

**University of Florida**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
Univ Florida	Chief Diversity Officer	Chief Diversity Office develops inclusive excellence strategy for the university and coordinates inclusive excellence initiatives across the colleges and business units. Supports compliance with federal Affirmative Action regulations.	4	Chief Diversity Officer and Senior Advisor to the President, Project Manager, Assistant Director for Diversity Analytics, Executive Assistant	\$ 1,085,485	\$ 784,531
Univ Florida	AAAS SEA Change	Institutional membership in a American Association for the Advancement of Science initiative to increase the diversity of the STEM faculty	0	n/a	\$ 30,000	\$ 30,000
Univ Florida	College of Nursing - Office of the Associate Dean for Diversity, Inclusion and Engagement	Provides leadership to promote diversity and inclusion in the UF College of Nursing for all members of the community including students, faculty and staff across the missions of the CON. Promotes a supportive, inclusive environment for optimal learning experiences and well-being for students of diverse backgrounds.	1.35	Associate Dean for Diversity, Inclusion and Engagement & Associate Professor; Administrative Support Ast. III; OPS Clerical Support staff	\$ 136,351	\$ 136,351
Univ Florida	College of Design, Construction and Planning DEI committee	Chair DEI committee and serve as DCP diversity liaison. To address diversity, Equity, and Inclusion issues at the College of Design, Construction, and Planning (DCP), and attend meetings, seminars, and conferences during the summer	0.07	Professor	\$ 7,000	\$ 7,000
Univ Florida	College of Pharmacy, Office of Diversity, Inclusion and Health Equity (DIHE)	Stimulate and promote a culture of diversity and inclusion	0.8	Associate Dean, DIHE staff, DIHE faculty, DIHE faculty	\$ 159,235	\$ 159,235
Univ Florida	CLAS DEI administration	<b>CLAS Associate Dean for Diversity, Equity, and Inclusion</b> is an extension of the college's continuing work to foster a community where all feel welcome and have the tools necessary for success.	1	Faculty/Associate Dean	\$ 181,815	\$ 181,815
Univ Florida	College of Veterinary Medicine DEI administration	Develops and implements university wide, health science center-developed, and college-specific DEI strategy and initiatives for the college. Develops and implements community engagement and diversity outreach activities of the college.	1.59	Assistant Dean, Director, program assistant	\$ 222,969	\$ 216,342
Univ Florida	College of Health and Human Performance, Dean's IDEA Council	Discuss, plan, and execute initiatives and programming associated with IDEA.	0	n/a	\$ 40,000	\$ 34,800
Univ Florida	College of Journalism and Communications (CJC) DEI administration	Foster welcoming, inclusive work environment	0.15	Director of Inclusion and Diversity	\$ 19,821	\$ 19,821
Univ Florida	CJC Report for America	Partnership funded by Groundtruth and CPB to focus on East Gainesville and underserved communities	1	Broadcast Coordinator	\$ 65,632	\$ -
Univ Florida	Levin College of Law Administration	Foster inclusion and prepare students	0.75	Assistant Dean for Inclusion	\$ 141,246	\$ 141,246
Univ Florida	IFAS, online DEI voluntary training	Development of third course in online voluntary DEI professional development series "Championing Diversity, Equity and Inclusion"	0.2	Professor	\$ 40,974	\$ 40,974
Univ Florida	IFAS, EPIC Diversity Software	Software purchased for DISC Licenses associated with voluntary DEI professional development	0	n/a	\$ 1,331	\$ 1,331
Univ Florida	MED JAX, Dean Office for Inclusion and Equity	Activities that promote health equity	1	Associate Dean for Inclusion and Equity, Administrative Assistant	\$ 297,844	\$ -
Univ Florida	MED, Office for Diversity & Health Equity	To fulfill LCME accreditation standards for undergraduate medical education programs: establishes effective policies and practices and engages in ongoing, systematic, and focused recruitment and retention activities to achieve mission-appropriate diversity outcomes among students, faculty, and senior administrative staff. These activities include programs aimed at achieving diversity among qualified applicants for medical school admission.	3.65	Associate Dean (.60), Assistant Deans (1.05), Administrative Support Assistants (2.00)	\$ 721,671	\$ 49,023
Univ Florida	MED,Office for Diversity & Health Equity	Health Care Summer Institute, Summer Health Professions Education Program: Medicine and Minority Mentoring Program	0	OPS	\$ 8,138	\$ -
Univ Florida	BUS, Diversity and Inclusion administration	Create an environment that values unique perspectives to make sure voices are heard, appreciated and respected at all levels of the Warrington community	1.1	Program manager, Assistant Dean	\$ 129,382	\$ 129,382
