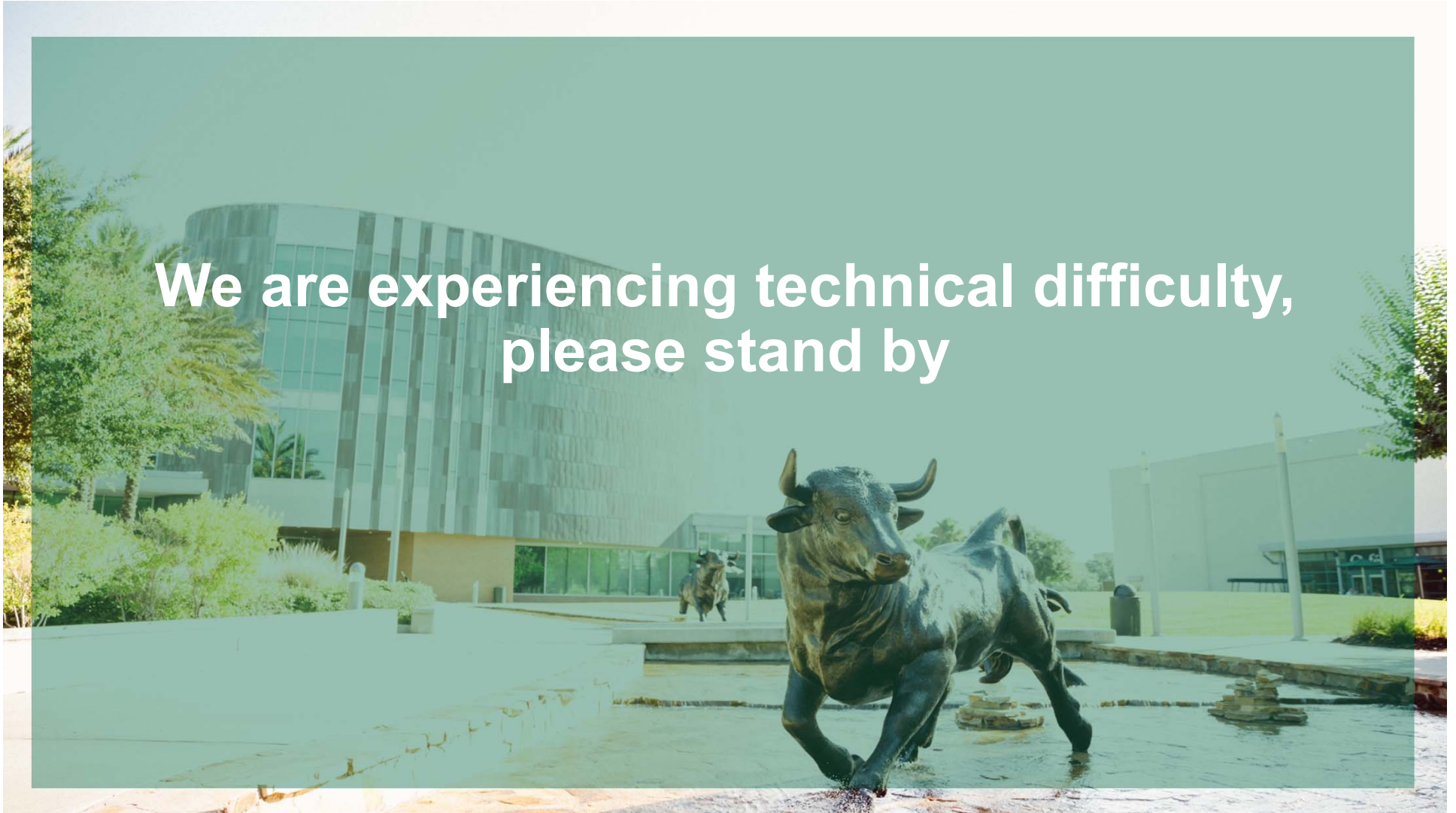
Phone: 813.974.5052

Email: OSD@usf.edu

Social: Twitter (**USF_OSD**), Facebook
(**USFOSD**)



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UNIVERSITY of SOUTH FLORIDA

4202 E. Fowler Avenue, MSC 3300,
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813-974-5111



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INSTITUTE ON BLACK LIFE

COLLEGE OF ARTS AND SCIENCES



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FAFSA STUDENT ENTREPRENEURSHIP PROGRAM

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COLLEGE OF ARTS AND SCIENCES STUDENT ORGANIZATIONS

IBL SCHOLARSHIP OPPORTUNITIES AT USF

IBL SCHOLARSHIP OPPORTUNITIES

The Institute on Black Life administers a number of scholarships for undergraduate and graduate students that were established to provide academically talented students, from diverse backgrounds, the opportunity to study at the University of South Florida.

Scholarship award amounts vary, and depend upon available funding.

The application cycle for 2020-21 is now open. All scholarship applicants must have a FAFSA form on file with financial aid. The financial aid website lists all available scholarships including those administered by IBL. Students should apply for available scholarships online through [Financial Aid](#).

Apply for a Scholarship

Applicants for the Institute on Black Life Scholarship for travel are encouraged to apply by March 31st as this scholarship is awarded at the end of April. Other scholarship winners will be notified via OASIS by June 1st. If you do not see anything listed by this date, then unfortunately you were not awarded this time. Thank you and Go Bulls!

VERIZON MINORITY SCHOLARSHIP

To provide full-ride scholarship for students majoring (or intending to major) in math and science. Scholarship criteria: full or part-time students, all academic levels, in all colleges on the Tampa campus. Preference for freshman student.

XEROX ENDOWED SCHOLARSHIP

Black students enrolled in the College of Business. This scholarship is open to full or part-time students, at all academic levels, all majors, on the Tampa campus.

CATHERINE & JOHN LOTT BROWN SCHOLARSHIP

To provide scholarships for full or part-time students, undergraduate or graduate level minority students. This scholarship is for all majors, in all colleges, on the Tampa campus.

BRIGHT HOUSE NETWORKS

To provide scholarships for full or part-time, undergraduate or graduate level, minority, Tampa resident students for any major, in any college on the Tampa campus.

BANK OF AMERICA ENDOWED SCHOLARSHIP

To provide scholarships for full or part-time, minority, Florida resident students in any major, in any college, on the Tampa College campus.

RUTH AND JERRY BELL ENDOWED MINORITY SCHOLARSHIP

To support full or part-time, undergraduate minority students at freshman level, pursuing all majors, in all colleges, Tampa campus. This scholarship is renewable up to 8 semesters. Preference will be given to Black students.

INSTITUTE ON BLACK LIFE SCHOLARSHIP

To provide scholarships to students studying abroad, with a preference for study to a country on the continent of Africa or the African Diaspora. If not studying abroad in Africa, the study abroad coursework should relate to African or African Diaspora culture, people, or art. Open to all majors, with a preference for African studies.

JANET AND SAMUEL OKOGBAA MEMORIAL SCHOLARSHIP

To provide scholarships for USF students in need who are full or part-time, pursuing all majors, in all colleges, on the Tampa campus.

ROBERT ALLEN ENDOWED MEMORIAL SCHOLARSHIP

Scholarships for full or part-time students, at all academic levels, in all majors, in all colleges, on the Tampa campus.

IVORY CLUB ENDOWED SCHOLARSHIP

To support a scholarship for full-time students, at all academic levels, pursuing all major in all colleges, on the Tampa campus. Preference will be given to individuals who are international students from Africa.



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106 Things White People Can Do for Racial Justice



art: [A Small Matter of Engineering, Part II](#) by Kara Springer

Note 1: This article was last updated on February 5, 2022.

Note 2: Our work is to fix what we broke and left broken. The work isn't done until Black folks tell us it's done.

1. There are varied approaches to ending police violence. The best thing to do is to follow your local Black Lives Matter chapter or other local Black-led organization to find out the proposed policy and funding changes in your city or town. Donate to your local BLM chapter, sign up for updates, volunteer, and take action when asked.
2. Campaign Zero has ten evidence-based solutions to address police violence. Contact your city or town government representative(s) and police chief to advocate for these policies.
3. Within the evidence-based solutions in #2, Campaign Zero has a project called 8Can'tWait, with eight specific policies to be prioritized to end police violence. The website has a fantastic tool wherein you can see which of the policies your city or town have been enacted. Contact your city or town government representative(s) and police chief to advocate for the policies that have not yet been enacted.
4. Contact your city or town government representative(s) and police chief to ban no-

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Colorado recently did. Qualified immunity permits government officials performing discretionary functions to be immune from civil suits unless the official violated “clearly established statutory or constitutional rights of which a reasonable person would have known.” In recent years, qualified immunity has been successfully used to defend the use of excessive or deadly force by police, like in the Johnny Leija case. Thank you to Claudia S. Murray for the suggestion.

6. Support a project facilitated by Leap, the Law Enforcement Accountability Project, a fund that empowers activists to change the narrative around the police abuse of Black People. Leap is founded by Ava DuVernay.
7. Understand and share what “**defund the police**” really means. It’s about a new, smarter approach to public safety, wherein we demilitarize the police and allocate resources into education, social services, and other root causes of crimes. What we’re doing now isn’t working — There are so many innocent people who have been

harassed or killed by the police unjustly, and nearly every Black American has experienced some form of harassment by the police. Some good resources for this are [this video by BLM](#) and [this Washington Post article](#).

8. More and more stories of Black folks encountering racism are being documented and shared through social media — whether it's at a hotel, with the police, in a coffee shop, at a school, etc. When you see such a post, call the organization, company, or institution involved to tell them how upset you are. Then share the post along with the institution's contact information, spreading the word about what happened and encouraging others to contact the institution as well. Whether the company initiated the event or failed to protect a person of color (POC) during an onslaught by a third party, they need to hear from us.
9. If you or a friend is an educator, buy said friend books that feature POC as protagonists and heroes, no matter the racial make-up of the class. Here are good lists from: [Mahogany Books](#), [American Indians in Children's Literature](#), [Embrace Race](#), [Baby and Blog](#), [NPR](#), [Grassroots Community Foundation](#), [Today's Parent](#), and [Huff Post](#). bell hooks, one of the heroes of our time, has authored [five children's books](#). Buy the books from a  35K |  378 [re](#). You can purchase educational toys that feature POC, such as [finger puppets](#), [Black History Flashcards](#), [puzzles](#), etc for their classroom. Use these items year-round, not just in February. The racial make-up of students doesn't matter — kids of every race need to know American history and be exposed to people from different races, religions, and countries. If the friend is interested, buy them for your pal's classroom. Don't be shy to ask Facebook friends that you haven't actually talked to in ten years.
10. If you or a friend or family member is an educator, watch or share this [video](#) of Neil deGrasse Tyson speaking about his experience as a Black student telling people he wanted to be a scientist and astrophysicist. Tyson's experience reminds me of a Black friend whose high school teachers tried to dissuade her from taking AP classes, because, with the best of intentions, they thought the AP classes would be “too much” for her. Be an educator who supports and encourages, not one who dissuades. Talk to educators you know about being educators who support and encourage, not educators who dissuade.

11. Work on ensuring that Black educators are hired where Black children are being taught. If you want to know more about why and how this makes a difference for Black children, check out [this episode of Malcolm Gladwell's podcast](#). There are some really good nuggets in there about how schools can support the achievement of Black students — from ensuring Black students aren't closed out of gifted programs by using test results instead of white teachers' recommendations to the influence that having a Black teacher has on a Black student's education to the importance to fostering a school ethos wherein Black students think, "This school is here for me."
12. Many companies have recruiting channels that are predominantly white. Work with your HR department to recruit Americans who are descendants of enslaved Africans. Recruiting from HBCUs is a good start. Work to put descendants of enslaved Africans already hired under supportive managers.
13. Donate to anti-white supremacy work such as your local Black Lives Matter Chapter, the [National Council for Incarcerated and Formerly Incarcerated Women and Girls](#), the [Movement for Black Lives](#), the [NAACP](#), [Southern Poverty Law Center](#), [UNCF](#), [Black Youth Project 100](#), [Color of Change](#), [The Sentencing Project](#), [Families against Mandatory Minimums](#), [A New Way of Life](#), [Equal Justice Initiative](#), the [Innocence Project](#), the [African American Policy Forum](#), and [Dream Defenders](#). Join some of these list-serves and take action as their emails dictate.
14. Support Black businesses, [as advocated by Killer Mike](#) among countless others. Find them on [WeBuyBlack](#), [The Black Wallet](#), [Official Black Wall Street](#), the [Miiriya](#) app, [I am Black Business](#), [Shoppe Black](#), and [Post 21](#). Another good list is [here](#). Find [Black-owned bookstores](#), [florists](#), and [restaurants](#). Find [Black-owned businesses on Target](#). Etsy features Black-owned businesses [here](#). Thank you [Corinna Tricarico](#) for the info on Etsy.
15. Bank Black, as [advocated by Killer Mike](#). The [Blackout Coalition's map of Black-owned banks](#) will help you find one in your area. It doesn't have to be all of your checking or savings; opening up an account with some money is better than nothing. Why bank Black? Among other things, Black-owned banks contribute to home ownership for Black Americans. NASDAQ reports that [67% of mortgage loans from Black-owned banks go to Black Americans, while fewer than 1% of mortgage](#)

loans from banks that are not Black-owned go to Black Americans. They provide a route for Black Americans to circumvent persistent racial discrimination in loan denial and cost. And there is still a huge disparity in home ownership among white folks and Black folks in this country; according to a 2021 US Census Bureau survey, Black home ownership was around 45% in 2020, while white home ownership was around 73%.

16. Get your company, place of worship, condo building, gym, etc to move some or all of its money to Black-owned banks, like Netflix is doing.
17. Don't buy from companies that use prison labor. Find a good list here. While Whole Foods is on that list, but pledged to stop using prison labor in 2016, they haven't made amends for that abuse. You can't pour gas on a burning building, decide to stop pouring the gas, then walk away like everything is fine. Until Whole Foods pays reparations, they stay on the boycott list.
18. Stand outside of the stores from #17 with a sign that reads "[Company] uses prison labor" even if for 30 mins a few times a month.
19. Call or write your federal legislators in support of The Breathe Act, which Black Lives Matter co-founder Alicia Garza calls "our generation's version of the Civil Rights Act." Actions to support the bill, including becoming a community co-sponsor of the bill, are on The Breathe Act's website. For more information about the bill, check out this overview and a more in-depth summary.
20. Read up about mandatory minimum sentences and watch videos about this on Families Against Mandatory Minimums (FAMM's) website. FAMM's website includes work being done at the federal level and state level. Call or write to your state legislators and governor about reducing mandatory minimum sentences for non-violent drug crimes.
21. To reduce mandatory minimum sentences on the federal level, call or write to your federal legislators in support of the bipartisan Smarter Sentencing Act (S. 1013). It is co-sponsored by Sen Lee (R-UT) and Sen Durban (D-IL), and it reduces the length of federal mandatory minimum sentences for non-violent, drug-related crimes.
22. Call or write to your federal legislators in support of the bipartisan Justice Safety Valve Act (S. 2695). The bill is sponsored by Sen Paul (R-KY) and would allow judges

to give sentences other than the mandatory minimum sentence for a federal crime.

23. To reduce mandatory minimum sentences on a federal level, call or write your federal legislators in support of another great criminal justice reform bill, the Second Look Act, which would allow courts to reevaluate a person's sentence after a significant period of time served in prison and determine if that sentence is still necessary.
24. Call or write to your federal legislators in support of The Democracy Restoration Act (S. 481), which would enact a simple rule: Americans who are out of prison and living in the community get to vote in federal elections. If someone has completed their sentence, they should be free to fully participate in elections.
25. Call or write to your federal legislators in support of The COVID-19 Safer Detention Act (S. 4034). The bill would improve a program that permits the Bureau of Prisons (BOP) to transfer elderly prisoners with nonviolent offenses and terminally ill prisoners from prison to home detention. Specifically, the bill would expand eligibility to include people who have served at least 1/2 of their term (the current requirement is 2/3), clarify that the calculation of time served include good time credit reductions, and clarify that elderly DC prisoners are eligible.
26. Call or write to your federal legislators in support of the First Step Implementation Act (S. 1014). This legislation (1) makes major sentencing reforms created by The First Step Act of 2018 retroactive and (2) gives judges increased discretion to give sentences below mandatory minimums. Regarding the first part about sentencing reforms, it permits requests for a retroactive sentence reduction to be filed for sentences received before December 21, 2018 (The First Step Act of 2018 currently only applies to sentences given after Dec 21, 2018, the day it became law). The major parts of The First Step Act of 2018 that will be retroactive are: The mandatory penalty for a third drug offense was reduced from life imprisonment to 25 years; the mandatory minimum for a second drug offense was reduced from 20 to 15 years; and prior convictions that trigger "enhanced" mandatory sentences were limited to serious violent felonies and serious drug felonies that occurred within 15 years (previously any drug offense could trigger an enhanced mandatory sentence). Regarding the second part of the legislation about discretion for judges, it allows judges to give sentences below the mandatory minimum in federal drug cases if

certain criteria are met and allows courts to reduce sentences imposed for offenses committed under the age of 18 if certain criteria are met.

27. Call or write to your federal legislators in support of the Eliminating a Quantifiably Unjust Application of Law (EQUAL) Act (S. 79). The Act seeks to eliminate the 18:1 disparity in sentences for possession of crack versus powder cocaine. Currently, the mandatory minimum sentence for possession of 28 grams of crack cocaine and 500 grams of powder cocaine is the same (five years) despite both forms of the drug being chemically the same and having the same effects on the user. The sentencing disparity (which was 100:1 until the Fair Sentencing Act of 2010) is an insidious way to get and keep more Black people in jail, because the crack cocaine sentences land mostly on poor communities of color.
28. Call or write to your state legislators and governor to support state-wide criminal justice reform including reducing mandatory minimum sentences, reducing sentences for non-violent drug crimes, passing “safety valve” law to allow judges to depart below a mandatory minimum sentence under certain conditions, creating alternatives to incarceration, and passing “second look” sentencing (for current legislation by state FAMM created this spreadsheet). Study after study shows that racism fuels racial disparities in imprisonment, and about 90% of the US prison population are at the state and local level.
29. Call or write to state legislators, federal legislators, and your governor to decriminalize weed. No, not because Black folks use weed more frequently than white folks. Because while Black and white folks use weed at roughly the same rate, Black Americans are arrested for marijuana possession far more frequently than whites.
30. Call or write to state legislators to require racial impact statements be required for all criminal justice bills. Most states already require fiscal and environmental impact statements for certain legislation. Racial impact statements evaluate if a bill may create or exacerbate racial disparities should the bill become law. Check out the status of your state’s legislation surrounding these statements here.
31. Find and join a local “white space” to learn more about and talk out the conscious and unconscious biases us white folks have. If there’s not a group in your area, start one.

32. Join or start a Daughters of Abraham book club in your Church, mosque, or synagogue.
33. Join your local Showing up for Racial Justice (SURJ) group. There is a lot of awesome work going on locally — Get involved in the projects that speak to you.
34. Do deep canvassing about race and racial justice. Many SURJ groups are organizing them, so many people can do it through your local SURJ group. If they're not already doing it, start it.
35. Research your local prosecutors. Prosecutors have a lot of power to give fair sentences or Draconian ones, influence a judge's decision to set bail or not, etc. In the past election, a many fair-minded prosecutors were elected. We need more.
36. Call or write to state legislators, federal legislators, and your governor to end solitary confinement in excess of 15 days. It is considered torture by the UN, and it is used more frequently on Black and Hispanic prisoners. For more information on solitary, two good overviews can be found here and here.
37. Watch 13th. Better yet, get a group of friends together and watch 13th.
38. Watch The House I Live In. Or get a group of friends together and watch it.
39. Read Ta-Nehisi Coates' article The Case for Reparations and From Here to Equality by William A. Darity Jr. and A. Kirsten Mullen. The US has already participated in reparations four times. Thank you to **Clyanna Blyanna** for suggesting this addition.
40. Participate in reparations. One way is through this Facebook group. Remember reparations isn't just monetary — share your time, skills, knowledge, connections, etc. Thank you to **Clyanna Blyanna** for suggesting this addition.
41. Read The New Jim Crow by Michelle Alexander. Better yet, get a group of friends together to read it like a book club — read, then discuss. Buy it from one of these Black-owned bookstores.
42. Read Me and White Supremacy by Layla F. Saad. Better yet, get a group of friends together to read it like a book club would — read, then discuss. Buy it from one of these Black-owned bookstores.

43. Read *Caught by Marie Gottschalk*. Better yet, get a group of friends together to read it like a book club — read, then discuss. Buy it from [one of these Black-owned bookstores](#).
44. Read *Between the World and Me* by Ta-Nehisi Coates. Yep, get a group of friends together to read it like a book club — read, then discuss. Buy it from [one of these Black-owned bookstores](#).
45. Read *A People's History of the United States* by Howard Zinn. Thank you to [Steve Senatori](#) for this suggestion. Buy the book from [one of these Black-owned bookstores](#).
46. Read *Orange is the New Black* by Piper Kerman. The information the author shares about the ease with which one can be charged with “conspiracy” to sell drugs, the damage done from long sentences that don't fit the crime due to mandatory minimum sentencing, the ever-present threat of solitary confinement at a Correction Officer's whim, and other specific harmful practices in the prison system are well done. Get a group of friends together to read it like a book club — read, then discuss. Buy the book from [one of these Black-owned bookstores](#).
47. Read *The Color of Law* by Richard Rothstein. Get your friends on board reading it, too. Buy it from [one of these Black-owned bookstores](#).
48. Read *Savage Inequalities* by Jonathan Kozol. Get your friends on board reading it, too. Buy it from [one of these Black-owned bookstores](#).
49. Especially if you or a friend is an educator, read or share bell hooks' *Teaching to Transgress*. Buy it from [one of these Black-owned bookstores](#).
50. Read Nikole Hannah-Jones' [The 1619 Project](#).
51. Buy books, choose TV shows and movies, and opt for toys for your kids, nieces, nephews, etc that show people from different races, religions, countries and that teach real American history. A few ideas: the books, toys, and flashcards from #9.
52. Books are a gateway into the lives of others. [Decolonize your bookshelf](#).
53. Listen without ego and defensiveness to people of color. Truly listen. Don't scroll past articles written by people of color — Read them.

54. Don't be silent about that racist joke. Silence is support.
55. Follow [Opal Tometi](#), [Alicia Garzia](#), [bell hooks](#), [Luvvie Ajayi](#), [Melissa Harris-Perry](#), [Van Jones](#), [Ava DuVernay](#), [thenewjimcrow](#), [Laverne Cox](#), [DeRay Mckesson](#), [Rev. Dr. William J. Barber II](#), [Ibram X. Kendi](#), and [Killer Mike](#). Follow them with the intention of listening and learning only.
56. Read [Awesomely Luvvie](#), [Blavity](#), [Madame Noir](#), [The Root](#), [The Griot](#), and [Janelle Bouie's opinion pieces](#) with a desire to learn and understand better the lives of Black Americans. Listen to [any conversation with bell hooks](#). Listen to the podcast [The Laverne Cox Show](#).
57. Find out how the near-eradication of indigenous people, slavery, the Civil War, and Jim Crow are taught in your local school. Advocate that history is taught correctly and certain parts are not skipped over or barely mentioned. Ensure the "discovery" of America by Christopher Columbus is taught correctly by using the booklet [Rethinking Columbus: The Next 500 Years by Bill Bigelow & Bob Peterson](#). Use [this toolkit](#) to ensure Thanksgiving is taught correctly. Advocate that many voices be used in the study of history. Is the school teaching about post-Civil War convict leasing, the parent to our current mass incarceration system? Talking about slavery alone, is your high school showing images such as [Gordon's scourged back](#), [a slave ship hold](#), and [an enslaved nurse holding her young "master"](#)? Does the school teach about scientists, inventors, politicians, etc who are POC? Do reading lists include male *and* female authors who are POC? In my mostly white high school, reading books like *Having Our Say*, *To Be a Slave*, *The Bluest Eye*, *The Education of Little Tree*, and *Their Eyes Were Watching God* was very important. A great starting list of such books is [here](#). Are Japanese internment camps being discussed? Is history explained correctly in history books? As an example of a severe failure to teach the reality of slavery and its ramifications, check out [image 1](#) and [image 2](#). There are a lot of great resources out there with a little googling, like [PBS's resources for teaching slavery](#), [the POC Online Classroom](#), [Teaching for Change](#), [The Zinn Project's This Day in History](#), [Teaching Tolerance at the Southern Poverty Law Center](#) (thank you [Adajhand](#)), and [The National Association for Multicultural Education](#).

58. Arrange for cultural exchanges and cultural ambassadors in your local school's classrooms. The [International Classroom program at UPenn](#) and [People to People International](#) are options. The [Dept of Education](#) has a good list. Cultural exchanges via the interwebs are very valuable. Actual human interaction between people from different races, religions, and countries (ie: cultural ambassadors) and students in the physical classroom is ideal.
59. Seek out a diverse group of friends for your kids.
60. Seek out a diverse group of friends for you. Practice real friendship and intimacy by listening when POC talk about their experiences and their perspectives. They're speaking about their pain.
61. Watch these [videos](#) to hear first hand accounts of what our Black brothers and sisters live. Read everyday people's experiences through the hashtag [#realizediwasblack](#) and [this twitter feed](#). Watch the [rules](#) a mother makes a young Black man follow just so he comes home each night. Read [You'll Never Believe What Happened to Lacey: Crazy Stories about Racism by Lacey Lamar and Amber Ruffin](#) and [Hush Money: How One Woman Proved Systemic Racism in her Workplace and Kept her Job by Jacquie Abram, Delilah Harris, and Deborah Harris](#). Share with others.
62. If there are Black and/or indigenous children/teens in your life, contribute to their college savings plans. You can also contribute to an HBCU, the [United Negro College Fund](#), the [American Indian College Fund](#), or [individual college savings plans](#). Thank you to [Rev Dr Pollard](#) for this contribution. Consider making HBCUs and the American Indian College Fund beneficiaries through your will or living trusts. Thank you [Janice Crawford](#) for this contribution.
63. Call or write to your national legislators, state legislators, and governor in favor of affirmative action. Encourage friends to do the same.
64. Write to your college/university about implementing all or some of these [diversity strategies](#) that effectively promote racial, ethnic, and socioeconomic diversity on campus. Write to the public universities your tax payer dollars support about implementing these diversity strategies.

65. Recognize that in the same way saying “slavery is a necessary evil” (Thomas Jefferson’s words) was acceptable by many in 1820 and saying “separate but equal” was acceptable by many in 1940, choosing to not condemn white nationalism, the reality that Black people are 2.7 times as likely to be killed by police than white people, the reality that unarmed Black Americans are roughly five times as likely as unarmed white Americans to be shot and killed by a police officer, and the reality that Black and white folks use drugs at about the same rate, but Black imprisonment rate for drug offenses is about 5.8 times higher than it is for whites are acts of overt racism in 2021.
66. As advocated by Families Against Mandatory Minimums (FAMM) and other criminal justice proponents, write to the US Sentencing Commission (PubAffairs@ussc.gov) and ask them to:
- reform the career offender guideline to lessen the length of sentences
 - change the guidelines so that more people get probation
 - change the criminal history guidelines so that a person’s criminal record counts against them less
 - change guidelines to reduce mandatory minimum sentences for non-violent crimes
 - conduct a study to review the impact of parental incarceration on minor children. With more data, the Commission could modify the Sentencing Guidelines and allow judges to take this factor into account when sentencing individuals for non-violent crimes.
 - conduct a study to review whether the Bureau of Prisons is following the Commission’s encouragement to file a motion for compassionate release whenever “extraordinary and compelling reasons” exist.
 - consider amending the guidelines to reduce sentences for first offenders.
67. Read Van Jones’ short and to-the-point article about the racial biases of reporters. More examples are here and here. Check out this article discussing how media coverage of the opioid epidemic — which largely affects suburban and rural whites — portrays it as an outside threat and focuses on treatment and recovery, while stories of heroin in the 1970s, crack-cocaine in the 1980s, and other drug problems that impact urban people of color today have focused on the drug user’s morality.

Keep an eye out for such biases, and use social media and direct communication to the media outlet to call them out when they occur.

68. Donate to groups that are working to put women of color into elected office, to get out the vote, and to restore voting rights to disenfranchised voters.
69. Know our American history. Watch Roots, 12 Years a Slave, Sankofa, and Selma, to name a few.
70. Check out Black movies, TV, and other media that show POC as lead characters and in their full humanity. Queen Sugar, Insecure, Dear White People, The Carmichael Show, Blackish, Grownish, Atlanta, 2 Dope Queens, Black Panther, A Wrinkle in Time, Get Out, Girls Trip, Sorry to Bother You, United Shades of America, Mudbound, How to Get Away with Murder, Scandal, The Cloverfield Paradox, Sorry to Bother You, Blindspotting, BlacKkKlansman, Little, If Beale Street Could Talk, Queen and Slim, A Black Lady Sketch Show, PBS' Great Performance of Much Ado about Nothing, The Amber Ruffin Show, Pose, Tha God's Honest Truth, Reservation Dogs, Rutherford Falls, Abbott Elementary, and any movies released by Array are a few. Share them with friends. In addition, if you can't watch the whole video, watch 13:12 to 15:17 of this discussion about working in Hollywood when you're not white.
71. Know what indigenous land you're living on by looking that this map and research the groups that occupied that land before you did. Find out what local activism those groups are doing and give your money and time to those efforts.
72. When people say that Black Lives Matter is a violent/terrorist group, explain to them that there are fringe groups that are being misrepresented as part of BLM. If conservatives don't want to be lumped in with the KKK, they can't lump violent protesters in with BLM.
73. When people ask, "Why aren't you talking about 'black-on-black crime'?" and other myths about BLM, let Francesca Ramsey help you with those talking points.
74. Stop shopping at Amazon and Whole Foods. Aside from Amazon's terrible treatment of their employees, Amazon and Whole Foods advertise on -that's to say fund- white supremacist media. An easy alternative to Amazon is buying from Black-owned businesses through webuyblack.com, featured in #14. Also check out this "How to Stop Using Amazon" Facebook post.

75. Be honest about our history. One genocide, another genocide, then apartheid. It sucks, but it's true. We'll never be free from our history unless we're honest about it. Denial is our pathology, but the truth will set us free.
76. If you have a close relationship with a young person of color, make sure he/she knows how much you love them. Love and affirm that child. Thank you to Rev Dr Pollard for this contribution.
77. Write to your city or town government representative to replace Columbus Day with Indigenous People's Day like these cities did. Illuminative has created a toolkit for this project.
78. Donate to Standing Rock through the Standing Rock Sioux Tribe.
79. Write to your city or town government representative to divest from banks that are financing the Dakota Access Pipeline, private prisons, and detention centers. Seattle, Davis, CA, and Los Angeles divested from banks that are funding the Dakota Access Pipeline, and there are successful campaigns going on in many cities to divest. Cities like New York and Cincinnati have divested from private prisons. Start here: <http://howtodivest.org/>
80. Personally divest your investments in private prisons and detention centers. Start here. Many people are divesting from Wells Fargo for their substantial role in Standing Rock and from private prison companies Corrections Corporation of America (CCA), GEO Group, CoreCivic, and G4S.
81. Get your company, place of worship, etc to divest from private prisons and detention centers. Since the start of a national prison divestment campaign, higher ed institutions, churches, and corporations have divested.
82. Write to your state legislators to end cash bail. It means that a someone who is legally innocent is put in jail because they can't afford bail. It means that a defendant can be released pre-trial because of their wealth, not how much of a flight risk they are. It puts more people in detention (which tax payers pay for) and affects a defendants' ability to maintain employment, access mental and physical healthcare, and be in communication with their family and friends, etc. Housing the approximately 500,000 people in jail in the US awaiting trial who cannot afford

bail costs US taxpayers \$9 billion a year. Thank you to [Elizabeth B.](#) and [Cynthia Astle](#) for suggesting this addition.

83. Support organized efforts to end of cash bail by donating to [The Bail Project](#). Bail out a Black mother through [The National Bail Out](#). Thank you to [Elizabeth B.](#) and [Cynthia Astle](#) for suggesting this addition.
84. Attend town halls, candidate meet-and-greets, etc for political candidates and ask about ending mass incarceration, reducing mandatory minimum sentences, reducing or ending solitary confinement, decriminalizing weed, ending cash bail, divesting from private prisons, divesting from banks, divesting from banks that finance the Dakota Access Pipeline, etc.
85. Read [this article](#) about an overt white supremacist's son's journey to relinquish white supremacy and watch [this video](#) about Daryl Davis, a Black man who gets KKK members to disavow by befriending them. Listen to this [8-minute interview](#) with a former white nationalist. For those you know who are overtly racist (see #65), think about ways you can create exposure for them to people who don't look like them, share their religion, etc. Jane Elliott says, "People who are racist aren't stupid, they're ignorant. And the answer to ignorance is education." Frederick Douglass notes, "It is easier to build strong children than to repair broken men." It may be best to focus on children, adolescents, and young adults currently being raised by overtly racist parents. Maybe it's tutoring them so they could get on a college track or turning them on to colleges where not everyone looks like them and shares their religion. Maybe it's spending time with them and showing them the achievements and beauty of non-white cultures. Be creative.
86. Talk to the white people you know who aren't clearly upset by white supremacy. Use "I" statements, "I care" messages ("I feel [feeling] when you [behavior]"), and [non-violent communication](#). Check out the [White Ally Toolkit](#), which helps white folks become more persuasive in conversations with racism skeptics by empowering and equipping us with best practice communications skills based on listening, storytelling, and compassion. They need to know you see a problem. Call them out, and call them in. As a start, ask them to watch the videos in #61. For people you know who've been radicalized by FOX News and other nationalist (not conservative) media, who've been so pummeled with fear and hatred of "the other"

that they've become ISIS-like towards others, how can you and other family and friends guide them through conversation to show them that their actions are now in direct contrast with the values they feign to purport?

87. A wise former teacher once said, "The question isn't: Was the act racist or not? The question is: How much racism was in play?" So maybe racism was 3% of the motivation or 30% or 95%. Interrogate the question "How much racism was in play?" as you think about an incident. Share this idea with the people in your life when they ask, "Was that racist?"
88. Credit Black men and women. Kara Springer, a Black woman artist, created the image/public art that begins this piece. It's called [A Small Matter of Engineering, Part II](#). [Christian Campbell](#) tweeted to ensure the art was attributed appropriately and correctly.
89. Watch [this video](#) of Jane Elliot's blue eyes/brown eyes racism experiment in her classroom. Watch [this video](#) of Jane Elliot's blue eyes/brown eyes racism experiment on Oprah, and watch [Jane Elliot and Roland Martin's conversation](#) at the University of Michigan's Women of Color Task Force [here](#). Thank you to [Jourdain Blair](#) for this suggestion.
90. Anti-racism is a global fight. Don't buy electronics or jewelry made from conflict minerals. Check out this [ranking](#) of electronics and jewelry companies' efforts to source conflict-free minerals. At your place of work, establish a policy that your company or organization will only purchase electronics from companies that are top-rated. Write to companies on the list and ask them to improve their rank.
91. Read [this article](#) by educator and activity Bettina L. Love about the harm done by schools to their Black students. Ensure your local school/School Board has a clear and strong policy of zero tolerance for racial slurs, physically touching a child to discipline them, invasions of privacy like strip searches, [hair discrimination](#), etc. "Zero tolerance" means loss of a job, loss of a pension, and mandatory reporting to your state's Department of Education. If and when school officials don't comply with their own policies, or when a school refuses to create these policies altogether, use resources at your disposal like social media, local news media, connections to the School Board, etc to hold them accountable.

92. Visit sites of American concentration camps, memorials, and museums dedicated to teaching about the genocide and apartheid, past and present. [Old Slave Mart Museum](#) in Charleston; [The Legacy Museum: From Enslavement to Mass Incarceration](#) in Montgomery; the [National Museum of African American History and Culture](#) in Washington, DC; the [International Civil Rights Center & Museum](#) in Greensboro, NC; the [Whitney Plantation](#) near New Orleans, [the quarters of enslaved people at Monticello](#) in Charlottesville, VA; [a tour discussing the lives of enslaved people at Mount Vernon, VA](#), Underground Railroad locations, etc. Google sites, museums, etc where you can learn about Black history and current life near you or at your next travel destination. Thank you to [Charles Chukwuemeka Ekeke](#) for this addition.
93. We need to raise children who understand race and are comfortable talking about it. A few resources for that: the book *Raising White Kids* by Jennifer Harvey, the NPR podcast [Talking Race With Young Children](#), [these children's books](#), and [these resources compiled by the Children's Community School in Philadelphia](#).
94. Write to your state representative and senator to ban voter ID laws, ease the voter registration process, implement early voting, and implement voting-by-mail. The unfortunate reality of efforts to “fight against voter fraud” is that voter fraud isn’t statistically a problem in this country. Even [The Heritage Foundation counts only 1,285 cases of voter fraud... since 1998](#). Just like [poll taxes, literacy tests, and grandfather clauses](#) were “race-neutral” policies that inhibited Black Americans from voting until the Voting Rights Act of 1965, voter ID laws, cuts to voting registration processes, and cuts to early voting are efforts to inhibit Black Americans from voting today. A well-off white person in my life lamented that their children could easily get their ID, so why couldn’t anyone else? This person neglected to recognize that her children had cars to get them to the DMV, lived relatively close to the DMV, had the time to go, etc. This excerpt from the previous link is quite striking: “In the 1930s one Georgia man described the situation this way: ‘Do you know I’ve never voted in my life, never been able to exercise my right as a citizen because of the poll tax? ... I can’t pay a poll tax, can’t have a voice in my own government.’ ” Saying, “Just get your ID!” today is the equivalent of saying “Just pay the poll tax!” in 1964. Remember that the [restrictive voting laws passed since 2013 have been considered legal only because the Supreme Court gutted the most](#)

powerful protections of the Voting Rights Act. Thank you [Alice Smith](#) and [Sarah Weiss](#) for this suggestion.

95. Ibram X Kendi says we need to move beyond saying “racist” and “not racist.” Instead, white people are practicing anti-racism by (1) divesting themselves of white fragility and defensiveness and choosing to continue to learn and listen to Black folks and (2) dismantling white supremacy in the institutions around them. White supremacy is not just targeted murder of Black men by police. White supremacy pervades every institution — places of work, education, criminal justice, healthcare, government, banks, places of worship, etc. It is our work to dismantle white supremacy in all of these institutions, not just the police. Those who are not practicing anti-racism are perpetuating white supremacy. And we cannot do the external work without doing the internal work.
96. Contact your high school and college/university to create a class that teaches white privilege, the subconscious nature of racism in every US institution (schools, offices, etc), use of racial stereotypes by individuals and the media, etc. This class should be mandatory for all students. One such class is [CFE 444 — Schooling & Diversity at Syracuse University](#).
97. When people lament that the policing problem is just “a few bad apples,” share the following evidence that it is not: comedian [Amber Ruffin discussing her police encounters](#), the [Buffalo cop who intervened on a chokehold and lost her job and pension](#), the [Minneapolis police union chief who used his powerful position to try to justify George Floyd’s torture and death](#), and the [Philadelphia Police Union President who, in his position of authority, called Black Lives Matter protestors ‘rabid animals.’](#) Remember that the [fourth stage of genocide](#) is “dehumanization, wherein members of a particular group “are equated with animals, vermin, insects or diseases.”
98. Check out this [Anti-Racist/Anti-Fascist Education playlist](#).
99. Don’t gentrify neighborhoods. If you’re selling your home, sell to someone who is historically marginalized at a low price point (I know of a place to post the listing — [DM me](#) for more info). If you rent out space, rent to someone who is historically marginalized at a low price point. Us white folks have gotten so many breaks and

passes that we can name and others that we can't. It's time to pass those breaks on to others.

100. Support that new apartment building proposed to be built in your neighborhood. Don't participate in "snob zoning," which is opposing new builds of apartments because wealthy white folks are afraid the apartment building will "change the character of a community." For more information on this, see #47.
101. If you or a friend or family member is an educator, ensure anti-racism is in your teaching practice. Some resources for this are the books *We Want to do More than Survive* by Bettina L. Love, *Pedagogy of the Oppressed* by Paulo Freire, and *Lies My Teacher Told Me* by James W. Loewen. Other resources are the Abolitionist Teaching Network, American University's Summer Institute on Education, Equity, and Justice, Learning for Justice, The National Seed Project, The NAIS People of Color Conference, The Race Institute for K-12 Educators, the book The Guide for White Women Who Teach Black Boys, this series of videos of teachers and students talking about teaching Black boys, Teaching While White, the White Privilege Conference, and specifically for white teachers of middle school students, the website The Collaborative.
102. Array is an independent film distribution and resource collective founded by Ava DuVernay. For students of all ages, Array is creating learning companions for the works they produce and distribute, starting with When They See Us.
103. Work on this excellent document of scaffolding anti-racism resources.
104. Check out the White People Confronting Racism workshop.
105. When you see someone who is Black stopped by the police, stop and watch the encounter. Listen to Twitter user @kingkeraun discuss his experience seeing a white woman record an encounter he had with the police.
106. White supremacy exists in every institution. We are each charged with dismantling it in the place where we work, both in terms of how employees are treated and how clients are treated. Work for a bank? Examine racial discrimination in your bank's lending practices. Work at a school? Examine racial disparities in who gets punished for how long, who is assigned Honors and AP classes, etc. In any office, what changes can be made to current systems and what systems can you create to

recruit, hire, and promote more historically marginalized people? Inclusion Nudges by Lisa Kepinski and Tinna C. Nielsen may be a good tool to help with this.

[Black Lives Matter](#)

[Racial Justice](#)

[Racial Equality](#)

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Enlightenment Series Workshop:

From Protest to Progress: Combating Discrimination, Bias, and Oppressive Practices



**Dana Thompson-
Dorsey, Ph.D,**

David C. Anchin Endowed
Chair in Education Innovation
Director, David C. Anchin
Center for the Advancement
of Teaching, Associate
Professor of Educational
Leadership and Policy Studies



**Ms. Geveryl
Robinson**

Instructor in Dept. of English



**Elizabeth Hordge-
Freeman, Ph.D,**

Interim Vice President for
Institutional Equity, Senior
Advisor to the President and
Provost for Diversity and
Inclusion, Associate Professor
of Sociology

February 8, 2021

Under the auspices of the USF Institute on Black Life,
USF Black Employee Steering Committee, and the USF
Black Faculty & Staff Association



Suggested Readings

Bell, M. P., Berry, D., Leopold, J., & Nkomo, S. (2021). Making Black Lives Matter in academia: a black feminist call for collective action against anti-blackness in the academy. *Gender, Work & Organization*, 28, 39-57.

Marshburn, C. K., Folberg, A. M., Crittle, C., & Maddox, K. B. (2021). Racial bias confrontation in the United States: What (if anything) has changed in the COVID-19 era, and where do we go from here?. *Group Processes & Intergroup Relations*, 24(2), 260-269.

Miller, R. A., Guida, T., Smith, S., Ferguson, S. K., & Medina, E. (2018). A balancing act: Whose interests do bias response teams serve?. *The Review of Higher Education*, 42(1), 313-337.

Mirza, H. S. (2018). Racism in higher education: 'What then, can be done?'. In *Dismantling race in higher education* (pp. 3-23). Palgrave Macmillan, Cham.

Onyeador, I. N., Hudson, S. K. T., & Lewis Jr, N. A. (2021). Moving beyond implicit bias training: Policy insights for increasing organizational diversity. *Policy Insights from the Behavioral and Brain Sciences*, 8(1), 19-26.



Outline of Presentation

Part I. Is Progress an Illusion?

Part II. Polite Protest Prohibits Progress

Part III. Measures of Progress and Collective
Care

Is Progress an Illusion?

Does Legal and Political Protest Lead to Progress, or Is it an Illusion?

The United States of America is built on a foundation of legal and political protest – American Revolution and the Colonies gaining independence from Britain

Founding Documents – Declaration of Independence and US Constitution

- **July 4, 1776** – When in the Course of human events, **it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them**, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. **We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness**
- **September 17, 1787** – Signing of the US Constitution (Bill of Rights)

However...

The words in the Declaration of Independence and US Constitution were not initially written to include people of color, particularly Black/African American or Indigenous people.

Article 1, Sections 2–9 of US Constitution

- **Enslaved Blacks were only three-fifths of a White person; slave owners would be apportioned only three-fifths per slave for tax purposes (US Constitution, 1788).**

Dred Scott v. Sandford (1857). Can a negro, whose ancestors were imported into this country, and sold as slaves, become a member of the political community formed and brought into existence by the Constitution of the United States, and as such become entitled to all the rights, and privileges, and immunities, guaranteed by that instrument to the citizen? Justice Taney opined:

In the opinion of the court, the legislation and histories of the times, and the language used in the Declaration of Independence, show, that neither the class of persons who had been imported as slaves, nor their descendants, whether they had become free or not, were then acknowledged as a part of the people, nor intended to be included in the general words used in that memorable instrument [Or] when the Constitution was framed and adopted [Negroes] had for more than a century before been regarded as beings of an inferior order, and altogether unfit to associate with the White race, either in social or political relations; and so far inferior, that they had no rights which the White man was bound to respect ... (Scott v. Sandford, 1857, p. 407)

13th Amendment of the US Constitution

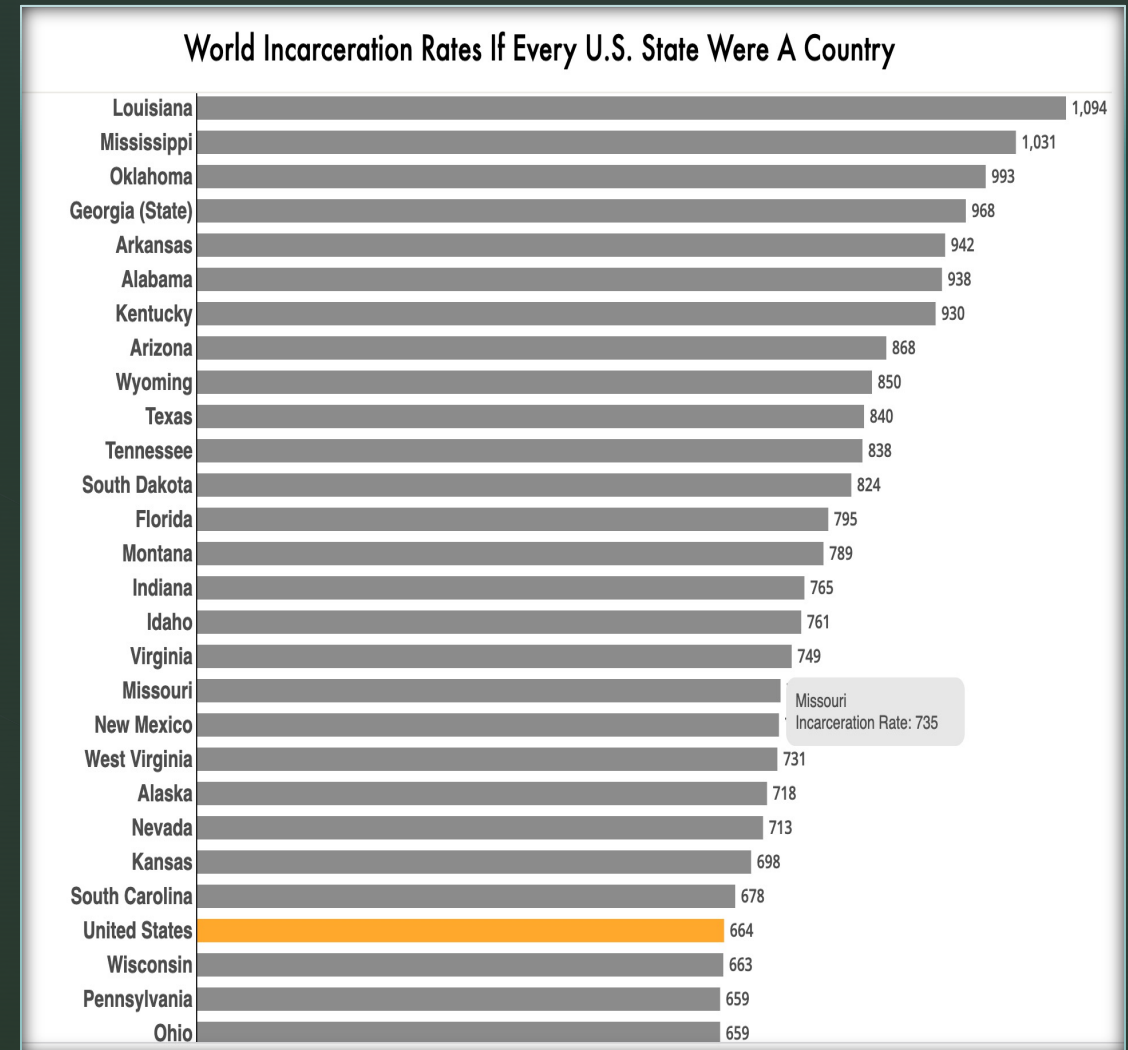
SECTION 1. Neither slavery nor involuntary servitude, **except as a punishment for crime whereof the party shall have been duly convicted**, shall exist within the United States, or any place subject to their jurisdiction.

SECTION 2. **Congress shall have power to enforce this article by appropriate legislation.**

U.S. Incarceration Rates – Progress?

- Not only does the U.S. have the highest incarceration rate in the world; every single U.S. state incarcerates more people per capita than virtually any independent democracy on earth.
- If we imagine every state as an independent nation, as in the graph above, every state appears extreme. 24 states would have the highest incarceration rate in the world — higher even than the United States.
- The incarceration rates in every U.S. state are out of line with the entire world; this disparity is *not* explainable by differences in crime or “violent crime.”
- For **four decades**, the U.S. has been engaged in a globally unprecedented experiment to make every part of its criminal justice system more expansive and more punitive. As a result, incarceration has become the nation’s default response to crime, with, for example, **70 percent** of convictions resulting in confinement — far more than other developed nations with comparable crime rates.

Source: Prison Policy Initiative (2021); prisonpolicy.org.



U.S. Incarceration Rates – Progress?

- Black Americans are incarcerated at nearly **5 times the rate of white Americans**, whereas
- Latino Americans are imprisoned **1.3 times the rate of white Americans.**
- Black Americans are incarcerated at a state average of 1,240 per 100,000 residents, whereas
- Latino Americans are imprisoned at a rate of 349 per 100,000 residents. White, non-Latino Americans, meanwhile, are incarcerated at 261 per 100,000 residents.

Other Progressive Laws Throughout History?

14th Amendment - Section 1. All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. **No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.**

15th Amendment - SECTION. 1. **The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.** SECTION. 2. The Congress shall have power to enforce this article by appropriate legislation.

19th Amendment - SECTION. 1. **The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.** SECTION. 2. The Congress shall have power to enforce this article by appropriate legislation.

Civil Rights Act of 1964 - All persons shall be entitled to the full and equal enjoyment of the goods, services, facilities, privileges, advantages, and accommodations of any place of public accommodation, as defined in this section, without discrimination on the ground of race, color, religion, or national origin. *Title II of the Civil Rights Act of 1964, 42 U.S.C. §2000a*

Voting Rights Act of 1965 - AN ACT To enforce the fifteenth amendment to the Constitution of the United States, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act shall be known as the "Voting Rights Act of 1965." SEC. 2. No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color.

- How does current legislation represent the notion of the illusion of progress? Please share your thoughts in the Chat.

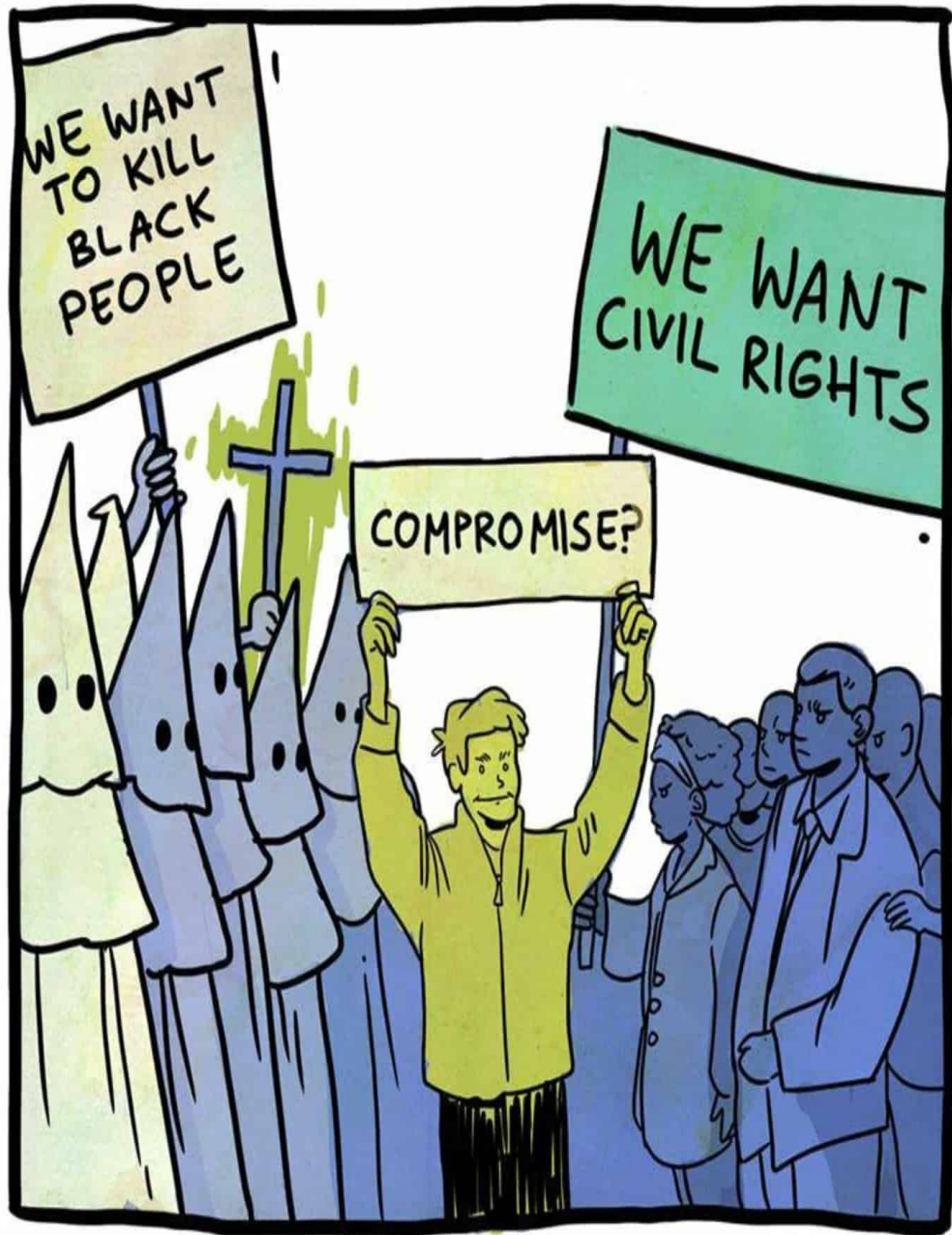
Some Thoughts

Some examples where racial/ethnic disparities exist and are linked to racial bias and discrimination

- Policing and Police Shootings
- Voting Rights and Voter Suppression
- Wealth Gap
- Home Ownership (e.g., mortgage loan approval rates)
- Residential Discrimination (e.g., house appraisals)
- Infant Mortality Rates
- Opportunity Gap in Education

Polite Protest Prohibits Progress





Art by Kasia Babis (<https://thenib.com/centrist-history?id=kasia-babis&t=author>)

compromise

noun

com·pro·mise | \ 'käm-prə-,mīz \

Essential Meaning of *compromise*

1: a way of reaching agreement in which each person or group gives up something that was **wanted** in order to end an argument or dispute

the art of political *compromise*

To avoid an argument, always be ready to seek *compromise*.

2: something that combines the qualities of two different things

3: a change that makes something **worse** and that is **not done for a good reason**



Art by Kasia Babis (<https://thenib.com/centrist-history?id=kasia-babis&t=author>)



The Crimson White 
@TheCrimsonWhite

The University of Alabama will rename Graves Hall to Lucy-Graves Hall. Autherine Lucy Foster, the first African American student to enroll at UA, will share the building name with Bibb Graves, the former governor and a former officer of the Ku Klux Klan.



The Crimson White. @TheCrimsonWhite. Twitter post. 3 Feb. 2022.. Retrieved from <https://twitter.com/TheCrimsonWhite/status/1489367803798999045>.

Do you think the student/faculty/staff at The University of Alabama protested this decision?

If you were a student/faculty/staff at The University of Alabama, would you have protested?

The silence of faculty staff and students could be tied to what's known as **Violent Politeness**, coined by Prof. Gianpiero Petriglieri or **Ruinous Empathy**, coined by Kim Scott, former head of Strategy and Operations at Google. Both are what happens when the **official truth**, information or behaviors displayed to the public, and **ground truth**, what really goes on in an organization, nation or in our personal lives, does not coincide. For example, let's go back to the University of Alabama. Do the Diversity and Inclusion Statement and the DEI front page for February 2022 coincide with the "compromise" made on Graves Hall?

Diversity, Equity, and Inclusion

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Diversity, Equity, and Inclusion

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Graduate Assistantship

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Position Descriptions

The University of Alabama and the Division of Student Life, in close partnership with the [Division of Diversity, Equity and Inclusion](#), are committed to creating and sustaining a diverse, equitable, inclusive, and welcoming campus community in which every student can thrive.

The Division of Student Life not only recognizes and appreciates differences, but also promotes fairness in treatment and access, and cultivates a welcoming community that upholds social justice.

The resources below are available to students to address a range of issues or concerns that may interfere with students' well-being and achievement.

In the event of an emergency, or to reach an on-call dean or on-call advocate outside of working hours, please call UAPD at 205-348-5454.

[Report a Violation](#)

Get Involved

[Capstone International Center](#)

Capstone International coordinates a number of programs and opportunities on campus that have an international focus.

[Crossroads Civic Engagement Center](#)

Crossroads provides resources and opportunities for civic learning and democratic engagement through dialogue programs and engaged learning.

[Intercultural Diversity Center](#)

The Intercultural Diversity Center is a resource

[Safe Zone](#)

The UA Safe Zone Program provides a visible

Diversity, Equity and Inclusion

THE DIVISION OF DIVERSITY, EQUITY & INCLUSION CELEBRATES

BLACK HISTORY MONTH

2022 Theme: Black Health & Wellness, "acknowledging the legacy of not only Black scholars and medical practitioners in Western medicine, but also other ways of knowing..."



Dr. Lee Crumpler, first Black woman to receive the degree of medical doctor in the U.S.

Nathan Francis Mossell, co-founder of one of the first black hospitals in the U.S.

THE UNIVERSITY OF ALABAMA | Division of Diversity, Equity and Inclusion

PART OF THE University of Alabama System



Legacy Award Winners: In Their Own Words

The 2022 Realizing the Dream Legacy Banquet highlighted UA psychologist Dr. Nahree Doh and UA graduate student Carina Villarreal for realizing the dream through kindness and respect for others.

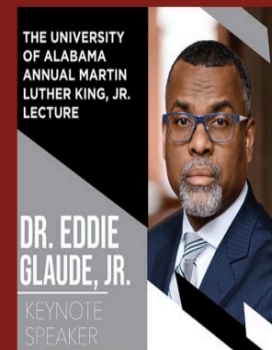
[View the video](#)



Chinese New Year: The Year of the Tiger

Feb. 1 marks the beginning of a 15-day festival known as Chinese New Year, one of the most important celebrations in East and Southeast Asian culture.

[Learn more](#)



Dr. Eddie Glaude Jr., MLK Lecturer 2022

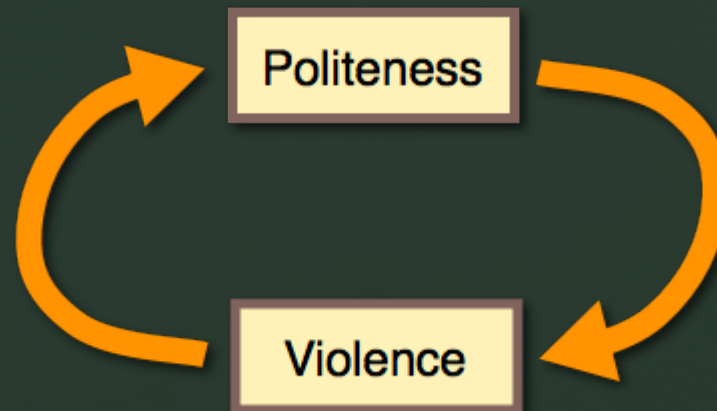
The 2022 Dr. Martin Luther King, Jr. Lecture featured Dr. Eddie Glaude Jr., professor of African American Studies at Princeton and MSNBC commentator.

[View the presentation](#)

Now, let's look at USF. This is a part of the diversity statement on USF's DIEO website:

*The University of South Florida endeavors to make academic excellence inclusive by sustaining a community of free inquiry in which people of diverse race, ethnicity, veteran status, marital status, socio-economic level, national origin, religious belief, physical ability, sexual orientation, age, class, political ideology, gender identity and expression participate in, contribute to, and **benefit equally**, from the academic community. A diverse campus environment, in which **differences are respected** and appreciated, promotes more effective teaching, produces greater learning outcomes, and better prepares students for an increasingly diverse workforce and pluralistic society.*

The official truth of the statement would be that USF has an open, honest, and inclusive/respectful culture. However, if people who believe not all differences are respected or that not everyone benefits equally are too afraid to speak up for fear of getting fired or punished, then the official truth and the ground truth are in conflict with each other.





**"If there is more truth in
the hallways than in
meetings, you have a
problem."**

EDWIN CATMULL, PIXAR



Here's one more. Let's test the official truth and the ground truth of the United States. Here's the first portion of The Declaration of Independence. The highlight is mine. The DOI is our official truth; the next slide is our ground truth.

In Congress, July 4, 1776

The unanimous Declaration of the thirteen united States of America, When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends,. **it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.**



Racism is a Serious Threat to the Public's Health

Racism is a [system](#) —consisting of structures, policies, practices, and norms—that assigns value and determines opportunity based on the way people look or the color of their skin. This results in conditions that unfairly advantage some and disadvantage others throughout society.

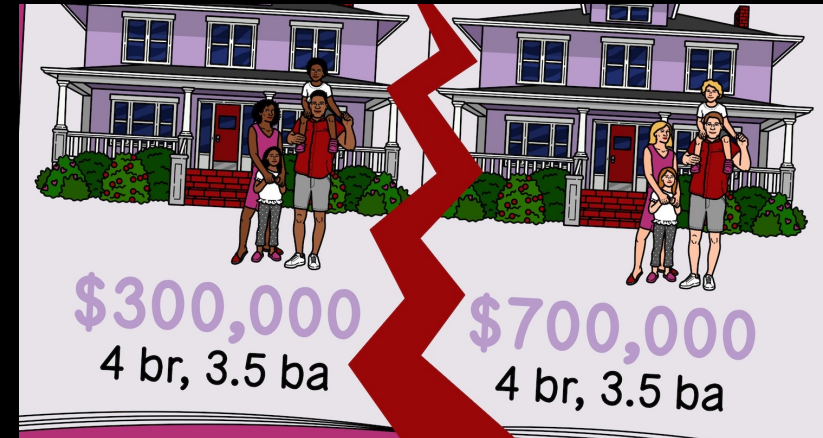
Racism—both [interpersonal and structural](#) —negatively affects the mental and physical health of millions of people, preventing them from attaining their highest level of health, and consequently, affecting the health of our nation.

A growing body of research shows that centuries of racism in this country has had a profound and negative impact on communities of color. The impact is pervasive and deeply embedded in our society—affecting where one lives, learns, works, worships and plays and creating inequities in access to a range of social and economic benefits—such as housing, education, wealth, and employment. These conditions—often referred

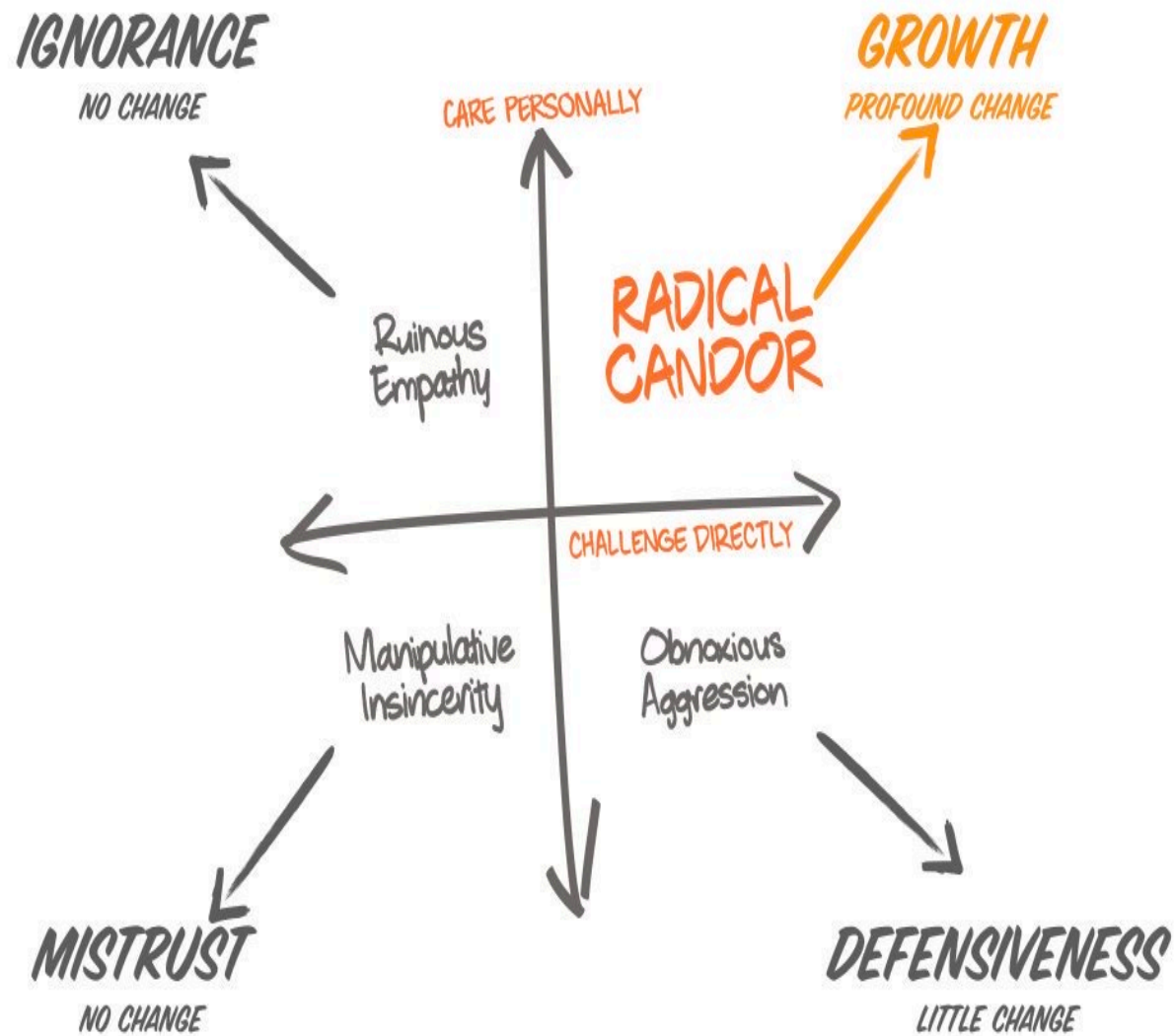


UP FOR A VOTE:
FLORIDA'S
"DON'T SAY
GAY" BILL

WOULD BLOCK TEACHERS FROM TALKING ABOUT LGBTQ PEOPLE OR ISSUES.

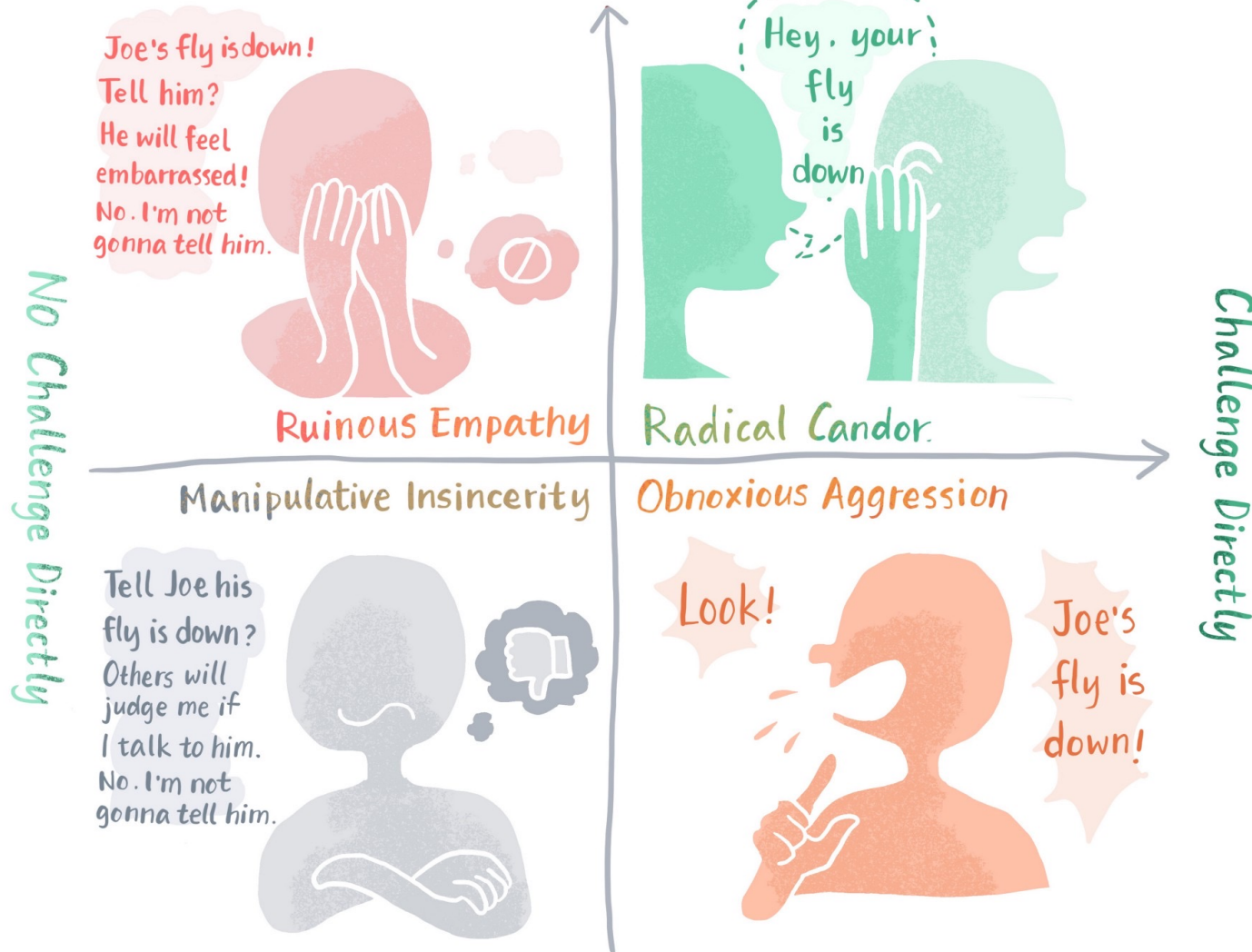






In her book, *Radical Candor*, Kim Scott outlines how we can move from violent politeness/ruinous empathy to growth. Basically, how to have an environment where protest is welcomed and can be obtained through direct challenge.

Care Personally



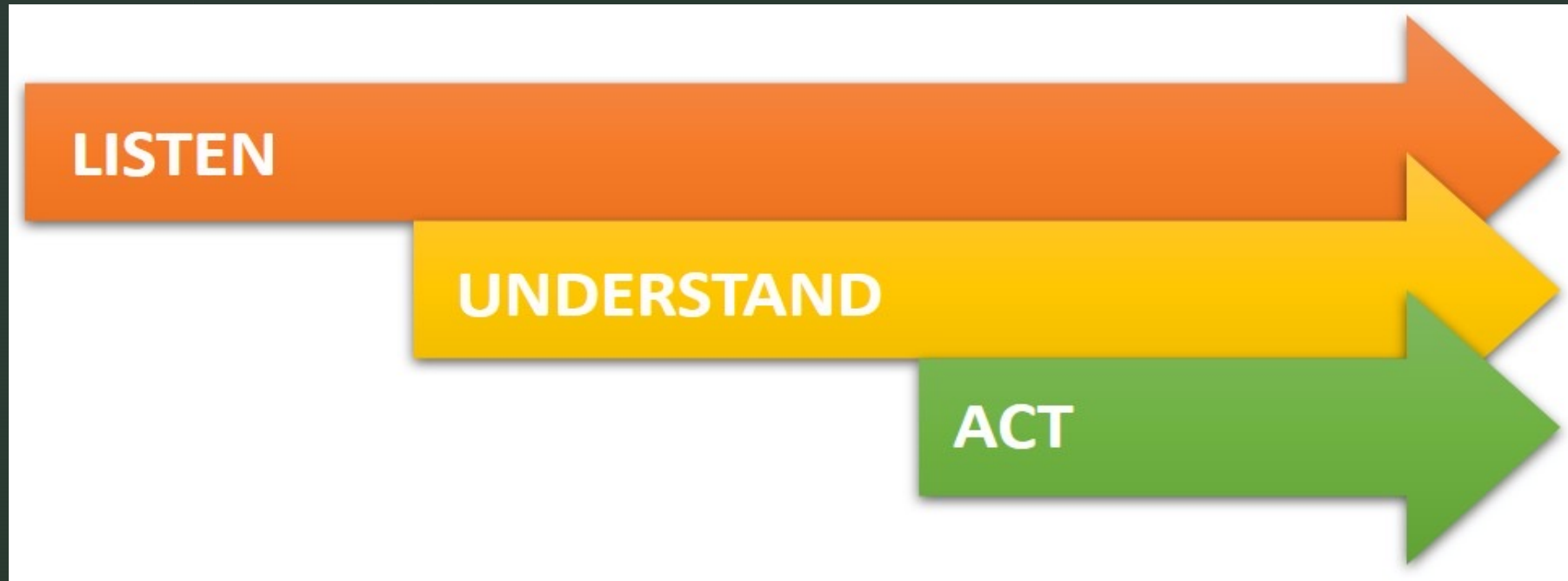
No Care Personally

Each of us falls into one of these categories, and engaging in Ruinous Empathy, Manipulative Insincerity, and/or Obnoxious Aggression contribute to violent politeness and prohibits progress.

Radical Candor by Kim Scott sketchnotes by @yingyingzux.sn

The key to effective radical candor to achieve progress involves three things: **listening**, **understanding**, and **acting**.

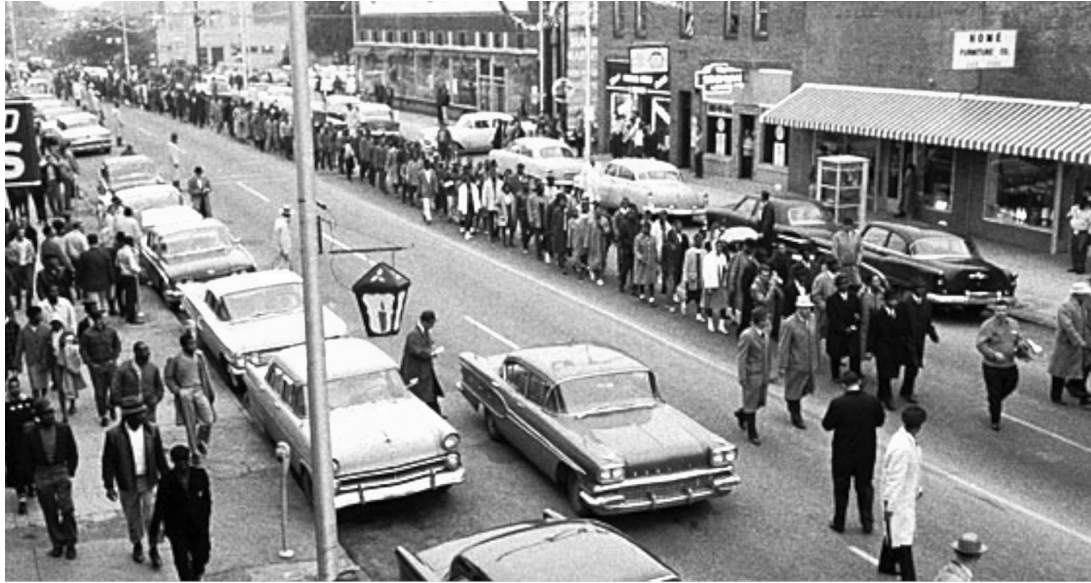
Joe had to listen to what was being stated directly to him, understand how his appearance was affecting those around him, and then act to correct the situation. There is no need to have a long-drawn-out conversation or to refute what is being stated because correcting the situation benefits everyone involved.



In addition, those who are protesting or making the direct challenge must include two things: a demand/ultimatum and follow through if the demand is not met.

In 1857, abolitionist Frederick Douglass stated the following in his West India Emancipation speech, “...Power concedes nothing without a demand. It never did and it never will. Find out just what any people will quietly submit to and you have found out the exact measure of injustice and wrong which will be imposed upon them, and these will continue till they are resisted with either words or blows, or with both.” A synonym for demand is ultimatum. Therefore, those who make a direct challenge must include a demand and then a plan of action if the demand is not met. Let’s use Montgomery, AL as an example.





4000 Negroes Vote Bus Boycott

Montgomery, Ala., Dec. 6—
About 4000 Negroes voted at
a mass meeting last night
to stay off the city buses un-
til a satisfactory arrangement
is worked out in a squabble
over Jim Crow seating.

ALABAMA JOURNAL Latest Edition

BUS SEGREGATION IS KNOCKED OUT

J.K. Observer
Group Enters
State Sector

Hungary Issue
Given Priority
On U.N. Agenda

Question Mark Put
On Car Pool Case

Supreme Court
Rejects Plea
Of City, State

LEADERS IN CHURCH MEETING

The Montgomerer Advertiser

Supreme Court Outlaws Bus Segregation

Boycotters Instructed To End Car Pool

Injunction Calls Halt
To Negro Transit Line

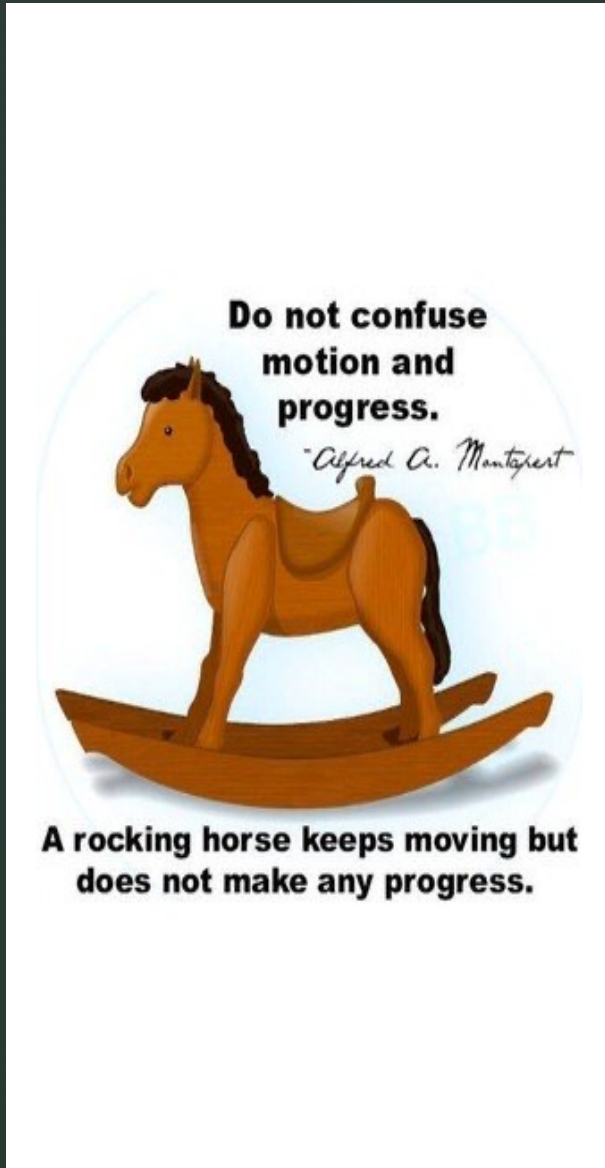
U.N. Observers
Take Up Posts
In Canal Zone

White Spokesmen Warn
Of Possible Violence

Federal Court
Asked To Bar
Car Pool Ban

Bus Boycott
May Be Ended
At MIA Meet

GREAT-GRANDMA TAKES A HURRY



- If our ground truth and official truth do not align because we are not allowed the space to protest through direct challenge, and if we continue exercising violent politeness/ruinous empathy, then, we'll continue to be like the rocking horse that moves but doesn't make any progress.

Tradition of Black Women Activism



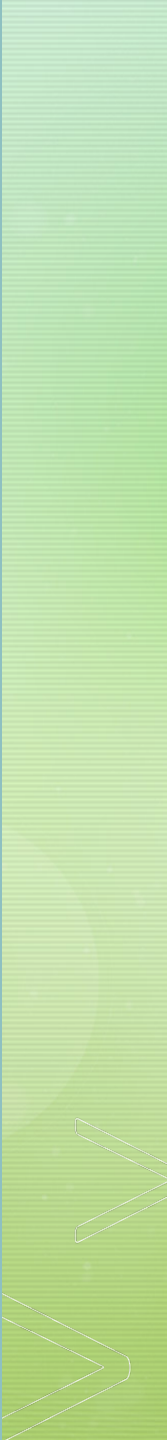
Patton, L. D., & Haynes, C. (2018). Hidden in plain sight: The Black women's blueprint for institutional transformation in higher education. *Teachers College Record*, 120(14), 1-18.

Bell, M. P., Berry, D., Leopold, J., & Nkomo, S. (2021). Making Black Lives Matter in academia: a black feminist call for collective action against anti-blackness in the academy. *Gender, Work & Organization*, 28, 39-57.

<https://www.blackwomenradicals.com>



Alternative Ways to Protest

- Create stricter work-life boundaries and identities
 - Confront toxic colleagues
 - Document microaggressions
 - Refuse to do “extra” assignments
 - Defy norms
 - File formal complaints/grievances
 - Write formal statements, letters, and op-eds
 - Dance, music, and performance
 - Advocate for policy and structural change
 - Organize and mobilize with colleagues and community
- 

How do we measure progress around inclusion?

- Integrating differences
- Decision-making
- Psychological safety
- Trust
- Belonging
- Diversity
- Fair treatment

The Diversity, Equity and Inclusion (DEI) Metrics Inventory

Overview: This tool is a compilation of metrics collected by organizations to demonstrate DEI outcomes and progress. It is designed to help you and your teams better assess the metrics you track and report for different audiences in your organization.

Questions to Consider:

- If you do not track all the metrics listed below, which of the categories would you prioritize based on your DEI strategy?
- How would you adapt these metrics to best demonstrate current DEI progress?
- How would you adapt these metrics to best highlight organizational needs for DEI improvements?
- Which of these metrics will help you form a compelling narrative for key stakeholders about DEI progress?

Audience

DEI and HR Function	Workforce	Leaders	Resource Groups	Enterprisewide
<p>Headcount and Budget</p> <ul style="list-style-type: none"> • Increased FTEs in the DEI function • Increased total budget for the DEI function • Percentage of budget allocated to specific activities (e.g., resource groups) • Number of regions covered by the DEI team <p>Government Requirements (e.g., EEOC in U.S.)</p> <ul style="list-style-type: none"> • Number of EEOC- or DEI-related complaints filed against the company (in U.S.) • Percentage of achievement of government-mandated diversity statistics <p>Learning and Development</p> <ul style="list-style-type: none"> • Percentage of training canon evaluated for DEI-related components <p>Recruiting Metrics</p> <ul style="list-style-type: none"> • Percentage of diverse candidates in total pool • Percentage of diverse candidates receiving interviews • Percentage of diverse candidates extended offers • Percentage of offer acceptance from diverse candidates • Percentage of compliance with diverse candidate slate requirements <p>Sourcing Channels</p> <ul style="list-style-type: none"> • Number of partnerships with diverse talent organizations (e.g., Black Engineers of America) <p>Talent Management</p> <ul style="list-style-type: none"> • Percentage of business units conducting talent reviews with DEI-specific questions or components 	<p>Representation</p> <ul style="list-style-type: none"> • Percentage of diverse talent out of total workforce representation • Percentage of diverse talent out of total senior leader representation • Percentage of diverse talent out of total board representation <p>Internal Talent Mobility</p> <ul style="list-style-type: none"> • Increase in diverse workforce promotions • Increase in diverse senior leader promotions • Increase in resource group leader promotions • Increase in diverse successor slates • Increase in diverse internal candidates for open roles <p>Employee Engagement or DEI Index Scores</p> <ul style="list-style-type: none"> • Increase in employee engagement scores • Increase in employees agreeing the organization is a place that values DEI • Increase in Net Promoter Scores • Increase in an index from employee survey (e.g., Gartner Inclusion Index) <p>Turnover</p> <ul style="list-style-type: none"> • Decrease in diverse employees/senior leaders with less than two years' tenure • Decrease in diverse employees/senior leaders with more than two years' tenure • Decrease in voluntary/involuntary turnover for diverse talent <p>DEI Training</p> <ul style="list-style-type: none"> • Percentage of employees participating in DEI-specific training • Percentage of managers participating in DEI-specific training • Scores or ratings of trainings • Number of DEI-specific training courses offered <p>Compensation</p> <ul style="list-style-type: none"> • Pay gap audit conducted • Percentage of employees needing pay adjustments • Amount spent conducting pay adjustments 	<p>Mentorship Programs</p> <ul style="list-style-type: none"> • Percentage of managers involved with mentoring programs • Percentage of senior leaders involved with mentoring programs <p>Executive Diversity Council</p> <ul style="list-style-type: none"> • Percentage of senior leaders participating on the council <p>Regional Diversity Council</p> <ul style="list-style-type: none"> • Percentage of regions with a DEI council • Percentage of regional leaders participating in a DEI council <p>DEI Training</p> <ul style="list-style-type: none"> • Percentage of leaders participating in DEI-specific training <p>Resource Group</p> <ul style="list-style-type: none"> • Percentage of leaders sponsoring a resource group <p>Events</p> <ul style="list-style-type: none"> • Number of DEI-specific events attended <p>Performance</p> <ul style="list-style-type: none"> • Percentage of leaders achieving DEI-specific MBOs or KPIs <p>Performance Management</p> <ul style="list-style-type: none"> • Percentage of leaders achieving DEI MBOs or KPIs across the firm 	<p>Participation</p> <ul style="list-style-type: none"> • Percentage of organizational participation in resource groups • Number of employees in one resource group • Number of employees in two resource groups • Number of employees in three or more resource groups • Number of DEI-specific events hosted <p>Funding</p> <ul style="list-style-type: none"> • Percentage of organizational funding spent on resource groups <p>Community Impact</p> <ul style="list-style-type: none"> • Number of community partnerships established • Amount spent with or donated to community organizations through resource group efforts <p>Business Impact</p> <ul style="list-style-type: none"> • Amount generated from resource group efforts • Number of business unit partnerships <p>Talent Outcomes</p> <ul style="list-style-type: none"> • Decreased attrition for participants • Decreased attrition for leaders • Increased promotion of participants • Increased promotion of leaders • Increased performance scores of participants • Increased performance scores of leaders • Increased engagement scores of participants • Increased engagement scores of leaders 	<p>Inclusive Policies</p> <ul style="list-style-type: none"> • Increase in number of inclusive policies • Increase in demographic coverage of existing policies (e.g., transgender rights, parental leave for adoptions) • Increase in geographic coverage of policies <p>Thought Leadership</p> <ul style="list-style-type: none"> • Number of white papers or articles released • Number of citations in trade journals or news publications • Citations or awards as a "best of" DEI company • Citations or awards from diverse talent organizations or publications <p>Supplier Diversity</p> <ul style="list-style-type: none"> • Supplier diversity policy in place or improved from previous year • Percentage of business going to suppliers that support diversity • Amount spent with suppliers that support diversity <p>Philanthropic and Community Efforts</p> <ul style="list-style-type: none"> • Amount spent or donated to philanthropic causes • Amount spent with organizations that have an explicitly DEI-driven mission statement • Employee hours spent in the community • Percentage of partnerships with organizations that have an explicitly DEI-driven mission statement <p>Customer Strategies</p> <ul style="list-style-type: none"> • Number of DEI-specific product development or marketing efforts • Amount generated from market expansion to diverse customer segments • Number of business units adopting DEI-specific market efforts <p>Communications</p> <ul style="list-style-type: none"> • Visits to external DEI site • Visits to internal/intranet DEI site • Number of DEI-related social media posts • Impact of DEI-related social media posts

“

**CARING FOR MYSELF
IS **NOT SELF-INDULGENT**,
IT IS SELF PRESERVATION
AND THAT IS AN ACT OF
POLITICAL WARFARE**

”

audre lorde





“We have to acknowledge the emotional lives of activists. Doing so, we might acknowledge that we get affected by the circulation and spectacle of Black death, that collective organizing might leave us overexposed. That working and being in and about struggle constantly can take its toll leading to self-neglect. We have to acknowledge this.”

Omotayo Jolaosho, “Why Self-Care is Not Enough,” January 2019



Discussion Questions

- What is the USF that we envision in the future state? What does progress look like?
- Why is radical candor scary?

Feedback

- Please provide feedback about the session:
https://usf.az1.qualtrics.com/jfe/form/SV_d3ZvEx_zQDfeQLSC



Power & Privilege in Higher Education

Enlightenment Series

Clara Buie and Nicole Lockett

November 15, 2022

Under the auspices of the USF Institute on Black Life,
USF Black Employee Steering Committee, and the
USF Black Faculty & Staff Association



Defining Power & Privilege

Power is the ability to influence and make decisions that impact others

Privilege is advantages and benefits that individuals receive because of social groups they are perceived to be a part of. Privilege is often a result of systematic targeting and/or marginalization of another social group.



Introductions:

Who is in the virtual room? Please share in the chat:

- A. Faculty
- B. Staff
- C. Student
- D. Administration/Sr. Leadership

Higher Education – Social Power

*Who was the institution created for and how does that differ today?
How do social mobility and power work with institutions of Higher Education?*



The worldwide trend to high participation higher education: dynamics of social stratification in inclusive systems by Simon Marginson

Rankings in Higher Education: Power in numbers

Who gets admitted/ hired? What are the numbers telling us?