Univ Florida	BUS, Diversity and Inclusion administration	Create an environment that values unique perspectives to make sure voices are heard, appreciated and respected at all levels of the Warrington community	0	n/a	\$ 91,150	\$ -
Univ Florida	BUS, Diversity and Inclusion administration	Promote inclusion, ADV	0.3	Director of Culture and Engagement	\$ 40,356	\$ -
Univ Florida	College of Education administration	Support activities in COE focused on diversity, equity, and inclusion	0.05	Associate Dean for Faculty & Staff Affairs, DEI, and Community & International Engagement	\$ 11,552	\$ 11,552
Univ Florida	College of Engineering, K-12 Outreach	Programs and activities that increase interest in STEM by engaging underrepresented and underserved students through student competitions, camps, and K-12 teacher support and training	2	Various titles such as Program Coordinators and Directors	\$ 274,000	\$ -

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Univ Florida	College of Engineering, Campus Diversity Liaisons	Engineering Administrators who coordinate the University's IDEA efforts at the college level	0.123	Associate Deans/Dept. Coordinator	\$ 33,872	\$ 32,762
Univ Florida	College of Dentistry, Student Advocacy and Inclusion office	Support student success and an inclusive environment	1.9	Associate Dean, Student Affairs coordinator (3)	\$ 189,515	\$ 138,346
Univ Florida	College of the Arts, Access, Equity and Inclusion Committee	A College level committee chaired by an elected faculty member intended to foster broad viewpoint diversity across the college through sponsoring guest artists, discussion forums, course enhancement grants, etc. Majority of their resources are disseminated in response to requests for support that come from the college community.	0.63	Committee Chair, graduate assistant	\$ 54,152	\$ -
Univ Florida	College of Public Health and Health Professions	faculty member serving as liaison for college, UF and UF Health DEI committees	0.1	DEI coordinator	\$ 17,043	\$ 17,043
Univ Florida	HR, Gators Together Diversity and Inclusion Training Program	Gators Together is an elective diversity and inclusion training program for employees.	0.03	Instructional designers and trainers	\$ 2,100	\$ 2,100
Univ Florida	Grad School, OGDl Budget	The Office of Graduate Diversity Initiatives (OGDI) is a function of the Graduate School dedicated to recruitment and retention of underrepresented graduate students. OGDI provides students with social, informational, referral, and in some cases, financial support. OGDI maintains partnerships with administrative offices, academic units, research centers, student services, and organizations across campus to help students with the graduate experience.	0	Operating Budget	\$ 51,924	\$ 51,924
Univ Florida	Grad School, OGDl Salaries	OGDI Staff develops and collaborates with campus offices, UF academic units, and other support services to promote graduate diversity at UF. The staff manages the application process for funding provided through DGSA.	3	Dir. of OGDI, Asst. Dir of OGDI, Executive Secretary OGDI	\$ 279,105	\$ 279,105
Univ Florida	Grad School, SF2UF Grant	The Santa Fe to UF (SF2UF) Bridge Program seeks to increase the number of minority and underrepresented SF students in the biomedical and behavioral sciences who go on to transfer to UF and graduate with bachelor's degrees in biomedical and behavioral science-related disciplines. This program is funded by the National Institutes of Health (NIH)/ National Institute of General Medical Sciences (NIGMS) NIH Grant #R25GM115298. The goal of the program is to support the education, research experience, and professional development of students from underrepresented groups.	0.11	Director of Prof. Dev (OGPD), Asst. Dir. Of Admin Svcs	\$ 10,648	\$ -
Univ Florida	Student Life, Center for Inclusion and Multicultural Engagement	In support of the University of Florida Core Value of Inclusion and BOG key performance indicator 10 (AP2022), the following activities contribute to the number of degrees awarded to Hispanic and African American students. Supports the offices' DEI efforts and works with campus partners to do cross collaborations for our various identity-based groups (Black/African American Engagement, Hispanic-Latinx Engagement, LGBTQ+ Engagement, Asian Pacific Islander Desi Engagement). Presents to campus partners on topics related to DEI.	3.75	Director, Associate Director, Assistant Director, 4x Program Directors (Black Student Engagement, Asian Pacific Islander Desi Student Engagement, Hispanic-Latinx Student Engagement, LGBTQ+ Student Engagement)	\$ 423,084	\$ 358,084