Reconstituting the purpose of universities

Role of academics

Performative mode of governance

Alignment with the market value

Value of positionality

Control by numbers: new managerialism and ranking in higher education by Kathleen Lynch

Faculty vs. Student Diversity at USF

	STUDENTS		FACULTY	
White	53%		66%	
Hispanic/Latino	22%		6%	
Asian	8%		16%	
Black/African American	10%		5%	
Two or more	4%		4%	
	FEMALE 58%		MALE 42%	
	FEMALE 46%		MALE 54%	

**These numbers were provided by the Office of Decision Support as part of the 2020-2021 USF pocket fact book and the USF Equity Report (2019-2020). Figures are rounded for convenience of reporting.*

“Hierarchical Microaggressions”: Power and Privilege in Action

Types of Microaggressions in Higher Education

- Value/devalue based on role/ credential
- Changing accepted behavior based on role
- Actions: Ignoring/excluding
- Terminology based on position

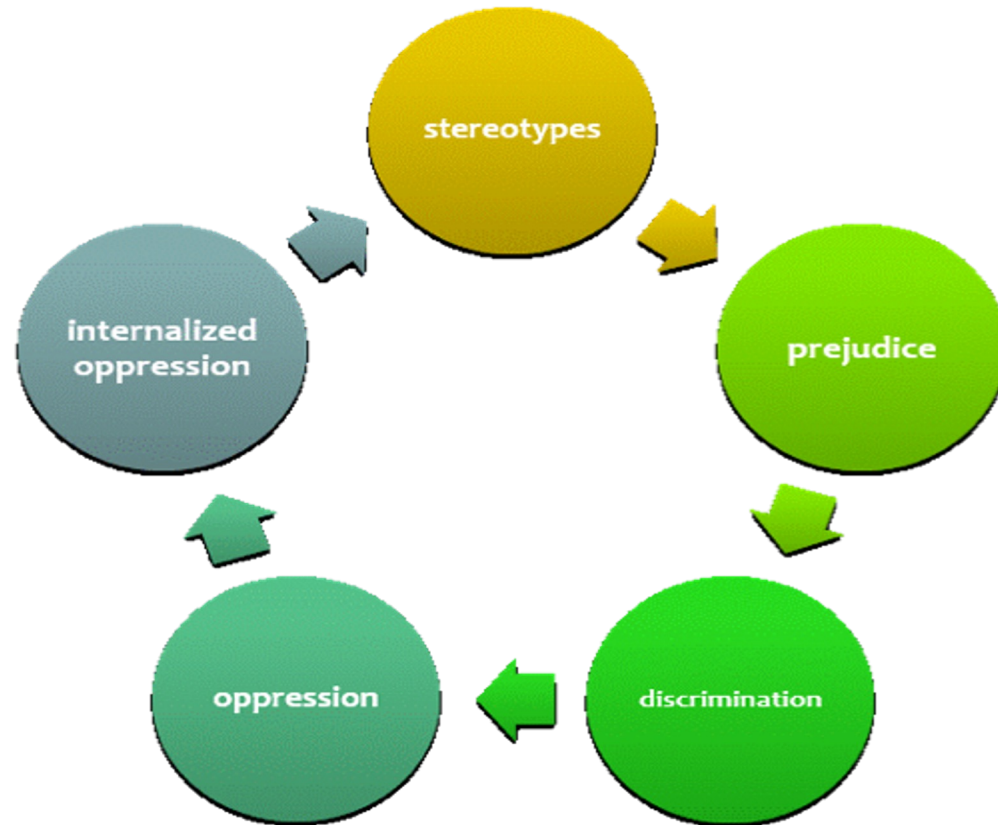
Acknowledging Invisible Labor

Cultural Tax

Hierarchical Microaggressions in Higher Education by Kathryn Young and Myron Anderson

Saran Stewart

The cycle of oppression



Levels of Oppression and Change: Power and Privilege

- World View
- Stories
- Climate
- Shared Values
- Unwritten Rules

SOCIETAL/ CULTURAL

- Media
- Public Opinion
- Symbolic/ Ritual
- Group Dynamics
- Norms

INSTITUTIONAL

- Policies
- Practices
- Rules
- Procedures
- Systems

- Treatment
- Relationships
- Behaviors
- Communications

INTERPERSONAL

INDIVIDUAL/ PERSONAL

- Values
- Beliefs
- Feelings
- Attitudes
- Opinions
- Unconscious Bias

PRIVILEGE AT USF

When talking about privilege, most folks feel uncomfortable. Having privilege is not inherently a bad thing, but it is how you utilize it and how others are impacted by it, that you must vigilantly attend to.

What does privilege look like at USF?

Can you think of examples of the following types of privilege?

Class privilege

Race privilege

Heterosexual privilege

Able-bodied privilege

Religious privilege

Citizenship privilege

Name one action that can be done to provide access to those at USF who may not have these privileges.

CHECK

YOUR

PRIVILEGE

Allyship & Accomplices

The Power behind leveraging Privilege



Please share your feedback using the survey link below or QR code
https://usf.az1.qualtrics.com/jfe/form/SV_czETlvkYE9kjbLw



Clara Buie, M.Ed.

Director, Diversity, Equity, and Inclusion

[*buiec@usf.edu*](mailto:buiec@usf.edu)

Nicole Lockett, M.Ed.

Assistant Director, Diversity Education

[*lockett@usf.edu*](mailto:lockett@usf.edu)



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Office of Diversity,
Equity, and Inclusion



ENLIGHTENMENT WORKSHOP SERIES

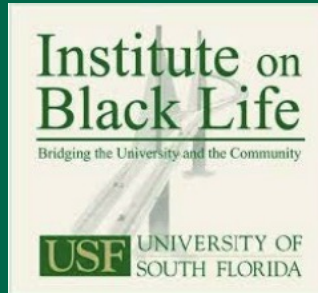
Theme: Anti-Blackness & Racism

Elizabeth Hordge-Freeman, Ph.D.

**Associate Professor of Sociology and
Senior Advisor to the President and
Provost for Diversity and Inclusion**



February 23, 2021



Yulander Wells, Jr.

**Senior Associate Director of Athletics,
Development & Administration**

*Organized under the auspices of the Black Employee
Steering Committee, Institute on Black Life, and Black
Staff and Faculty Association*



**UNIVERSITY of
SOUTH FLORIDA**



Elizabeth Hordge-Freeman, Ph.D.
Associate Professor of Sociology
Senior Advisor to the President and Provost
for Diversity and Inclusion

Yulander Wells, Jr.
Senior Associate Director of Athletics,
Development and Administration



ANTI-BLACKNESS & RACISM

Enlightenment Workshop Series

Suggested Readings

- Ahmed, S. (2012). On being included: Racism and diversity in institutional life. Duke University Press.
- Beamon, K. (2014). Racism and stereotyping on campus: Experiences of African American male student-athletes. *The Journal of Negro Education*, 83(2), 121-134.
- Bell, M. P., Berry, D., Leopold, J., & Nkomo, S. (2020). Making Black Lives Matter in academia: a black feminist call for collective action against anti-blackness in the academy. *Gender, Work & Organization*.**
- Brown, K. D., & Brown, A. L. (2020). Anti-Blackness and the School Curriculum. *The Future is Black: Afropessimism, Fugitivity, and Radical Hope in Education*, 72.
- Dancy, T. E., Edwards, K. T., & Earl Davis, J. (2018). Historically white universities and plantation politics: Anti-Blackness and higher education in the Black Lives Matter era. *Urban Education*, 53(2), 176-195
- Harper, S. R. (2012). Race without racism: How higher education researchers minimize racist institutional norms. *The Review of Higher Education*, 36(1), 9-29.
- Scarritt, A. (2019). Selling Diversity, Promoting Racism: How Universities Pushing a Consumerist form of Diversity Empowers Oppression. *Journal for Critical Education Policy Studies (JCEPS)*, 17(1).

What is race?

- Race is **NOT** biological. It is a social construct that was invented ... but it is **REAL** in its consequences.

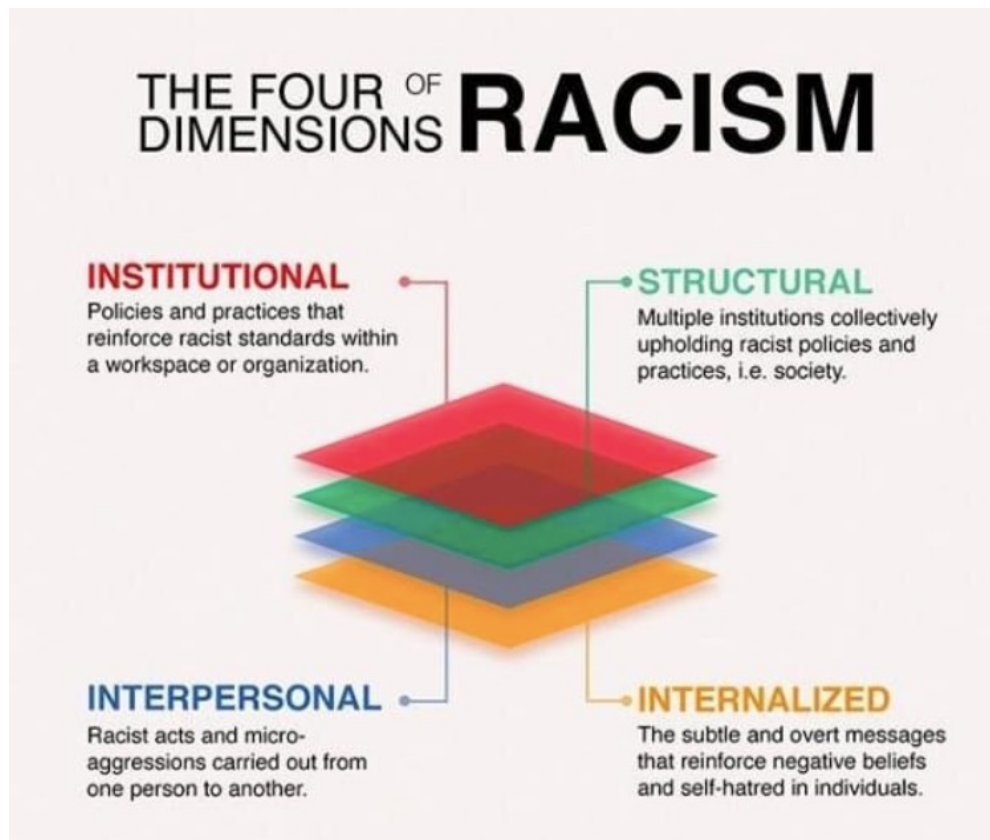
Racial categories on the 2020 U.S. Census:

- White
- Black/African American
- American Indian / Alaskan Native
- Asian
- Native Hawaiian
- Some other race



Dimensions of Racism

- Institutional
 - Failure to recruit/promote from racially diverse networks or groups
- Structural
 - Residential segregation and the school-to-prison pipeline
- Interpersonal
 - “We don’t think that you would be a good fit for our company.”
 - “Wow, you are so articulate.”
- Internalized
 - “I’m not cut out for leadership.”
 - Refusing to associate with other people of color because you believe they/you are inferior.





Where are you from? Where are you really from? No, where are you really really from?

What are you?

You speak English so well.

You're not like other Muslim people.

What do your people think about that?

You don't act like a normal Black person.

You're really pretty, for someone so dark.

Why do you sound so White?

Your name is too hard to pronounce, can I call you Mary?

Do any of these sound familiar?

BIPOC: Black, Indigenous, and People of Color



What is Anti-Blackness?

- **Anti-Blackness:** is the specific exclusion, prejudice against, and disdain for people visibly (or perceived to be) of African descent, which is rooted in their unique history of enslavement and colonization.





Anti-Blackness and U.S. History

Structural

- Enslavement
- Political Disenfranchisement
- Criminal Justice System
- Educational System
- Residential Segregation
- Health

Cultural

- Bodies and Representation
- Cultural Practices
- Stereotypes and Myths



Anti-Blackness and U.S. History

“The great force of history comes from the fact that we carry it within us, are unconsciously controlled by it...history is literally present in all that we do.”

- James Baldwin

Anti-Blackness in Education

- Unequal school funding and segregation
- Tracking
- Performance expectations and stereotypes
- Curricular white-washing history
- Differential punishment and criminalization

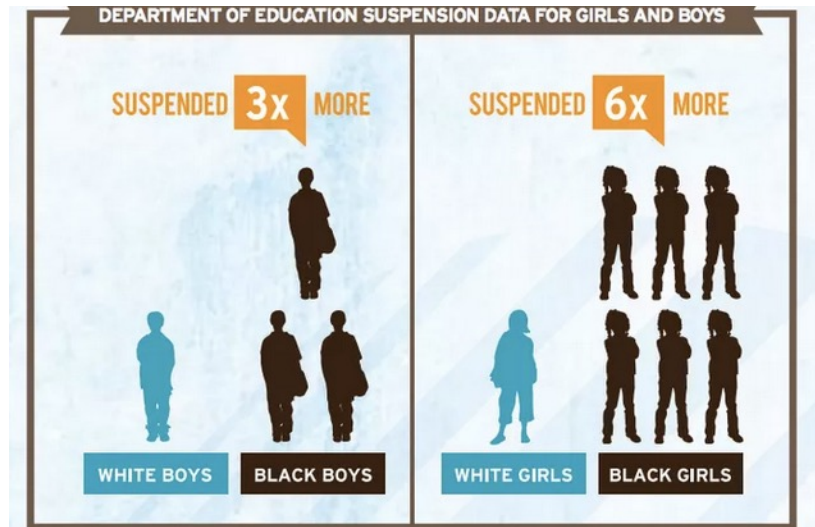


Figure 1: Intra-gender comparison of suspension rates. Department of Education, school year 2011-2012

School-to-Prison Pipeline

- School – to – prison pipeline
- Voting in Florida and political disenfranchisement

INCARCERATION VS EDUCATION IN THE UNITED STATES OF AMERICA

✶ CORRECTIONS FUNDING

\$75 BILLION
SPENT PER YEAR
ON INCARCERATION



\$100,000
PER PRISONER



OVER 20 PRISONS
BUILT IN CALIFORNIA SINCE 1980

✶ PRISON DEMOGRAPHICS

25% OF THE
WORLD'S TOTAL
PRISON
POPULATION IS
HELD IN AMERICA



1 IN 4

BLACK MALES
WILL GO THROUGH
CORRECTIONS IN
THEIR LIFETIME

#1

HIGHEST
PRISON
POPULATION
GLOBALLY

✶ COLLEGE FUNDING

\$65 BILLION
SPENT ON UNIVERSITY



\$10,000
PER STUDENT



ONE UNIVERSITY
BUILT IN CALIFORNIA SINCE 1980

✶ COLLEGE DEMOGRAPHICS

black americans – 13% of america population
40% PRISON POPULATION
6% COLLEGE POPULATION



white americans – 36% of america population
33% PRISON POPULATION
79% COLLEGE POPULATION



#65

GLOBAL
COLLEGE
POPULATION



In the chat box, please share:

The data is striking, we'd like to take a moment to allow people to reflect, share their thoughts, or ask questions.

(one minute)

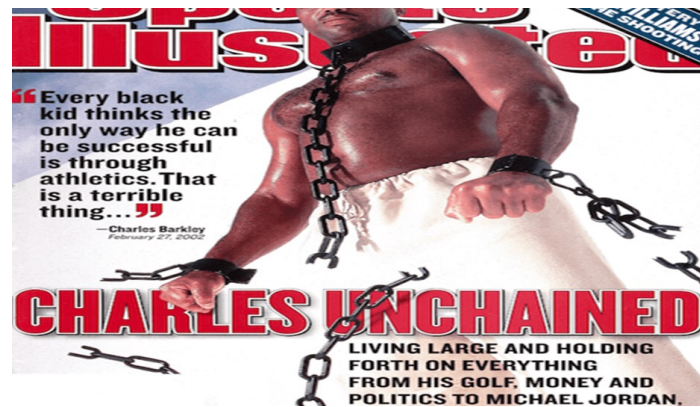
Part II. Anti-Blackness and Higher Education



Athletics and Anti-Blackness

- Racial myths
 - Brute versus smarts
 - Slave genes
- Dehumanization – Black Athlete as Body Assets
 - Visibility and representation
 - Media treatment
 - Revenue generation
- 21st century exploitation
 - Occupational segregation
 - Power structure and benefits

(Beamon 2014; Dancy, et al 2018; Brown and Brown 2020)





RACIAL MYTHS

**Brute vs
Smart**

Slave Genes
-high thighs
-quick twitch
-breeding
-smaller
brains



Animalization
and Casual
Dehumanization
of Black men

21st Century Exploitation

“They’ve (Blacks) got everything. If they take over coaching like everybody wants them to, there’s not going to be anything left for white people”
– Jimmy Snyder



Black Representation Matters

- 45% Division I football athletes are Black vs. 7% of Head coaches are Black
- 53% of Division I basketball athletes are Black vs. 24% of Head coaches are Black



Misogynoir: Anti-Blackness and Black Women

- Gains for white women don't trickle down.
- Invisible labor
- Failure to compensate appropriately
- Bodies and boundary violations
- From “office pet” to office threat”
- Superwoman “compliment”

When Black Women Go From Office Pet to Office Threat

First your boss loves you, then they dislike you. Here's how Black women can manage the icy transition.

 Erika Stallings · Jan 10, 2020 · 9 min read



Illustration: [Olivia Abalaika](#)

What are the barriers that we need to remove or overcome at USF to address anti-Blackness?

Closing Reflections

- What are the intentional interventions that you plan to put into place to address anti-Blackness?



First response that comes through in the chat wins!

Prize 1: Two free tickets to FAMU/USF home game (September 18, 2021)

Prize 2: \$30 gift certificate for Clotilda

Prize 3: Two free tickets FAMU/USF home game (September 18, 2021)

Post-Session Evaluation

Thank you for attending!

Please be sure to complete the evaluation, which is included in the chat box!

https://usf.az1.qualtrics.com/jfe/form/SV_b3Yzleylrg1WmWh

The image shows a campus scene with a large, dark bronze sculpture of a bull in the foreground, appearing to be in motion as if running through a shallow pool of water. In the background, there is a modern, multi-story building with a curved facade and large glass windows. The building has "MARSHALL UNIVERSITY" visible on its facade. There are palm trees and other greenery on the left side of the image. The overall scene is brightly lit, suggesting a sunny day.

Elizabeth Hordge-Freeman, Ph.D.
Associate Professor of Sociology
Senior Advisor to the President and Provost
for Diversity & Inclusion

Yulander Wells, Jr.
Senior Associate Director of Athletics,
Development and Administration

Equitable Workload and Expectations

Under the auspices of the USF Institute on Black Life, USF Black Employee Steering Committee, and the USF Black Faculty & Staff Association

Ruth Bahr
Jean Kabongo

October 18, 2022



Outline

- **Equality and Equity—Definitions**
- **Why workload equity matters**
- **Why and how faculty/GAs/Staff workload becomes inequitable**
- **How to promote equitable workloads**
- **Need for Transparency and Clarity**
- **Key practices for Workload Equity**

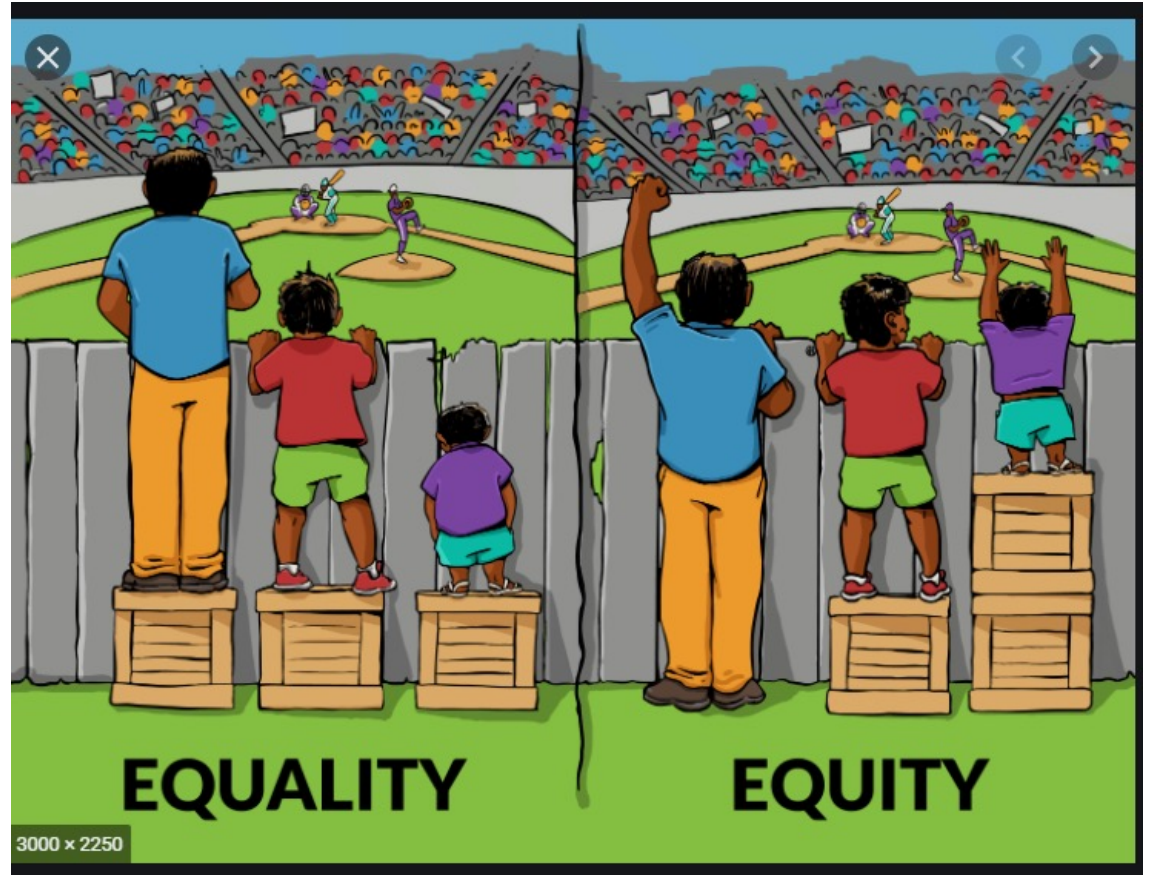
Equality
and
Equity
are
Different

Equality

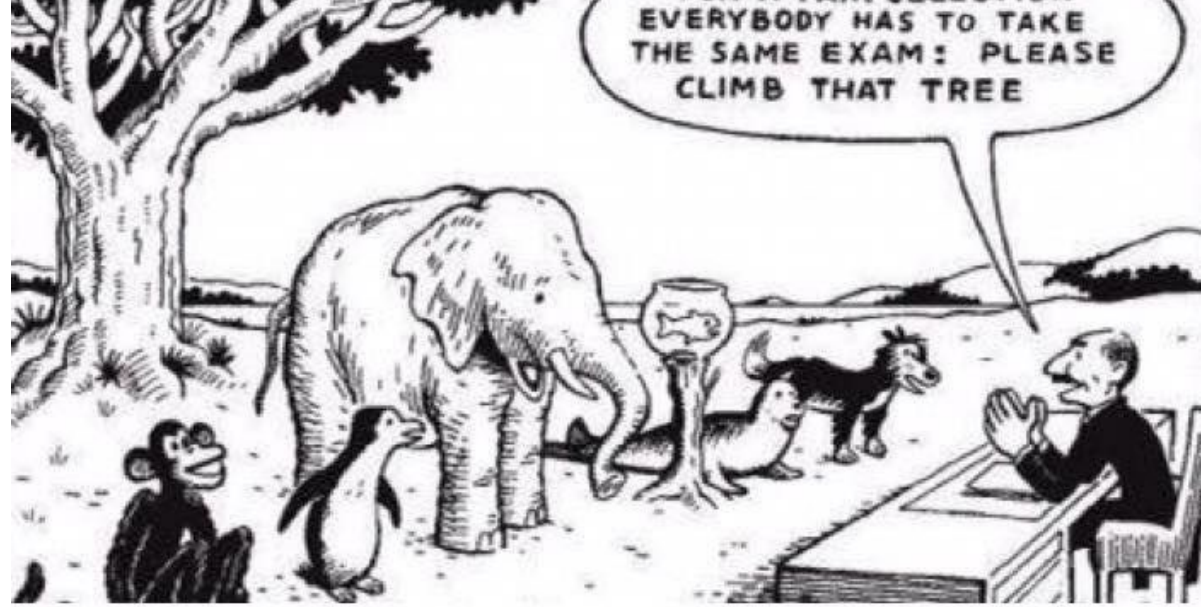
Everyone is treated the same way, regardless of differences

Equity

Everyone is provided with what they need to succeed



However, many argue that the issue is really differing opportunities, not ability.



Thoughts?

“Human beings are innately poor estimators – they overestimate their contributions and underestimate the contributions of others” (O’Meara et al., 2019)

Why workload equity matters?

Faculty workloads are growing and growing more inequitable

- “Pick up” additional work
 - Teach extra classes
 - Serving on more committees
- Systems not designed to recognize or reward this “extra” effort
- Men protect their research time more and women spend more time advising and mentoring students (Misra et al., 2021)

Kinds of Faculty Work Activities (O'Meara et al., 2020)

Teaching	Research	Service
<ul style="list-style-type: none"> • Level of course • Class size/type (F2F/hybrid/online) • Course preps • Course buyouts • Independent study <p>Mentoring/Advising</p> <ul style="list-style-type: none"> • Number & student type • Number of postdocs • UG/Honors research supervised • Member or chair, doctoral committees • Advising • Student clubs advised 	<ul style="list-style-type: none"> • Number of journal articles • Number of conference pres. • Number of books • Number of book chapters • Number of proposals submitted • Number of manuscripts in press • Annual grant awards • Number of research assistants supported • Number of postdocs supported 	<p>Campus Service</p> <ul style="list-style-type: none"> • Committee chair/ member: dept., college, & university university-level committees • Program director • Faculty Senate • Low/med/high service commitments <p>Professional service</p> <ul style="list-style-type: none"> • Professional committees • Editorial boards • Review panels • Conference &/or session organization/chair • Grant review panels

Workload inequities lower productivity, increase burnout, and decrease retention

- Faculty workload satisfaction = productivity + retention
- Inequity is not always a different workload, but that the person is doing work that is less valued (Misra et al., 2021).
- Unrecognized and unrewarded?
 - Disengagement and burnout
- Engagement and energy
- Can lead to longer times to promotion (Misra et al., 2021).

Workload inequities accrue over time

- **Studies have found relatively small yet meaningful differences**
 - **Women faculty spend 0.6 hours more per week on service activities (Guarino & Borden, 2017)**
 - **Women faculty spend about 3 percent less time on research and 5 percent more time on teaching compared to men (Carrigan, Quinn, & Riskin, 2011)**

Why and how workloads become inequitable

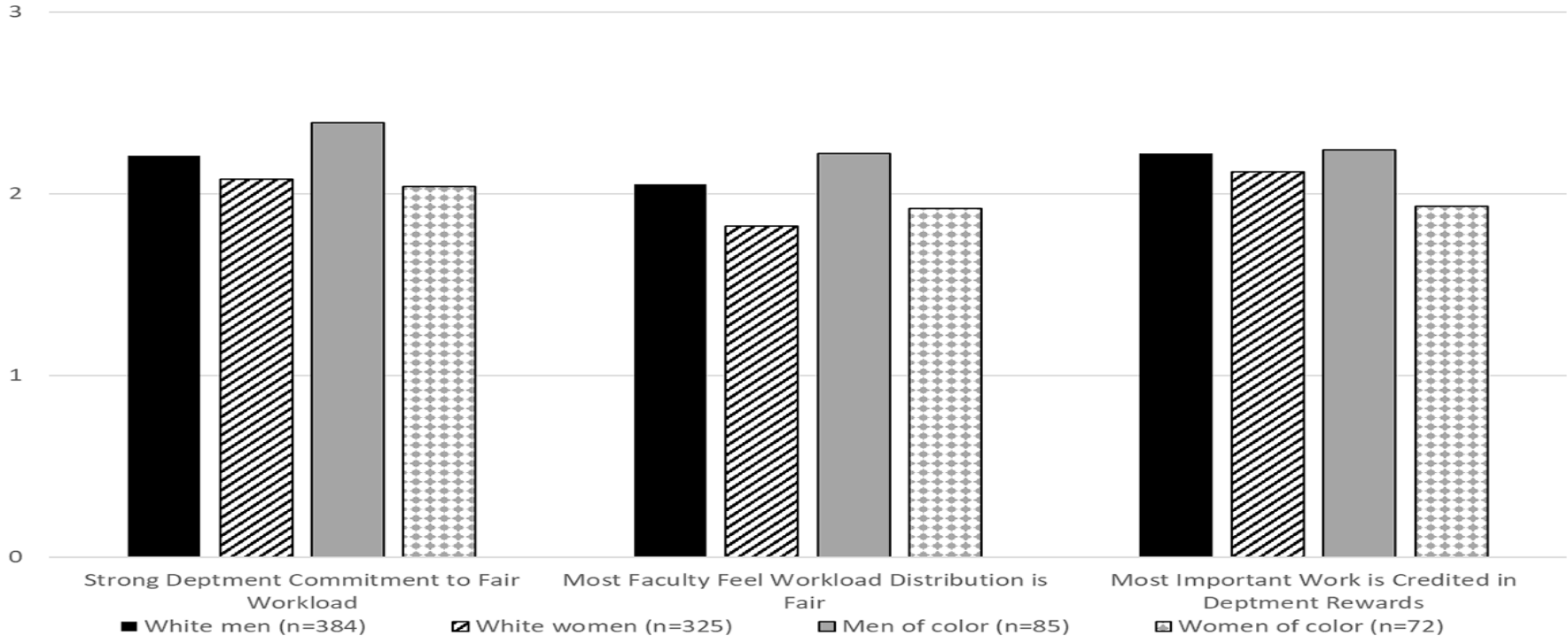


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Patterns of inequities that emerge

- **Some faculty members are:**
 - More likely to be asked
 - Asked to do certain kinds of work activities
 - More likely to volunteer
 - More likely to say yes when they are asked
 - More likely to negotiate for other resources when they are asked
 - Engaged in social loafing—signing up for a commitment, but not carrying it out

Race and Gender Differences in Perceptions of Workload Equity and Fairness in Evaluating Workload (Misra et al., 2021)



Based on responses from 53 departments at 22 institutions

Thoughts?

How can administrators promote workplace equity?

How to promote equitable workloads?

Need for Transparency and Clarity (O'Meara et al., 2019)

- **Transparency increases sense of accountability and trust between members and leaders, facilitates perceptions of procedural and distributive justice, and leads to greater organizational commitment**
 - **Difference between fixed (teaching load) and unregulated activities**
 - **Reporting of activities may be more (grant awarded) or less transparent (how many grants)**
 - **Little guidance on how to review**
- **Transparency was not related to a fairer evaluation of workload because it addresses perception and does not appear to affect evaluation of workload (Misra, 2021).**

Key Practices for Workload Equity (Misra et al., 2021)

- **Acknowledge differences in contexts** (O'Meara et al., 2019)
 - **Current practices consider participation, but not quality of engagement or time commitment.**
- **Have explicit conversations about what activities are valued and compensated by the department.**
- **Establish benchmarks for teaching, research, and service.**
- **Create consistent approaches to assigning classes, advising, and service.**

What Are Your Thoughts?

- 1) **What is the role of faculty/staff in creating an equitable work environment?**
- 2) **How do we establish guidelines for evaluating individual needs so that they can be successful?**

**Please scan the QR code or use this link below
to complete the session survey:**

https://usf.azure.qualtrics.com/jfe/form/SV_6KHt0vn2IX1UXpc



**Thank you
for coming!**

Extra Slides (if needed)

Greenleaf's Features of Servant Leadership

(Harris et al., 2016)

Features

- Valuing people
- Developing people
- Building community
- Being authentic
- Providing leadership
- Sharing power

These practices increase job satisfaction & retention.



UNIVERSITY of
SOUTH FLORIDA

Student Success

Office of Multicultural Affairs

Dear Students,

The acts of racism, police brutality, and murders that have taken place against Black people across the country are horrific. The root of these brutalities trace back to the founding of this country. The ideology of white supremacy is evident and the dismantling of this systemic cancer is an exhaustive battle and demands for justice shouldn't be bared alone.

The side by side image of Colin Kaepernick kneeling in civil protest of police brutality and the photo of Derek Chauvin kneeling on the throat of George Floyd present a stark and sobering contrast only further reinforces Kaepernick's original message. The dueling conversation around the details of each of those images further magnified the country's divide. The anguish resulting from the unjust deaths of George Floyd and countless others compounded by racism both systemic and performative is a burden too great to carry alone. All of this mental and physical devastation is for then exasperated as we continue to navigate the challenges of global pandemic which is proven to disproportionately impact the black community while also elevating feelings of isolation and anxiety of our students.

As some USF students plan to take part in protests and demonstrations while others process alone, your safety and well-being remain paramount. We at the OMA want to highlight helpful resources from the American Civil Liberties Union (ACLU) to know your rights in protest and encourage seeking out support from our USF Counseling Center.

Please know that we see you, we hear you, and we are here to provide an outlet of support and solidarity. We also seek your feedback as to how we can best support you through these unimaginable times in a virtual platform and how we can better strengthen the support for Black students in OMA as we return to campus in the fall. Your calls for justice and action are heard and will never be silenced in our space. As imperfect humans, a department, and as an institution we may not always meet expectations, but we will continue to stand with our students, staff, and faculty through the pain, denounce injustice, and advocate for your safety and wellness. We will be a better and stronger community because of you. Each individual in OMA is here to serve students, and if that can be done differently or better, we welcome that feedback.

As we look to continue to expand our staff this summer, filling roles such as the Coordinator of Cultural Initiatives, the Assistant Director for Diversity Education, and Graduate Assistant for Diversity Education this will strengthen our ability to better serve our students, and better meet your needs.

In Solidarity,

A handwritten signature in black ink that reads "Stacy Pippen".

Director, Office of Multicultural Affairs
University of South Florida - Tampa

May 30, 2020



The Intersectionality of Gender, Race, and “Glass Ceilings” in Higher Education

Dr. Marie Byrd

Dr. Deirdre Cobb-Roberts

Dr. Brenda Walker

Under the auspices of the USF Institute on Black Life, USF Black Employee Steering Committee, and the USF Black Faculty & Staff Association



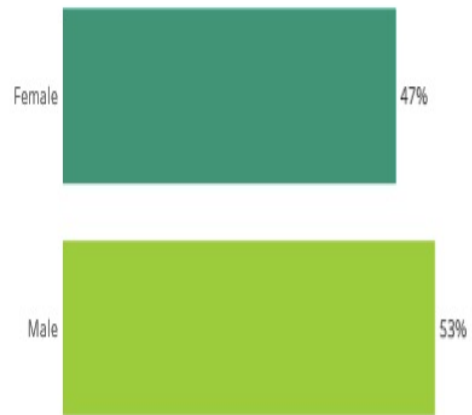
AIN'T I A WOMAN?



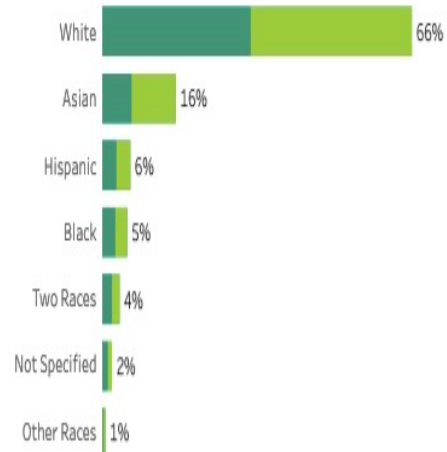
USF Faculty

2,612 Faculty with the selected criteria

Gender



Race

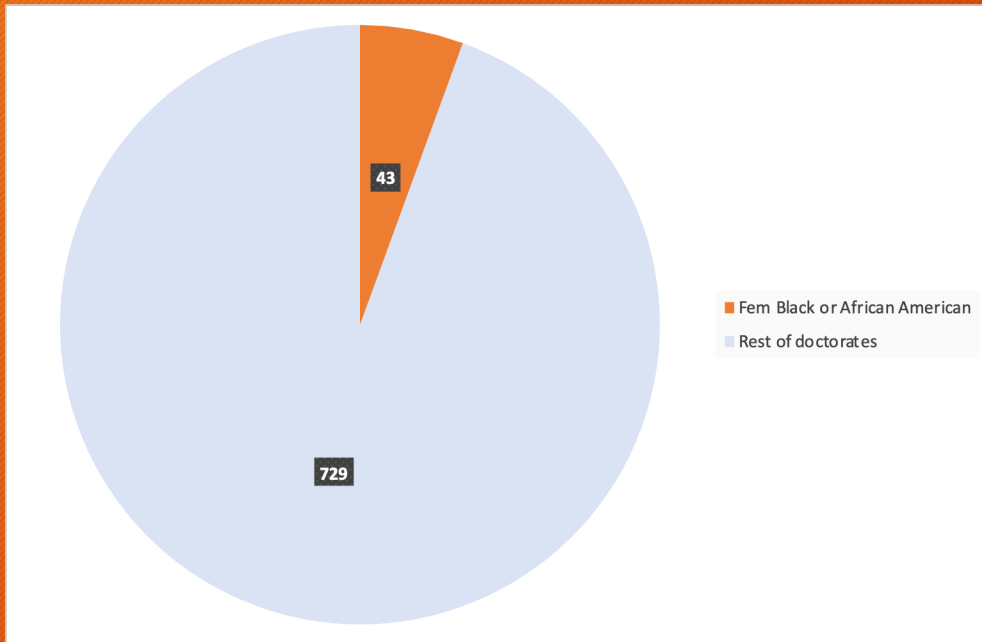


- USF Faculty 2020. All tenure status, all gender, all race, all age, all rank title
- Source: USF

USF Faculty Distribution by Race and Rank, Fall 2020

USF faculty	All Faculty	White	Asian	Hispanic	Black	Two Races	Not Specified	Other Races
Professors	671	488	99	31	18	25	4	6
Associate professors	623	420	104	33	36	19	7	4
Assistant professors	624	346	114	53	43	29	33	6
Instructors	484	363	42	26	30	17	3	3
Lecturers	0	0	0	0	0	0	0	0
Other faculty	210	118	54	13	11	6	8	0
Total	2,612	1,735	413	156	138	96	55	19

USF Black Female Doctorates 2020



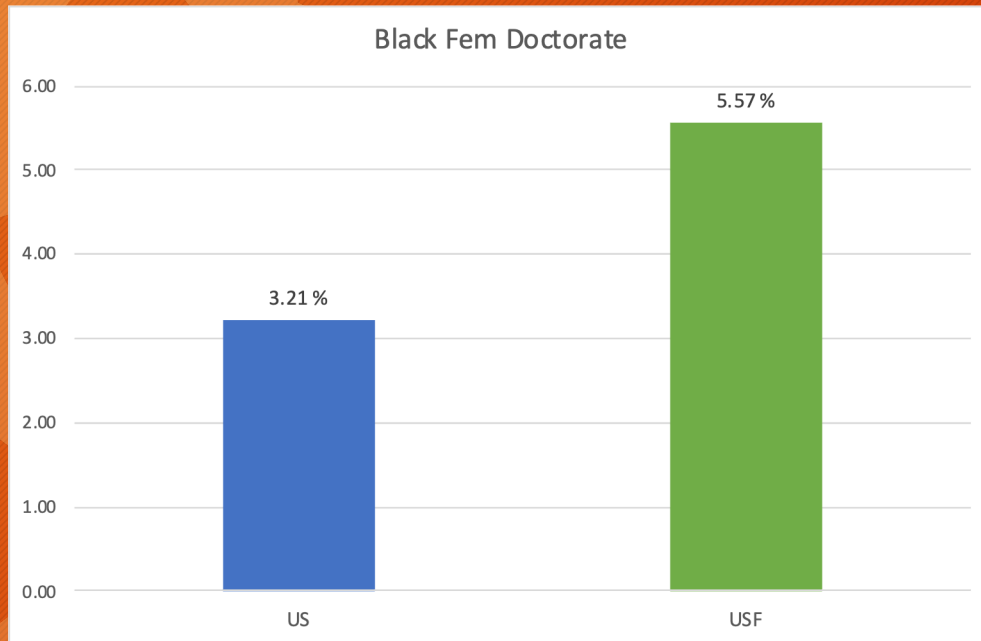
- USF Black female doctorates vs all doctorates in 2020.
- Source: NCES, IPEDS

Black Female Doctorate

	US	USF
Black Fem Doctorate %	3.21	5.57
Black Fem Doctorate Total	1,777	43
All Doctorate Recipients	55,283	772

- Black Female Doctorate Recipients in 1) US and 2) USF, in 2020.
- Source: NCSES

Black Female Doctorate



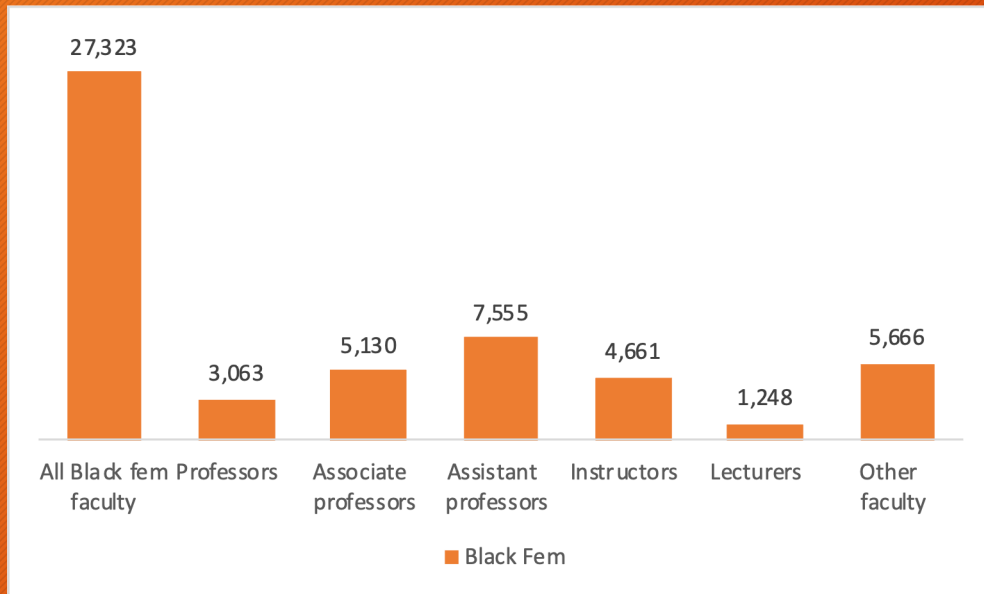
- Black Female Doctorate Recipients in 1) US and 2) USF, in 2020.
- Source: NCSES

US Black Female Faculty Rank Distribution

	Total US Faculty	Black Fem #	Black Fem %
Professors	187,550	3,063	1.63
Associate professors	160,932	5,130	3.19
Assistant professors	182,884	7,555	4.13
Instructors	99,412	4,661	4.69
Lecturers	46,568	1,248	2.68
Other faculty	166,404	5,666	3.40
All faculty	843,750	27,323	3.24

- Full-time Black female faculty in degree-granting postsecondary institutions, in the US in Fall 2019.
- Source: NCES

US Black Female Faculty



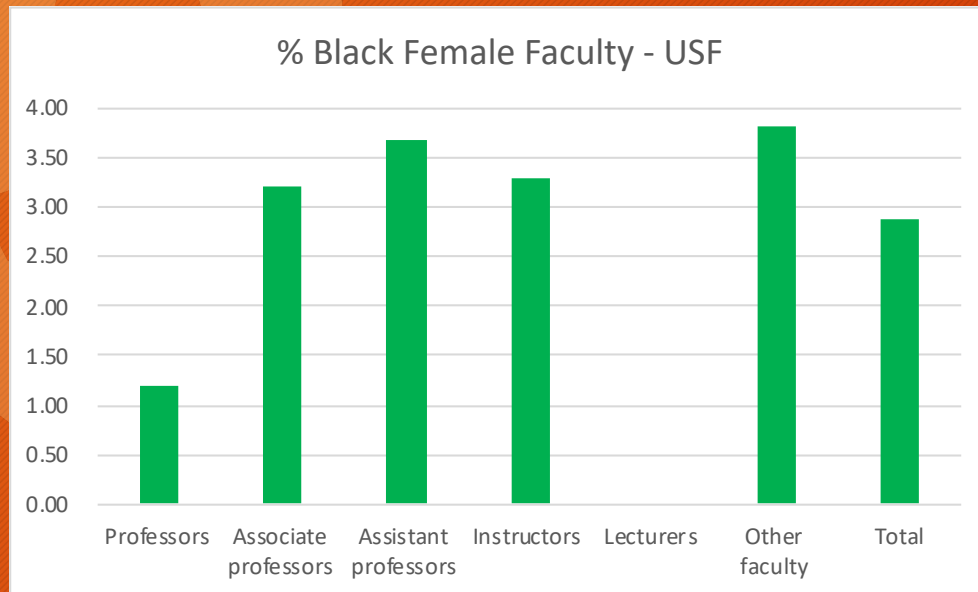
- Full-time Black female faculty in degree-granting postsecondary institutions, in the US in Fall 2019.
- Source: NCES

USF Black Female Faculty Rank Distribution

	All Faculty	# Black Female	% Black Female
Professors	671	8	1.19
Associate professors	623	20	3.21
Assistant professors	624	23	3.69
Instructors	484	16	3.31
Lecturers	0	0	0.00
Other faculty	210	8	3.81
Total	2,612	75	2.87

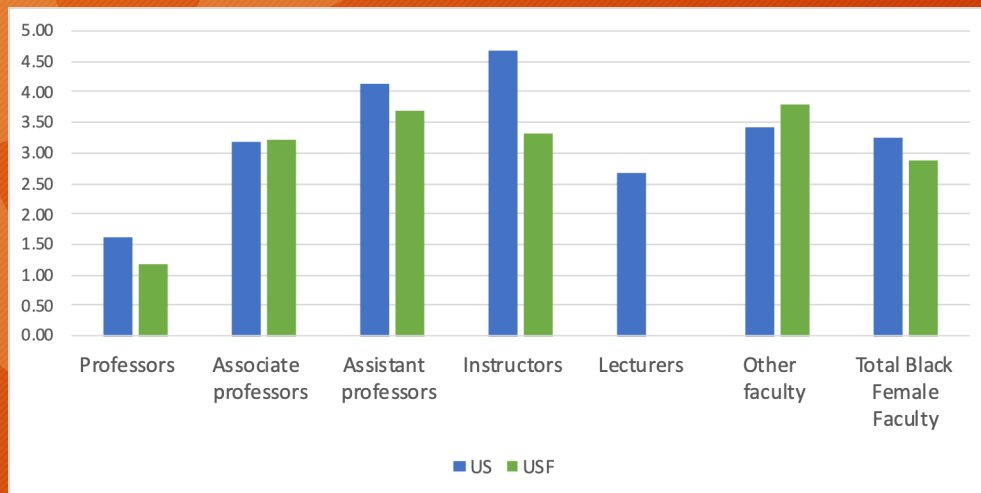
- Fall 2020
- Source: USF

USF Black Female Faculty Rank Distribution



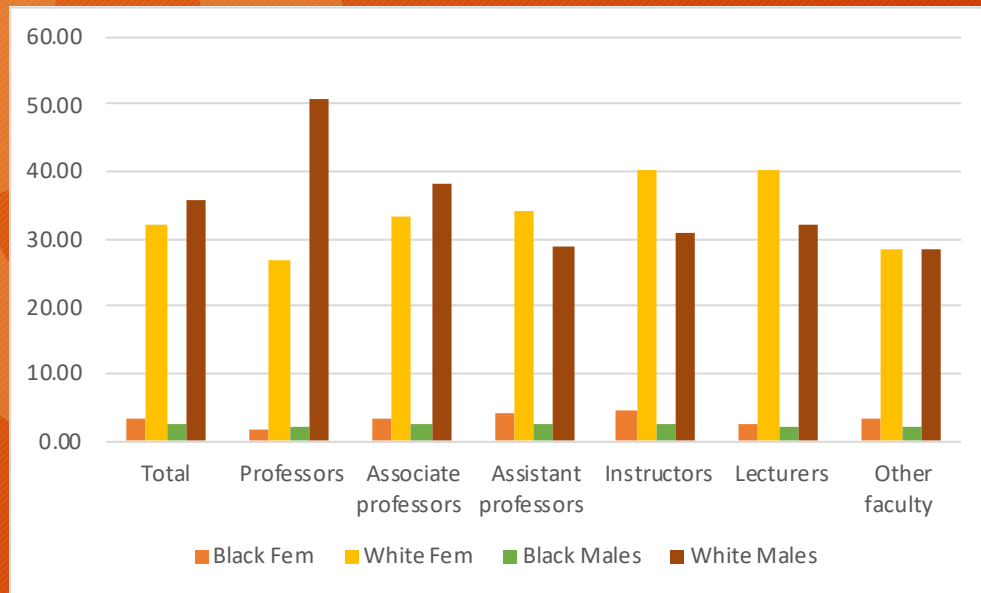
- USF Black female Faculty distribution % by rank in fall 2020: 75 Black female faculty
- Source: USF