Univ Florida	Student Life, Inclusion, Diversity, Equity and Access Collective (I.D.E.A)	In addition to professional responsibilities of their professional role, IDEA Collective committee members work together to help other faculty/staff facilitate a developmental journey toward greater understanding and empowerment around inclusion, diversity, equity, and access. These opportunities support the academic mission of the institution to enable our students to lead and influence the next generation of students for economic, cultural, and societal benefit. The work of Collective benefits students by helping facilitate High-Impact Practices such as diversity learning, leading to greater rates of retention, student success, and graduation	0	committee activities	\$ 14,163	\$ 6,208
Univ Florida	ANT2410	Cultural Anthropology (1 of 42 gen educ diversity courses)	2.25	Instructional Faculty	\$ 112,163	\$ 112,163
Univ Florida	ARH2000	Art Appreciation: American Diversity and Global Arts (1 of 42 gen educ diversity courses)	1.25	Instructional Faculty	\$ 63,277	\$ 63,277
Univ Florida	EDF2085	Teaching Diverse Populations (1 of 42 gen educ diversity courses)	0.75	Instructional Faculty	\$ 16,595	\$ 16,595
Univ Florida	EEX2000	Impact of Disabilities: Home, Community and Workplace (1 of 42 gen educ diversity courses)	2.125	Instructional Faculty	\$ 94,627	\$ 94,627
Univ Florida	GEO2410	Social Geography (1 of 42 gen educ diversity courses)	0.75	Instructional Faculty	\$ 59,966	\$ 59,966
Univ Florida	LIN2614	Language in the USA (1 of 42 gen educ diversity courses)	0.5	Instructional Faculty	\$ 8,890	\$ 8,890
Univ Florida	THE2000	Theatre Appreciation (1 of 42 gen educ diversity courses)	5.25	Instructional Faculty	\$ 134,502	\$ 134,502
Univ Florida	WST2322	Introduction to Health Disparities (1 of 42 gen educ diversity courses)	0.75	Instructional Faculty	\$ 23,760	\$ 23,760
Univ Florida	WST2611	Humanities Perspectives on Gender and Sexuality (1 of 42 gen educ diversity courses)	0.25	Instructional Faculty	\$ 14,815	\$ 14,815
Univ Florida	WST2612	Social Science Perspectives on Gender and Sexuality (1 of 42 gen educ diversity courses)	0.75	Instructional Faculty	\$ 23,760	\$ 23,760

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		SUBTOTAL - PROGRAMS AND ACTIVITIES	28.65		\$ 4,781,559	\$ 2,828,975
		SUBTOTAL - COURSES	14.63		\$ 552,355	\$ 552,355
		GRAND TOTAL	43.28		\$ 5,333,914	\$ 3,381,330

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FSU	Power Of We	Power of We is a student run program that fosters <b>civil discourse</b> around a variety of topics. Signature program is "Longest Table" <b>(Funded using Activity and Service Fees)</b>	0	No Staff	\$ 20,000	\$ 1,100
FSU	Social Justice Living and Learning Center	A floor in a residence hall for students who volunteer to engage in intentional and open discussions on many societal issues.	0.5 FTE	Program Coordinator (1)	\$ 27,000	\$ 27,000
FSU	SGA Agencies	Student Government (A&S Fee Funded) Agencies. These voluntary student organizations, (e.g., Black Student Union, the Veterans' Center). There is no direct supervision outside of SGA so FSU does not control their activities.	4	4 advisors that advise Agencies	\$ 160,000	\$ -
FSU	SGA's Diversity and Inclusion Institute	Funded by A&S through SGA.	0	No Staff	\$ 1,000	\$ -
FSU	Center for Leadership and Social Change (RISE Office)	The Center for Leadership and Social Change works with students and organizations to produce programming for SGA Agencies and the Living and Learning Center (listed above) They also coordinate cultural graduation ceremonies and workshops on social change including training of social change peer advocates, Americorp VISTA networking, and the annual Multicultural Leadership Summit.	5(plus 3 grads)	1 Staff: - Program Director - Assistant Director - Program Coordinators (2) - Program Associate - Graduate Assistants (3)	\$ 340,000	\$ 340,000
FSU	Orientation Program	Program to prepare new students for academic courses and student life. Out of two days of programming, 40 minutes could be considered DEI.			\$ 9,275	\$ -
FSU	Human Resources-Equity Diversity & Inclusion Office	One of our directors in HR also has responsibility as the Director of Equity, Diversity & Inclusion Office and Chief Diversity Officer, and serves as the institutional Compliance Officer for EEO - responsible for managing compliance activities including external reporting to state and federal entities.	0.6	Director, HR-Equity Diversity & Inclusion Office & Chief Diversity Officer	\$ 69,876	\$ 69,876
FSU	Human Resources-Equity Diversity & Inclusion Office	Responsible for planning, organizing, and coordinating HR functions related to diversity & inclusion.	2	Sr. Coordinator-HR- Equity, Diversity & Inclusion Office EDI Specialist- HR-Equity, Diversity & Inclusion Office	\$ 103,500	\$ 103,500