Black Female Faculty Rank Distribution % US - USF



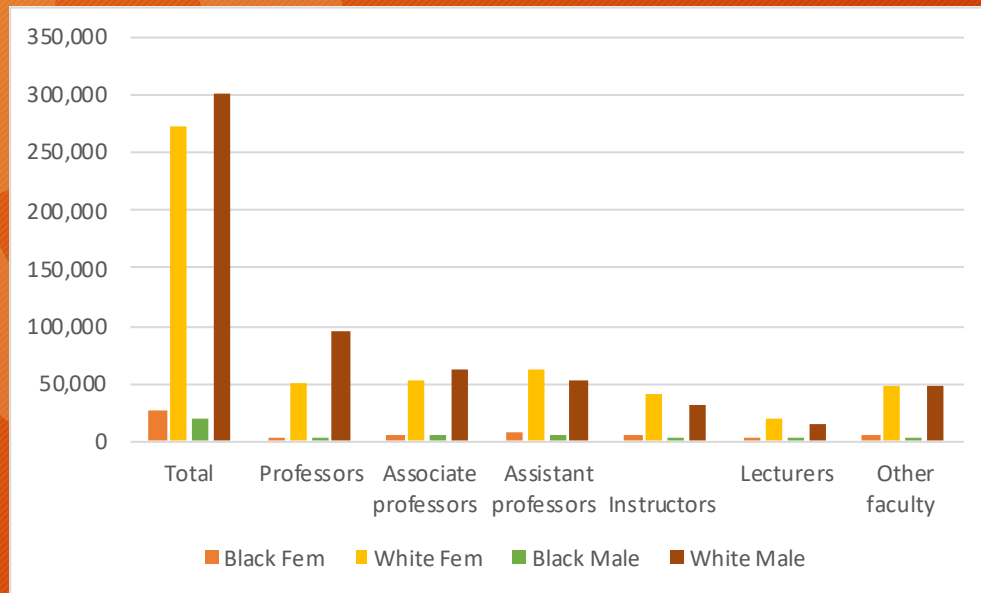
- Black Female Faculty distribution % by rank in the US (F2019) and USF (F2020):
- 75 Black female faculty total at USF
- 27,323 Black female faculty total in US
- Source: USF, NCES

US Black-White Faculty %



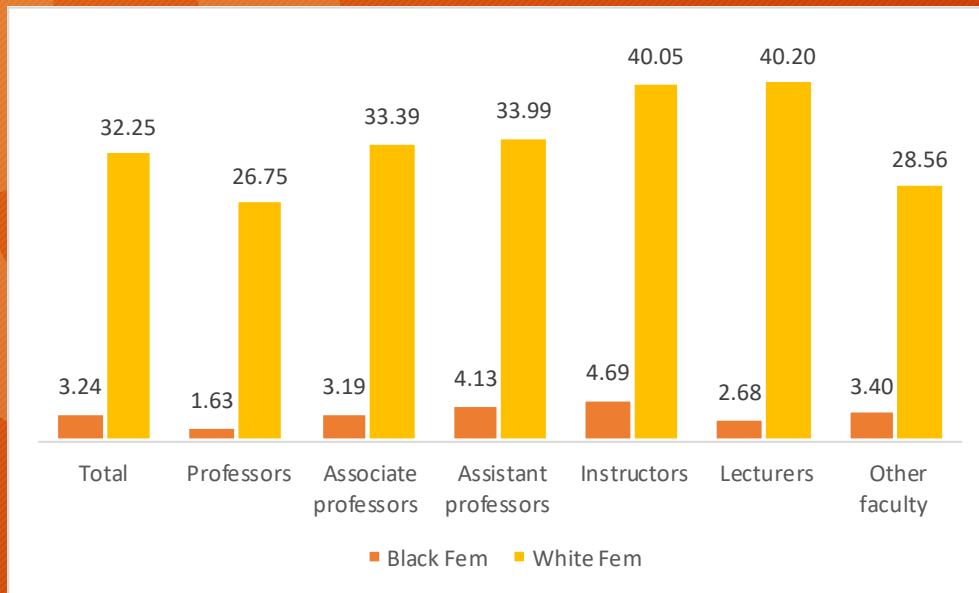
- Full-time faculty in degree-granting postsecondary institutions, Black and White, female and male faculty in the US in 2019
- Source: NCES

US Black-White Faculty



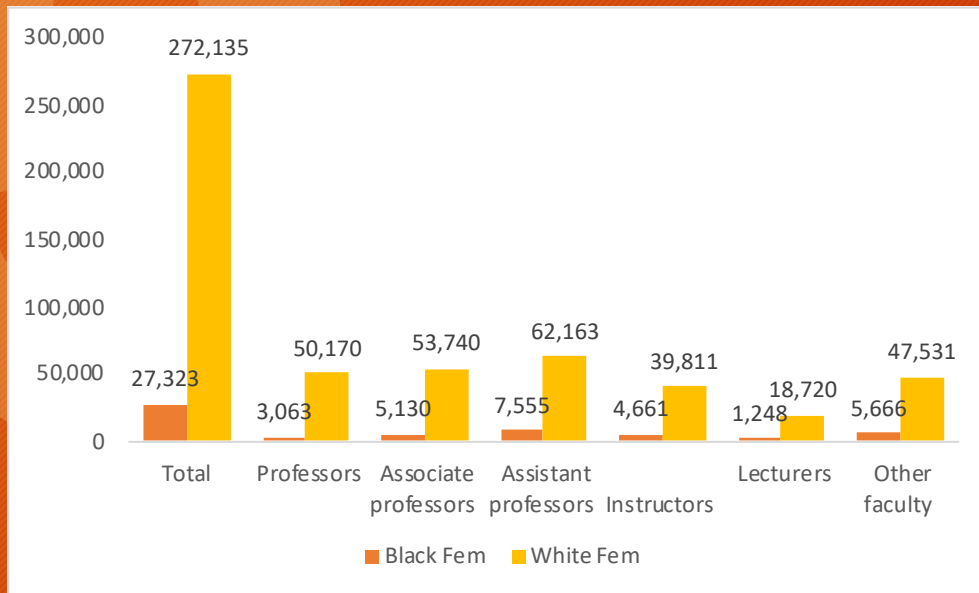
- Full-time faculty in degree-granting postsecondary institutions, Black and White, female and male faculty in the US in 2019
- Source: NCES

US Black-White Female Faculty %



- Full-time faculty in degree-granting postsecondary institutions, Black and White, female faculty in the US in 2019
- Source: NCES

US Black-White Female Faculty



- Full-time faculty in degree-granting postsecondary institutions, Black and White, female faculty in the US in 2019
- Source: NCES

Background Intersectionality and Glass Ceilings

As Black women attempt to fit and/or find their place in an environment steeped in white male privilege, they continue to confront ongoing forms of institutional and interpersonal oppression within the American academy (Jones, et al, 2020; Thomas & Gonzalez-Prendes, 2009; Turner, 2002).



Research about Black women often describes...

their struggles with racist, sexist and classist structures of power that exists within the academy (Cobb-Roberts, Esnard, Unterreiner, Agosto, Karanxha, Beck and Wu, 2017; Esnard & Cobb-Roberts, 2018; Pittman, 2010; Turner, 2002).

the stereotypical images of Black women and how these unfold within academe (Chambers, 2011 & 2012; Harley, 2008; Hirshfield & Joseph, 2011; Johnson-Bailey & Cevero, 2008; Stanley, 2006),

the strains and precarious nature of service work for Black women in academe (Aguirre, 2000; Bradley, 2005; Evans & Cokley, 2008; Harley 2008; Meyer & Warren-Gordon, 2013)

the varied expressions and dynamics around epistemological racism (Cobb-Roberts & Agosto, 2011 & 2012; Davis et al. 2011 & 2012; Solorzano, Ceja, & Yosso, 2001;)

the practices that foster institutional marginalization (Allen, Epps, Guillory, Suh, Bonous-Hammarth, & Stassen, 2002; Macias & Stephens, 2019; Turner, 2002)

The Gap

It is also equally important for researchers to address the multiple yet complex ways in which Black female academics continue to challenge such contested spaces (Cobb-Roberts & Esnard, 2020, Collins, 1990; Harris-Perry, 2011, Young 2021).



These are important as a way of:

- Rejecting the call to fit in
- Critically assessing the dominant epistemological and ideological frameworks upon which these dominant systems are grounded.
- Making visible the ways in which Black women are constructed within such institutional contexts
- Reducing the marginalizing effects of these on Black women in academe (Lane & Cobb-Roberts, 2022)



Accompanied with the knowledge that no matter how valued whites in power viewed them to be, black women knew they would and could never really be considered equal to whites.

In academia, the standpoint of black women as outsiders within, uniquely situates them for more nuanced analysis, particularly when in touch with their marginalization.

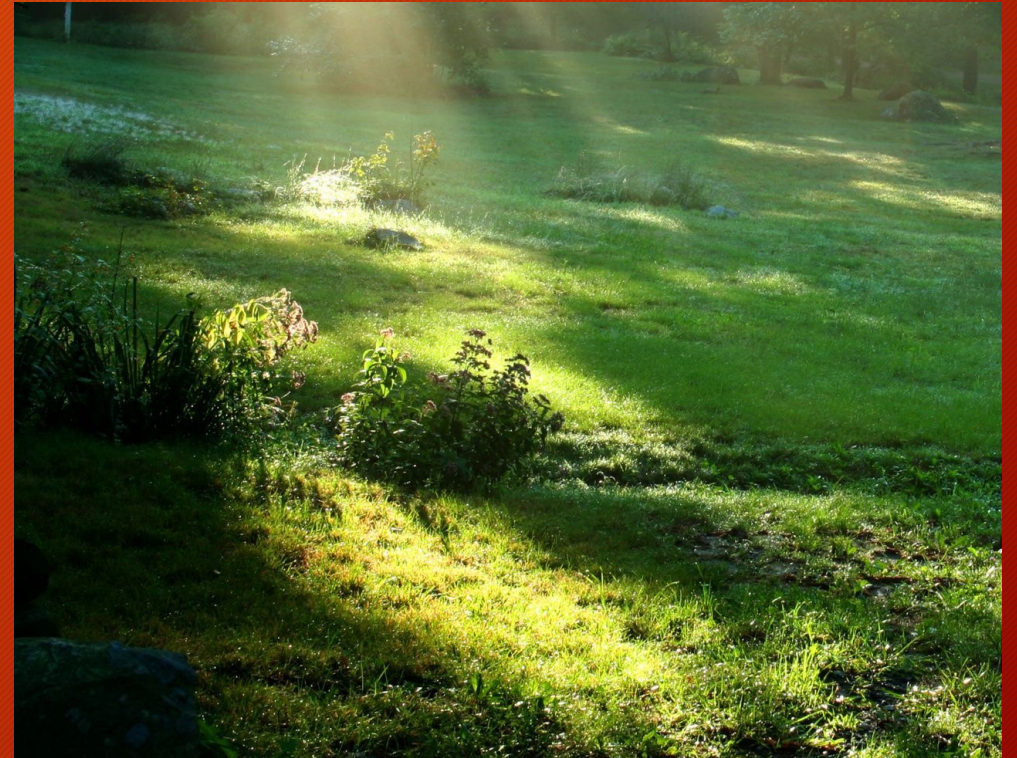
Being positioned as a "token" creates for black women in academia an "outsider within" status where black women's intimate proximity to the white families that employed them lends them a unique view of whiteness that most others in the black community and those in the white community themselves never had (Collins 1986; Henderson et al. 2010).

What does it mean to belong?

True belonging comes when an individual is free to be their authentic self.

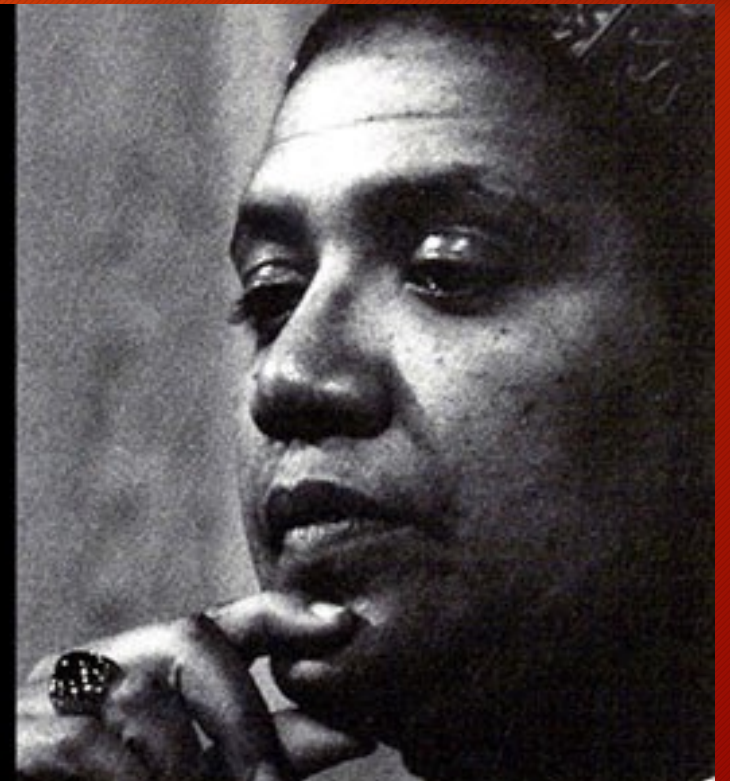
It's an understanding that others in the group will treat them with fairness and equity.
It's having your needs met
without a struggle.

When were your needs met at work without a struggle?



Intersectionality and Black Women

**There is no such thing
as single-issue struggle
because we do not live
single-issue lives.**



February 1982, Audre Lorde delivered the address, "Learning from the 60s"

Kimberle Crenshaw



Kimberle Crenshaw first publicly wrote about her theory of Intersectionality in 1989, when she published a paper in the University of Chicago Legal Forum titled *“Demarginalizing the Intersection of Race and Sex.”*

University of Chicago Legal Forum

Volume 1989 | Issue 1

Article 8

Demarginalizing the Intersection of Race and Sex:
A Black Feminist Critique of Antidiscrimination
Doctrine, Feminist Theory and Antiracist Politics

Kimberle Crenshaw
Kimberle.Crenshaw@chicagounbound.edu

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Recommended Citation

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Available at: <http://chicagounbound.uchicago.edu/ucf/vol1989/iss1/8>

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Kimberle Crenshaw



Black women are both racialized and gendered in professional settings

- An intersectional analytical framework understands intersecting identities such as race, class, gender, sexuality, and ability, among others, are relational rather than isolated from each other.
- Utilizing intersectionality as an analytic tool, we may be better able to understand which patterns persist in black women's experiences as faculty, staff and graduate students in higher education, and suggestions toward successfully navigating their experiences in higher education.

Black Women Stereotypes

When black women's assertions are aimed toward their own benefit, negative stereotypes come forward, more powerful colleagues and administrators label these women as aggressive and assertive, and their progress is stunted.

Strategies for Navigating the Academy

Strategic alliances

Creating space

Finding
space/communities
of support

Self care

Finding
communities and
networks

Peer mentoring &
Co-mentoring

Cross-cultural
mentoring

Agentic
Expressions

Strategies for Endurance and Success

Select

- Select committees and tasks that are meaningful and overlap research, service to community, and instruction.

Leave

- Leave the campus as often as possible or leave to find new departments with more supportive senior faculty.

Support

- Support each other without judgement and against the climate of competition by making allies and connecting with communities of color as an individual strategy of resistance, and through self-care.

Speak

- Speak the truth to Leadership regarding black women faculty and staff's experiences with racism, sexism, and classism.

Choose

- Choose when to serve and when to protect the work/family balance. Choose when you will not respond campus correspondence.

Engage in

- Engage in professional development to assist in overcoming challenges of multiple marginalization based on race, gender and class

Proactive Strategies for Leadership

ADDRESS

Address any gaps in salaries, tenure and promotion by conducting an equity audit across positions by race and gender, correct any inequities, and publish the results.

ENSURE

Ensure those handling grievances has received anti-racism training.

INVEST IN

Invest in building diversity where Black women are represented more equitably across the university.

MODEL

Model respect, acceptance, and inclusion every level to cultivate inclusive values throughout the university

MEASURE

Measure representation by race and gender combined to make sure Black women aren't left behind by developing diverse hiring initiatives.

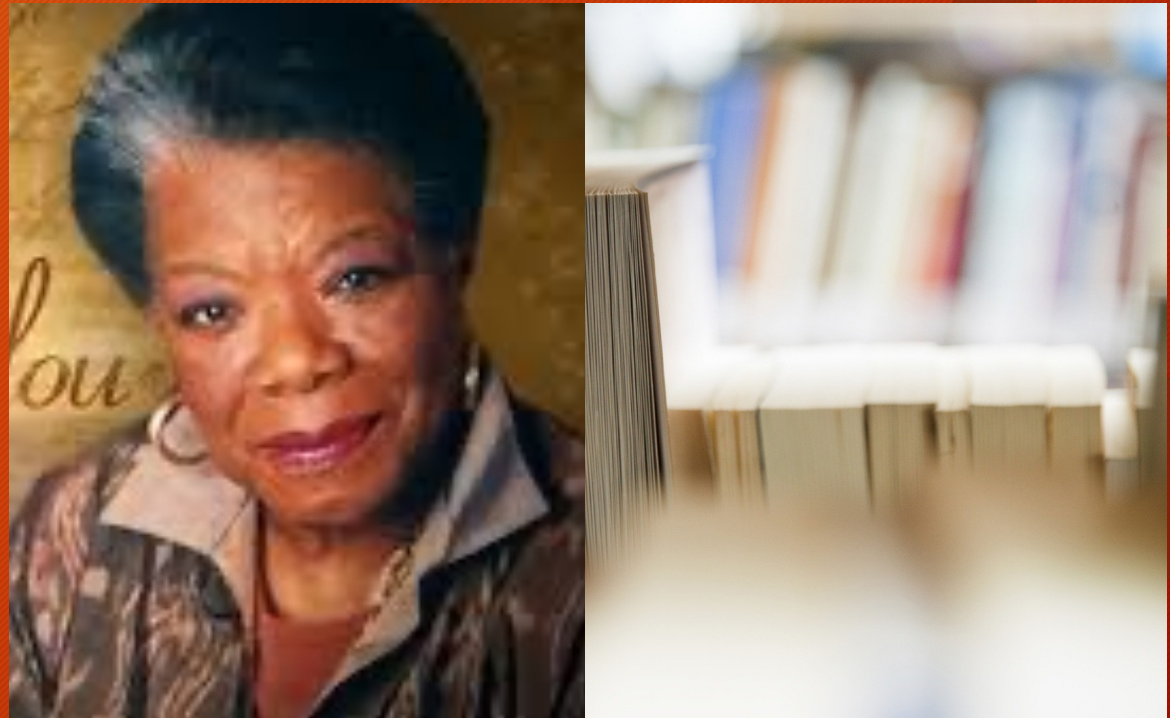
SUPPORT

Support the advancement of Black women staff and faculty by setting goals around mentorship, sponsorship, and other professional development opportunities.



4 Ss-Still We Rise: Struggle, Strength, Survival and Success

- Struggle
 - Identity constructions
 - Positionality
 - Legitimacy
- Strength
 - Through spaces of support
 - To deconstruct dehumanizing notions of Blackness
 - To thrive
- Survival
 - Mutually but not equally constituting structures of power
 - Comparative intersectionalities
- Success
 - Personal and Professional



You may shoot me
with your words.
You may cut me
with your eyes.
You may kill me
with your hatefulness,
but still, like air
I'll rise.

Maya Angelou

Thank you for attending!



Survey

https://usf.az1.qualtrics.com/jfe/form/SV_cC2DH1fvzpwWBSK





People Matter: The Economics of Equity



Dr. Terry Chisolm

Vice Provost for Strategic Planning,
Performance and Accountability

Dr. Valeria Garcia

Associate Vice President, Office of
Decision Support

Dr. Elizabeth Hordge-Freeman

Interim VP of Institutional Equity
Senior Advisor to the President and
Provost for Diversity and Inclusion

Ms. Angela Sklenka

Chief Human Resources Officer

October 12, 2021

Under the auspices of the USF Institute on Black Life, USF Black Employee Steering Committee, and the USF Black Faculty & Staff Association



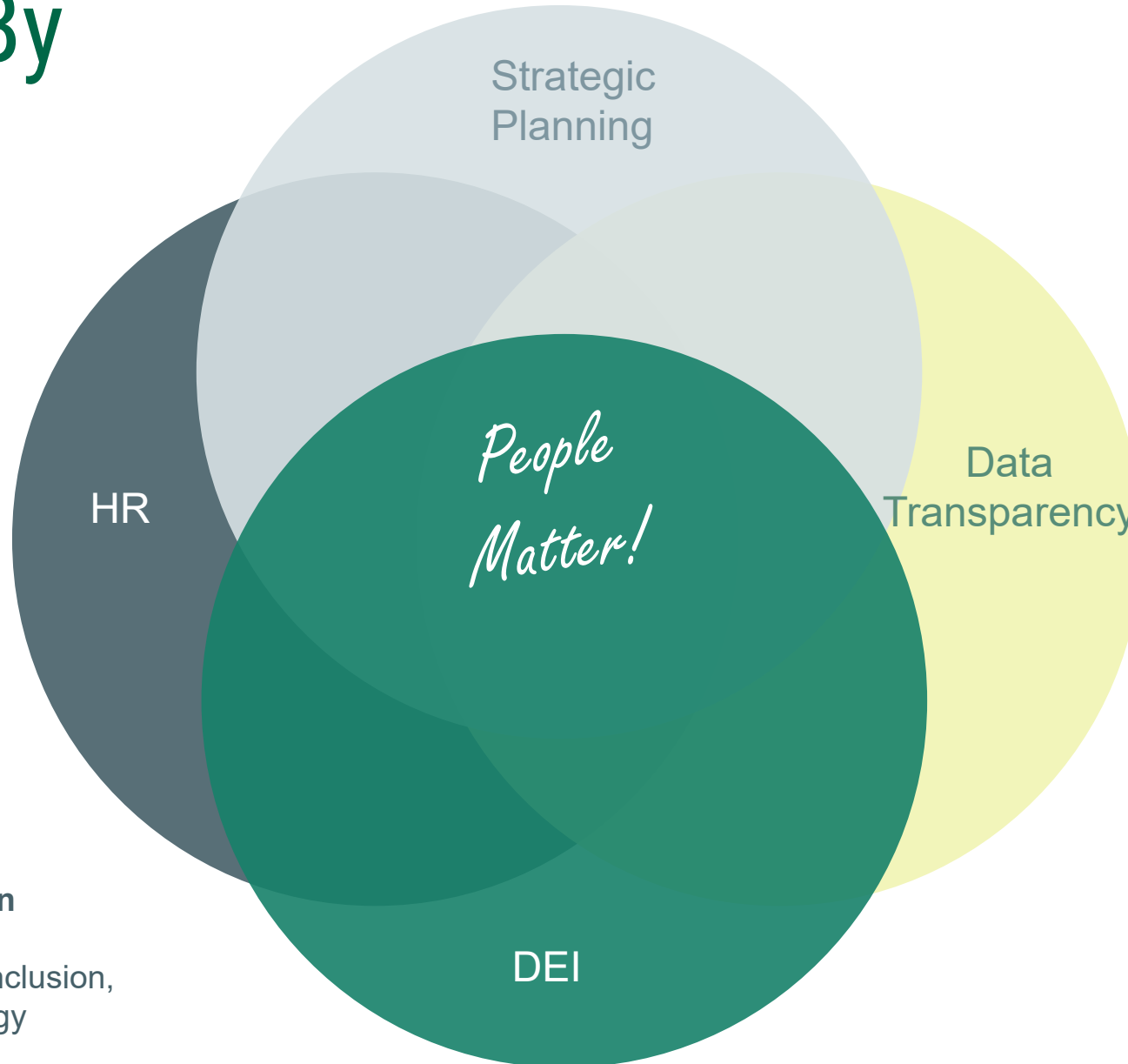
Facilitated By



Ms. Angela Sklenka
Chief Human Resources Officer



Dr. Elizabeth Hordge-Freeman
Senior Advisor to the President
and Provost for Diversity and Inclusion,
Associate Professor of Sociology



Dr. Theresa Chisolm
Vice Provost for Strategic Planning,
Performance and Accountability



Dr. Valeria Garcia
Associate Vice President,
Office of Decision Support

PEOPLE MATTER: Economics of Equity

Enlightenment Workshop Series



Suggested Readings

- Azeez, S. A. (2017). Human resource management practices and employee retention: A review of literature. *Journal of Economics, Management and Trade*, 1-10.
- Calkins, C. M., Chavez, M. M., & Rosser, V. J. (2019). Preventing extra costs: The impact of faculty satisfaction and morale. *International Journal of Educational Research*, 97, 77-87.
- Abdul-Raheem, J. (2016). Faculty diversity and tenure in higher education. *Journal of cultural diversity*, 23(2).
- Vican, S., Friedman, A., & Andreasen, R. (2020). Metrics, money, and managerialism: Faculty experiences of competing logics in higher education. *The Journal of Higher Education*, 91(1), 139-164.
- Cahalan, M., Perna, L. W., Yamashita, M., Wright-Kim, J., & Jiang, N. (2019). Indicators of Higher Education Equity in the United States: 2019 Historical Trend Report. *Pell Institute for the Study of Opportunity in Higher Education*.
- Ma, J., Pender, M., & Welch, M. (2016). Education Pays 2016: The Benefits of Higher Education for Individuals and Society. Trends in Higher Education Series. *College Board*.

Clarifying Key Concepts

Equality: Everyone is treated the same way

Equity: Everyone receives the support that they need to succeed



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What are the Economics of Equity?

- What are the costs when we do not invest in equity across groups?
- What does it take to ensure that people have what they need to succeed?
- What do we stand to gain economically when we have achieved equity?
- How do we know what we need to do?



People Matter: The Why Factor



Dr. Elizabeth Hordge-Freeman

Interim VP of Institutional Equity
Senior Advisor to the President and
Provost for Diversity and Inclusion

October 12, 2021

Under the auspices of the USF Institute on Black Life, USF Black Employee Steering Committee, and the USF Black Faculty & Staff Association



The Why Factor

Economic impact of closing racial equity gaps



Drive Economic Growth



Capture a greater share of the market



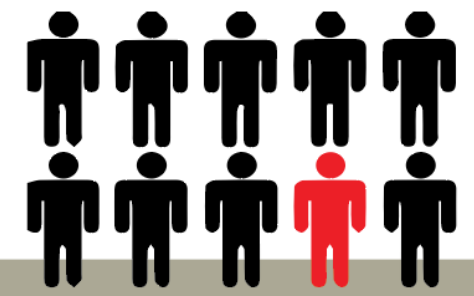
Decrease likelihood of employee turnover



Cultivate a more creative workforce



Addresses national competitiveness



DEI makes businesses more proficient

Restructure DEI by promoting collaboration



Staff Distinction and Faculty Excellence



Leadership Pathways and Succession Plans



Impact of Unconscious Bias



Institutional Capacity Building



Shifting from D & I to DEI



Data-informed and measurable goals





Valuing Diversity in Higher Education: Promotional Opportunities



Dr. Terry Chisolm

Vice Provost for Strategic Planning,
Performance and Accountability,
Professor, Department of
Communication Sciences &
Disorders

e-mail: chisolm@usf.edu

October 12, 2021

Under the auspices of the USF Institute on Black Life, USF Black Employee Steering Committee, and the USF Black Faculty & Staff Association



My Own Career Path at USF



1988

Assistant Professor

College of Social & Behavioral Sciences

46 Women, 123 Men

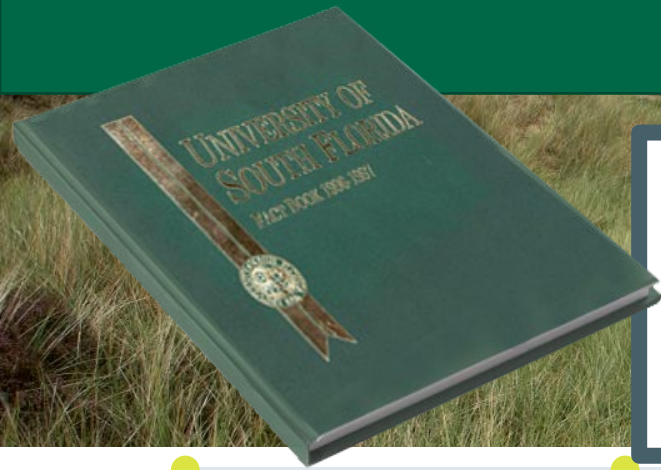
10 Black, 3 Asian, 5 Hispanic, 151 White

	<u>Professor</u>	<u>Associate</u>	<u>Assistant</u>	<u>Instructor</u>	<u>Lecturer</u>	<u>Total</u>
HEADCOUNT	459	395	299	84	31	1,268
9 Contract Months	325	298	181	37	22	863
12 Contract Months	134	97	118	47	9	405
Other Contract Months	-	-	-	-	-	-
Male	421	300	191	31	23	966
Female	38	95	108	53	8	302
Black, Non-Hispanic	3	24	18	4	1	50
American Indian	3	-	-	-	-	3
Asian, Pacific Islander	22	11	18	1	-	52
Hispanic	8	9	7	3	2	29
White, Non-Hispanic	423	351	256	76	28	1,134
Mean Age	54	47	39	41	52	48
Mean Experience USF	16	12	4	4	9	11

Total University, excluding Medicine

Minimum	32,817	25,610	24,463
Median	49,218	36,828	30,975
Mean	52,017	38,702	33,622
Maximum	107,263	67,075	60,000
	Professor	Associate	Assistant

My Own Career Path at USF



	1988	1996	2000
TOTAL UNIVERSITY EXCLUDING MEDICINE			
Minimum	\$ 38,788	\$ 29,163	\$ 29,076
Median	60,752	45,092	38,312
Mean	63,399	47,089	41,272
Maximum	117,471	87,547	76,000

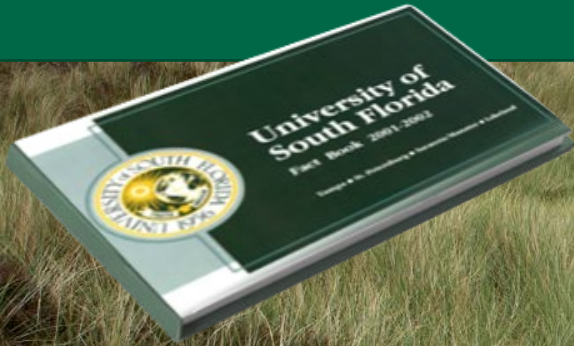


1988
Assistant Professor
College of Social & Behavioral Sciences
 46 Women, 123 Men
 10 Black, 0 American Indian, 3 Asian, 5 Hispanic, 151 White, Non-Hispanic

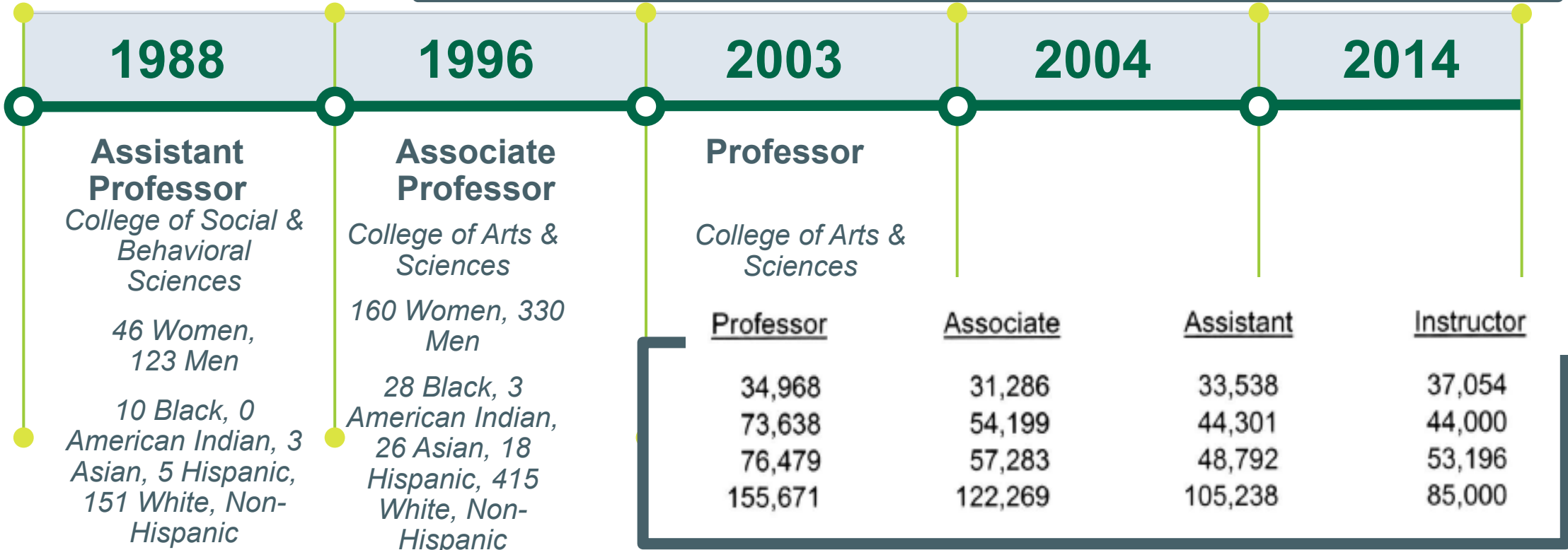
1996
Associate Professor
College of Arts & Sciences
 160 Women, 330 Men
 28 Black, 3 American Indian, 26 Asian, 18 Hispanic, 415 White, Non-Hispanic

	<u>Professor</u>	<u>Associate</u>	<u>Assistant</u>	<u>Instructor</u>	<u>Lecturer</u>	<u>Total</u>
HEADCOUNT	500	406	373	151	52	1,482
9 Contract Months	317	278	220	58	18	891
12 Contract Months	183	128	153	93	34	591
Other Contract Months	0	0	0	0	0	0
Male	424	278	186	64	24	976
Female	76	128	187	87	28	506
Black, Non-Hispanic	7	22	20	25	5	79
American Indian	3	0	4	0	0	7
Asian, Pacific Islander	24	20	37	1	1	83
Hispanic	12	13	19	9	3	56
White, Non-Hispanic	454	351	293	116	43	1,257

My Own Career Path at USF



	BLACK		AMERIND		ASIAN		HISPANIC		WHITE		TOTAL	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
FACULTY	56	84	5	5	124	42	52	50	1,150	790	1,387	971
MEAN AGE	50	47	58	47	44	43	47	42	51	47	50	47
MEAN EXPERIENCE	10	9	17	10	8	6	10	5	12	8	12	7
YEARS IN CLASS	6	5	14	6	5	4	6	3	8	4	7	4



My Own Career Path at USF

Challenges & Opportunities from the Administrator's Lens

Supporting Faculty Promotional Opportunities

- Begins with recruitment and setting a competitive starting salary
- Clear expectations with appropriate mentoring
- Stopping the tenure-clock may not be equitable
- Tenure based on research cannot be the only pathway to success as a faculty member
- Associate Professorship should not be the end of career progression

Supporting Staff Promotional Opportunities

- Market-rate salary & benefit packages need to exist, along with professional development opportunities
- Staff appreciation needs to go beyond a single day

Supporting Academic Administrators

- Need professional development programs
- Acknowledge impact on other aspects of the academic's career

2004

**Department
Chair**

*Communication
Sciences &
Disorders*

*College of Arts &
Sciences*

*2008 College of
Behavioral &
Community
Sciences*

2014

Vice Provost

*Office of Decision
Support*



Data Matter



Dr. Valeria Garcia

Associate Vice President,
Office of Decision Support

October 12, 2021

Under the auspices of the USF Institute on Black Life, USF Black Employee Steering Committee, and the USF Black Faculty & Staff Association



Data Matter: National Context

“...we must constantly challenge the source, assumptions, method of data gathering, the interpretation and the use of data — especially when it comes to underrepresented or minoritized groups.”

News & Views Job Search Events Reports & Data Admissions

COVID-19 **Live Updates** - October 6, 2021
A Canceled Talk at MIT Gonzaga Grapples With Ties to Predatory Priests

#Views #Diversity #Opinion


Equity Audits Should Be Commonplace

Higher education has a tool to identify and address issues of inequality, writes Annika Olson, and more colleges and universities should use it.

By **Annika Olson** // March 25, 2020

We have long known that a **college education** is important in gaining skills for stable, well-paying jobs and developing a workforce. We have also long known about the **disparities in outcomes** of college students from different racial and socioeconomic backgrounds. Those educational inequalities affect long-term wage earnings and employment, and they go against the fundamental promise colleges make to prepare every student for future success.

But there is a tool to identify and address these inequality issues that has been rarely talked about on campuses: **equity audits**. We need more of our colleges and universities to do them.



ISTOCKPHOTO.COM/DMITRI_SILZHAMIN

Forbes

May 30, 2019, 09:09am EDT | 7,180 views

Big Data And The Problem Of Bias In Higher Education

Audrey Murrell Former Contributor @ Diversity, Equity & Inclusion
I specialize in leadership, mentoring, ethics, and diversity

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Big data is becoming more prevalent in all circles, including higher education, which raises...

[+] GETTY

ACE American Council on Education

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FINDING NEW WAYS TO MAKE DATA-INFORMED DECISIONS IN HIGHER EDUCATION CAN PROMOTE BETTER ACCOUNTABILITY AND CLOSE EQUITY AND ACCESSIBILITY GAPS

June 11, 2018

HIGHER EDUCATION TODAY

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Reimagining Institutional Research and Effectiveness to Advance Racial Justice and Equity

November 6, 2020

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COVID-19 **Live Updates** - 3 hours 24 min ago
New Rules for a Loan Program Title IX Petition to Education Department

#Blogs

HIGHER ED GAMMA
MOOCS and beyond.



How to Stand Up for Equity in Higher Education

Moving beyond symbolism and virtue signaling.

By **Steven Mintz**
// April 20, 2021

Data Matter:

Using Data to Drive Change

*(and yes, qualitative &
quantitative data
matter!)*



Academic Equity



People Equity



Experience Equity

Data Matter: What is being done at USF



The measure of who we are is what we do.



What is measured gets done.



What you don't measure cannot be improved.



What gets measured gets monitored.

Examples:

- Development and advancement of the DARE Dashboards;
- Deliberate and sustained enhancements to university dashboards;
- Salary Equity Task Force;
- Critical review, reflection of alignment, and planning to expand the institutional framework of accountability to reflect DEI focused data;
- Plans for a modern HR System with predictive analytic capability.



Creating Moments that Matter, Days that Matter, Time together that Matters



Ms. Angela Sklenka

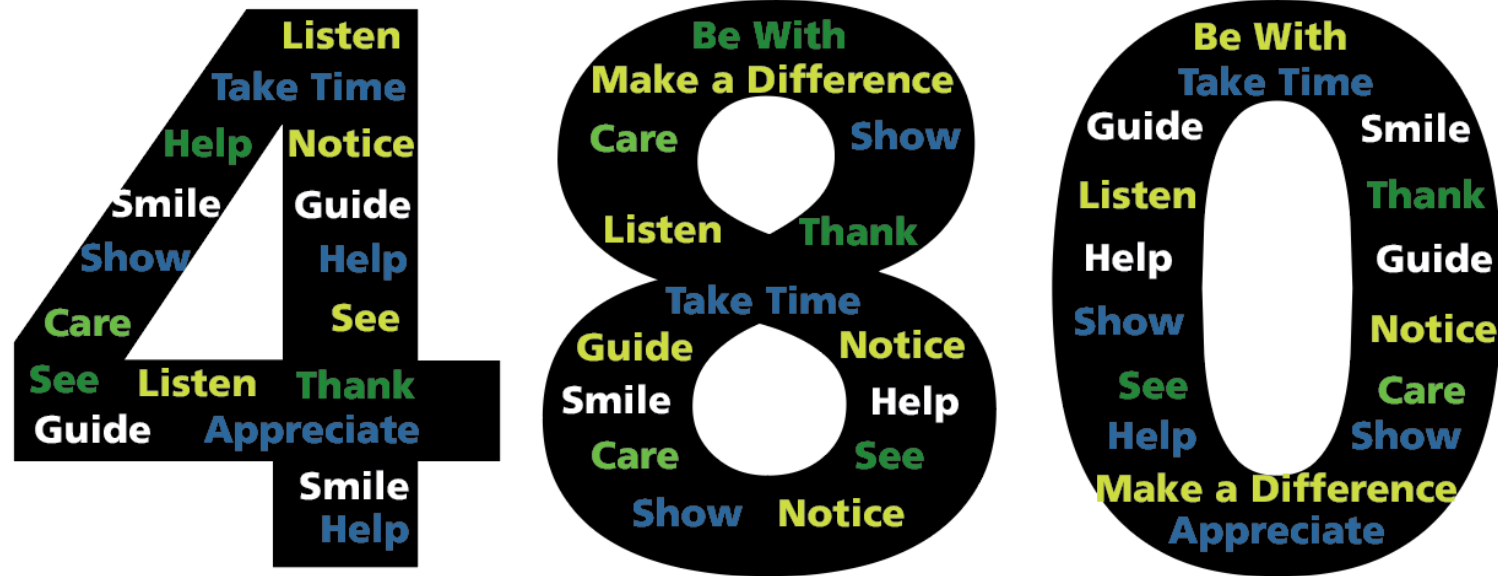
Chief Human Resources Officer

October 12, 2021

Under the auspices of the USF Institute on Black Life, USF Black Employee Steering Committee, and the USF Black Faculty & Staff Association



Make Each Moment Count



- There are 480 minutes in an 8-hour work day
- 480 moments to make a difference each day
- 480 hours to create opportunities
- 480 chances to build trust
- 480 small gestures that leave big impacts

Shift the Focus: Enhance Relationships Rather Than “Fixing” the Employee



Redefine Leadership by prioritizing opportunities to practice building empathy and listening exercises that illustrate the employee experience of underrepresented talent.

- Become more effective coaches
- Better understand the employee experience
- Foster trust with direct reports
- Improve interpersonal & team dynamics

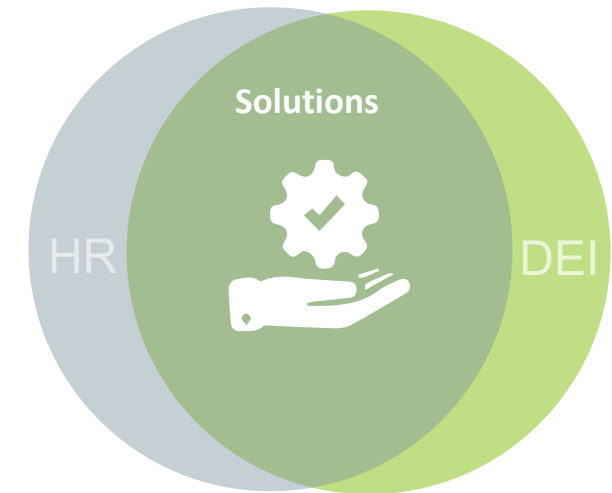
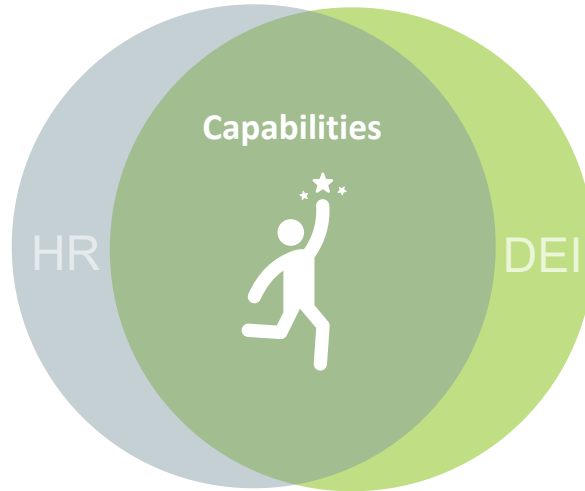
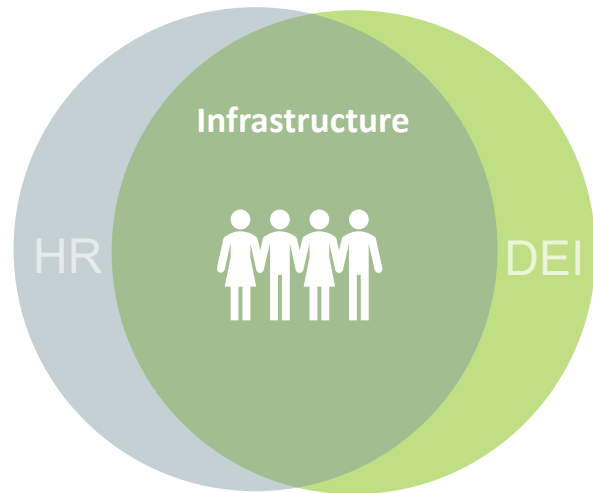
Serve as Advocates to Underrepresented Talent

- Dismantle organizational barriers to advancement
- Create transparency about career opportunities and next steps to promotion
- Connect underrepresented talent to senior leaders and mentors

Transformation

First Generation Transformation

Next Generation Transformation

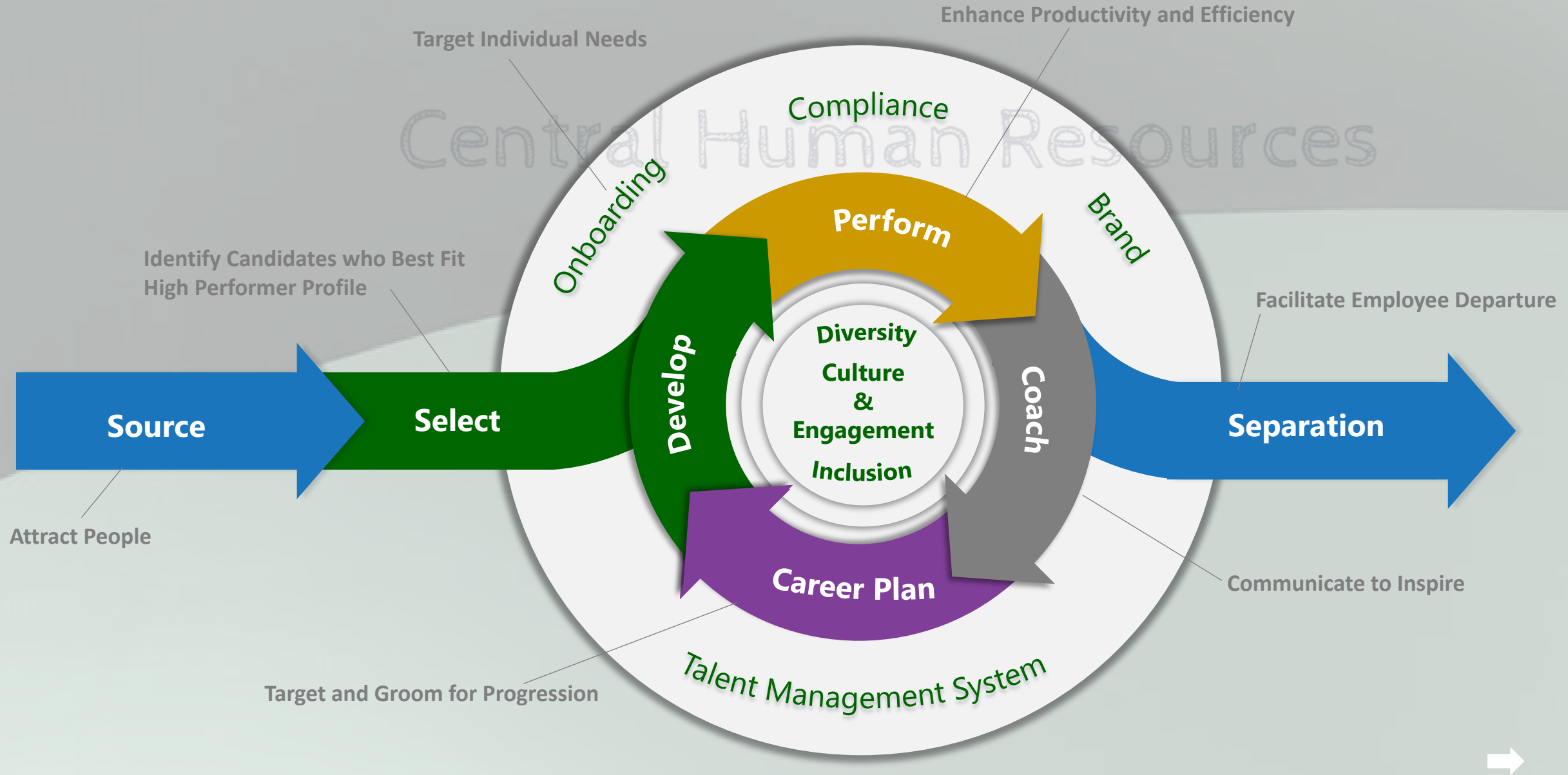


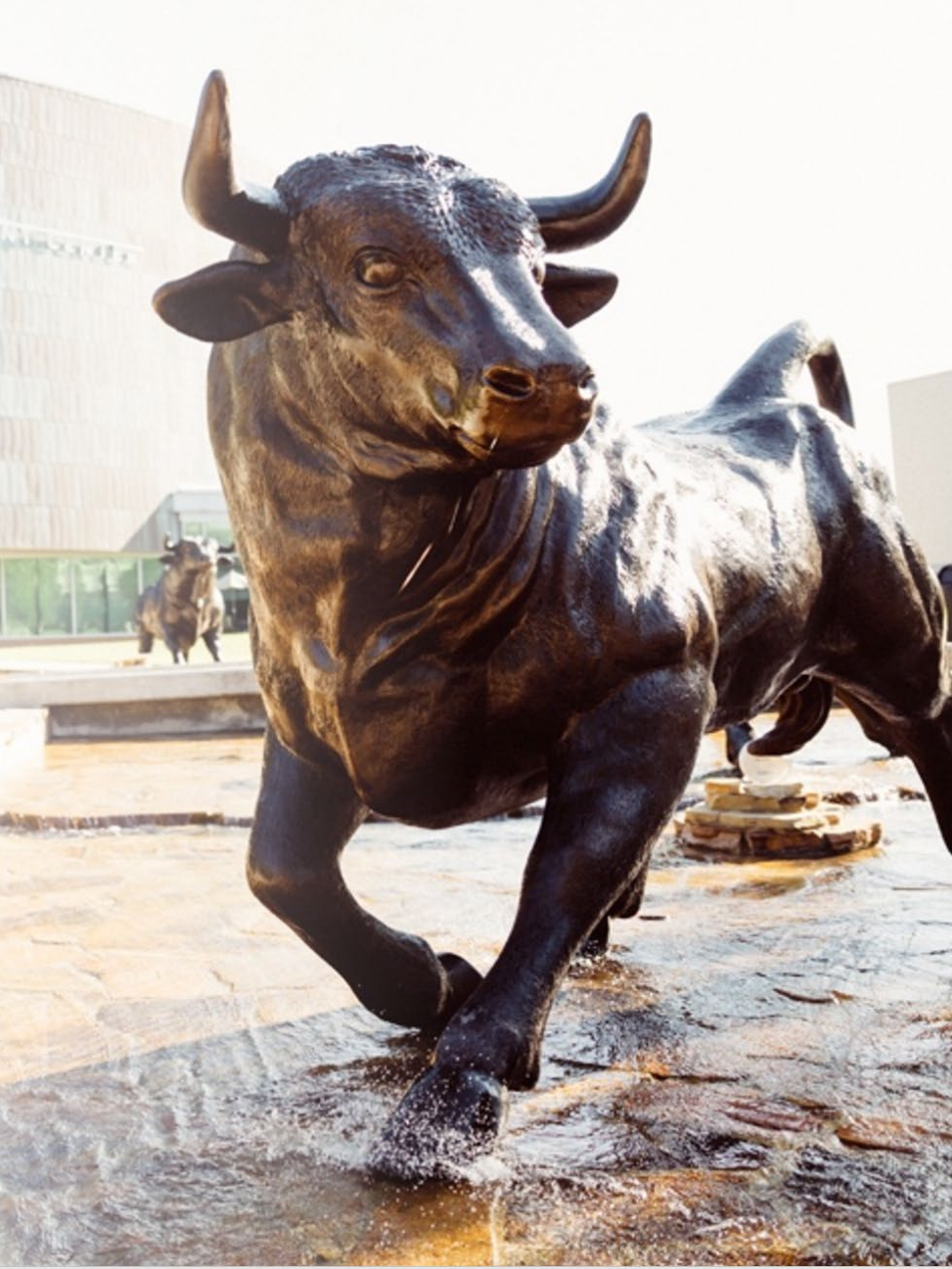
Years 1-2

Years 2-3

Years 3-4

Employee Lifecycle – HR Functions That Affect Organizational Culture





Discussion Questions

- Question #1: What do you believe are the most urgent areas that USF should address in order to help people reach their potential?
- Question #2: What do you perceive are the challenges to addressing racial inequity and other systemic inequities among USF faculty and staff?
- Question #3: What other collaborators do you envision would help USF advance its efforts to support underrepresented groups?

Survey

https://usf.az1.qualtrics.com/jfe/form/SV_d45Em5g56WikRZY



USF DIVERSITY, EQUITY, AND INCLUSION INITIATIVES & RESOURCES

In alignment with USF's core institutional commitment to diversity, equity, and inclusion as articulated in our new strategic plan, the University of South Florida is offering several key initiatives and resources to the university community. Below are a few concrete efforts that can be taken now to advance a more inclusive and anti-racist campus. Please contact us for more information.

Syllabi and curricular updates that highlight diverse scholarship. Attend [CITL workshops](#) for best practices related to inclusive excellence.

Faculty hiring: Each department should have a hiring plan that details the concrete efforts it will take to ensure the presence of candidates from underrepresented groups. Articulate/update faculty search procedure, develop faculty job descriptions to reflect a commitment to equity, select a diverse search committee, attend appropriate trainings, and proactively track faculty who advance DEI efforts in the search process. View our [helpful presentation](#).

Faculty assignments: Review assignments to ensure that faculty members' assignments correspond with their responsibilities. Re-evaluate service responsibilities of faculty (especially junior faculty) whose time needs to be protected and mirror good practices on all campuses to ensure equal and equitable assignments. Recognize faculty for their service and efforts in teaching, research, and other professional activities. Ensure open and equitable access to professional development opportunities and funding for such activities.

Encourage (free) membership into the [National Center for Faculty Diversity and Development](#) to graduate and faculty members.

Communicate clear tenure and promotion guidelines to junior faculty and URM (underrepresented minorities); meet with Associate Professors to provide guidance about what is needed to advance to full. Support non-tenure-track faculty in their career advancement.

Speaker Series and workshops: Review colloquium speakers to ensure that they represent diverse members and ideas that address the concerns of underrepresented groups. Regularly organize workshops that provide an opportunity to explore major challenges and opportunities in your respective department related to diversity, inclusion, equity and anti-racism.

- **The University's Inclusive and Equitable Pedagogy Program** offers a CANVAS course that will be complemented with workshops that align with the modules. We are seeking volunteers to beta test the course. If you are interested, please complete the [registration survey](#). The project is a collaboration between the Center for Innovative Teaching and Learning (CITL), Innovative Education, and The Office of Diversity, Inclusion, and Equal Opportunity. If you have any questions, please contact [Dr. Ruthmae Sears](#) or [Dr. Ashley Reese](#).
 - **Enlightenment Series:** Encourage attendance in the [Enlightenment Series](#) as part of professionalization for graduate students and best practices for faculty.
-

Graduate students:

- Consider whether or not the GRE should be included as a requirement for admissions to your program.
 - Develop recruiting materials to be distributed to Historically Black Colleges and Universities and Hispanic Serving Institutions.
 - Attend select conferences to increase likelihood of meeting and developing relationships with underrepresented groups.
 - Collect data disaggregated by race/ethnicity and gender about your department using the Office of Decision Support's website. Create goals to enhance faculty and graduate student recruitment, and other areas of opportunity
 - Host workshops on publishing and grant applications. Create a database of past applications for students to reference in order to build familiarity with the grant application process.
-

Set concrete and measurable goals: Collect data about your department using the Office of Decision Support's website disaggregated by race/ethnicity and gender. Create goals to enhance faculty and graduate student recruitment, and other areas of opportunity. Consult the [DARE dashboards](#) or the Office of Decision Support page at: ods.usf.edu

Create a department infrastructure for success: Consider creating a role of Equity Officer in your department (with a stipend) for a faculty member to work on specific initiatives and programs related to department-level equity goals. The designated DEI leader should join the USF DEI council, which is organized by DIEO.

Establish relationships with community partners to ensure that your department engages in meaningful ways with underrepresented communities through service-learning, internships, and other high-impact practices.

Please visit the [Department of Anthropology](#) for a model of how one department has been working to address anti-racism and inclusivity. You may also view the [anti-racism statements](#) of other CAS departments in order to learn more about the goals and plans developed by other departments.

Diversity, Inclusion, and Equal Opportunity Procedure:

DIEO Role in Recruitment & Hiring

The University of South Florida is committed to recruiting and hiring outstanding, qualified individuals with diverse experience and backgrounds. In support of this vision, the University has implemented *USF Policy #0-617- Recruitment and Hiring of University Employees* ([“USF Policy 0-617”](#)) and the Division of Human Resources Procedure-*Recruitment and Hiring* ([“DHR Procedure”](#)) to provide the framework for the USF recruitment and hiring process. All individuals involved in the recruitment and hiring process should read and be familiar with USF Policy 0-617 and the DHR Procedure. This Diversity, Inclusion, and Equal Opportunity Procedure (“DIEO Procedure”) describes the role of DIEO under USF Policy 0-617 and is designed to assist individuals involved in the recruitment and hiring process in effectively executing their responsibilities under this policy. Please do not hesitate to ask for assistance from DIEO regarding any of the procedures contained in this document.

DIEO and the Affirmative Action Officer (AAO)

1. DIEO provides general oversight in the development, implementation, and monitoring of the University’s affirmative action programs. In the overall recruitment and hiring process, DIEO will analyze workforce recruitment activities to determine whether impediments to equal employment opportunity exist and whether there are any significant selection disparities by race/ethnicity or gender. DIEO will help in efforts to identify and eliminate barriers to equal employment opportunity.
2. Consistent with the University’s affirmative action program, DIEO will establish annual percentage placement goals if they are required for minorities or females in identified areas of underutilization.

DIEO Procedure: Recruitment & Hiring

3. The Affirmative Action Officer (AAO) will monitor all job recruitments falling into job groups having either female or minority underutilization, and all faculty and director level job recruitments. Monitoring may include, but is not limited to, the following:
 - In the beginning of the recruitment effort, analysis of the demographic makeup of the search committee (if one is utilized), and advertising and outreach efforts;
 - Prior to the review of applications, by analysis of the diversity of the applicant pool;
 - Prior to interviews, review of the proposed interview questions; and/or
 - At any time of the process, review of the applicant applications.
4. The AAO may also perform monitoring, reviewing, and analyzing functions for any job position regardless of whether the recruitment for the position is open or closed and may periodically analyze a sampling of positions that do not have underutilization and/or are not faculty or director level and above positions.
5. When the AAO is reviewing an open or closed recruitment, if the AAO has questions as to what is occurring or has occurred during the recruitment and hiring process, the AAO will help to resolve the concern and, if necessary, may take corrective action.
6. The AAO will keep Hiring Authorities informed of developments related to the university's Affirmative Action Plan (AAP) and will review results with all levels of management as to the degree to which their affirmative action goals and compliance are being attained. The AAO may also help design and help implement corrective actions and adjustments to programs, where needed.

Recruitment Key Personnel (see USF Policy 0-067 for definitions)

The Hiring Authority (HA), Hiring Department Representative (HDR), and Equal Opportunity Liaison (EOL) should work together to ensure recruitment and hiring is conducted in support of the university's AAP goals.

Preparing for your Recruitment and Hire-the AAP

1. Prior to beginning the recruitment process, the HA should ensure that all required training has been completed, and if an EOL has not been identified by the HDR, appoint an EOL for the recruitment and ensure that the AAO in DIEO has been notified of the identity of the EOL.
2. If the EOL does not have a copy of the current Placement Goals Document and Job Grouping Document, the AAO will provide them. These two documents are critical elements of the university's AAP and all key personnel in the recruitment process should understand and be familiar with them.
 - The Placement Goals Document defines the female and minority external workforce availability (%) for all job groups.
 - The Job Groups Document allows the EOL to determine into which job group their particular recruitment falls. A "job group" is a category under which similar job titles are collected or grouped. For example, Computer Professionals is a job group under which the job titles of Computer Software Programmer, Webmaster, Computer Systems Analyst, etc. might be found.
 - Utilizing these two documents, the EOL can then determine whether the recruitment falls under the "Underutilized" category. "Underutilization" is defined as having fewer females or minorities in a job group than is reasonably

expected based on that group's availability for hire in the job market. This information is critical in determining important recruitment factors such as planning advertising and diversity of the applicant pool.

3. The HA should also determine whether a search committee will be utilized for the recruitment. If a search committee is to be appointed, the EOL can assist the HA in ensuring that the committee is diverse. At a minimum, the committee should be diverse by race and gender. In addition, the HA should consider including members from other underrepresented groups to increase other types of diversity on the search committee. It is important to remember that diversity is not simply race and gender, but also sexual orientation, gender identity and expression, age, disability, socioeconomic status, geographic region, and other defining characteristics. The EOL should advise the search committee about the importance of equity and diversity in the search process. DIEO is also available to provide such training upon request.

Beginning Your Recruitment

1. It is important to note that although all employee hires must be managed through the Careers@USF system and many recruitments must be advertised nationally, in some limited cases certain employee hires may fall into the "Targeted Exempt" and "Targeted Recruitment" categories, which do not require a full advertisement and search. Consult USF Policy 0-617 and the associated DHR Procedure to determine if your recruitment falls into either of these categories.
2. Advertisement & Outreach- The purpose of advertising and outreach efforts is to reach the largest audience of persons qualified for and interested in the position, important for obtaining a diverse pool of applicants. Recruitment Key Personnel should develop

strategies for attracting high-quality, diverse applicant pools. Advertising is one mechanism to accomplish this end. Advertisements for a job opening should be placed in sources that most potential applicants would utilize. This may include print media and web-based and electronic communications, depending upon the position being advertised.

- Gear advertising toward reaching a broad audience aimed toward diverse groups.
- Using the information from the Placement Goals Document and Job Groups Documents if there is underutilization by race or gender in the job group under which the posted job title falls under, then place advertisements and engage in outreach efforts directed at the underutilized groups.
- To reach a broader audience, use formal and informal networks for advertising and outreach such as consulting with colleagues, networking with potential applicants at job fairs or conferences, advertising on city or statewide job boards, advertise in specialized magazines or newspapers, and informing relevant professional organizations of the position.
- Document where the position was advertised and what outreach efforts were made to inform diverse individuals about the position. This information must be uploaded into the Careers@USF system by the DHR.

When DIEO becomes aware of a job posting in Careers@USF, the job title of the position will be placed a three publications:

- Diverse: Issues in Higher Education;
- Women in Higher Education; and

- Hispanic Outlook in Higher Education.

DIEO will pay for the cost of placing advertisements in these three publications. Any other advertisements the HA may wish to place in addition to these three publications and Careers@USF will be the responsibility of the hiring unit (both placement and cost).

Managing Your Applicants

The individuals who apply for the advertised position are considered in evaluating the diversity of “the applicant pool.”¹ All recruitment and hires with an applicant pool must be based upon a good faith effort to make the pool diverse. Not all applicants will self-identify by race, gender, veteran’s status or disability; and, if an applicant does so, this information will be utilized in evaluating the diversity of the pool by the EOL. However, the EOL must not disclose any such self-identified information about any individual applicant to the HA, HDR, or search committee members.

1. After an advertised job posting closes but before the applications are reviewed by the hiring department, the EOL must review the applicant pool for the job posting to determine if it is diverse. An EOL may monitor the diversity of the applicant pool while the position is open but the official determination of whether the pool is sufficiently diverse will not be made until after the posting closes. While the position is open, if the pool does not seem sufficiently diverse, the EOL, should make suggestions to the HDR and/or HA on ways to attempt to increase the diversity of the applicant pool. The EOL

¹ For purposes of affirmative action, an individual is part of the applicant pool if the individual meets all of the following four criteria: (i) the individual submits an expression of interest in employment by applying for the position; (ii) the University considers the individual for employment in a particular position; (iii) the individual’s application indicates that the individual possesses the basic qualifications for the position in question; and (iv) the individual at no point in the selection process removes himself or herself from further consideration or otherwise indicates that he or she is no longer interested in the position.

DIEO Procedure: Recruitment & Hiring

may also consult with the DIEO AAO concerning such methods to increase pool diversity.

2. Whether an applicant pool is considered sufficiently diverse is primarily determined by information contained in the Placement Goals Document and Job Groups Document. Ideally, the percentage of female and minority applicants for a particular position should be consistent with the percentage of females and minorities who are available for hire in the external labor market.
3. It is important to note that Placement Goals are benchmarks only and should provide guidance for the HA to focus outreach efforts where females and minorities are underutilized. Placement Goals are not quotas that must be met, nor are they to be considered a ceiling or a floor for the employment of particular groups. Placement Goals also do not create set-asides for specific groups, nor are they intended to achieve proportional representation. In all employment decisions the University makes selections in a nondiscriminatory manner. Placement goals do not provide a justification to extend a preference to any individual, select an individual, or adversely affect an individual's employment status on the basis of that individual's gender, race, color, religion, national origin, age, sexual orientation, gender identity, and/or disability. Placement goals are not used to supersede merit selection principles.
4. If the EOL determines that the applicant pool appears to be sufficiently diverse, then the EOL will approve the applicant pool on the EEO Summary-Applicant Pool Summary Form and forward the *Form* to the HA for final certification. Once the HA signs off, the recruitment process may proceed forward. However, if the EOL determines that the applicant pool is not sufficiently diverse, then the EOL should consult with the DIEO

AAO, as well as the HA and/or HDR to discuss diversity concerns regarding the pool.

The recruitment process should not proceed forward until the issue regarding whether the applicant pool is sufficiently diverse has been resolved.

5. If the applicant pool is not consistent with the percentage of females and minorities who are available for hire in the external labor market, and thus does not appear to be sufficiently diverse, then the next determination that must be made by the EOL is whether the recruitment involved a good faith effort to obtain a diverse pool.

Good Faith Efforts

The term “good faith effort” in the context of University Policy 0-617 means that the recruitment has involved sufficient efforts to increase the pool of qualified minority and female applicants.

Good faith effort is required in the university’s AAP and is primarily focused on outreach and recruitment efforts.

1. If the applicant pool is not sufficiently diverse, then the EOL will review what good faith outreach and recruitment efforts were included in the recruitment. Good faith efforts are particularly important when an organization has underutilization of females or minorities in one or more of its job groups.
2. In evaluating good faith efforts, the EOL should look at the efforts to advertise the particular job posting in a way that could to increase the number of female and minority applicants. The EOL will evaluate if the job posting was placed in magazines or newspapers that target females or minorities, and whether the position was advertised at a job fair that had high female or minority attendance. The EOL can also investigate whether the job posting was sent to a female or minority-based organization in that

DIEO Procedure: Recruitment & Hiring

particular job field or was posted on a city or statewide job board. The EOL should also evaluate how long the position was advertised.

3. If the EOL believes the recruitment has included sufficient good faith efforts and the applicant pool does not meet the external workforce availability, the EOL may still approve the pool. However, the EOL must be sure to document what good faith efforts were made regarding that particular job posting. If the EOL has a concern about the good faith efforts the recruitment has utilized, the EOL should contact the DIEO AAO for assistance.

Making the Hire

Consult USF Policy 0-067 and the associated DHR Procedure for information regarding procedures for selecting an applicant. Remember that an applicant's race, color, sex, national origin, religion, age, disability, pregnancy, gender identity and expression, genetic information, sexual orientation, marital status, or veteran status must never be taken into consideration when selecting which applicant to hire for a position.

Please do not hesitate to ask for assistance and/or advice from DIEO regarding any of the procedures contained in this document.

Summary of Stages of Racial Identity Development

The attached charts summarize several frameworks that have been developed to describe stages of racial and ethnic identity development. We found them mostly in the psychology and therapy literature. Some were developed as a way to expand on Erik Erickson's model of human development (which goes from infancy to old age), taking into account factors such as race, gender and sexuality. Some of the frameworks are used to help therapists understand their patients more fully. The models also have broader applications for understanding how individuals function in community, family and organizational settings.

Most of the frameworks carry the same few cautions. Not every person will necessarily go through every stage in a framework. Many of the authors specifically acknowledge that the stages might also be cyclical, that people might revisit different stages at different points in their lives.

The frameworks summarized here describe people who are situated in many different ways, but they do not describe all of the possibilities. We have listed a few different frameworks that focus on the experiences of people of color, biracial people and white people in the U.S. We think they can be useful tools for self-reflection and for building empathy and understanding of people who are situated differently from ourselves.

People of Color

- People of Color Racial Identity Model (William Cross, originally developed as the Nigrescence Model of African American Identity). This framework (referenced by Barbara Burke Tatum in the companion reading) focuses on the process by which African Americans come to understand their identity.
- Filipino American Identity Development, (Kevin Nadal). This framework focuses on Filipino Americans, highlighting the experience of cultural assimilation/acculturation of a distinct ethnic group.
- Ethnic Minority Identity Development (John W. Berry). This framework focuses on the experiences of ethnic minorities, particularly immigrants to the U.S.

Bi-racial People

- Biracial Identity Development (W. S. Carlos Poston). Stages of identity development of biracial people.
- Continuum of Biracial Identity Model (Kerry Ann Rockquemore and Tracey Laszloffy). Continuum rather than staged model.
- Resolutions of Biracial Identity Tensions (Maria P. P. Root). Description of possible positive resolutions of biracial identity tensions.

White People

- White Racial Identity Model (Janet E. Helms, reference in Tatum article). This framework identifies a continuum that leads to developing an anti-racist identity.

Integrated Model ([John and Joy Hoffman](#))

- This framework begins and ends with stages that are thought to be the same for all people. In between, different stages are articulated for People of Color and White People.

Summary of Stages of Racial Identity Development

PEOPLE OF COLOR	BIRACIAL PEOPLE	WHITE PEOPLE
<p><u>Black American Racial Identity (William Cross)</u></p> <ol style="list-style-type: none"> 1. PRE-ENCOUNTER: absorbed many beliefs and values of the dominant white culture, including the notion that “white is right” and “black is wrong”; de-emphasis on one’s racial group membership; largely unaware of race or racial implications 2. ENCOUNTER: forced by event or series of events to acknowledge the impact of racism in one’s life and the reality that one cannot truly be white; forced to focus on identity as a member of a group targeted by racism 3. IMMERSION/EMERSION: simultaneous desire to surround oneself with visible symbols of one’s racial identity and an active avoidance of symbols of whiteness; actively seek out opportunities to explore aspects of one’s own history and culture with support of peers from one’s own racial background 4. INTERNALIZATION: secure in one’s own sense of racial identity; pro-black attitudes become more expansive, open, and less defensive; willing to establish meaningful relationships with whites who acknowledge and are respectful of one’s self-definition 5. INTERNALIZATION-COMMITMENT: found ways to translate one’s personal sense of blackness into a plan of action or a general sense of commitment to concerns of blacks as a group, which is sustained over time; comfort with one’s own race and those around them 	<p><u>Biracial (Poston)</u></p> <ol style="list-style-type: none"> 1. PERSONAL IDENTITY: sense of self unrelated to ethnic grouping; occurs during childhood 2. CHOICE OF GROUP: as a result of multiple factors, individuals feel pressured to choose one racial or ethnic group identity over another 3. CATEGORIZATION: choices influenced by status of the group, parental influence, cultural knowledge, appearance 4. ENMESHMENT/ DENIAL: guilt and confusion about choosing an identity that isn’t fully expressive of all their cultural influences; denial of differences between the racial groupings; possible exploration of the identities that were not chosen in stages 2 and 3 5. APPRECIATION: of multiple identities 6. INTEGRATION: sense of wholeness, integrating multiple identities <p><u>Continuum of Biracial Identity Model (Kerry Ann Rockquemore and Tracey Laszloffy)</u></p> <p>Does not seek to categorize individuals into a single identity; acknowledges continuum:</p> <ul style="list-style-type: none"> • Some people may choose to identify singularly with one of their identities; • Some may blend with a primary emphasis on one identity and a secondary emphasis on the other • Some may blend two (or more) identities with equal emphasis 	<p><u>White Racial Identity Model (Helms)</u></p> <ol style="list-style-type: none"> 1. CONTACT: In the first stage of contact, the individual adheres to the “colorblind” motto. They see racial difference but do not find it salient and in fact may feel that racism is in fact propagated by the discussion and acknowledgement of race as an issue. In this stage, there is no conscious demonstration of racism here. This seemingly non-racist position can cover unconscious racist beliefs. If the individual is confronted with real-world experiences or knowledge that uncovers the privileges of White skin, they may move into the disintegration stage. 2. DISINTEGRATION: In this stage, because the person has new experiences which confront his prior conception of the world and because this conception is now challenged by this new information or experience, the person is often plagued by feelings of guilt and shame. These emotions of guilt and shame can be modified when the person decides to channel these emotions in a positive way but when those emotions continue to dominate, the person may move into the reintegration stage. 3. REINTEGRATION: This stage is marked by a “blame-the-victim” attitude that’s more intense than anything experienced in the contact stage. They may feel that although Whites do have privileges, it is probably because they deserve them and in are in

Summary of Stages of Racial Identity Development

PEOPLE OF COLOR	BIRACIAL PEOPLE	WHITE PEOPLE
<p><u>Filipino American (Nadal)</u></p> <ol style="list-style-type: none"> 1. ETHNIC AWARENESS: neutral or positive feelings about all ethnic groups, including one's own; little exposure to prejudice 2. ASSIMILATION TO DOMINANT CULTURE: views Whites as positive and is negative toward other races 3. SOCIAL POLITICAL AWAKENING: negative views toward Whites, positive toward other races and ethnicities 4. PAN-ETHNIC ASIAN AMERICAN CONSCIOUSNESS: takes ownership of Asian American identity 5. ETHNOCENTRIC REALIZATION: views Filipinos as unjustly situated in Asian American construct, sees self and other communities of color as unjustly treated 6. INCORPORATION: positive, proud of own identity; appreciation of members of other oppressed groups; selective appreciation of individuals in dominant group <p><u>Ethnic Minority (Berry)</u></p> <ol style="list-style-type: none"> 7. ASSIMILATION: valuing the majority culture over one's own culture 8. SEPARATION: preserving one's culture while withdrawing from the majority culture 9. MARGINALIZATION: losing cultural contact and identification with one's culture as well as the majority culture 10. INTEGRATION: valuing and integrating one's culture as well as the majority culture 	<p><u>Resolutions of Biracial Identity Tensions (Maria P.P. Root)</u></p> <ol style="list-style-type: none"> 1. Acceptance of the identity society assigns: identifying with the group into which others assume the biracial individual most belongs, usually with family support 2. Identification with both racial groups: Identify with both (or all) heritage groups, depending on social and personal support 3. Identification with a single racial group: Choosing one group, independent of social pressure, to identify himself or herself in a particular way 4. Identification as a new racial group: Move fluidly among racial groups but identifies most strongly with other biracial people, regardless of specific heritage backgrounds 	<p>some way superior to minority groups. If the person is able to combat these feelings, they maybe able to move on to the pseudo-independence stage</p> <ol style="list-style-type: none"> 4. PSEUDO-INDEPENDENCE: This is the first stage of positive racial identification. Although an individual in this stage does not feel that Whites deserve privilege, they look to people of color, not themselves, to confront and uncover racism. They approve of these efforts and comfort the person as these efforts validate this person's desire to be non-racist. Although this is positive White racial identity, the person does not have a sense of how they can be both White and non-racist together. 5. IMMERSION/EMERSION: In this stage, the person makes a genuine attempt to connect to his/her own White identity and to be anti-racist. This stage is usually accompanied by deep concern with understanding and connecting to other Whites who are or have been dealing with issues of racism. 6. AUTONOMY: The last stage is reached when an individual has a clear understanding of and positive connection to their White racial identity while also actively pursuing social justice. Helms' stages are as much about finding a positive racial identification with being White and becoming an active anti-racist.

Summary of Stages of Racial Identity Development

Summary of Stages of Racial Identity Development

Integrated Model (John and Joy Hoffman)

CONFORMITY (Whites and People of Color): In the first stage of conformity, people of color and Whites feel that they are just “regular Americans.” Unconsciously, members of both groups strive to emulate Whiteness in actions, speech, dress, beliefs and attitudes because Whiteness is perceived as positive.



People of Color

DISSONANCE: Dissonance for people of color occurs when they want to get along and be Americans but discover that their race or gender may preclude them from the benefits that Whites or males get. They start to feel confused about the beliefs they held about America and themselves as they begin to see that racism and sexism may be impacting them.



IMMERSION: These questions and disillusionment can lead to the immersion stage where women and persons of color feel angry about racism and sexism. They feel that most White people and males are racists and sexists and thus part of the problem. What might people of color do with this anger?



EMERSION: The fourth stage for people of color is emersion where their anger about racism directed towards Whites leads them to feel that they can only belong with others in their own racial group which understands them. They avoid, as much as possible, contacts with Whites and seek out people of their own race or gender.



INTERNALIZATION: Internalization occurs when they realize that there are negative qualities among their own people and that all White people are not the enemy. They see racism and sexism as the enemy and as something that they can fight against. They also manifest the desire to have more control over who they want to be. They are more than just a person of color or a woman

White People

ACCEPTANCE: In this stage, Whites can still dismiss or diminish comments or actions that indicate that racism is alive. They express the view that that everyone has struggles and people should just accept the way things are and try to be American. They expect of color to “get over it” and go forward as Americans which really means be more like White people.



RESISTANCE: Whites move from their acceptance stage to the resistance stage where they profess that racism is a thing of the past. Whites often express their belief that there is a new racism and that is the racism that they perceive is against Whites. This is popularly referred to as “reverse racism.”



RETREAT: If their assumptions about people of color and their own lack of privilege are proven false, they may enter the retreat stage. They may feel guilty and ashamed by how hard life has been and still is for people of color. They are also frustrated by, annoyed, and impatient with other Whites who don’t get it.

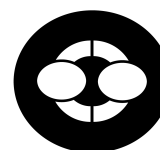
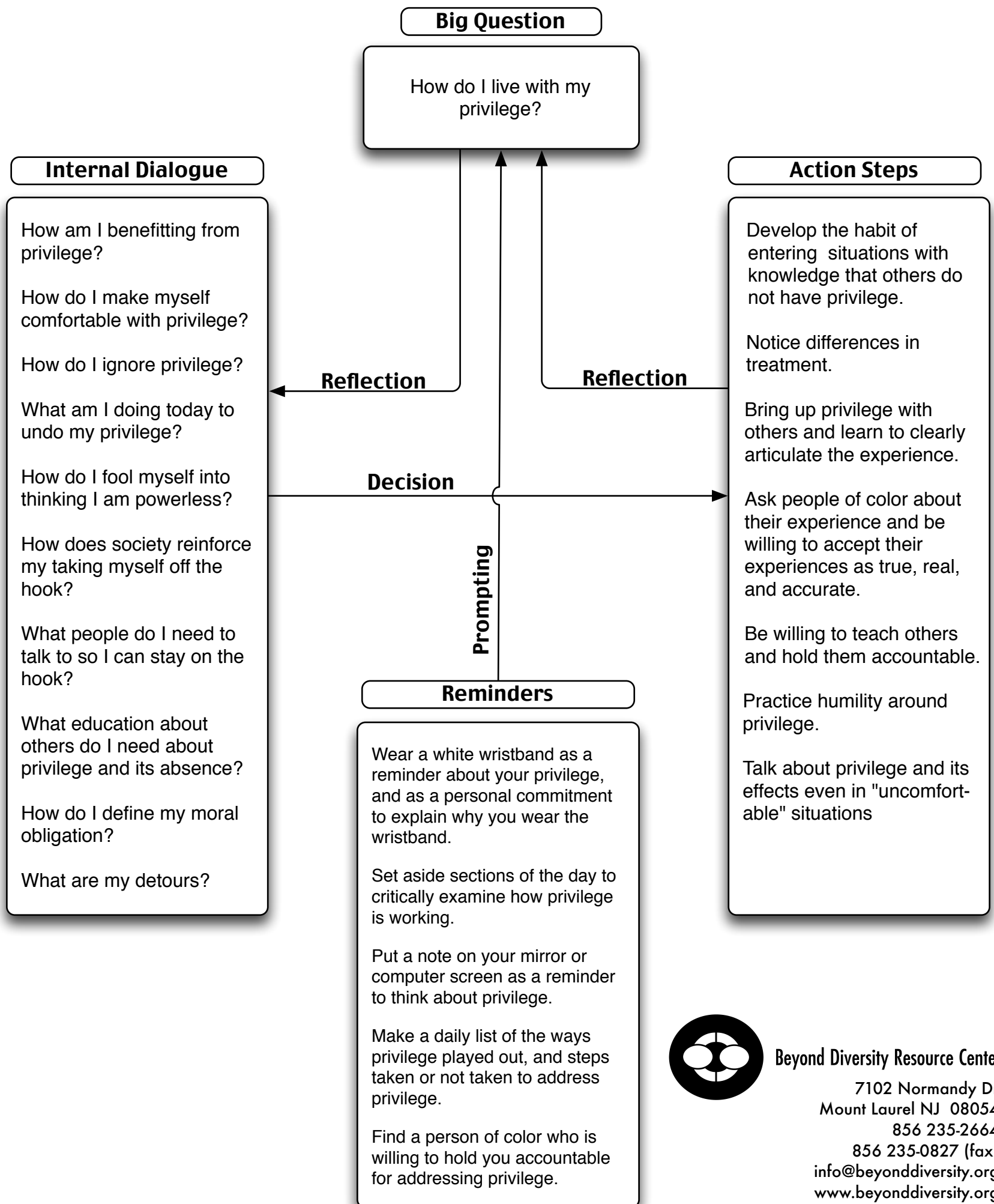


EMERGENCE: After feeling guilty and ashamed, Whites may move into the emergence stage where they start to understand their privilege and how it has and continue to benefit them. They also now begin to take control over the type of White person they want to be like.



INTEGRATIVE AWARENESS (both): In the last stage of integrative awareness, Hoffman asserts that Whites and people of color both come to the conclusion that there is much more to them than their race or gender. Both groups are able to positively identify with their own racial group while also acknowledging that other aspects of their identity (their gender, their talents and abilities, their unique experiences) contribute to their personhood.

Addressing Racial Privilege: A Mental Model for White Anti-Racists



Beyond Diversity Resource Center

7102 Normandy Dr
Mount Laurel NJ 08054
856 235-2664
856 235-0827 (fax)
info@beyonddiversity.org
www.beyonddiversity.org

Summary of Stages of Racial Identity Development

Sources for the descriptions in the grids above:

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W.S. Carlos Poston

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Diversity & Inclusion

2019 Annual Report



University of South Florida
Office of Diversity, Inclusion & Equal Opportunity



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Letter from President Steven Currall

Dear Members of the USF Community:

This annual report from the Office of Diversity, Inclusion and Equal Opportunity provides valuable insights into the progress the University of South Florida is making and inspires us to work harder to achieve even more.

USF is on a remarkable trajectory, fueled by student success, research productivity, economic development and global visibility. We are cognizant at all times of our responsibility to provide an environment that values all students, faculty and staff, whose talents and backgrounds enrich our campuses and the broader communities that we serve.

We all benefit from being part of a university comprised of a fascinating fabric of individuals with different perspectives that inform each person's individuality. Recognizing and celebrating those differences is a key element to achieving inclusive excellence.

To maintain our momentum, we must reinforce a campus climate of mutual support among faculty, staff and students, and cultivate success by nurturing talent and valuing the contributions of every member of our community. We hold each other accountable and treat each other with respect, trust and integrity, acting in the spirit of academic and professional collegiality.

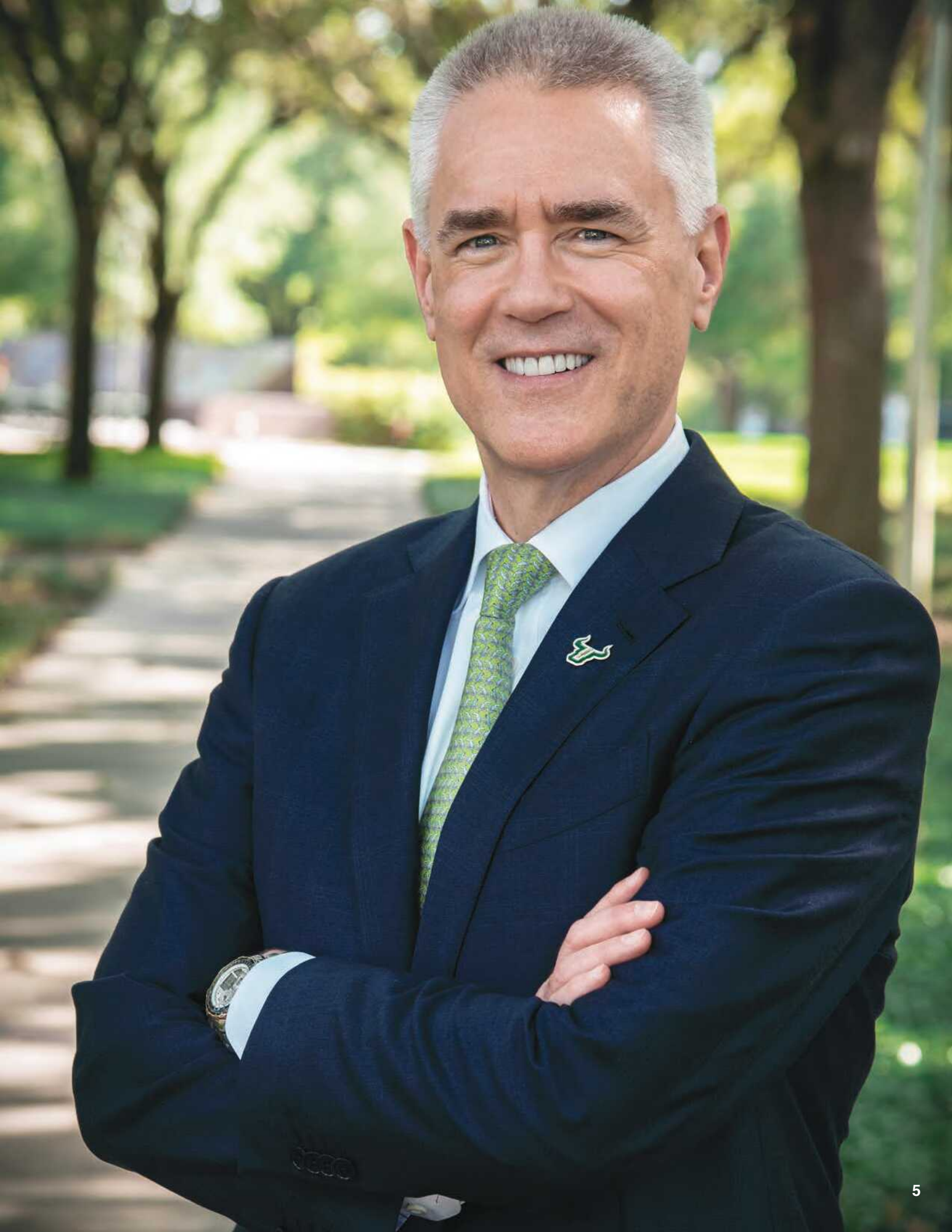
Many members of the USF community contribute to committees, organizations and special events that celebrate our diversity. Their commitment, as well as the leadership provided by the Office of Diversity, Inclusion and Equal Opportunity, are essential elements in our ongoing efforts to provide a safe, welcoming and respectful community. Each of us has a responsibility to make meaningful contributions to those efforts.

Thank you for all that you do for USF.

Steven C. Currall

President

University of South Florida



Letter from Vice President Haywood Brown

Dear USF Community,

The University of South Florida is committed to promoting an environment of sensitivity, respect and equity throughout the University.



At the Office of Diversity, Inclusion and Equal Opportunity (DIEO), our team has a vision to serve as a global model of inclusive excellence in meeting our system-wide institutional mission to deliver competitive programs, generate knowledge, foster intellectual development, and ensure student success in a global environment. DIEO is a proud agent that promotes an institutional climate that is welcoming, inclusive, respectful and safe for students, faculty, staff and visitors through education, advocacy and collaboration.

As a system-wide office, DIEO promotes initiatives that celebrate the rich heritage of diversity throughout our campuses, community and region. On behalf of the system, DIEO provides the critical compliance with the Americans with Disabilities Act of 1990 (ADA). We provide oversight for equal employment opportunity, as well as processes to mitigate harassment and discrimination. Institutional Equity includes compliance with Title IX; Title IX services are coordinated in conjunction with other units to provide education and training in the prevention of sexual harassment, misconduct, and sexual violence and to create a culture of safety throughout the USF community. We are dedicated to promoting signature innovative initiatives that demonstrate our commitment to institutional equity. The office also promotes and supports programs for underrepresented secondary education students in our community who are in pursuit of their dream for a higher education.

On behalf of DIEO at USF, we thank you for allowing us to serve as a champion in promoting an environment that encourages and supports our students, faculty and staff in pursuit of their individual higher education goals by embracing and respecting socio-cultural differences.

Sincerely,

Haywood Brown, MD

Vice President for Institutional Equity & Diversity



The logo features the word "INSIGHT" in a large, blue, serif font at the top. Below it, "Into Diversity" is written in a smaller, blue, italicized serif font. A yellow graduation cap (mortarboard) is the central graphic, with "Higher Education" in a blue italicized serif font above it. Inside the cap, "Excellence in Diversity" is written in a large, bold, white sans-serif font. Below the cap, "Award" is written in a blue italicized serif font. The year "2019" is displayed in a large, bold, white sans-serif font on a yellow rectangular background. To the right of the year is a small rainbow flag icon with a registered trademark symbol. Below the logo, the text "Top Colleges for Diversity" is written in a blue, serif font.

Top Colleges for Diversity

The University of South Florida is a recipient of the 2019 Higher Education Excellence in Diversity (HEED) Award, which recognizes U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion. This annual award is presented by INSIGHT Into Diversity magazine, the oldest and largest diversity-focused publication in higher education.