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FSU	President's Office/Academic Affairs	Full time faculty member who serves as a consultant to the President on institutional Diversity and Inclusion matters. Partners with Chief Diversity Officer on initiatives and activities in support of institutional goals	0.03	Professor-Academic Affairs	\$ 4,010	\$ 4,010
FSU	National Coalition Building Institute(NCBI)-Affiliation Fee	FSU is an affiliate of The National Coalition Building Institute, an international leadership organization that provides training in diversity, equity, and inclusion (DEI) in community organizations, K-12 schools, college and university campuses, corporations, and law enforcement. The FSU team offers a 4-hour course titled Building Effective Relationships Across Group Lines. The course is an interactive four-hour workshop that encourages participants to explore how our identities shape our experiences and our interactions with others, to notice the dynamics that get in the way of effective relationship-building across differences, and to discover some coalition-building skills.	N/A	N/A (annual affiliation fee)	\$ 1,475	\$ 1,475
FSU	President's Council on Equity, Diversity & Inclusion	To encourage efforts which align with the University's strategic plan, the President's Diversity and Inclusion Mini-Grant Program, provides financial support to initiatives and projects that further the diversity goals of the University. Mini-grant proposals are accepted and reviewed for all diversity-related areas. Administrative support is provided by staff who perform diversity functions in other areas and have been accounted for elsewhere on this spreadsheet.	N/A	N/A	\$ 3,703	\$ 3,703
FSU	DEI	15% of Librarian assignment for DEI work	0.15	Diversity Librarian	\$ 14,671	\$ 14,671
FSU	Diversity in STEM	Presentations by STEM faculty from diverse backgrounds	0	NA	\$ 250	\$ 250
FSU	Athletics DEI Events	NCAA compliance activities and institutional training	0.1	Assistant Director Student-Athlete Development	\$ 5,795	
FSU	College of Law DEI Committee	Partial role to promote diversity and inclusion in the College of Law	0.05	Assistant Dean	\$ 6,020	\$ 6,020
FSU	College of Nursing DEI activities	Partial role to promote diversity and inclusion in the College of Nursing	0.0625	Associate Dean (.0375) and Associate Professor (.025)	\$ 7,314	\$ 7,314
FSU	College of Medicine Assistant Dean for Student Affairs and Diversity	Partial role to promote diversity and inclusion in the College Communication and Information	0.2	Assistant Dean for Student Affairs and Diversity (Vacant)	\$ 25,367	\$ 25,367
FSU	FSU PC Dean's Diversity Task Force	The Dean's Diversity Task Force drives diversity initiatives on our campus and within our communities.	0.013	Associate Dean, Student & Strategic Initiatives	\$ 1,696	\$ 1,696

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FSU	FSU-PC Illumination Lecture Series, Dean's Diversity Task Force	FSU Panama City's "Illumination, Shedding Light on Diversity" initiative highlights diversity, equity and inclusion through a series of guest speakers that allows the community to hear different viewpoints, engage in meaningful conversations and learn from unique experiences belonging to the minority. Not all are DEI related.	0.5	Service time by various employees	\$ 21,000	\$ 21,000
FSU	College of Business DEI Activities	The College of Business does not have designated employee administrative roles to support DEI, but the activities of various faculty and staff could be considered as service work in this area.		Service Time by various individuals	\$ -	\$ -
FSU	College of Communication and Information EDI Coordinator	Partial role to promote diversity and inclusion in the College Communication and Information	0.35	Coordinator	\$ 26,499	\$ 26,499
FSU	Assistant Dean for DEI in Social Work	Partial role to promote diversity and inclusion in the College of Social Work	0.5	Assistant Dean	\$ 58,639	\$ 58,639
FSU	Collaborative Collision Project (funded by SRAD)	Fostering interdisciplinary research around selected topical areas including anti-racism.	0.29	OPS Grad Asst.	\$ 11,239	
FSU	AFA3101: Theory of African American Studies	This course is 1 of 145 offered this year that satisfies the E_Series or W_Writing General Education requirement. Course Description: This course engages theories of race discrimination and oppression as it relates to African Americans. Students systematically and objectively examine the sources of American oppression and explore how it shapes the life chances of African Americans from prior to the Reconstruction Era to the twenty-first century. The course explores the timing and manner of their entry into U.S. society, conflicts with other groups, encounters with prejudice and discrimination, as well as the extent to which they have secured access to cultural, economic, political, and social assimilation into U.S. society.	0.4	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 16,344	\$ 16,344
FSU	AMH2096: Black Women in America	This course is 1 of 44 offered this year that satisfies the History General Education requirement as well as 1 of 145 offered this year that satisfies the E_Series or W_Writing General Education requirement. Course Description: This course examines (chronologically and thematically) the unique experience of the African American woman in the United States and the role they have played in shaping this nation's history. Particular attention is paid to the double burden that black women have experienced because of their race and gender. This course does not count as credit toward the history major.	0.8	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 42,091	\$ 42,091
FSU	AMH2097: Nationality, Race, and Ethnicity in the United States	This course is 1 of 44 offered this year that satisfies the History General Education requirement as well as 1 of 145 offered this year that satisfies the E_Series or W_Writing General Education requirement. Course Description: This course explores the history of immigration to the United States. Topics include the evolution of ethnic cultures and the role of race in adjustment, and related conflicts from colonial times to the present. The course does not count as credit toward the history major.	8.0	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 167,703	\$ 167,703

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FSU	ANT2410: Introduction to Cultural Anthropology	This course is 1 of 40 offered this year that satisfies the Social Science General Education requirement. Course Description: This course introduces global diversity through the discipline of cultural anthropology which explores and analyzes the commonalities across societies as well as the unique diversity of human societies and cultures. The course introduces key concepts including kinship, gender, culture, religion, race, consumption, nationalism, and globalization, and provides an opportunity to learn more about these concepts in a variety of social and cultural contexts around the world.	3.2	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 51,171	\$ 51,171
FSU	ANT2511: Introduction to Physical Anthropology and Prehistory	This course is 1 of 49 offered this year that satisfies the Natural Science General Education requirement. Course Description: This course introduces theory and principles of genetically based evolution. It reviews fossil evidence for human evolution and competing ideas about the specific pathways to modern humans. It emphasizes the genetic unity of humankind and the universal features that underlie individual and cultural diversity.	0.8	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 37,507	\$ 37,507
FSU	ANT3405: Anthropology of Sport	This course is 1 of 40 offered this year that satisfies the Social Science General Education requirement. Course Description: In this course, students explore sport as a cultural phenomenon that unites, and divides people simultaneously. Students learn how anthropologists analyze aspects of sport including the evolution of sport, culture, ethnicity and race, gender, family, health, religion, politics, agency, and community. Students use primary experiences and ethnography to study sport in cultures today.	0.4	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 10,724	\$ 10,724
FSU	ASH3230: Middle East Research: An Interdisciplinary Seminar	This course is 1 of 44 offered this year that satisfies the History General Education requirement. Course Description: This seminar surveys regional studies' methodology by introducing a dozen examples of a domain of Middle Eastern studies (for example, cities, biographies, countries, sects, dialects), using a variety of lecturers and approaches. Students a) become familiar with the particular characters of dozen instances of a Middle Eastern domain, in this way learning something of the diversity of the region, b) encounter a variety of approaches to the study of the region, and c) develop deep knowledge of one instance, which they study over the course of the semester. May be repeated to a maximum of six semester hours.	0.4	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 12,703	\$ 12,703
FSU	CHT3392: Writing Women in Pre- Modern China	This course is 1 of 106 offered this year that satisfies the Humanities and Cultural Practice General Education requirement. Course Description: This course introduces students to Chinese women's writings up to the 19th century. Readings also include some men's writings on women to assist students with the exploration of women's culture in pre-modern society, especially how women negotiated gender power as active agents rather than passive victims. The course can be taken to fulfill the requirements for Chinese or Asian Studies major/minor, liberal studies, and multicultural awareness. This course is taught in English. May be repeated to a maximum of six credit hours.	0.4	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 13,745	\$ 13,745