Nearly 52% of full-time USF students identify as non-white, with Hispanics representing 20 percent, Asian Americans at nine percent and African Americans making up seven percent. In recent years, USF has received national recognition for eliminating the graduation rate gap by race, ethnicity and socioeconomic status, a rare achievement in higher education.

As part of USF's efforts, the university has established various initiatives and programs. Within the past year, the university's Office of Diversity, Inclusion and Equal Opportunity helped facilitate awarding \$278,000 in scholarships through the USF Latino Scholarship Program, piloted its National Model of Excellence for Diversity & Inclusion program and hosted or sponsored numerous events to promote inclusion. In recent years, USF has also enhanced its strategic focus on spending with diverse suppliers, which has resulted in more than \$80 million in purchases since 2017.

The HEED Award recognizes diversity across multiple aspects of campus communities – from cultural awareness among students, to the recruitment of diverse faculty members, to diversity-focused financial strategies.

USF will be featured, along with other recipients, in the November 2019 issue of INSIGHT Into Diversity magazine.



“An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity.”

- *Martin Luther King*



PRESIDENTIAL ADVISORY COMMITTEES ON DIVERSITY

The University of South Florida recognizes that enhancing diversity requires leadership and commitment. Contributing their talents from their own time, members of the USF community including students, faculty, staff, alumni, and influential members from the Tampa Bay Area shape USF's environment. Charged by the University President, internal and external committees assist advise the President on matters within their communities that impact USF. Many of these committees and leaders identify and engage their leaders of tomorrow. DIEO will continue to advocate and stride towards a more perfect practice of sustaining diversity as a dynamic, on-going process that demonstrates appreciation for all individuals, including their differences.

Presidential Advisory Committees:

- Status of Latinos
- Committee on Issues of Sexual Orientation and Gender Identity
- Committee on Black Affairs
- Title IX Committee
- Women's Status Committee
- Committee on Status of Men

Community Advisory Committees:

- Latin Community Advisory Committee
- African American Advisory Committee

STATUS OF LATINOS



The Status of Latinos (SOL) Committee is a Presidential Advisory Committee responsible for advising the University of South Florida (USF) President on matters pertaining to USF Latino students, staff, faculty, and the university's relationship with the Latino Community. SOL is composed of dedicated USF students, staff, faculty and community leaders.

SOL is actively involved in supporting efforts that promote awareness and advancement of underrepresented minorities with a focus on Latinos. Each year at SOL's signature event, the USF Hispanic Heritage Celebration Awards, the committee recognizes USF students, staff, faculty, administrators and community leaders who contribute to the Latino culture through academics, research, and service. SOL also sponsors/participates in other events that promote diversity such as international festivals/fairs and educational/academic summits.

SOL collaborates closely with USF student organizations by serving as mentors and advisors for organizations such as CASA (Cuban American Student Association), MASA (Mexican American Student Association), and LASA (Latin American Student Association) and by joining efforts with one of the newly established USF student organizations, UndocUnited.

Four years ago, the SOL Scholarship was established to support students who are undocumented and/or whose parents are undocumented. This is the only privately funded scholarship in Florida of its kind. Thanks to the generosity of the donors, five scholarships have been awarded since the scholarship program's beginning. SOL will continue the efforts of identifying sponsors and selecting recipients.

SOL will continue to join USF departments/organizations and community entities to address pressing issues impacting Latinos and other underrepresented minorities.



COMMITTEE ON ISSUES OF SEXUAL ORIENTATION & GENDER IDENTITY

The Committee on Issues of Sexual Orientation and Gender Identity (CISOGI) focused on two main goals during 2018-2019: (1) increasing the visibility of LGBTQ+ people and issues at USF and (2) increasing financial support for LGBTQ+ students. CISOGI works to increase visibility in many ways, from tabling at New Student Orientation to participating in the Tampa Pride parade. Lavender Graduation was this year's signature event. Many students at USF are openly LGBTQ+ on campus, in their classes, in their residence halls and student organizations, but are still unable to be their true selves with their families, in their workplaces, or in their hometowns. Statistics show that this sort of division of the self can be detrimental and especially when it comes to major events like graduation. Dr. Ronni Sanlo, activist, academic, and playwright, founded Lavender Graduation as a



safe space for LGBTQ+ students to celebrate earning their degrees while also being openly LGBTQ+, and CISOGI hosted the 2nd Annual USF Lavender Graduation in April. It was quite a coup for CISOGI to feature Dr. Sanlo as this year's keynote speaker. In addition to providing each graduate with a personal certificate of achievement and a rainbow sash, naming the four recipients of the 2019 USF Alumni LGBT Scholarship and the recipients of the 2019 USF PRIDE awards for students, staff, and faculty. CISOGI honored Dr. Karen Berkman, Executive Director of the USF Center of Autism and Related Disabilities, with the inaugural USF PRIDE Lifetime Achievement Award for her years of dedication to improving access and inclusion for LGBTQ+ people at USF.

CISOGI worked with USF Foundation to establish the CISOGI LGBTQ+ Scholarship. This additional avenue of LGBTQ+ directed funding is intended to support students who face financial hardship because they have been disowned by their families based on their sexual, affectionate, or gender identities, orientations, or expression. Thanks to several generous donors, the scholarship fund already has several thousand dollars.



COMMITTEE ON ISSUES OF
SEXUAL ORIENTATION
& GENDER IDENTITY

A University of South Florida
Presidential Advisory Committee


COMMITTEE ON BLACK AFFAIRS

The Committee on Black Affairs (COBA) is responsible for advising the University of South Florida (USF) President on matters affecting Black faculty, staff, student, and alumni of the University as well as the Tampa Bay community; this comprehends the University's relationship with the Black community and monitoring campus climate of "quality of life" issues. COBA is one of several presidential advisory committees charged to increase communication and collaboration across the USF campus concerning issues of diversity, equity and inclusion.

COBA has been expanding its membership base to include faculty and staff from the St. Petersburg and Sarasota-Manatee campuses, and collaborating with other USF committees focused on Black issues on campus and in the Tampa Bay Community, including Black Faculty and Staff Association and Institute on Black Life (IBL).

COBA dedicates its talents to diversity advocacy and represents at Tampa Organization of Black Affairs (TOBA), NAACP, USF Black Alumni Society, MLK Parade Foundation, USF Office of Supplier Diversity, US Representative Kathy Castor's Black History Month Community Program, United Negro College Fund 13th Annual Tampa Bay Black History Month, USF Research Bootcamp, USF Presidential Search Committee Interviews, Black Faculty and Staff Association Breakfast and Mentoring Program, and Black and Brown College Bound Summit. During the 2018-2019 academic year, several members of COBA were acknowledged and awarded for their leadership including USF's Fall 2018 Honorary Degree Recipient and Joel August Rogers Unsung Heroes Award in Education.





Understanding the New Title IX Regulations

Presented By:

Mariah L. Passarelli, Esquire

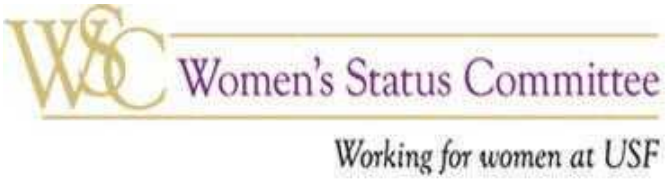
www.flbar.com

TITLE IX

The Title IX Presidential Advisory Committee advises the University of South Florida (USF) President on matters relating to the University of South Florida's compliance with the Title IX Educational Amendments of 1972. These amendments deal with nondiscrimination on the basis of sex in education programs and activities receiving or benefiting from federal financial assistance. Specifically, the Committee is charged with monitoring, evaluating and determining if sex equity exists in the areas of Financial Aid, Student Housing, Admissions, Intercollegiate Athletics, and Compensation. In collaboration with the Title IX Office at USF, the Presidential Advisory Committee provides representation and additional advocacy regarding these matters. Title IX welcomed a new committee chair and a new Title IX Senior Coordinator. In addition to the shift in leadership, shifts to the current federal regulations of Title IX are expected. In preparation, the committee has been revisiting current Title IX policies to increase knowledge on the topic to be more vigilant of the anticipated changes. The committee connected with campus offices involved in the Title IX process and invited them to meetings to discuss

their roles and how policies are carried out. Upon changes to federal law, USF is expected to move expeditiously to update and modify policies and procedures. This will impact how Title IX related issues are adjudicated at the university. By increasing and diversifying the committee's knowledge and expertise, the committee can advocate for appropriate facilitation of Title IX policies to monitor, evaluate and determine sex equity in areas that promote diversity and inclusion and to address mitigating campus sexual violence within the USF community. To help support expansion of staff resources and funding to support Title IX within the DIEO Office, the Title IX committee will work this next year to increase professional knowledge of Title IX and ongoing communication with campus partnerships and to collaborate with campus partners in awareness events and preventative outreach efforts to include the annual USF Title IX Conference. Additionally, the committee will be implementing a subcommittee to work with the Title IX Office to update policy and procedure 0-004 and other related procedures/policies) to reflect upcoming changes to federal law(s).

WOMEN'S STATUS COMMITTEE



The Women's Status Committee (WSC) is charged to advise the University of South Florida (USF) President on matters affecting women faculty, staff, and students of the University. WSC focuses initiatives towards university policies pertaining to the welfare and activities of women such as educational and employment opportunities and social cultural climate on campus. In addition, WSC supports efforts initiated by the Center for Victim Advocacy and have co-sponsored events, the most recent collaboration being April 2019, Coffee and Consent. WSC has been an active voice for victims' services. In August 2018, there were efforts to substantially change the system of victim services at USF by reducing or eliminating on-campus victim advocacy. WSC leadership initiated dialogue with university staff and administrators and included other presidential advisory committees. After several months of encouraging engagement from USF's faculty and students and attempting resolutions, several WSC members were invited to serve on the newly developed Campus Coordinated Response Team to assess and review victim services across all three USF campuses.

Additional efforts were conducted by WSC members to survey the needs of faculty, staff and students in regards to victim advocacy. The survey consisted of 164 respondents from USF-Tampa, 293 respondents from USF-St Petersburg, and 65 respondents from USF-Sarasota/Manatee, for a total of 522 respondents. The overall sample was likely to be women (with 17 individuals, or 3.4% of the sample, identifying as trans, nonbinary, or intersex; T/N/I), although the faculty respondents were less likely to be women than either the student or staff respondents. The sample was also more likely to report being heterosexual, especially for faculty and staff. Finally, the sample was predominantly white, non-Hispanic, though this was less true of the student respondents versus the faculty or staff respondents. In other words, the student respondents were a much more diverse population in terms of sexuality and race/ethnicity than the faculty or staff respondents.

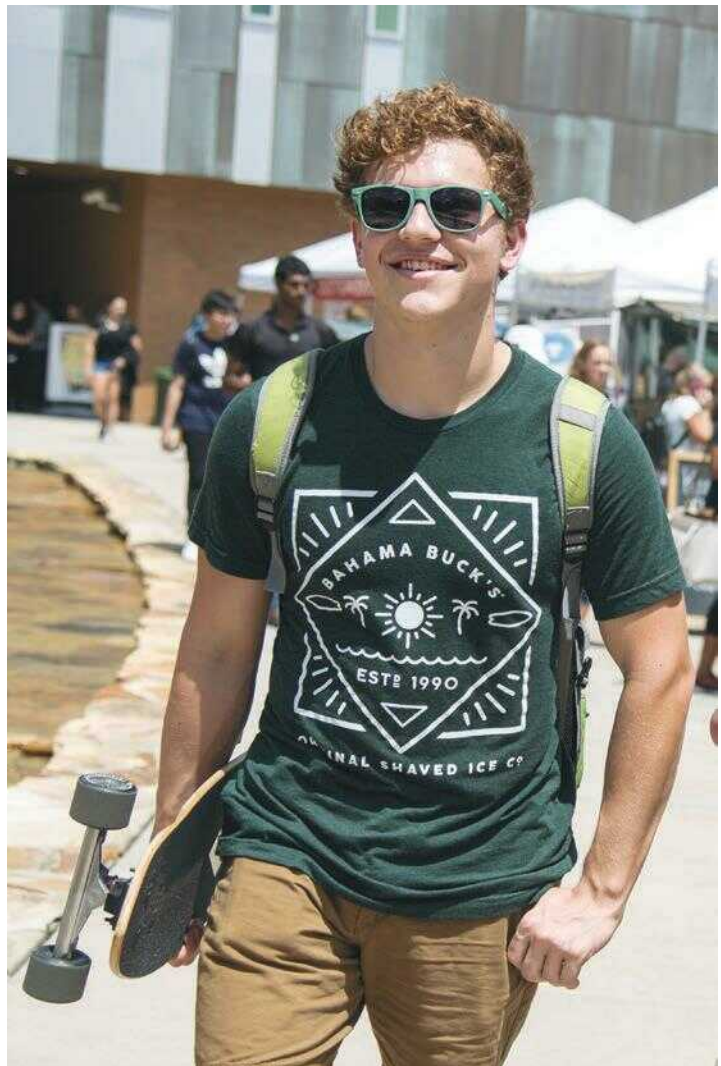
Going into the 2019-2020 period, the Women's Status Committee will diversify membership and increase support and resources for the women on the University of South Florida campuses. In Spring of 2018, the Women's Status committee conducted a survey of students, faculty, and staff. WSC will be using the recorded data to organize WSC priorities for the upcoming year. This includes programming, partnerships across campus, and highlighting areas that need support.



COMMITTEE ON STATUS OF MEN

The Committee on the Status of Men was charged by the University of South Florida (USF) President to the substantial graduation achievement gap between female and male students at the University of South Florida. Reflecting national and international trends, the gender achievement gap at USF has been persistent, stable, and may even be widening. It is evident across all demographic groups and present system-wide. For the 2014 FTIC Tampa cohort, the 4-year graduation gap is 19.8%. This gap narrows at the 6-year rate, which for the 2012 FTIC Tampa cohort was 9.5%. A positive sign is that in the most recent measure of first-year retention on the Tampa campus, for the first time males had slightly higher persistence rates than females at 91.2%. Nevertheless, this is a complex problem that will take a coordinated, strategic, and long-term approach across all units to substantively improve the overall performance of USF's male students. In close coordination with Student Success and Diversity, Inclusion, and Equal Opportunity, the Committee on Status of Men has initiated or contributed to several initiatives for male student success. The committee launched an inventory of male success programs and practices across the USF system to promote cooperation and shared learning, initiating a "nudge" campaign. By using an analytic platform, targeted and timely messages can be sent to students to encourage them toward key services such as academic advising, career counseling, New Student Connections, and the Academic Success Center. During a recently launched multi-year Male Student Speaker Series, the committee has had opportunities to meet with national leaders in male student success from Stony Brook University, Miami University of Ohio, and the University of Central Florida to discuss the concern of graduation rates and what strategies were used to initiate positive outcomes. To introduce initiatives and facilitate discussion, the Committee organized and planned an internal marketing campaign based on presentations for key stakeholder groups during the 2019-2020 academic year. This includes

the Campus Leadership Council, Faculty Senate, Council of Deans, Associate Deans Council, Council on Academic Advising, Council of Chairs, Student Success Council, and other groups on all three campuses. The Committee on Status of Men developed a university-wide male success strategic plan to raise awareness and establish guiding principles to raise male achievement through programs, policies, practices, and innovations in three broad areas: Academic Performance, Wellness, and Student Engagement.



LATIN COMMUNITY ADVISORY COMMITTEE

The Latin Community Advisory Committee was established in 1988 when a group of community educators and business leaders approached then President Borkowski with the purpose of linking the Latin community of Tampa Bay and the University of South Florida. Its mission is:

1. To serve as a bridge between USF and the Hispanic Community,
2. To assist USF in increasing the number of Hispanic faculty and decision-making administrators, and the number of Hispanic students enrolling and completing their degree at USF and,
3. To inform USF about the needs and value of Hispanics in order to respond to the impact of the growing Hispanic population in our community, state, and nation.

The Committee serves as a catalyst and its purpose is to advise the President on issues, programs, and initiatives, both internal and external, as they relate to Hispanics. It assists the President in linking various Hispanic organizations and individuals in the community, locally, regionally, and internationally, for purposes that will further USF's mission and strategic plan. It takes pride in serving as champions of USF in the Hispanic community, and in recognizing Hispanics through appropriate University channels. In 1992, The Committee helped institutionalize a scholarship program that provides funding for talented Latino students with financial need from our Tampa Bay community. That program is in its 28th year. In 2004, the Committee created the Hispanic Pathway Awards which each year recognizes USF faculty, staff and students during USF's Hispanic Heritage Kick-off for their outstanding research and/or outreach that creates pathways to the betterment of the lives of Latinos.





AFRICAN AMERICAN ADVISORY COMMITTEE & KENTE AWARDS

The African American Advisory Committee (AAAC) oversees the Dr. Israel "Ike" Tribble, Jr. Endowed Scholarship. The scholarship was established in 2003 to assist disadvantaged students who have proven themselves academically, but lack financial resources. The AAAC's annual fundraiser to raise money for this scholarship was the Kente Awards and Scholarship Dinner which morphed and expanded into the Kente Awards and Scholarships Luncheon.

Historically, the AAAC partnered with USF Foundation to host this event. Within the last three years, this partnership has broadened this annual fundraiser to include partnering with other individuals, committees and organizations to increase the amount of money raised to provide scholarships to diverse USF students.

At this annual Luncheon which AAAC participates in planning, the AAAC nominated, selected and presented the Joyce Russell Kente Alumni Award to Ernest Boger (USF's first African American student) and the Joyce Russell Community Leader Award to Robert P. Blount, III

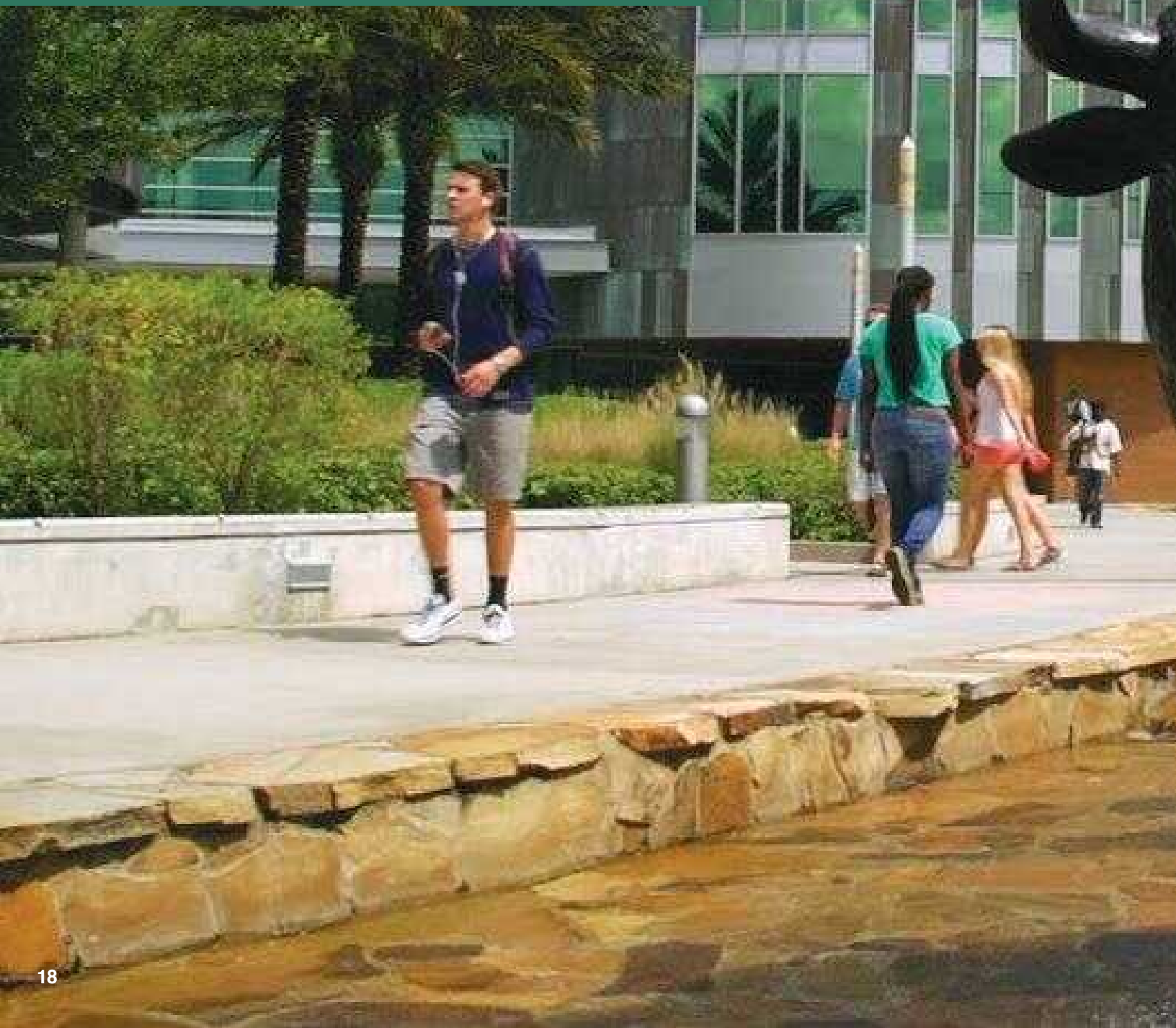
(the two people in the center of the picture above. The other people in the picture are some of the members of the AAAC).

The AAAC was focused on increasing the Ike Tribble Scholarship to \$100,000 so it could provide annually 4 USF students with a \$1000 each. The AAAC members each year (as they did this current academic year) donated their own monies to the scholarship to achieve this goal. AAAC achieved this \$100,000 goal and at the 2019 Kente Awards and Scholarship Luncheon presented 4 USF students a \$1000 scholarship.



“Diversity: the art of thinking
independently together.”

- *Malcolm Forbes*





DIVERSITY ACROSS THE UNIVERSITY

USF is dedicated to student access, learning, and success through a vibrant, interdisciplinary, and learner-centered research environment incorporating a global curriculum. The Office of Diversity, Inclusion and Equal Opportunity is proud to work alongside programs with comparable initiatives including the Office of Multicultural Affairs (OMA) and USF Health Student Diversity and Enrichment. DIEO is proud to foster the initiatives of the diversity committees of each college and department. Their efforts and outreach propel USF towards becoming a more diverse and inclusive environment. DIEO will continue to advocate and stride towards a more perfect practice of encouraging thoughtful and deliberate integration of diversity into everyday practice; preparing students for an increasingly pluralistic and democratic society; and empowering students to compete in the global marketplace.



OFFICE OF MULTICULTURAL AFFAIRS



The Office of Multicultural Affairs (OMA) is within the division of Student Success. OMA is a student-focused department that coordinates educational, cultural and social programs to foster experiences. OMA consists of a team of diversity educators and equity-minded practitioners who strive to develop interculturally mature global citizens who are prepared to thrive in diverse environments. The work of the office contributes to the commitment of student success, inclusive excellence, and career readiness by facilitating education, advocacy, and community building throughout campus. OMA promotes initiatives that celebrate diversity and contributes to enhancing the visibility of underrepresented students at USF. OMA strives to create mattering and a sense of belonging for underrepresented students and positively impact their persistence and graduation rates through community building, leadership development, and serving as a bridge to institutional resources. OMA student programming includes Cultural Heritage celebration months, Intercultural Student Leadership Conference (ISLC), iBuddy international student mentoring program and Multicultural Community (MCC), as well as educational sessions such as Safe Zone and UndocuALLY.

SAFE ZONE TRAINING

The Safe Zone Training Program is the University of South Florida's institutionally recognized Lesbian, Gay, Bisexual, Transgender/Trans+, and Queer/Questioning (LGBTQ+) diversity training program offered through the Office of Multicultural Affairs. The Safe Zone Training Program aims to educate participants on advocacy for the LGBTQ+ community by promoting understanding, support, and inclusivity through interactive conversations and activities. Since 2012 OMA has led this initiative recently expanding to 4 sections for a total of 8 hours of training which staff, faculty and students can attend. For this past 2018-2019 academic year, there was a total of 677 participants for Safe Zone Training.



UNDOCUALLY

UndocuALLY training was created to educate the USF community on the history, relevant legislation, and current realities of the undocumented community. This training strives to cultivate a more supportive environment for undocumented students in higher education and the University of South Florida. For this past 2018-2019 academic year, there was a total of 243 participants.





VISIBILITY

OMA's buttons are proudly displayed on student's backpacks or pinned to their clothing. The buttons have been a source of pride and have significantly increased visibility for the value of diversity. This sends a positive and affirming message throughout the USF community. Buttons & Pins: over 11,000.

CAMPUS PRIDE INDEX

Since 2007, the Campus Pride Index [CPI] has been the premier LGBTQ national benchmarking tool for colleges and universities to create safer, more inclusive campus communities. The Index score for the University of South Florida is 3.5 out of 5 stars.

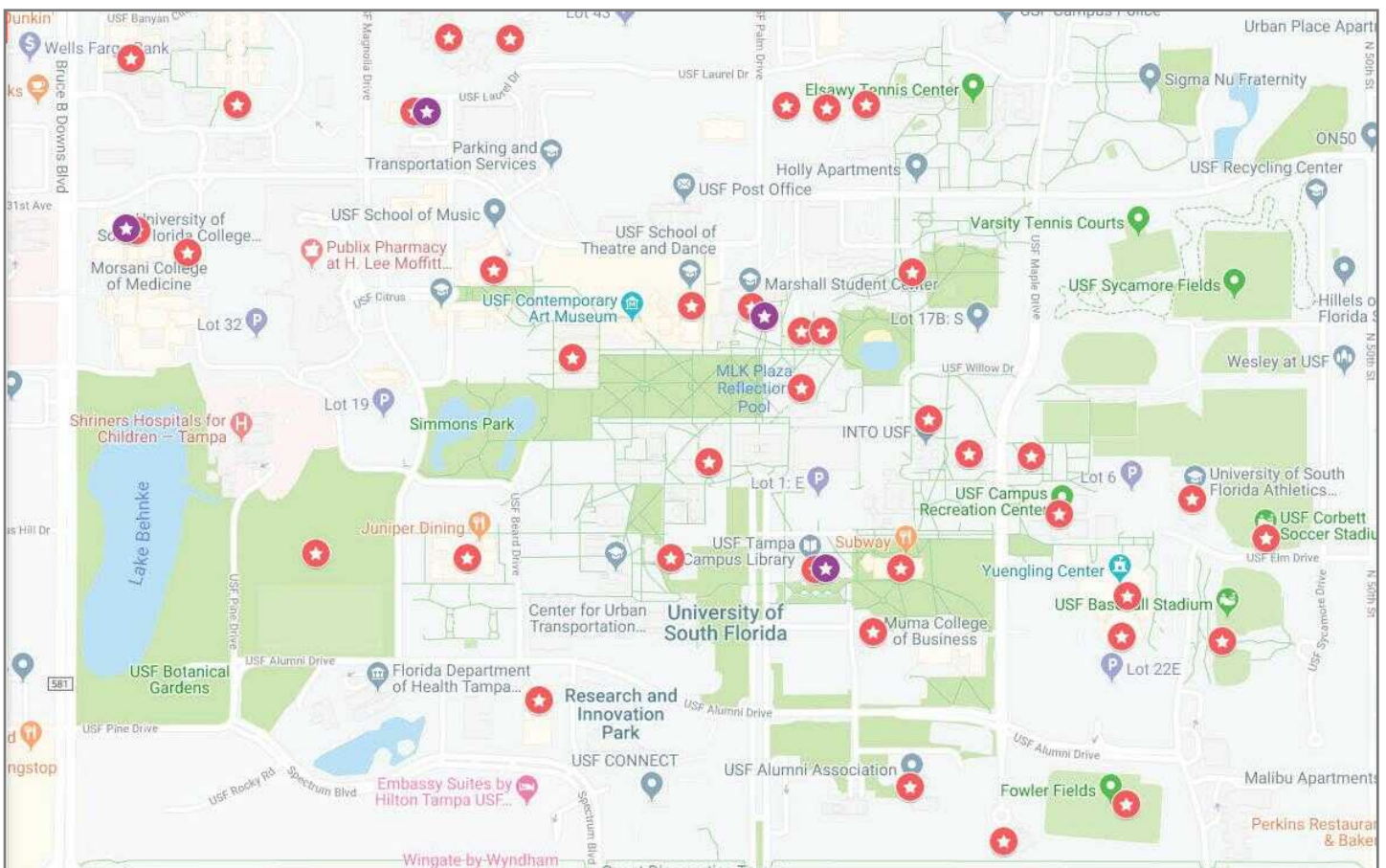


GENDER INCLUSIVE & SINGLE STALL RESTROOM MAP

The gender inclusive and single stall restroom Google map was created in Spring 2017. This effort was supported by several campus groups including the Office of Multicultural Affairs (OMA), the Trans+ Student Union (TSU), and the Committee on Issues of Sexual Orientation and Gender Identity (CISOGI).

Each "red" star on the map correlates to a building on USF Tampa's campus that has at least one gender inclusive or single-occupancy restroom accessible during regular building hours. Each "purple" star on the map correlates to a lactation or mothering room on USF Tampa's campus.

https://www.google.com/maps/d/viewer?mid=10H5s0VmUmzsd_6MiJHze90KAcfQ&ll=28.063762477060635%2C-82.41347910714723&z=17



STONEWALL SUITES LIVING LEARNING COMMUNITY

Stonewall suites Living Learning Community provides a space where students can live and learn in an inclusive community. LGBTQ+ and allied students can find and create an environment of awareness, respect, and advocacy for all sexual orientations and gender identities. The Office of Multicultural Affairs (OMA) and the Department of Residential Education (RE) have worked closely together to develop strategies, with support from the Department of Women & Gender Studies to use data and assessment, collaborate with faculty, and develop innovative programming that emphasizes intersecting identities within the LGBTQ+ community, through the implementation of the Stonewall Suites Living Learning Community. These strategies have created opportunities which foster student learning beyond the confines of the classroom to enhance and support the success of LGBTQ+ students. This collaborative work is rooted in research that demonstrates the need for targeted outreach and support for LGBTQ+ students. Recent research shows that LGBTQ+ students are more likely to perceive a chilly campus climate and to report lower levels of overall engagement on their college campuses. Given the relationship between LGBTQ+ perceptions of campus climate and levels of student engagement, these results are not surprising. Research also shows that higher levels of student engagement are directly linked to higher levels of persistence and academic performance, thus using student engagement data to drive queer student programming and initiatives is imperative. From a university perspective, the purpose of the Stonewall Suites is to ensure that barriers to LGBTQ+ student success are removed/lessened, increase LGBTQ+ engagement, and ensure that the collective strategies lead to increase engagement levels, persistence and retention.



“[The LLC] has helped me find a good mental space to do the work that I need to do. These things are such a huge help for our mental space—and having a good mental state is so important for one’s academic success.”

– Stonewall Suite LLC Student

USF HEALTH MULTICULTURAL WEEK

The 2nd annual USF Health Multicultural week held during the first week of February 2019 was designed to engage, educate and celebrate the rich diversity at USF Health. Dr. Haywood Brown, Vice President of Institutional Equity for the USF System kicked off the week-long celebration with opening remarks before the unveiling of the interactive USF Health World Map which allowed guests to showcase the countries they have visited, lived in, and studied in as a visual representation of global presence.

Highlights of the week included the Cultural Bowl where over 80 students representing the colleges, schools and academic programs competed in a friendly but spirited game of trivia won by the Morsani College of Medicine. The featured speaker of the week was former pro hockey player Harrison Browne, the first openly transgender athlete to play on a professional sports team. Harrison shared his inspiring story of coming out as a trans man during his 3-season stint playing for the National Women's Hockey League. He later held a more informal, "up close and personal" question and answer session which was

attended by members of Health's LGBTQ+ community and allies. In recognition of Black Heritage Month, the community came together for a Lunch and Learn entitled "Voices of Leadership" – A Panel Presentation of African-American Leaders at USF Health. Training programs were also provided throughout the week on various topics, including "Unconscious Bias Training" sponsored by the Offices of DCEO and MCOM Student Diversity and Enrichment. Participants were challenged to expose their own deep rooted biases and were given tools to adjust their patterns of thinking to help eliminate biased behavior in the future. The week concluded with the annual Cultural Fiesta featuring the USF Health Museum of Art and Culture. Members of the Health community submitted their own works of art and cultural artifacts that were exhibited in The WELL (Wellness, Engagement, Leadership and Learning) which was transformed into a museum. This festive event included a sampling of food and wines from around the world, models wearing native garments, music, dancing, cultural performances, and food trucks serving international cuisine. More than 1000 attendees took part in the closing festivities.



COLLEGE DIVERSITY COMMITTEES

The Arts

The College of The Arts (CoTA) Diversity Workgroup Committee prioritizes the college's investment to diversity even before determining potential faculty or staff. The Diversity Workgroup Committee provides diversity questions vetted by DIEO to faculty and staff search committees. Each search committee selects a member that is responsible for asking questions to see if candidates are proficient with diversity issues and is willing to work towards ameliorating CoTA's academic culture. Prior to providing the search committees with diversity questions, the Diversity Workgroup Committee sends the questions to the Dean of the College of The Arts for his approval and update. Search committees are responsible for perusing the answers to diversity questions at the end of their session to make sure candidates will be responsive to CoTA's diversity goals and will treat all faculty, staff, and students with respect.

Arts and Sciences

The College of Arts & Sciences (CAS) Diversity Committee worked toward two initiatives during 2018/19: Diversity Liaisons and College Funding for Diversity initiatives. Diversity Liaisons serve as points of contact between the diversity committee and academic units. Liaisons meet once a year to discuss diversity opportunities and challenges. CAS envisions these representatives as important points of contact for diversity and inclusion issues in the college and learning communities, but do not expect them to be subject to formal responsibilities. The Dean has agreed to make funding available for Diversity Initiatives in the college. Proposals are invited from academic units, individuals, and groups for projects that have been proven to be effective in enhancing diversity and inclusion in the past, as well as novel, creative projects. Proposals for both initiatives have been submitted to the college for distribution.

Behavioral and Community Sciences

The College of Behavioral and Community Sciences' (CBCS) Diversity and Inclusion Committee is made up of students, faculty, and staff who share an interest in promoting appreciation and understanding of diversity amongst co-workers, students, clients, constituents, and community partners. In the past year, with guidance from USF DIEO, the Diversity and Inclusion Committee began efforts to help CBCS achieve recognition as a National Model of Diversity. During the 2019-2020 academic year the committee will work on two of the ten criteria outlined under the model: curricula and retention of faculty and students. The committee will conduct a climate survey intended for students, faculty and staff. A second effort will focus on a survey of courses that address diversity content.

Business

The Diversity Committee is responsible for developing the Muma College's Diversity Plan; for setting goals, objectives, and improvement targets for climate, leadership, excellence, access, and representation; for developing resource requirements, timelines, and evaluation measures; and for gathering and analyzing statistical and attitudinal data. Over the past two years, the Muma College of Business Diversity Committee worked with an external consultant on a climate assessment for the College. The Diversity Committee was involved in focus groups and has been involved in reviewing and providing feedback on the surveys developed as a result of the focus groups. Once the results of the surveys are gathered and reviewed, the Diversity Committee will use the information to revise and update the College's Diversity Plan.



Education

The College of Education's mission is to build community and capacity to achieve an equitable, inclusive, socially just environment for those who are working, studying, visiting, or aspiring to do so in the College of Education. The core values that are central are alliance, resistance, persistence, power, and diversity. Various and intersecting facets of diversity are considered while engaging in interdisciplinary collaboration, cross-cultural communication, and assets-based analyses of policies, practices, and processes, in relationship to pressing issues of concern among faculty, staff, students, and local communities. The committee's initiatives from the 2018-2019 academic year included *Courageous Conversations* (book series), disability and inclusion, professional development events and workshops, gender and sexual violence action group, awards and research opportunities, and international and gender parity research. Highlighted events from this past year included the book launch of *Black Women, Academe, & The Tenure Process in the United States and Caribbean*; Diversity Committee Discussion – Teaching Under the Trump Effect; *Intentionality in Teaching: The Privilege Project*; workshops and meetings on Sexual Violence Prevention and Activism; *Historiartgraphy* workshop. The analytical framework of *historiartgraphy*, grounded in themes associated with Critical Race Theory (CRT) and art critique, was used to facilitate confrontations with historical and re-emerging narratives about the United States. The activity was centered on the question posed by acclaimed artist, Titus Kaphar, “Can art amend history?”

Engineering

In 2014-2015, the College of Engineering along with other engineering schools across the United States signed the American Society of Engineering Education (ASEE) Diversity and Inclusion Pledge to develop a specific action plan that would result in increased opportunities for women and others from historically underrepresented groups to pursue meaningful engineering careers. As a follow-up to this commitment this past year, an application was submitted to the ASEE Diversity Recognition Program. The application was approved for the Bronze level, the highest possible level for the application cycle. This honor is an acknowledgment that the USF College of Engineering is among the nation's leaders in inclusive excellence as demonstrated by existing diversity activities and commitment to develop an action plan focused on continuous improvement. For the past year, multiple diversity activities were accomplished that foster an inclusive



climate and recognize excellence in diversity, support students from historically underrepresented and underserved groups, and recruit underrepresented faculty and graduate students.

The College of Engineering hosts the Dean's Eminent Scholars Lecture Series (spring) and Minority Scientist Research Seminars (fall and spring), which promote intellectual exchange and provide opportunities for underrepresented students and faculty to connect with leaders in academia. In collaboration with the leadership team of the Alfred P. Sloan Foundation University Center of Exemplary Mentoring (UCEM), this effort is being institutionalized by Fall 2019 into a *Distinguished Scientist & Engineer Seminar* where departments will be invited to nominate and host scientists and engineers from underrepresented groups to visit campus. Additionally, the Alfred P. Sloan Foundation University Center of Exemplary Mentoring (UCEM) is piloting a new *Inclusive Excellence Mentoring Certificate* program which is intended to promote greater inclusion and reduce academic isolation of students from diverse backgrounds. In May 2020, best practices from this initiative will be used to develop a similar program for research and teaching faculty to improve their mentoring skills.

The College's Leadership has implemented proactive strategies to increase the representation of diverse groups in our faculty. These initiatives resulted in five underrepresented faculty hires during the 2018-2019 academic year. College of Engineering has established partnerships with the NSF Tampa Bay LSAMP B2B institutions and Hillsborough Community College's HOPE Scholars program with the goal of providing new engineering career pathways for historically underrepresented students. The College also provided sponsorships and hosted exhibits at national and local meetings to promote culture of inclusion and recruit diverse students and faculty. This past year, the College of Engineering is most proud of efforts which support and foster the success of diverse scholars in receiving multiple prestigious awards.

Marine Science

The College of Marine Science (CMS) seeks to build upon the prior successes, lessons learned, and best practices of the Sloan Minority PhD (MPHD) programs. Although CMS has witnessed a steady increase in the enrollment of underrepresented minority (URM) students within STEM graduate programs in recent years, numbers remain low compared to their representation in our country. In particular, CMS plans to recruit thirty scholars over a three-year period and provide each scholar with five-year funding packages. CMS plans to catalyze institutional partnerships between USF and minority serving institutions and foster a PhD pipeline of URM students into the College of Marine Science. In Fall 2018, faculty members from five minority serving institutions (MSIs), (Morehouse College, Spelman College, University of the Virgin Islands, Xavier University of Louisiana, and Savannah State University) were invited to visit CMS for a Faculty Visitation Program. The goal of the Faculty Visitation Program was to establish new research collaborations between USF and MSIs. Faculty members from these institutions recommended students for CMS' first NSF Research Experiences for Undergraduates (REU) supplement program in Summer 2020. The objective of the supplement was to provide an interdisciplinary research and professional development experience that will encourage underrepresented minority students to pursue both STEM graduate education and careers. Another goal of the program was to develop PhD



student pipeline, especially with students from other disciplines (engineering, computer science, mathematics, bio-med, etc.) who have historically not entered graduate programs in Marine Science. The REU program director coordinated professional development workshops, lab tours, graduate seminars, a research cruise, and social/team building activities. This effort was in line with the Alfred P. Sloan Foundation, who designated USF as one of eight University Center for Exemplary Mentoring. The five participating faculty members trained students in marine chemistry, marine microbiology, marine physics, marine geochemistry, and marine geology. These initiatives will broaden the ethnic and racial range of people at USF CMS and in geosciences, which will lead to higher levels of scientific innovation.

Medicine

The University of South Florida Morsani College of Medicine's (MCOM) Office of Student Diversity and Enrichment (OSDE) administers programs and partnerships to enhance the pool of applicants to medical school, both locally and nationally,

and promote the cultural competency of all MCOM trainees and learners. For 16 years, the Pre-health Scholars Program has provided academic enrichment and career exploration activities to enhance the academic credentials and interpersonal and intrapersonal competencies of URM and disadvantaged undergraduate students interested in pursuing careers in medicine. To encourage URM and disadvantaged high school students to consider careers in the health professions, OSDE partners with USF Upward Bound and College Reach Out Program and area public schools. For professional students and trainees OSDE facilitates several engaged learning activities, such as the Diversity Matters, Safe Zone Ally Training and Poverty Simulation as to ensure MCOM graduates are aware of health care inequities and inequalities and become culturally sensitive health care providers.



Nursing

The University of South Florida College of Nursing supports a diversity committee that is charged with promoting and enhancing a culturally and ethnically diverse student body, faculty, staff, and environment. The committee provides a climate and culture that fosters, promotes, and encourages social interactions, which support a profound appreciation and celebration of differences. Additionally, the diversity committee supports USF's commitment to diversity and multiculturalism and the College of Nursing's mission to promote health and wellness in the USF community and around the world, by voicing and addressing diversity related issues in the education provided in the Diversity Café Series and participation in various events. The committee hosts monthly meetings composed of faculty, staff, students, and community members. Included in the monthly meeting

agenda is a learning initiative within the Diversity Café Series, wherein the committee members and guests have the opportunity to expand knowledge on topics related to diversity and inclusivity.

In an effort to actively engage in the path to inclusivity, the committee fosters recruitment of diverse faculty by having committee representatives participate in the college search committee. The committee also provides several opportunities to enjoy diversity-related activities and has led various initiatives including Black Heritage month, Asian/Pacific Islander month, Hispanic Heritage month, Gender and Sexuality Awareness, and Civility-enhancing events. The committee works collaboratively with the USF Office of Multicultural Affairs (OMA) and The Center for Wellness, Engagement, Leadership and Learning (The WELL), among many other USF and community partners.

Public Health

The College of Public Health (COPH) is committed to continually cultivating and providing a safe, diverse and inclusive community with a global perspective for faculty, staff and students. COPH's mission is to create an environment that fosters collegiality and embraces diversity and a sense of community. The College has a diversity committee which is chaired by the Director of COPH HR and Diversity Initiatives. To date, committee activities include the creation and maintenance of a COPH Diversity website and development of a diversity climate survey. The biennial Diversity Climate Survey is used to identify ways in which the college can improve the educational and working environment for faculty, staff and students from diverse cultures and backgrounds. The next distribution of this climate survey is scheduled for Fall 2019. The Committee works closely and collaborates with the University's DIEO Office, Student Disability Services, Office of Multicultural Affairs and USF Health HR to provide a variety of trainings, such as Safe Zone. The Safe Zone Training Program is the University of South Florida's institutionally recognized



LGBTQ+ diversity training program offered through the Office of Multicultural Affairs. The committee is working with this program to offer continued training. For the second year, members of the college diversity committee participated and organized events for this past February USF Health week of multicultural events for

all health colleges and programs. The College has revamped the MPH degree to include the new Transforming the Masters in Public Health (TMPH) core curriculum. These courses are infused with cross-cutting topics including research ethics, systems thinking, quality of life, migration, health equity, and cultural competency and health disparities. The required TMPH courses cover all aspects of diversity across disciplines to ensure all MPH students have equal exposure to diversity issues. The College has created pipelines for the professorial ranks by successfully recruiting and promoting women, and Black and Hispanic faculty. Currently, there are 5 faculty searches in progress which have attracted diverse applicants.

DEPARTMENT DIVERSITY COMMITTEES

Anthropology

In 2014, the USF Department of Anthropology created an ad-hoc, informal Committee on Diversity and Inclusion. The committee was elevated to the status of a permanent committee as reflected in the department's governance document in 2018. The committee was created to formalize and systematize ongoing efforts at promoting diversity and inclusion in the department and in the discipline of anthropology at large. Its aim was to attract and support faculty, staff, and students who are members of historically underrepresented groups in the discipline of anthropology and in the academy more generally, in the hopes of the further democratization of scientific inquiry and of more equal representation in the classroom, and in order to better respond to community concerns and needs. The committee formulated and began work on an ambitious set of 26 goals and plans for their implementation. These goals include research activities, program development, and measures of accountability. The committee's concerns



and aims, as well as its actionable goals, were announced in an article co-authored with committee members and three Ph.D. graduates from the department and published in 2015 in *American Anthropologist*, the main journal of the American Anthropological Association. As part of the department's efforts at meeting its diversity and inclusion goals, in the Summer of 2018 a partnership was formed with the USF Office of Diversity, Inclusion, and Equal Opportunity (DIEO). This led to the creation of a Faculty Fellow position, whereas a member of the departmental committee is given an assignment to work with DIEO. It also led to DIEO conducting two diversity and inclusion workshops for faculty as well as one for graduate student Teaching Assistants in the academic year 2018-19. At its inaugural Inclusive Excellence Luncheon in March, 2019, DIEO recognized the Department of Anthropology with its National Model for Excellence in Diversity and Inclusion.



Computer Sciences & Engineering

The Department of Computer Science and Engineering launched a major initiative called, Broaden Participation in Computing (BPC) committee, which has a specific focus on women in computing. The department at the Bachelor's level, graduates more than double the national average in Hispanic and African-American students. The Department of Computer Science and Engineering organized, sponsored, and hosted a panel session entitled *"Black Computer Scientist: the Past, Present and You"*, during USF's Black Heritage Month Celebration in February 2019. The event's goal was to celebrate the legacy of African-American pioneers in computing such as NASA's Katherine Johnson, Clarence Ellis, along



with others to encourage students from underrepresented groups to pursue careers in computing.