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FSU	DAN3145: Classical Perspectives on Dance	This course is 1 of 106 offered this year that satisfies the Humanities and Cultural Practice General Education requirement as well as 1 of 145 offered this year that satisfies the E_Series or W_Writing General Education requirement. Course Description: This course introduces students to the history of ballet through a comparative study of classical dance forms around the world. Exploring what constitutes 'classical' and reinventing classical, the course also focuses on larger cultural and historical movements as they influenced (or reflected) the codification of dance technique, gender theories of performance, and the role of dance in society. Students investigate these concepts through open, in-class conversations, the screening of classical dance works, and the reading and writing of critical essays and dance reviews.	1.6	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 39,696	\$ 39,696
FSU	FOW3240: Literature and Sexuality	This course is 1 of 106 offered this year that satisfies the Humanities and Cultural Practice General Education requirement as well as 1 of 145 offered this year that satisfies the E_Series or W_Writing General Education requirement. Course Description: This course investigates how modern Western fiction, in particular the modern novel, represents and critically examines a variety of themes related to sexuality in a socio-cultural and political context	0.8	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 34,206	\$ 34,206
FSU	FRT3561: French Women Writers	This course is 1 of 106 offered this year that satisfies the Humanities and Cultural Practice General Education requirement as well as 1 of 145 offered this year that satisfies the E_Series or W_Writing General Education requirement. Course Description: This course addresses issues of race, gender, and class in a selection of works written by prominent French/Francophone writers. Taught in English. Can be used for minor credit with permission of the coordinator.	0.8	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 18,971	\$ 18,971
FSU	GET3130: Masterpieces of German Literature in Translation: 19th and 20th Centuries	This course is 1 of 106 offered this year that satisfies the Humanities and Cultural Practice General Education requirement as well as 1 of 145 offered this year that satisfies the E_Series or W_Writing General Education requirement. Course Description: This course offers an introduction to masterpieces of German literature from the 19th century to the present. It uses works by authors of various ethnic, minority, and gender backgrounds that bring forth German representations of gendered or cultural others and transcultural issues. May be counted for major or minor credit. Taught in English.	0.8	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 27,499	\$ 27,499
FSU	HIS3205: LGBTQ History	This course is 1 of 44 offered this year that satisfies the History General Education requirement as well as 1 of 145 offered this year that satisfies the E_Series or W_Writing General Education requirement. Course Description: This course traces the history of lesbian, gay, bisexual, and transgender (LGBT) people in Western Europe and North America from the eighteenth century to the present day. The course showcases the historically contingent nature of homosexuality and gender identity, giving particular attention to the ways that sexual identity intersects with race, class, and gender.	3.2	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 58,509	\$ 58,509

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FSU	HIS3491: Medicine and Society	This course is 1 of 44 offered this year that satisfies the History General Education requirement as well as 1 of 145 offered this year that satisfies the E_Series or W_Writing General Education requirement. Course Description: This course examines the development of public health and the history of medicine in the United States from the colonial period to the present. Topics cover changes in medical knowledge, the medical profession, government responsibilities, and public responses; how individuals accept, modify, or reject medical authority; how race, class, gender, and ethnicity shape health practices and the delivery of medical care; how the health of a community can be protected; and what constitutes a public health hazard.	0.8	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 32,173	\$ 32,173
FSU	HPS3320: Screening the Scientific Life: Cinema and the Cultural Image of Science	This course is 1 of 43 offered this year that satisfies the Ethics General Education requirement as well as 1 of 145 offered this year that satisfies the E_Series or W_Writing General Education requirement. Course Description: This course examines how cinema has provided a unique framework for wrestling with the implications of the modern scientific enterprise, examining how easily scientific rationality can be harnessed to both moral and immoral ends and what kind of world that science has produced. By probing a variety of genres - including biography, documentary, historical drama, science fiction, political satire, and horror - this course observes the cinematic and cultural desire to make sense of science. A critical element of the course is diversity in the Western culture through the lens of race, class, gender, and ethnicity.	0.4	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 14,916	\$ 14,916
FSU	IDH2602: Us and Them: Navigating Disagreements in a Polarized Society	This course is 1 of 43 offered this year that satisfies the Ethics General Education requirement. Course Description: Contemporary society is deeply polarized along political, cultural, regional, religious, racial, and socioeconomic lines. In this course, students learn about the roots of those divisions and practice developing strategies to navigate our divided society.	0.8	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 16,524	\$ 16,524
FSU	IDH3113: America Abroad	This course is 1 of 44 offered this year that satisfies the History General Education requirement. Course Description: This course examines the history of U.S. presence abroad by analyzing cultural texts produced by and/or for a U.S. audience. Engaging feminist, queer, and ethnic studies insights into transnational power relations, students consider how race, gender, class, and sexuality dynamics inform how U.S. presence abroad has been represented in different time periods.	0.8	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 16,942	\$ 16,942
FSU	IDH3117: Social (In)Equalities: Social Construction of Difference and Inequalities	This course is 1 of 40 offered this year that satisfies the Social Science General Education requirement. Course Description: This course explores the structures and institutions of social inequality along the intersectional axes of class, race, and gender/sexuality by focusing on how these categories are socially constructed, maintained, and experienced.	0.8	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 16,485	\$ 16,485

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FSU	IDH3119: Truth, Justice, and the American Way? Ethics, Religion, and Superheroes	This course is 1 of 43 offered this year that satisfies the Ethics General Education requirement. Course Description: This course uses superhero mythology as a lens through which to view the historical development of ethical norms in the United States. Students unpack the ideological meanings of these stories while thinking critically about the political, historical, philosophical, psychological, and religious ideas that are reflected in the mythology. Special attention is paid to race, gender, and religion.	0.8	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 17,048	\$ 17,048
FSU	IDH3402: Youth Subcultures	This course is 1 of 40 offered this year that satisfies the Social Science General Education requirement. Course Description: This course considers the role of youth subculture in challenging and reproducing structures of inequality. Students examine how youth subcultures are embedded within their particular sociohistorical context, indexing not only intergenerational differences but also changing race, gender, sexuality, and class relations.	2.4	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 22,726	\$ 22,726
FSU	IDH3404: Environmental Justice	This course is 1 of 40 offered this year that satisfies the Social Science General Education requirement. Course Description: This course engages with the history, core concepts, and effects of the environmental justice movement, examining how race and class interact to produce and sustain environmental inequities. It highlights the need to address the disproportionate burdening of historically marginalized communities with environmental harms.	0.8	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 29,372	\$ 29,372
FSU	IDH3407: Global Urbanization: Urban Diversity and Culture in the Age of Globalization	This course is 1 of 40 offered this year that satisfies the Social Science General Education requirement. Course Description: In this course, students focus on the great urban diversity (e.g., language, citizenship, religion, ethnicity/race, class and socioeconomic status, gender, and sexuality). Through class materials and assignments, students acquire a solid perspective on how urban diversity is transformed into inequalities and exclusion in the cities.	0.8	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 17,008	\$ 17,008