English

The purpose and function of the English Department's Diversity and Inclusivity Committee is stated in their governance document: "The Committee will survey stakeholders regularly about diversity and inclusion and will develop guidelines to foster diverse and multicultural learning environments; will make reports and recommendations to the faculty and Chair about issues of diversity and inclusion, as appropriate; will encourage social engagement that promotes celebration and appreciation of our differences; and will seek to prepare our students for a diverse and global workplace."

One of the major initiatives from the 2018-2019 academic year was building on a survey of faculty and graduate students

conducted in the 2017-18 academic year. The committee determined garnering more focused feedback from graduate students and creating a report based on that feedback. Another initiative involved recommending syllabus language for diversity and inclusion. The committee's major event for 2018-19 was an open forum (in two sessions) for graduate students in English and undergraduate English majors on diversity and inclusion.

The committee shares its findings and discussions with the full faculty to inform best practices in hiring for the coming year.

Initiatives and events for 2019-20 are still being planned, but will include an hour-long workshop at the Fall 2019 department retreat on Diversity and Inclusion with a panel of guests from relevant offices.



USF SARASOTA-MANATEE



For more than four decades, the University of South Florida Sarasota-Manatee (USFSM) has committed to providing life-changing educational opportunities for members of our local community. As a public institution of higher learning, USF Sarasota-Manatee has embraced its responsibility to foster an environment where equity, diversity, inclusion and freedom of expression are not just promoted as aspirational ideals, but fully embedded in the fabric of the University.

In 2015, the Regional Chancellor at USFSM established the Chancellor’s Advisory Council on Diversity, Equity, and Inclusion and challenged a group of highly engaged faculty and staff to develop programs and services to enhance the university’s collective efforts. The strategic advisory council consisted of representatives from all across campus and began its work to ensure that USFSM remains proactive in implementing best practices in ensuring diversity, equity, and inclusion. The Council assesses USFSM’s campus climate, recommends policy and procedural changes, offers trainings and hosts events, and helps ensure that this campus demonstrates a deep-rooted commitment to diversity and inclusion.

During the past three years, this team has developed a comprehensive diversity and inclusion infrastructure at USFSM that reflects a deep commitment to its most important values and implemented a “CLEAR” model that reflects commitment to ensuring equity and inclusion in all areas of USFSM’s

operations—Climate, Leadership, Excellence, Access & Success, and Representation.

Though diversity and inclusion work is never finished, the Council has made a significant imprint at USFSM. The Council developed and hosted a series of diversity and inclusion trainings, designed to help participants enhance their understanding of the importance of diversity and inclusion within the community, including best practices in diversity hiring, targeted workshops on disability, neurological atypicality, LGBTQ+ terminology, racial justice, and more. USFSM adopted an Ally program, ensuring that the institution is current with best practices on serving individuals who identify as LGBTQ+ by providing the best possible training for faculty and staff. To date, approximately 65% of full-time faculty and staff are Ally certified. The Council has hosted several community events open to the public on diversity-related topics. This past year, Kemba Pradia Smith, from The Sentencing Project delivered a talk on mandatory minimum sentencing laws. USFSM adopted a “You are Welcome Here” Campaign, kicking off the 2018-2019 academic year. This campaign included bright green floor clings with this message in all of the languages spoken by USFSM students, faculty, and/or staff. Staff members also wear “You are Welcome Here” badges. Additionally, the Council sponsored books for the USFSM Common Read Program, a university-wide endeavor designed to increase students’ critical thinking skills in the area of diversity and inclusion. Book selections include “*A Long Way Home*,” focused on global identity

and income insecurity and “*The Immortal Life of Henrietta Lacks*,” focused on race and the medical discourse surrounding issues of identity and diversity.

The Chancellor’s Advisory Council on Diversity, Equity, and Inclusion has actively supported the work of several other campus entities, including the USFSM Office of Admissions, the Office of Veterans Success, the Office of Student Engagement, and the School of Education. In May of 2016, USFSM opened its Military and Veterans Success Center to provide men and women who have served this country with a welcoming place on campus to adjust to college life with their fellow service members. USFSM faculty research are in the early stages of conducting a comprehensive Quality of Life survey for veterans living in Manatee County. This was design was to gather important information that may influence the services provided in the years ahead. The USFSM Admissions team has participated in the Take Stock in Children (TSIC) program in both Sarasota and Manatee counties. TSIC provides a unique opportunity for low-income and at-risk students, many from minority families, to escape the cycle of poverty through education and mentorship. In addition, USFSM has a strong partnership with UnidosNow, a local non-profit organization that works to enhance the quality of life for the growing Hispanic/Latino community through education, integration and civic engagement. Each summer, USFSM hosts 50 high school juniors and seniors who participate in the UnidosNow Future Leaders Academy that helps the students prepare for college. USFSM is committed to supporting several programs that benefit young African-American students at the elementary school and middle school level. USFSM School of Education volunteered at Booker Middle School as part of Project SAIL (Summer of Arts Integrated Literacy) to help incoming sixth graders retain what they learned the previous school year while gearing up for the next one. In May, USFSM hosted approximately 175 fifth-graders from Bay Haven and Emma E. Booker elementary schools for its annual “What Can I Be with A College Degree” program. This popular program started five years ago to expose students to the college

environment and encourage them to set a goal of earning a college degree through career exploration.

USFSM formed an external Community Diversity Advisory Board, comprised of minority leaders in the local community. This board meets with USFSM leadership to ensure the Council continuously reflects the diversity and inclusion values that define the Sarasota-Manatee region. Members provide advice and are valued partners as the voice of the community. In addition, with eyes fully set on growth, and expansion of programs and services, USFSM is currently conducting a national search for an incoming full-time Diversity and Inclusion Officer—a position the Regional Chancellor created to advance the progress USFSM has made even further.

A student-led Multicultural Affairs Committee helps promote the value of diversity within the student body throughout the year. Each February, a series of programs are held during Black History Month. In September for Hispanic Heritage Month, USFSM Latin American Student Association celebrate with a “Service Saturday” project at the Lutheran Services of Florida to assist Spanish-speaking refugees and other immigrants by sharing information about holidays and other aspects of living in the United States. In October, USFSM celebrates LGBTQ+ History Month with a variety of programs. Other sponsored programs and initiatives include an Autism Awareness Lunch and Learn, Fat Tuesday, a Native American Heritage Celebration, Safe Zone Training, and Taste of the World, featuring food samplings from various cultures. The Council has sponsored funding for selected student leaders to attend national trainings on issues related to diversity and inclusion.

USFSM Council and its partners demonstrated accomplishments of innovation and promoting of diversity and inclusion ideals. Through collaboration both internally and externally, the Council has revitalized the institution’s historical commitment to bettering the community and tending to diversity and inclusion needs.



USF ST. PETERSBURG

The University of South Florida St. Petersburg (USFSP) has progressed towards its commitment and responsibility for equity, diversity and inclusion. Throughout the campus, multiple initiatives have been established to embetter the USFSP community.

Several of USFSP's colleges have made significant advancements and were recognized for their achievements. The College of Arts and Sciences (CAS), Psychology Department was recognized as a National Model of Excellence for Diversity and Inclusion by the Office of Diversity, Inclusion and Equal Opportunity. That department will now be a model of inclusive excellence for other departments throughout the USF system.

The College of Education's STEM Summer Camps won the Inspiring Programs in STEM Award from the Insight Into Diversity Inspiring Programs, which is an initiative that encourages and supports the recruitment and retention of women and underrepresented students into all STEM fields.

The Kate Tiedemann College of Business' Mentorship Program offered by the Women and Leadership Initiative (WALI) supports three major objectives: education, empowerment, and professional success. The Program maintains a strong belief in open dialogue, education, and sharing of resources to progress to an equitable future. During the past year, WALI collaborated with Accendo who lead LEAD Forward Roundtables, who are peer-supported groups of accomplished C-suite female leaders and certified executive coaches.

Additionally, the student organization, Business Opportunities for Student Success (BOSS), a women's professional development group dedicated to informing upcoming professionals on how to navigate the workplace as a woman, provided women in the community the opportunity to vocalize their general concerns. Their accomplishments include generating over \$1,300,000 in federal tax credits for predominantly lower income Pinellas County residents. Also, BOSS provided funds for its event



Fashion-A-BULL: A Professional Dress Fashion Show designed to teach USFSP Students how to dress appropriately & accordingly for success.

Multiple offices on campus have participated and established initiatives for diversity. This includes the Chancellor's Office, Administration and Finance, Campus Recreation, Center for Innovative Teaching & Learning, Student Affairs and Student Success, Student Success Center, Global Initiatives Office, Office of Multicultural Affairs, Pinellas Access to Higher Education, Quality Enhancement Plan, and Nelson Poynter Memorial Library.

The Chancellor's Office implemented initiatives focused on students with disadvantaged backgrounds and students of underrepresented racial minorities. Its Emerging Scholars Program successfully welcomed to USFSP four high achieving students from two South St. Petersburg high schools, and provided each a 4-year tuition scholarship, while pairing them with each of the scholars had successful first years, and each returned for the Fall 2019 semester. During Fall, 2019, the Emerging Scholars Program expanded to include support from USFSP leadership and COMPASS, a first year student experience program to promote student success.

The Underrepresented Racial Minority Post-Doctoral Fellow Program was extended as well. USFSP established two programs this year for promising students: "Mentoring Students of Color" professional development session and the Student Support Services program. The Student Support Services program identifies and provides services to promising students from disadvantaged backgrounds. Additionally, the Office successfully implemented the #BeHerdUSFSP2019 Student Climate Survey. Revisions of recruitment/ hiring processes implemented through regular communication and collaboration with the Chief Diversity Office.

Administration and Finance awarded the Buyer of the Year Award from the USF Office of Supplier Diversity. This award recognizes a USF Buyer or purchasing specialist who has shown an exceptional commitment in utilizing and promoting business opportunities for diverse owned suppliers. This award spotlights and celebrates an individual within the USF Purchasing Office who significantly excels and continually meets the challenges of driving diversity within the USF supply chain.

Campus Recreation's students and professional staff participated in Students with Disabilities Etiquette Training. Additionally, new ADA accessible equipment includes an elevator at the Fitness Center and a kayak dock.

The Center for Innovative Teaching & Learning (CITL) sponsored its 4th Annual Bay-to-Bay learning Symposium, themed "Diversity in Action," and was focused on engaging underrepresented populations and promoting learning through diverse experiences. Keynote Speaker was Dr. Freeman A. Hrabowski, President of the University of Maryland, Baltimore

County (UMBC). Named one of America's Best Leaders by U.S. News & World Report in 2008 and one of the 100 Most Influential People in the World by Time Magazine. The week before Fall classes started, CITL held its Week of Teaching: Student Disability Services Workshop. The workshop focused on online and face-to-face classroom management strategies and university support resources for students with disabilities.

The Division of Student Affairs and Student Success implemented multiple diversity initiatives, including Safe Zone / Ally Training, Courageous Conversations training, and inclusive practices training for staff (eg. TransCare, Disability etiquette and Ableism, Adaptive Software). Student Affairs and Student Success supported efforts for Gender Neutral Restrooms, Nursing Rooms, and Food Pantry (opening Fall 2019). Additionally, Student Affairs and Student Success participated and facilitated in several diversity conversations, including "Wednesdays at the O" - bi-weekly open dialogue sessions for students, faculty, and staff, focused on various diversity and current events related topics. Additionally, Student Affairs and Student Success hosted Professional Development Day focused on Disability Services and Access for students and Compass - Lunch & Learn Learning Journeys, where students can engage with faculty outside of the classroom.

The Student Success Center (SSC) promotes a caring, welcoming environment that is safe for all students to struggle, fail, learn, and achieve by having peer tutors who are CRLA trained and certified to ensure students receive the best academic support. The monthly staff meetings help address the acute needs and resources of the student body. In one such case, an SSC tutor connected a homeless veteran with a USF alumnus who operates a group home. As a result, the veteran was able to move out of his car, and into one of the group homes. In addition, tutors are provided strategies on how to accommodate the needs of Autism Spectrum Disorder (ASD) students and students with other cognitive disabilities. SSC also has a school supply pantry where any student can get free notebooks, binders, flash drives, notecards, pens, pencils, and graph paper.

The Global Initiatives Office collaborated with Office of Multicultural Affairs (OMA) by sponsoring a "Culture Shock" workshop that featured international students, a panel, and open dialogue about stereotypes, macroaggressions, and appreciation versus appropriation. Further, the Global Initiatives Office initiated the Faculty Award for Excellence in Global Engagement. This award was designed to encourage international collaboration and campus internationalization, and recognizes a faculty member's outstanding contributions to international education, campus internationalization, and the International Visitor's Grant. The grant will support short-term visitors on campus, to include financial support for travel expenses for distinguished international visitors for events such as workshops, lectures, performances, and conferences. Additionally, the Global Advisory Council was established to engage faculty with international student recruitment and support.



“We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.”

-Maya Angelou



MAJOR DIVERSITY EVENTS

Inclusive Excellence Luncheon
Keynote Speaker: Kristin Beck

Latino Scholarship Program

Theodore R. Johnson Scholarship

4th Annual Title IX Conference
Keynote Speaker: Sage Carson

Town Hall

Topic: Sex and Race on College Campuses

Diversity Lecture Series

Student Focused Climate Survey

Love Over Hate Campaign

INCLUSIVE EXCELLENCE LUNCHEON



DIEO hosted its Inaugural Inclusive Excellence Luncheon which explores diversity and inclusion topics that are important to both our internal and external communities through a keynote speaker. This year's keynote speaker, Kristin Beck or Lady Valor, as she is known, is a retired United States Navy SEAL, who served for more than 20 years in the Special Operation Forces. Kristin is the first openly transgender former U.S. Navy Seal and is currently a civil rights activist. Kristin Beck's story of incredible accomplishments as a United States Navy Seal and her challenges and triumphs as a transgender woman aligned perfectly with USF's commitment to create an environment that is safe and welcoming for all and to value the contributions of all our constituencies. USF has made significant strides in creating a positive climate for LGBTQ+ students, staff and faculty. In 2005, USF included sexual orientation in its non-discriminatory policies; began offering domestic partner benefits to all qualified employees in 2010; and, added gender identity and expression to the university non-discriminatory policies in 2012. Most recently, the Campus Pride Index updated the USF score from 3 to 3.5 (out of 5). Kristin Beck's participation as keynote speaker helped highlight USF's position to create a welcoming campus climate

for USF's LGBTQ+ community and is consistent with many of the recommendations and goals the Committee on Issues of Sexual Orientation and Gender Identity has shared with the President through their annual report.

USF's commitment and support of our veterans also tied in perfectly as Kristin delivered a message full of real life experiences that were both powerful and moving.

During the luncheon, DIEO showcased its National Model of Excellence for Diversity & Inclusion which recognizes units within the University who have demonstrated significant accomplishments in inclusive excellence. The Model of Excellence measures the engagement and/or delivery of diversity and inclusion-related content or programming from 10 areas of focus to students, faculty and staff within the Department.

The accomplishments of outstanding individual faculty, staff, and students who have made significant contributions through their work on diversity-related initiatives and projects were also recognized as a part of the luncheon through the Annual Diversity Awards.

LATINO SCHOLARSHIP PROGRAM

The Latino Scholarship Program provides first generation in college Latino students who often face unique cultural, social, emotional, psychological, and financial challenges the support they need to succeed. The Program manages retention, persistence and empowerment, while providing support and advocacy that allows students to successfully navigate college life.



each school year and monitoring at the end of each semester provides students guidance, resources, services and timely intervention when needed.

In 2008, the Helios Education Foundation made a transformational gift of 1.25 million to the Latino Scholarship Program. The incentive match scholarships it created are currently providing 20% of all scholarships.

Each student is paired with a community mentor based on their major. Mentors provide guidance and networking opportunities. An orientation at the beginning of

At the 2018 Awards Ceremony, the Latino Scholarship Program welcomed 53 new students: 36 freshmen, 17 transfers with average GPAs of 4.0 and 3.8 respectively.



SCHOLARS 140

2015-19 GRADUATION RATE 97%

2018 RETENTION 100%



GRADUATES 500



ENDOWMENTS 3.4 MILLION



AWARDED FROM INCEPTION 3.4 MILLION

“They are not alone in their college pathway”



THEODORE R. JOHNSON SCHOLARSHIP

Theodore R. Johnson and his wife, Vivian Chesley Macleod Johnson, placed great faith in education to help people improve their lives. He rose to the position of Vice President of Labor Relations at UPS. He believed strongly in the company and bought shares at every opportunity.

Achieving great success, Mr. Johnson felt that he had been lucky in life and he wanted to use his wealth to help people who were less fortunate. Through the establishment of the Johnson Scholarship Foundation, Mr. and Mrs. Johnson sought to help future generations of deserving people obtain education.

The mission of the Scholarship Foundation is dedicated to

creating paths to brighter futures. The Johnson Scholarship Foundation has invested in possibilities for over twenty-five years. Through thoughtful planning and strategic partnerships, The Foundation has built a network of innovative funding programs and progressive relationships with some of the country's most respected and important community programs, schools, colleges and universities. Through the vision of its founder, Theodore R. Johnson, the Foundation has quietly and confidently enabled the education of thousands of students with disabilities, economically disadvantaged students and Indigenous Peoples. With a mission of hope, encouragement and dedication, The Foundation believes that through education, all things are possible—careers are born, citizens become responsible and people become productive members of society.



4TH ANNUAL TITLE IX CONFERENCE

The University of South Florida's Title IX Office hosted a pre-conference event and an all-day Title IX Investigator training for 40 investigators from USF and the state of Florida. More than just the basics, this training provided in-depth and hands on experience, allowing attendees to learn critical investigation skills from two of the country's foremost Title IX experts, Bev Baligad, J.D. and Rabia Khan Harvey. The training culminated in attendees achieving certification I & II as Title IX Investigators.

On the following day, USF's Title IX Office hosted the 4th Annual Title IX Conference, Breaking Barriers: Accessing Equity in Education. The conference featured renowned speakers, including advanced and professional topics by Title IX attorney Mariah Passarelli of Cozen O'Connor, and Bev Baligad, J.D., of Academic Impressions. USF faculty and staff were provided a Bystander Intervention training. Other workshops offered included Best Practice for Title IX/VAWA Training, and Trauma-Informed Response to Disclosures. Over 150 attendees enjoyed complimentary breakfast, lunch, and a keynote address by Sage Carson of Know Your IX.



TOWN HALL

The University of South Florida's Office of Diversity, Inclusion and Equal Opportunity (DIEO) hosted its first Town Hall with a focus on *Sex and Race on College Campuses*.

Dr. Haywood Brown, the University of South Florida's Vice President for Institutional Equity, moderated. Panelists included Dr. Brenda Walker, professor of Exceptional Student Education and Director of the CAROUSEL Center; Maggie Denney, former Victim Advocate and Assistant Director of Title IX & Deputy Title IX Coordinator; and Shaun Richardson, Success and Wellness Coach.



Over 75 USF community members were in attendance and participated in an open and engaging conversation, exploring the lived experiences of racism, sexism, and sexual harassment.

DIVERSITY LECTURE SERIES: KEVIN POWELL



DIEO welcomed Kevin Powell as its Fall Diversity Lecture Series speaker. Mr. Powell is a political, cultural, literary and hip-hop voice who routinely appears in television and radio interviews to discuss current issues of multiculturalism. After his lecture entitled, *"I Like It: Young America, Social Media, Pop Culture, and the Power of Voting and Being Woke,"* Kevin signed copies of his most recent books, *"The Education of Kevin Powell: A Boy's Journey into Manhood and My Mother. Barack Obama. Donald Trump. And the Last Stand of the Angry White Man."*

CLIMATE SURVEY

During 2018-2019, the University of South Florida's launched its inaugural student-focused climate survey. A team of over 30 students, faculty, staff, and administrators began meeting in 2018 to launch the survey, which was conducted from April 8, 2019 to April 29, 2019. With an impressive 22% response rate, the survey far surpassed the national response rate of 15%, and was a huge success. 8,868 students participated. This survey will provide critical insight about the student experience at USF, and will guide the University's efforts to address the needs of our community. The survey is designed to capture information about a wide variety of topics, including diversity and sexual/relationship violence.

Take the Student Climate Survey to help us understand students' experiences with respect to Diversity, Inclusion, and Sexual Assault at the University of South Florida.

Survey will run from April 8 to April 29, 2019

Chance to win prizes such as Apple Watch, wireless Beats headphones and more by completing survey.

PRIZES INCLUDE
and others

#BeHerdUSF

USF OFFICE OF INCLUSION & DIVERSITY



LOVE OVER HATE CAMPAIGN

“United, We Shape the Future”

During the spring and summer of 2018, the Office of the Dean of Students recognized that the University needed to establish an ongoing platform that would help students, faculty and staff collectively recognize that the University of South Florida had a proactive and established stance on diversity, inclusion, celebration of differences. Too many times the university was asked by students when something hateful was done on campus “what is the university’s stance.”

The Office of the Dean of Students would always say that the university has and continues to have a belief that everyone must “respect the dignity and intrinsic value of all persons.” But the students did not see this as being proactive but reactive to events. So to establish an on-going proactive effort that could live from year to year, the Office established the “Love Over Hate” Campaign.

Led by the Associate Dean of Students, a committee made up of key campus partners, developed a plan to implement the multi-year Love Over Hate Campaign. During the summer of 2018, the committee established a poster campaign. Over 7500 posters, flyers and handbills were printed and distributed to offices all over campus. During the fall and spring semesters, campus leaders (Provost, Deans and Associate Deans, Vice Presidents) tabled in the Marshall Student Center once a week to discuss what diversity means to them and to talk about how the University would approach the campaign over the next two years. The committee collaborated with DIEO to administer the Campus Climate Survey. The committee also created a badging program. Any program that had a diversity or inclusion focus could be recognized as a “Love over Hate” program.



“If we cannot now end our differences, at least we can help make the world safe for diversity.”

-John F. Kennedy



DIVERSITY INITIATIVES

Diversity initiatives strengthen the university community and demonstrate the University of South Florida's commitment to touching lives and improving the world. DIO is wholeheartedly invested in USF's value of global understanding to strengthen its community, and believes inclusive initiatives will further improve upon the university's culture by deliberate integration of diversity into everyday practice.

NATIONAL MODEL OF EXCELLENCE



The Model of Excellence for Diversity and Inclusion is a 10-tier development. Each tier has several goals to accomplish: Leadership Prioritization, Training, Dialoging, Teaching, Access (for Students), Hiring (for Faculty/ Staff), Retention (for Students and Faculty/Staff), Research, Engagement, and Oversight.

This amelioration has shown to benefit faculty, staff and students by improving the quality of education and academic environment. At the college level, every college has an equal opportunity liaison. The college has either a diversity committee or a diversity director/coordinator dedicated to diversity work in the college. Depending on the size of the college, the range of available resources, and the interests in diversity can vary. By establishing the Model of Excellence at a college level, this can help to efficiently communicate diversity standards across the University. DIEO believes in the initiatives of enhancing the sum of each part in order to enhance the whole of the University. Investing in diversity

and inclusion, not only adheres to USF values but also strengthens the institution in innovation, research, and global citizens.

Prior to DIEO's Model of Excellence, several departments developed their own diversity-based programs and curriculums. Since establishing DIEO's Model of Excellence, more departments have expressed interest in pursuing a diversity program or tailoring pre-existing programs to that of the Model's Standards. Each of these tiers can be shaped to fit their needs and endeavors. In return, DIEO can act as an accessible resource to foster diversity in conjunction with the colleges' programs.

At its inaugural Inclusive Excellence Luncheon in March, 2019, DIEO initiated its Model of Excellence for Diversity and Inclusion with its first committees. Two departments were recognized for their efforts: USF Tampa's Anthropology Department and USF St. Petersburg Psychology Department.

PSYCHOLOGY, USF ST. PETERSBURG

USFSP Department of Psychology designated a Diversity Fellow to help document its efforts, and to help oversee new initiatives, related to diversity and inclusion, using the National Model of Excellence for Diversity and Inclusion as a guide. The Psychology Department was among the first in the nation to require a diversity course as part of the undergraduate psychology curriculum. At USFSP, the Psychology Department was the first to participate in the Regional Vice Chancellor of Academic Affairs Minority Postdoctoral Fellowship Program. The Psychology Department sponsors a speaker series that highlights diverse scientific perspectives. These are but a few examples of the ways in which the department promotes diversity, inclusion, and equal opportunity.

ANTHROPOLOGY

Initially created as an ad-hoc then elevated to the status of a permanent committee, USF Department of Anthropology was created to formalize and systematize ongoing efforts at promoting diversity and inclusion in the department and in the discipline of anthropology at large. Its aim was to attract and support faculty, staff, and students who are members of historically underrepresented groups in the discipline of anthropology and in the academy more generally, in the hopes of the further democratization of scientific inquiry and of more equal representation in the classroom, and in order to better respond to community concerns and needs. The committee formulated and began work on an ambitious set of 26 goals and plans for their implementation. This led to the creation of a Faculty Fellow position, where a member of the departmental committee is given an assignment to work with DIEO. It also led to DIEO conducting two diversity and inclusion workshops for faculty as well as one for graduate student Teaching Assistants in the academic year 2018-19.



RESEARCH BOOT CAMP

The Research Boot Camp is an intensive, one-week program designed to assist women doctoral students, post-doctoral scholars, and junior faculty members in developing the skills necessary for success in the academy. Senior scholars, statisticians, and theorists facilitate workshops intended to help doctoral students conceptualize and design key components of their dissertations including: Research Question and Hypothesis Development, Literature Review, Conceptual Framework Development, Instrumentation, Methodology, and Data Analysis. Senior scholars also mentor post-doctoral and junior faculty members in the development of manuscripts for publication, and clarification of a future research agenda. In addition to the research component, each participant is paired with a senior USF scholar to help cultivate a mentoring relationship.

Total Number of Participants (by rank)

In May 2019 there were 21 participants in the RBC. Of the 21 participants 38.1% were doctoral students, 33.3% doctoral candidates, 4.8% post-doctoral scholars, and 23.8% junior faculty.

Participants by Colleges

Participants represented 6 colleges including Arts & Sciences, Behavioral and Community Sciences (BCS), Education, Engineering, Nursing, and Public Health. Participants from Arts and Sciences represented 42.9%, BCS represented 14.3%, Education, 19%, Engineering 4.8%, Nursing 14.3%, and Public Health 4.8%.

Composition of the Senior Scholar Mentors

Five Senior Scholar mentors volunteered to work with participants for the week of the RBC. Senior Scholars represented the College of Arts and Sciences from the Zimmerman School of Advertising and Mass Communications; the College of Education from the Educational and Psychological Studies department; the College of Education-USF St. Petersburg; the College of Engineering

from the Electrical Engineering department; and the College of Pharmacy from Pharmaceutical Sciences.

Brief Summary of Survey Outcomes

A preliminary review of the overall experience surveys collected indicated all participants would recommend the Research Boot Camp to others. When asked why (or why not) the participants indicated *"I wish I had this earlier. I wanted to finish in 4 years and this Boot Camp could have helped me accomplish that goal"* and *"We don't currently have the capacity in my department to offer this rich of an experience and this setting and guidance."* Participants were also asked how instrumental was their Senior Scholar mentor in helping them meet their goals for the week and 70.5% indicated "very instrumental." All participants indicated they intend to keep in contact with their Senior Scholar mentor after the Boot Camp. Finally, when asked how much progress was made toward achieving their goals, 76.4% indicated they achieved all or they made significant progress toward their goals.

NSF & AGEP Grant

The University was recently awarded a National Science Foundation (NSF), Alliance for Graduate Education and the Professorate (AGEP) grant. The Florida AGEP Pathways alliance advances a partnership among four universities with the goal of developing, implementing, and studying a model focused on increasing the number of minority women faculty in STEM. The partnership was funded for over 2.4 million dollars, and will include the University of South Florida, Florida International University, Florida Memorial University and Bethune Cookman University. As an AGEP Pathway model, these institutions will combine their efforts to provide a structured mentoring and professional development program that facilitates the transition and advancement of doctoral, post-doctoral, and early-career faculty minority women in STEM. This project has the potential to increase the number and successful outcomes for minority female doctoral students, post-doctoral scholars, and early-career faculty in the state of Florida.



PRIVILEGE PROJECT

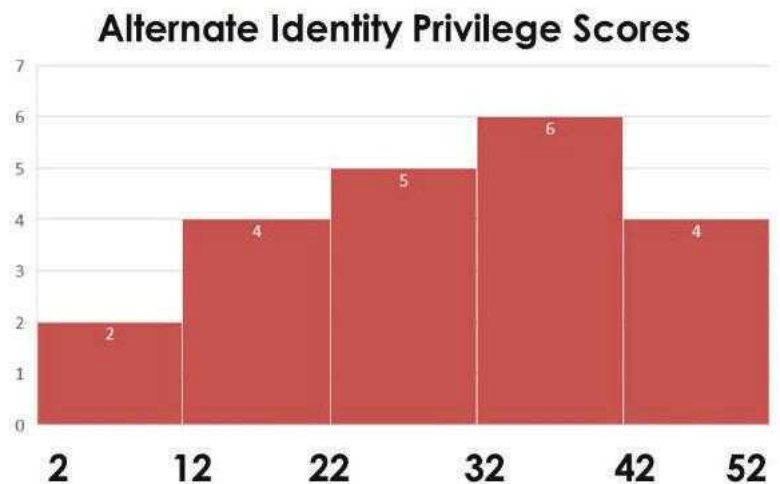
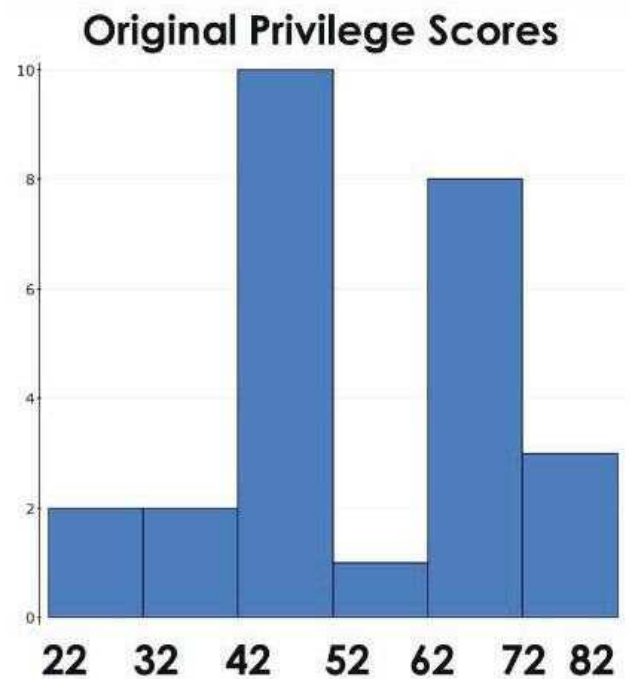
The semester long Privilege Project consisted of six sequential tasks designed to provide a relevant and meaningful context (privilege) for the statistical content that was being taught. For the first task, students needed to gain some understanding of what intersectionality of privilege entailed and wrote an explanation of their understanding of privilege. This provided a baseline for comparison at the end of the course. The class viewed and discussed videos about privilege. Rather than grapple with self-disclosure, students completed an online survey and reported their privilege scores anonymously using a survey. This created the first data set for statistical analysis.

The second task required a brief description of the class privilege scores. Students used statistical tools to summarize these data. Students explained their thinking regarding which of the computed statistics were meaningful for these data. The cultural relevance of the questions on the survey were discussed, and the students recognized the choice of questions that were included directly influenced the scores.

Students were given the opportunity to imagine life with less privilege by being assigned an alternate identity dossier that was created. Each had a photo of the alternate identity and sparse information about the alternate identity's gender, gender identity, orientation, socio-economic status, race, health, and/or language. The alternate identities' stories were compelling and ensured that no one could blame them for their lack of privilege. The students carried their own alternate identity in their hearts and minds for 3 to 4 days. Then they re-took the privilege survey as their alternate identities and generated a new data set for study and comparison. It surprised some of the alternate identities had higher scores than some of the students in the class. The students were very curious about the differences in the distributions of scores from the class and the alternate identity group. This led naturally to the fifth task.

The fifth task required students to prepare a test of hypothesis to determine whether the alternate identity data were taken from a less privileged (hypothetical) population than the population from which the original class data were taken. As a result of their statistical analysis, students found that there was statistical evidence that the data was taken from different populations, indicating there was evidence of privilege as a real social construct. In other words, they found evidence of privilege, for themselves, based on their own data.

The final task in The Privilege Project was for students to write reflections about the course. The topic of privilege engaged students' hearts and minds, as they constructively developed rich understandings of the math they were learning.



“Overall this class has opened my eyes to the amount of privilege I have and has made me want to give back more to those who are not as privileged, because privilege is not something someone can control and everyone deserves a little help.”



“Peace is not unity in similarity but unity in diversity,
in the comparison and conciliation of differences.”

-Mikhail Gorbachev



TRAININGS

A diverse campus environment, in which differences are respected and appreciated, promotes more effective teaching, produces greater learning outcomes, and better prepares students for an increasingly diverse workforce and pluralistic society. Consequently, the University of South Florida acknowledges the educational benefits and is committed to perpetuating initiatives that enhance the diversity and inclusiveness of the campus climate, curriculum, student body, faculty, staff, and administration. DIEO will continue to advocate and stride towards a more perfect practice of maintaining accountability regarding diversity at all levels and across programs; promoting institutional policies, practices, and initiatives that support this process.

TITLE IX TRAININGS



VAWA

Personnel of the Title IX Office provide the federally mandated Violence Against Women Act (VAWA) training to all new employees as a part of New Employee Orientation. This live 45-minute training teaches new employees how to respond to disclosures of sexual assault, relationship violence or stalking. Topics include trauma-informed response, providing resources, and recognizing the warning signs of an abuser. In addition, this presentation includes an Active Bystander Training, teaching new employees how to intervene safely, when appropriate, to keep students, employees and visitors safe. Approximately 40 to 50 new employees attend this bi-weekly training, with Title IX personnel training over 1,000 attendees each year.

Responsible Employee

Every month the Title IX Office offers a training for mandated reporters – Responsible Employees who are required to report any Title IX disclosures. This live 1.5 hour training provides attendees with hands-on experience and skills, and includes the federally mandated VAWA training required of all employees. The second half of the training concentrates on the obligations of mandated reporters when they respond to a disclosure. Attendees will experience several scenarios and case studies, and have the opportunity for Q&A with a Title IX expert. In addition to the sessions offered each month by the Title IX Office, individual departments can request a member of the Title IX Office provide this training specifically for their unit. Each year approximately 5,000 employees attend a Responsible Employee Training.

Title IX

Every year departments dedicated to the principals of equity reach out to the DIEO Office to request Title IX trainings. Personnel often customize these trainings to the individual needs of the department. The Title IX trainer has collaborated with departments from every college, Parking & Transportation, Housing & Residential Education, The Office of Orientation, University Police, and USF World, among many others. Additional training in Title IX may also be incorporated as part of a case resolution.

Athletics

Working closely with the Senior Associate Director of Athletics, the Title IX trainer created a customized live program for all athletes. This 1.15-hour training exceeds all NCAA requirements and addresses the unique experiences of college athletes. The trainer facilitates open and honest conversations about consent, alcohol, intervening to protect others, and the values/behaviors expected of student leaders. Separate programs are provided to women's and men's teams, allowing the trainer to share with each group the perspective and experiences of their counterparts, fostering understanding and empathy. Students discuss society-based gender expectations, and how these norms impact behavior.

DIVERSITY TRAININGS

Cultural Sensitivity Training for USF Police Department

This training included interacting and engaging individuals from multiple backgrounds including race/ethnicity, religion, and socio-economic status.

Diversity in the Workplace

DIEO facilitated training for the Muma College of Business' Management Speaker Series: Diversity in the Workplace, over 50 students participated.

Language and Communications Techniques

The annual All Staff training with Student Health Services was centered on Language and Communications Techniques with Diverse Communities; over 60 university employees participated.

Safe Zone Training

DIEO co-facilitated with the Office of Multicultural Affairs (OMA) Safe Zone Training Program. This is a USF institutionally recognized LGBTQ+ diversity 2 part training program that is organized by OMA. The Safe Zone Training Program aims to educate participants on advocacy for the LGBTQ+ community by promoting understanding, support, and inclusivity through interactive conversations and activities.

I am Latino

This workshop delved into what it means to be Latino: the language, the culture, the misconceptions, the challenges and pride.

Diversity Hiring Best Practices

This session presented strategies to recruit and retain diverse faculty and managerial positions, including: advertising, writing the position description, interview questions, the role of fit and bias (implicit and explicit) and more.



All I'm Askin'... RESPECT

This workshop examined pluralistic and global society and the tendency to judge people as members of a group instead of as individuals.

Esquemas y Estereotipos: Todos los Tenemos!

Este taller estudia la presencia de esquemas y estereotipos y el efecto negativo que tienen tanto en el ámbito laboral como personal.

Unconscious Bias

DIEO facilitated training with Morsani College of Medicine's Office of Student Diversity and Enrichment during USF's Health Multicultural Week Celebration.

Implicit Bias

Facilitated workshop for Psychology, USF St. Petersburg faculty, adjuncts, and course coordinators.

Microaggressions Bias

Facilitated a two-part workshop with faculty and staff in the College of Arts and Sciences, Anthropology Unit.

EQUAL OPPORTUNITY TRAININGS

Equal Opportunity Liaison Training

DIEO-EO Section conducted 9 Equal Opportunity Liaison Trainings for 10 new Equal Opportunity Liaisons providing them with an EOL Reference Guide to assist in administering their EOL duties. PowerPoint presentation with audio was created for EOLs to assist them in the implementation of the new Recruitment and Hiring of University Employees Policy 0-617. The new presentation will be available in Canvas for EOLs to reference.

Harassment Prevention Training

DIEO-EO Section facilitated 10 Sexual Harassment Prevention Trainings with a total of 335 participants, and 2 Harassment Prevention Trainings with a total of 30 participants. Sexual Harassment Prevention Training is for the purpose of educating USF student, staff and faculty regarding what sexual harassment is and is not; the specifics of USF's sexual harassment policy; describe the negative effects of sexual harassment to the person and the educational institution; what to do if a person feels they have been sexually harassed; and provide the individual and managers with tools to prevent sexual harassment.

“We all live with the objective of being happy; our lives are all different and yet the same.”

-Anne Frank





APPENDICES

Title IX

Equal Opportunity
Student Enrollment

Faculty

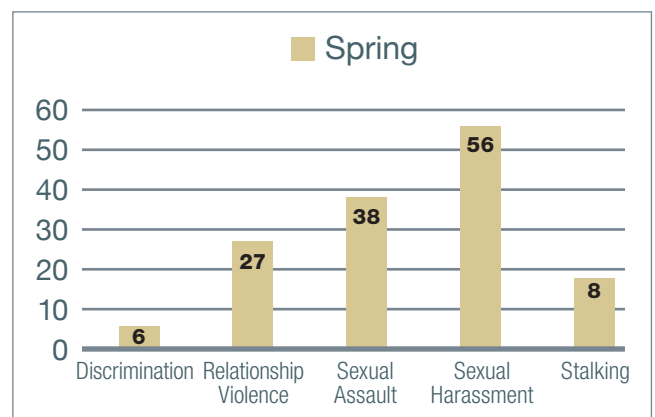
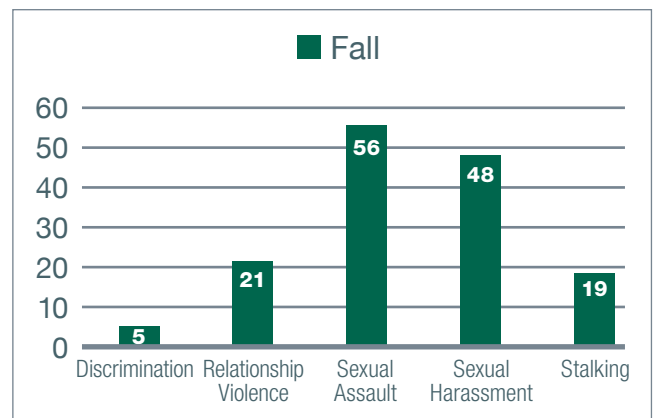
*Tampa, St. Petersburg,
Sarasota-Manatee*

Staff

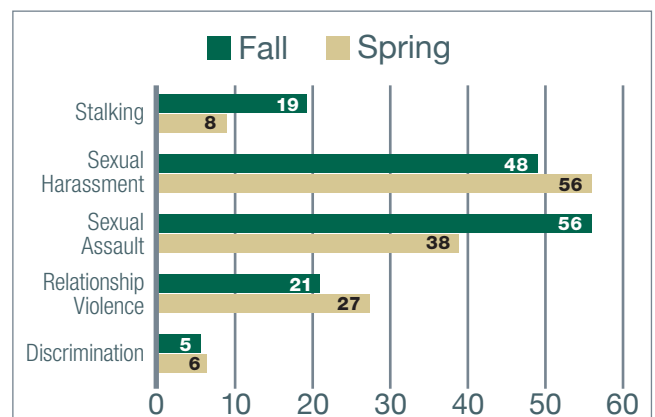
*Tampa, St. Petersburg,
Sarasota-Manatee*

Title IX End Statistics 2018-19

TOTALS	FALL	SPRING	TOTAL
Reports	142	160	302
Trained	2,119	1,717	3,836
REPORT OUTCOMES	FALL	SPRING	TOTAL
Formal Investigation w/finding	1	1	2
Formal Investigation w/no finding	1		1
Currently in investigation	5	8	13
Alternate Resolutions	1	1	2
Informal Resolutions	14	8	22
External Action	8	7	15
Currently processing (awaiting reply)	0	13	13
Closed by request of complainant	30	22	52
Closed due to no reply	66	53	119
Closed as not Title IX	40	30	70
Closed, party not identified	5	5	10
Referred to other department	8	11	19
TIX CATEGORIES	FALL	SPRING	TOTAL
Discrimination	5	6	11
Relationship Violence	21	27	48
Sexual Assault	56	38	94
Sexual Harassment	48	56	104
Stalking	19	8	27
LOCATION	FALL	SPRING	TOTAL
On Campus	82	74	156
Off Campus	53	43	96
Both	4	5	9
CAMPUS	FALL	SPRING	TOTAL
Tampa	137	134	271
St. Pete	27	12	39
Sarasota	4	5	9
Health	5	5	10
World	5	5	10
RELATIONSHIP	FALL	SPRING	TOTAL
Employee to student	15	21	36
Employee to employee	4	4	8
Non-affiliate to student	14	27	41
Student to employee	3	1	4
Student to non-affiliate	1	3	4
Student to student	80	57	137
Unknown to student	40	40	80
Vendor to student	3	2	5
TRAINING DETAILS	FALL	SPRING	TOTAL
New Employee Orientation VAWA	449	455	904
Responsible Employees Trained	1231	619	1850
Student Staff Trained	194	176	370
Student Athlete NCAA Training	245	205	450
Intro to Title IX Training		262	262
Total	2119	1717	3836



Title IX Cases by Category

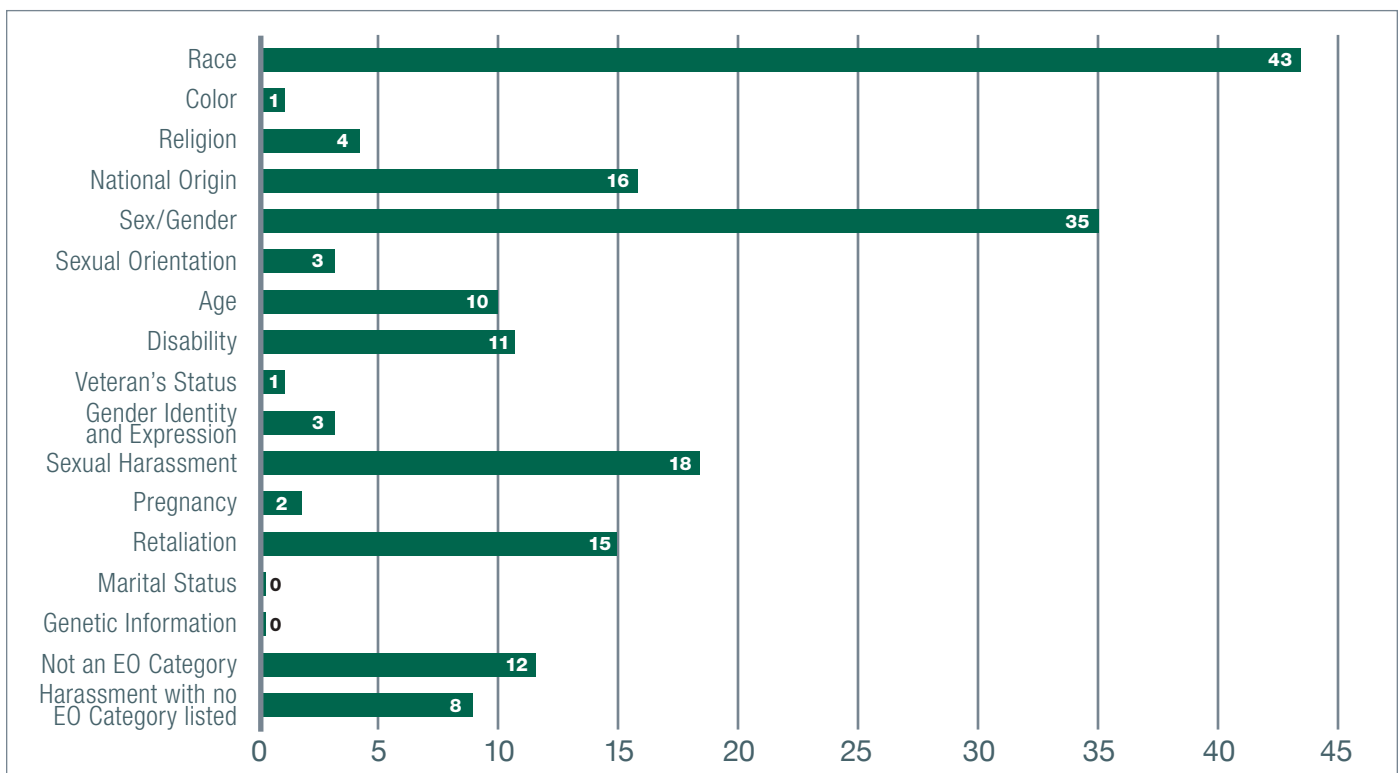


Equal Opportunity Investigations & Intakes 2018-19

EQUAL OPPORTUNITY CATEGORIES OF INVESTIGATIONS AND INTAKES

2018-2019

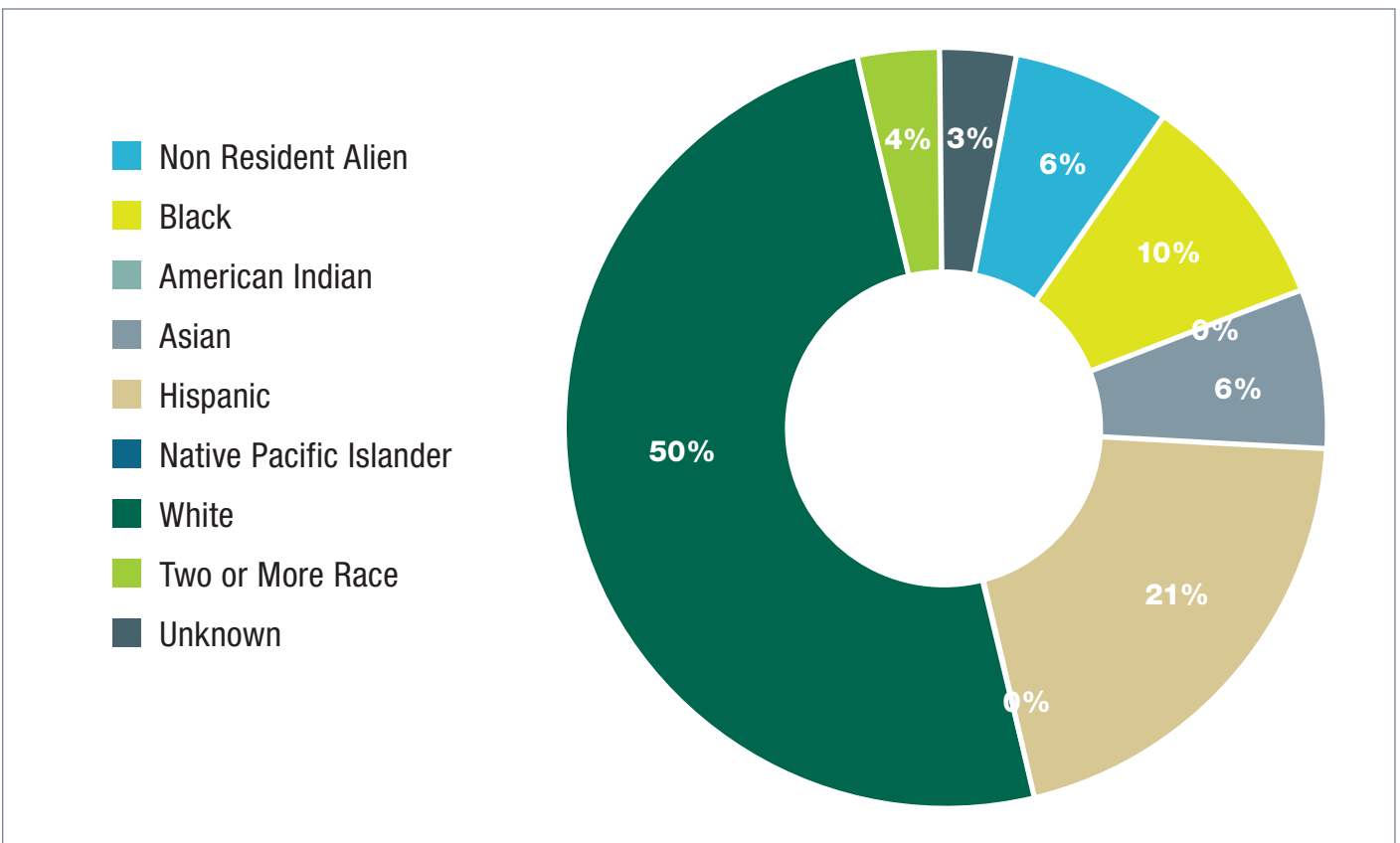
Race	43
Color.....	1
Religion	4
National Origin	16
Sex/Gender	35
Sexual Orientation.....	3
Age	10
Disability.....	11
Veteran's Status	1
Gender Identity and Expression	3
Sexual Harassment.....	18
Pregnancy	2
Retaliation	15
Marital Status.....	0
Genetic Information.....	0
Not an EO Category.....	12
Harassment with no EO Category listed.....	8



Fall 2018 Undergraduate Enrollment

FALL 2018 UNDERGRADUATE ENROLLMENT

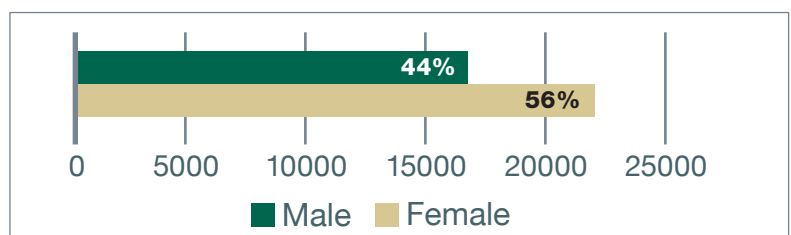
	Non Resident Alien	Black	American Indian	Asian	Hispanic	Native Pacific Islander	White	Two or More Race	Unknown
Total	2411	3651	69	2454	7906	58	18968	1501	1292
Tampa	2331	3233	52	2261	6823	49	15105	1273	1113
St. Petersburg	28	316	10	146	770	9	2582	172	120
Sarasota-Manatee	52	102	7	47	313	0	1281	56	59



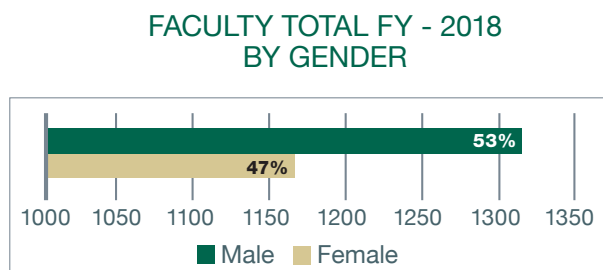
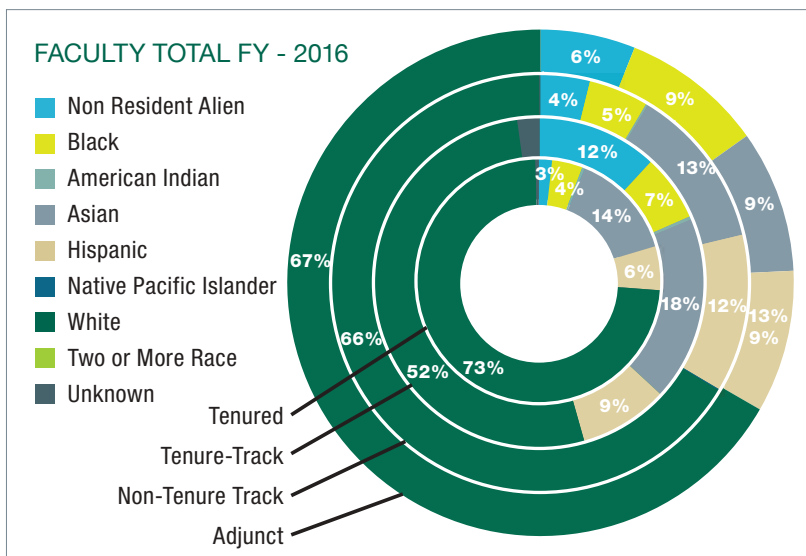
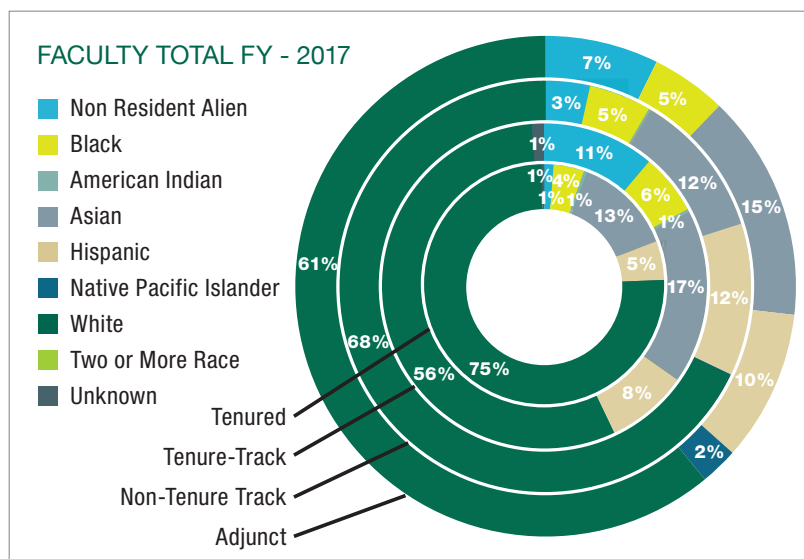
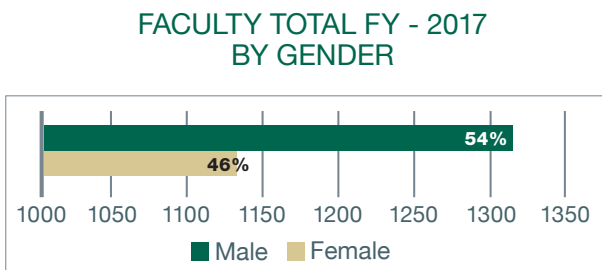
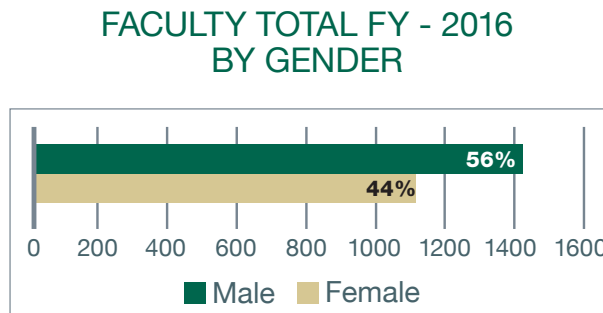
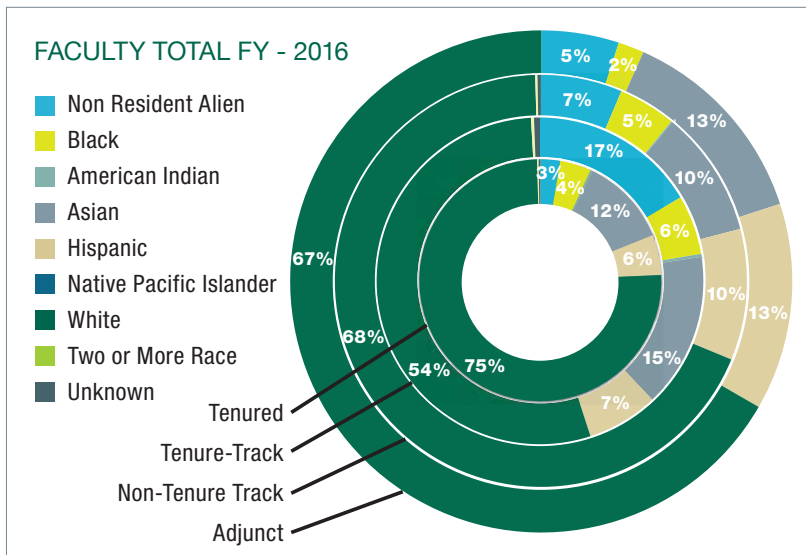
FALL 2018 UNDERGRADUATE ENROLLMENT BY GENDER

	Male	Female
Total	16871	21439
Tampa	14630	17610
St. Petersburg	1493	2660
Sarasota-Manatee	748	1169

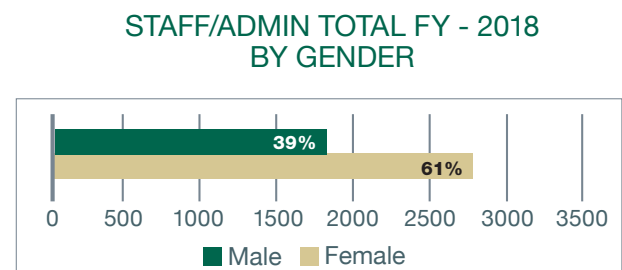
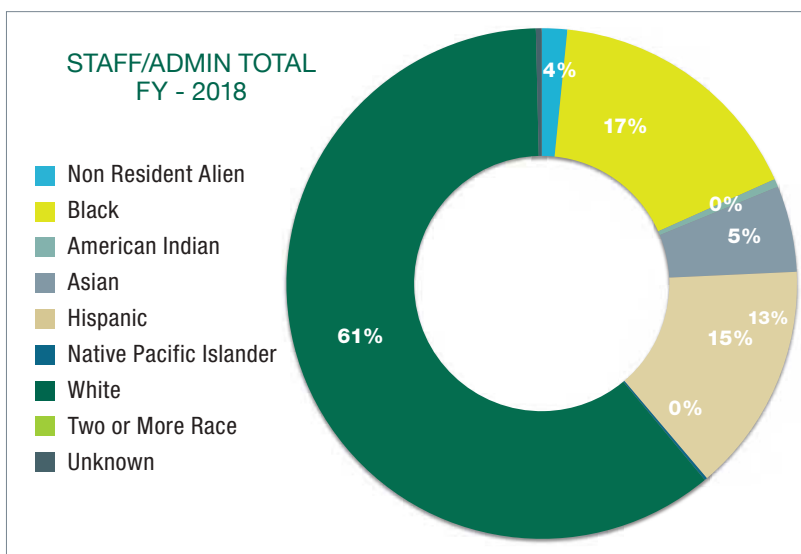
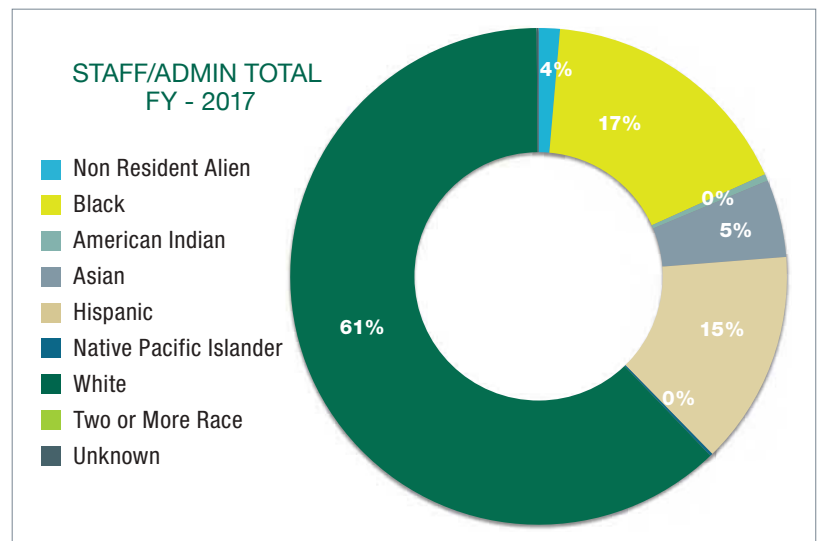
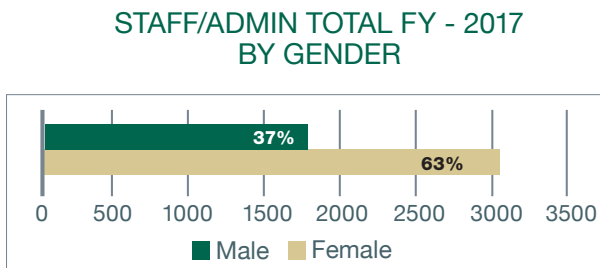
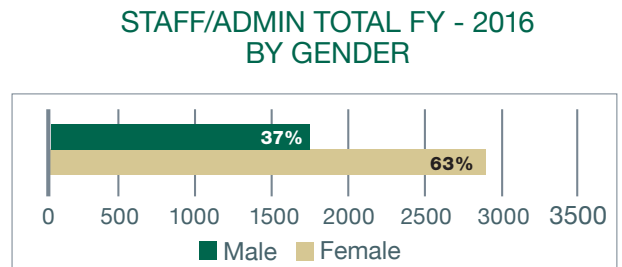
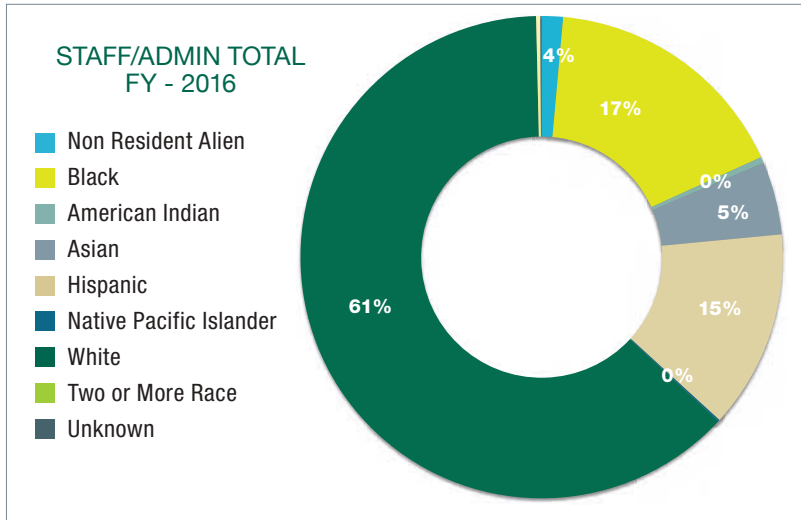
FALL 2018 UNDERGRADUATE ENROLLMENT BY GENDER

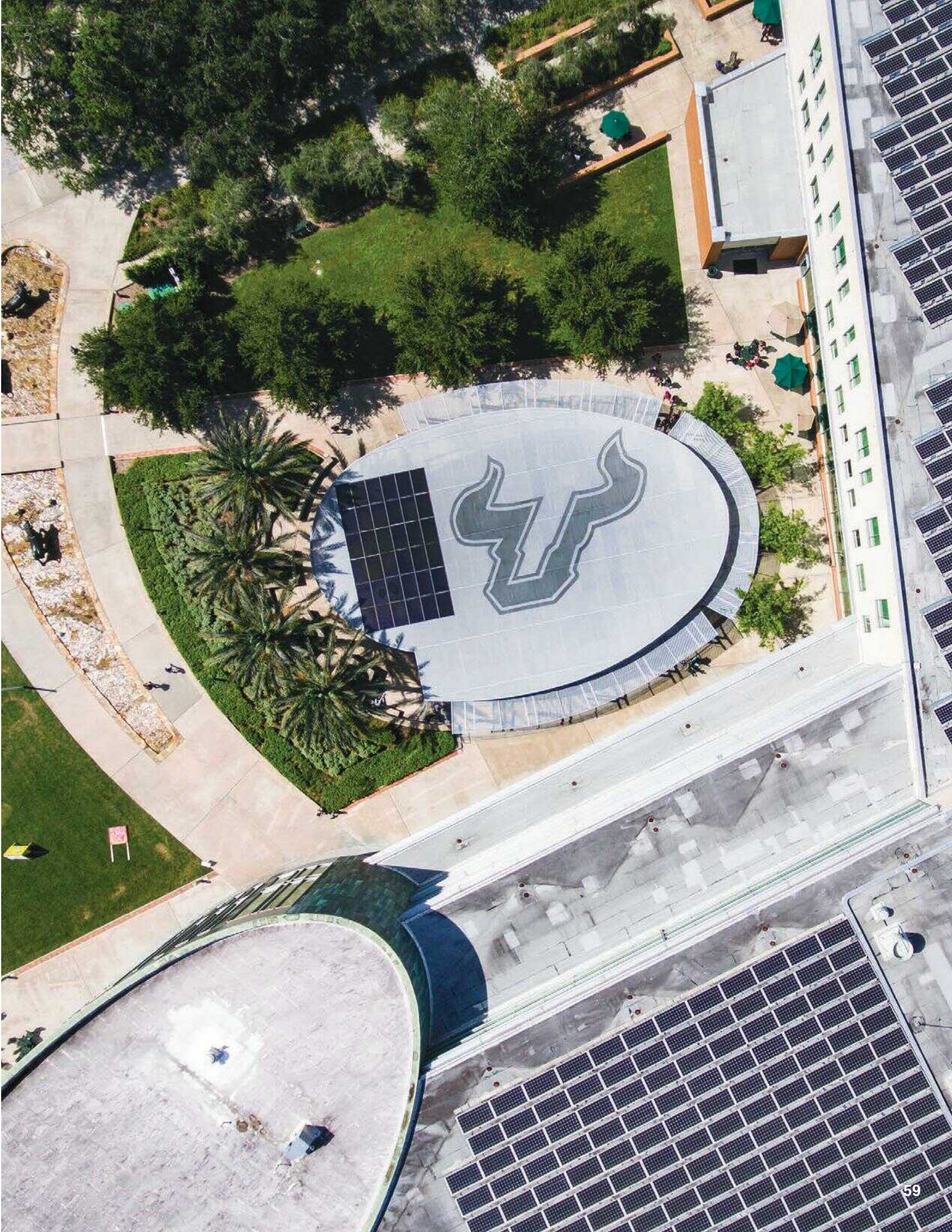


Faculty Totals by Ethnicity & Gender, Fiscal Year



Staff/Administration Totals by Ethnicity & Gender, Fiscal Year







UNIVERSITY OF SOUTH FLORIDA

University of South Florida
Diversity, Inclusion and Equal Opportunity- DIEO
4202 E. Fowler Ave. ALN 172
Tampa, FL 33620



Waiting to Exhale: Maintaining a Work-Life Balance

Dr. John Clark, Dr. Kyaien
Conner, Dr. Lisa Ferdinand,
Dr. Angela Hill, Ruthmae Sears

Poll
Question #
1

How would you rate your own
level of stress during the past
year?



Options:

Much more
stressed
than usual

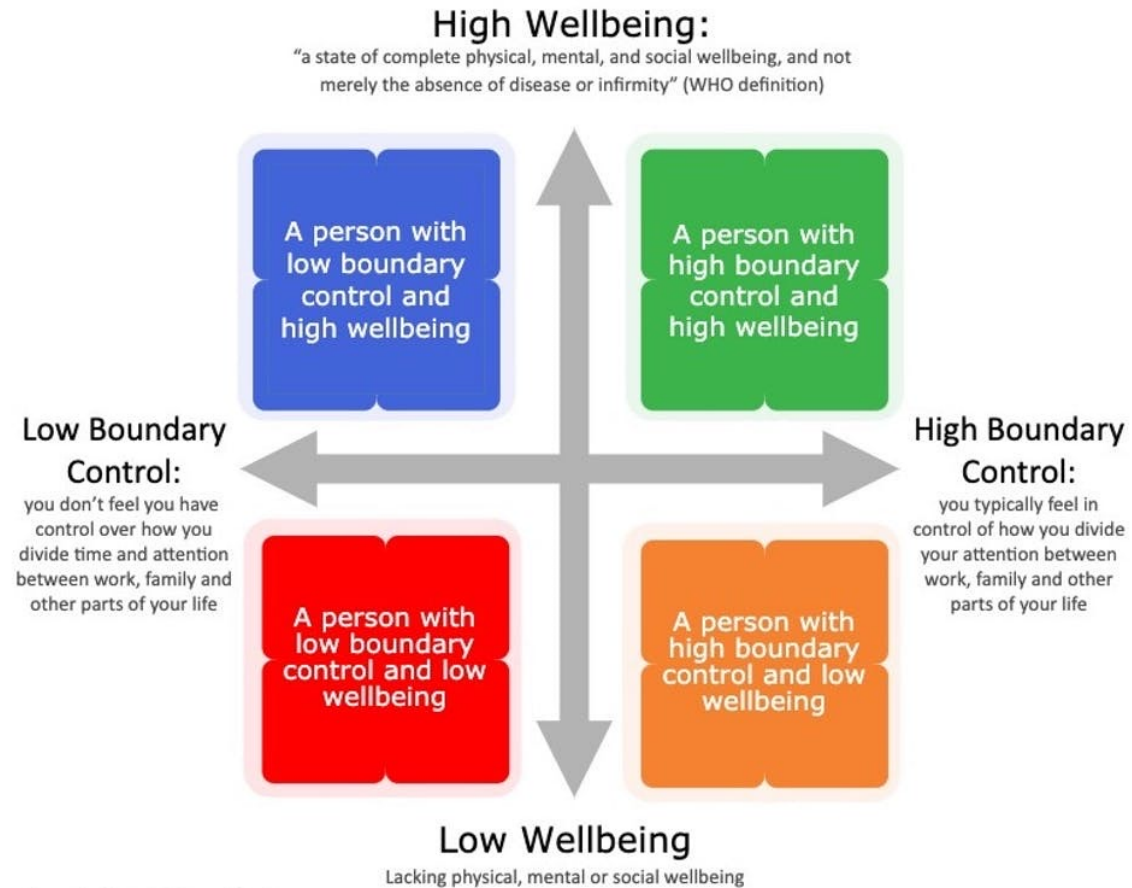
More
stressed
than usual

The same
as usual

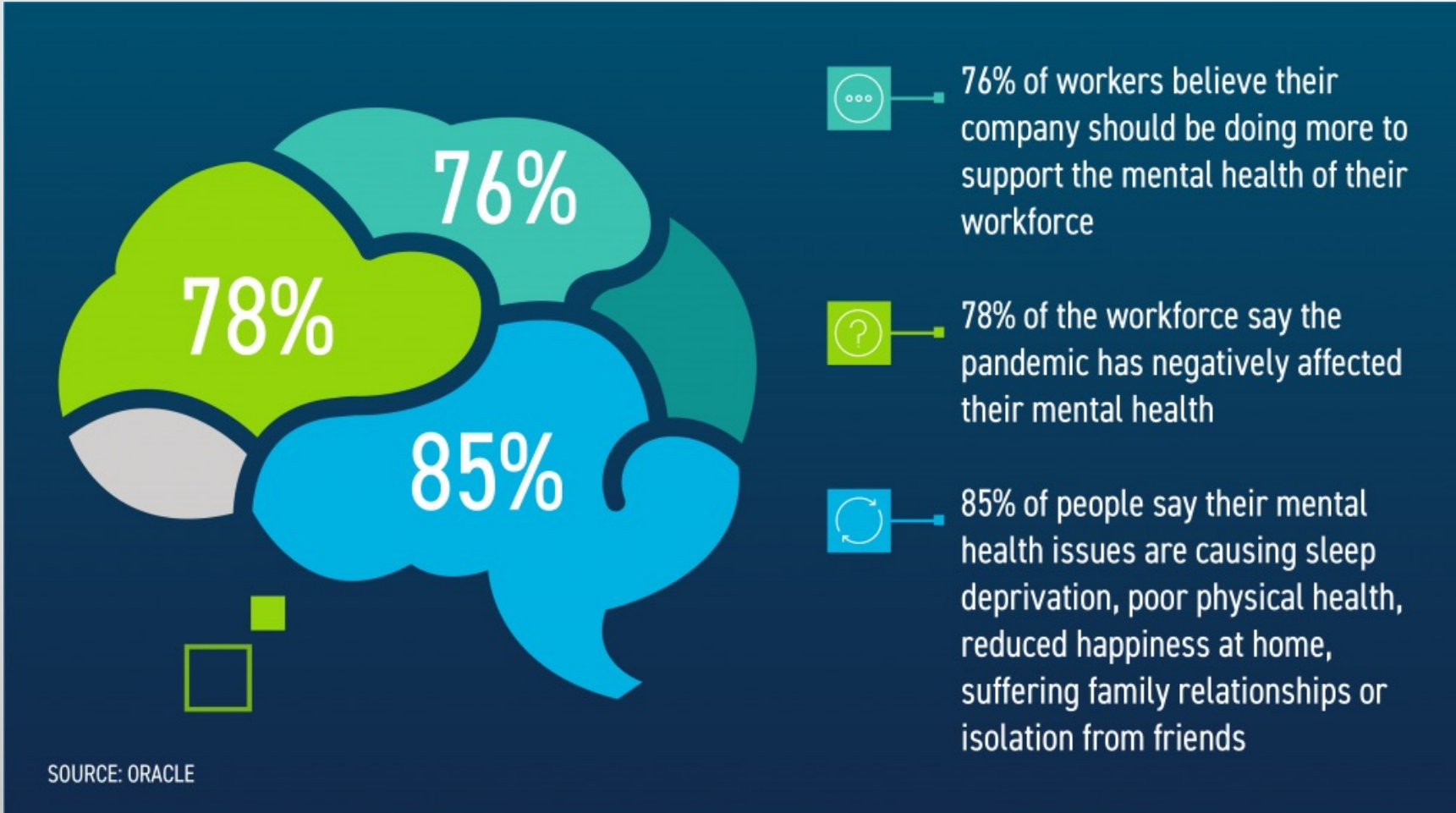
Less
stressed
than usual

Much less
stressed
than usual

The Work-Life Balance Equilibrium



Anna L. Cox & Dave Cook



<https://www.peoplescout.com/insights/mental-health-in-the-workplace/>

What is Mental Health?

Mental health includes our emotional, psychological, social and spiritual well-being.

- It affects how we think, feel, and act.
- It also helps determine how we handle stress, relate to others, and make healthy choices.

Poor mental health and mental illness are **NOT** the same.

- A person can experience poor mental health and not be diagnosed with a mental illness.
- Likewise, a person diagnosed with a mental illness can experience periods of physical, mental and social well-being.

Mental and physical health are equally important components of overall health.



Mental Illness is Common

More than 50% will be diagnosed with a mental illness or disorder at some point in their lifetime.

1 in 5 Americans will experience a mental illness in a given year.

1 in 5 children, either currently or at some point during their life, have had a seriously debilitating mental illness.

1 in 25 Americans lives with a serious mental illness, such as schizophrenia, bipolar disorder, or major depression.

**There are
mental health
consequences
of disasters
that have
occurred with
the COVID-19
Pandemic!**

Statistics recorded by the Centers of Disease Control and Prevention between June 24–30, 2020, show that around 40% of adults in the U.S. reported at least one adverse mental health concern, including anxiety, depression, substance use, and suicidal ideation.

Impact of Current Events

- Worldwide impact
- Quarantines
- Death
- Unemployment
- Remote working
- Economic Shutdown
- Social Distancing
- School Closures/Homeschooling
- Shortage of food, hygiene, and cleaning supplies
- Social injustice
- Political campaigns
- Natural Disasters



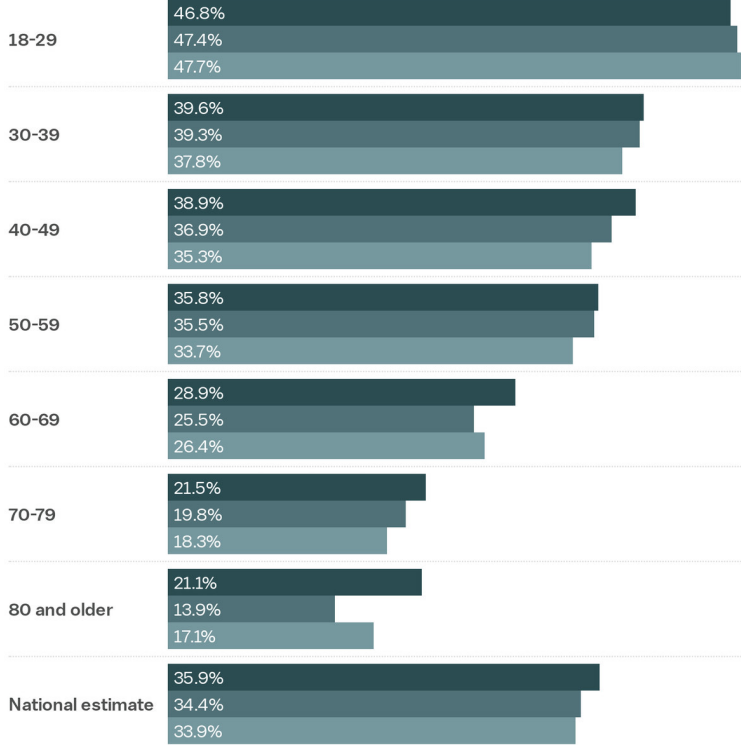
The Impact of COVID-19 on Mental Health

We know that people are more likely to develop chronic or severe reactions if they have one or more risk factors:

- poor social supports,
- financial difficulties,
- food or housing instability,
- history of mental illness
- Racial and ethnic minorities

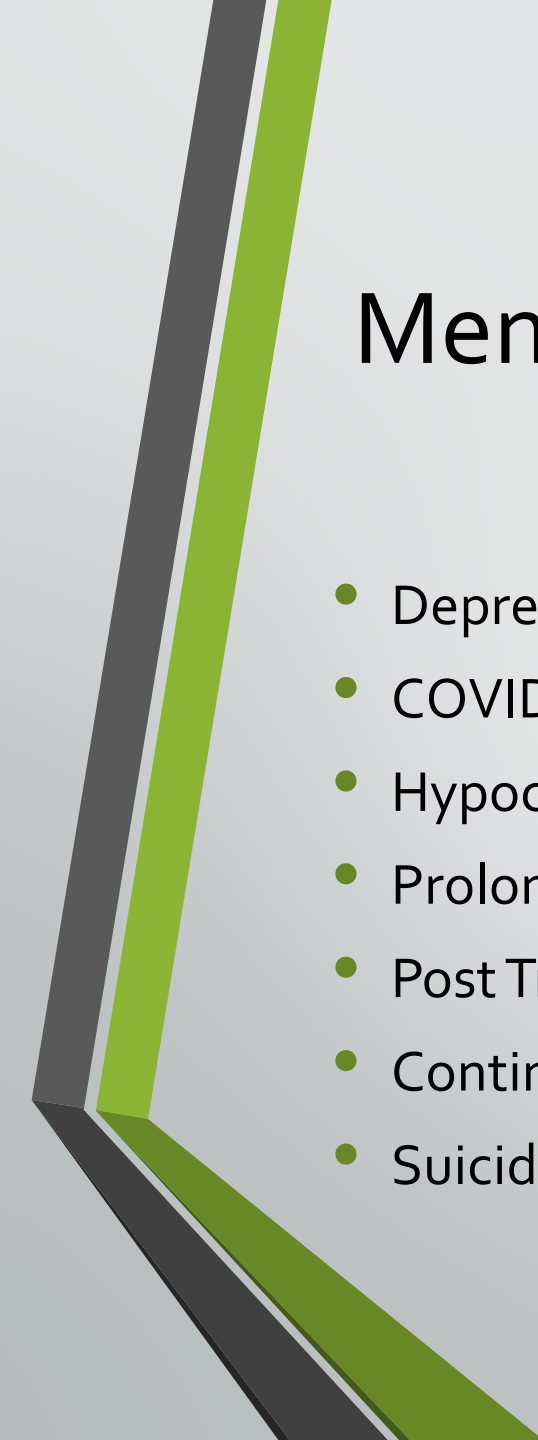
Share of Americans reporting anxiety or depression symptoms by age

■ April 23 - May 5 ■ May 7 - 12 ■ May 14 - 19



Source: National Center for Health Statistics (NCHS) and US Census Bureau





Mental Health Consequences of the Pandemic

- Depression
- COVID Anxiety Syndrome
- Hypochondriasis
- Prolonged Grief Disorder
- Post Traumatic Stress Disorder
- Continuous Traumatic Stress Disorder
- Suicide

Grief/Bereavement/Traumatic Grief and Associated Depressive/Anxiety Disorders & Behaviors

Disorders have overlapping reactions and/or stand alone



Impact of Pandemic on the Caregivers and other members of the Workforce

- Increased mood changes
- Increased changes in sleep
- Decreased quality of life
- **Burnout**

Mental Health Issues Can Significantly Impact Job Performance.

Those with a mental health issue say their job performance has been impacted in the following ways:



57%
lack of focus



46%
irritability



45%
lower productivity



41%
missed work



22%
tension with coworkers



12%
poor performance reviews



11%
slower career advancement

Mental Health Issues Also Have an Impact on Employees' Personal Lives.

Those with a mental health issue say their issue has resulted in the following:



65%
irritability



58%
lack of engagement with friends and family members



56%
tension with friends and family members



38%
strain on marriage/relationship



35%
poor physical health




21%
strain on relationship with children

Non- Pharmacological Treatment for Mental Illness

- Psychotherapy and Behavioral Therapy
 - Dialectical Behavior Therapy (DBT)
 - Eye Movement and Desensitization and Reprocessing Therapy (EMDR)
- Exercise
- ECT
- Light therapy
- Acupuncture
- Transcranial Magnetic Stimulation
- Vagus Nerve Stimulation

Pharmacological Treatment Options for Depression and Anxiety

	Generalized Anxiety Disorder	Post Traumatic Stress Disorder	Phobias	OCD
Older Therapies	SSRIs, Effexor, TCAs, MAOIs, Buspirone	Behavioral Therapies Prazosin	Behavioral Therapies Beta Blockers Paroxetine BZDs	Fluoxetine Sertraline Paroxetine Clomipramine Fluvoxamine
Desvenlafaxine				
Levomilnacipran				
Vortioxetine*	Ongoing studies			
Vilazodone				



Mental Health America Survey- June 2020

- More than 21,000 people considered killing themselves or harming themselves on at least 16 days during May 2020. Nearly 12,000 had these thoughts almost daily.
- **Widely reported studies modelling the effect of the COVID-19 pandemic on suicide rates predicted increases ranging from 1% to 145%**

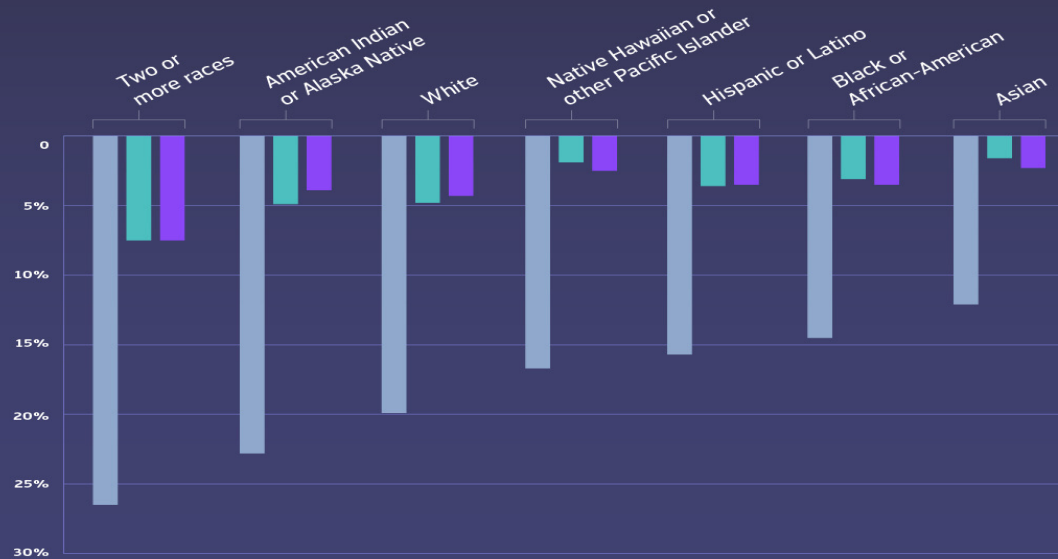


MENTAL ILLNESS IN U.S. MINORITY-MAJORITY GROUPS

Currently, racial and ethnic minorities make up about one-third of the American population, according to the U.S. Department of Health and Human Services. By 2050, these groups are projected to become the majority.

As these diverse communities begin to account for more of the U.S. population, it becomes critical to understand their unique behavioral and mental health needs. The following data from 2016 depicts reports of mental illness among minority adults aged 18 years and older, gathered over one year.

■ Reported any mental illness ■ Reported serious mental illness ■ Reported thoughts of suicide



Source: SAMHSA, Center for Behavioral Health Statistics and Quality, National Survey on Drug Use and Health, 2015 and 2016. Created by Nursing@USC, the online FNP program from the University of Southern California.

Psychological Distress

- According to a report by the CDC, which surveyed adults across the U.S. in late June of 2020:
 - 31% of respondents reported symptoms of anxiety or depression
 - 13% reported having started or increased substance use
 - 26% reported stress-related symptoms
 - 11% reported having serious thoughts of suicide in the past 30 days

*These numbers are nearly double the rates we would have expected before the pandemic.

[Mental Health, Substance Use, and Suicidal Ideation During the COVID-19 Pandemic — United States, June 24–30, 2020 | MMWR \(cdc.gov\)](#)

Resilience in Communities of Color

Despite higher rates of psychological distress, mental illness is typically seen as commonly or even less frequently in communities of color.

- Mental health paradox

Often attributed to high levels of resilience in communities of color

- Strong sense of identity
- Cultural connectedness
- Cultural values and beliefs

While of significant benefit, these factors can also create barriers to help-seeking



Poll Question #2

- Which sentence best describes your work-life balance over the past year?

Options:

- I have mastered my work-life balance
- I am doing well with my work-life balance
- I have not really thought about my work-life balance
- I am not doing well with my work-life balance
- I am really struggling with my work-life balance

Poll Question # 3

What strategies have been most-helpful to you in coping with stress and maintaining work-life balance in the past year?

Can select multiple options:

- Creating boundaries around work hours
- Developing To-Do lists for each day
- Scheduling in pleasurable activities
- Spending more time with family and friends
- Engaging in a new hobby or activity
- Spiritual or religious coping
- Seeking professional mental health support
- Taking a break from the news or social media
- Relaxation techniques

Strategies that Work!!!!

- Practice relaxation techniques
- Re-balance your work and personal life
- Engage in regular physical activity
- Eat and drink healthy
- Socialize with supportive people
- Schedule in time for your hobbies and for YOURSELF
- Get a good night's sleep
- Take a break from news and social media
- Identify your stress triggers
- Activism and advocacy



Work Life Balance: Skills & Strategies

There are many definitions of Wellness

"a strengths-based approach to mental health care"

~Smith, 2001

"a process of becoming aware of and making choice toward a more successful existence"

~National Wellness Learning Conference, 2004

"living your life very consciously, in ways that enhance your health and well-being"

~Real Balance Global Wellness, 2014



Work Life Balance: Models, Skills & Strategies



- Key Themes:
 - Strengths-based, Intentional, Action-oriented
- How can we **engage** in work and other areas of our life in ways that foster wellness?
- How can we **balance** our work and other life responsibilities in ways that foster wellness?
- How can we **intentionally commit** our time in ways that are likely to foster wellness?
- Wellness Models can help us determine:
 - Where we are investing our energy
 - If we want to make any changes

Work Life Balance: Models, Skills & Strategies

- The **Indivisible Self Model of Wellness** (Myers & Sweeney, 2004)
 1. The **Essential Self**
 - Spirituality, self-care, gender identity, cultural identity
 2. The **Creative Self**
 - Thinking, emotions, control, positive humor, work
 3. The **Coping Self**
 - Realistic beliefs, stress management, self-worth, leisure
 4. The **Social Self**
 - Friendship, love
 5. The **Physical Self**
 - Exercise, Nutrition
 6. Contexts:
 - Local institutional, global, chronometrical (recognizes that people change over time)
 - Individuals and their contexts interact with and impact each other in ways that can enhance or diminish wellness

Work Life Balance: Models, Skills & Strategies

A Psychological Framework of Radical Healing

(<https://www.psychologytoday.com/us/blog/healing-through-social-justice/201903/the-psychology-radical-healing>)

1. Development of pride in your racial/ethnic/indigenous group
 - How can you learn more about group's history, history of oppression, and **history of surviving and thriving** amidst oppression conditions?
2. Share your story
 - Who else can you talk with about oppressive experiences?
3. Resist and take action
 - What does activism look like to you?
4. Maintain radical hope
 - How have culturally relevant ancestors survived oppression? What can we learn from them?
5. Practice self-care
 - Fighting for social justice is exhausting... how can you get restored?

Work Life Balance: Models, Skills & Strategies

Microintervention Models

- Microinterventions:
 - Are potential anti-oppression actions that targets, allies, and bystanders can take in their struggle against oppression
 - Can target perpetrators, institutions, or society at large
- Microintervention strategies:
 1. Make the “invisible” visible (9 strategies)
 2. Disarm the microaggression/macroaggression (9 strategies)
 3. Educate the offender (8 strategies)
 4. Seek external intervention (7 strategies)

Work Life Balance: Models, Skills & Strategies

Creating Energy for a Healthy Work-life

1. Staying physically active

- Stagnation is the career kiss of death
- Releases new energy

2. Getting the sands out of your shoes

- Get rid of something old that keeps you in a psychological space, accumulating
- Do not keep something you don't need

3. Make decisions

- Get rid of fear
- Change small daily habits
- Creates new energy

4. Fear: Letting it go

- Keeps you in a psychological space, mindset
- Energy resolves around the fear

Work Life Balance: Models, Skills & Strategies

A Basic Framework for Fulfilling Cultural Self-Awareness & Competence in Healthcare

1. Develop and awareness and understanding of the personal experiences and culture of patients (BIPOC)
2. Recognize and address race-based biases in treating patients (BIPOC)
 - What is race-based bias? Conscious vs Unconscious?
 - Consequences
3. Self-educate on issues of oppression, racism, etc.
 - Use resources available?
4. Recognize and address self-microaggressions
 - Patient to practitioner
 - Practitioner to patient
 - Focus on service and training



Work Life Balance: Models, Skills & Strategies

A Basic Framework for Fulfilling Cultural Self-Awareness & Competence in Healthcare

1. Expressing awareness and self-disclosure
2. Psychological Safety
 - Create a safe space for patients?
3. Continued investment in improving and understanding race-based prejudice and biases

Closing Comments & Survey



- For information on Mental Health Resources, email TCOP-WE CARE@usf.edu or ahill2@usf.edu



Please complete the survey to provide feedback on the series.

https://usf.az1.qualtrics.com/jfe/form/SV_cZszSig7KYm9M34