FSU	IDS3450: Through an Arabic Lens: The Intersection of Film and Culture	This course is 1 of 106 offered this year that satisfies the Humanities and Cultural Practice General Education requirement as well as 1 of 145 offered this year that satisfies the E_Series or W_Writing General Education requirement. Course Description: This course explores Arab cinema from the colonial period to the present, examining the cultural personifications that distinguish it from Hollywood cinema. It provides an in-depth exploration of cultural identity and politics in the Arab World. Through cinematographic images and readings, students engage in the history of cultural, political, and religious diversity within dynamically changing Arab societies. Taught in English. All movies have English subtitles.	2.0	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 24,228	\$ 24,228
FSU	ITT3501: Modern Italian Culture: From the Unification to the Present	This course is 1 of 106 offered this year that satisfies the Humanities and Cultural Practice General Education requirement as well as 1 of 145 offered this year that satisfies the E_Series or W_Writing General Education requirement. Course Description: This course is an introduction to the cultural developments and sociopolitical changes in modern Italy from the Risorgimento to the formation of a nation. Students examine Fascism's influence on the national culture, as well as consider the contemporary impact of immigration on diversity. Offered in English.	1.2	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 54,016	\$ 54,016

**Florida State University**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
FSU	LIT3383: Women in Literature	This course is 1 of 106 offered this year that satisfies the Humanities and Cultural Practice General Education requirement as well as 1 of 145 offered this year that satisfies the E_Series or W_Writing General Education requirement. Course Description: In this course, students study texts that consider women's roles in society. The course focuses on women's gender roles and legal status during the Victorian period. What kinds of political and literary power did women have? What did women have to say about social and political matters? How did women use literary forms to communicate their arguments?	6.2	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 137,606	\$ 137,606
FSU	PHI2635: Bioethics	This course is 1 of 43 offered this year that satisfies the Ethics General Education requirement as well as 1 of 145 offered this year that satisfies the E_Series or W_Writing General Education requirement. Course Description: This course is an examination of the philosophical foundations of bioethical theory and an exploration of the trenchant issues in contemporary bioethics with a concentration on discussions of race, gender, and vulnerable populations (e.g. the poor, immigrants). The course employs tools of ethical theory, philosophical analysis, and analytic writing to examine a number of moral issues arising in health care including justice in health care, experimentation and research on human subjects, reproductive technology, aging, organ donation, and euthanasia. Throughout the course we examine assumptions about rights, persons, and ethical principles at work in medical decisions.	4.3	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 87,656	\$ 87,656
FSU	PHM2121: Philosophy of Race, Class, and Gender	This course is 1 of 43 offered this year that satisfies the Ethics General Education requirement. Course Description: In this course students study selected contemporary philosophical, literary, and journalistic discussions of questions regarding race, class, and gender with a particular emphasis on the status of these discussions in the United States. Students also survey theoretical accounts of the concepts of race, class, and gender, as well as their interrelatedness, and examine their application to various contemporary social issues.	0.4	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 13,507	\$ 13,507
FSU	REL3138: Religious Intolerance in America	This course is 1 of 106 offered this year that satisfies the Humanities and Cultural Practice General Education requirement. Course Description: This course examines the long and ongoing history of religious intolerance in America with respect to a wide range of religious groups and agnostic/atheistic persons, and with an eye to the ways in which religious intolerance intersects with race, ethnicity, class, and gender.	0.9	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 36,807	\$ 36,807
FSU	REL3145: Gender and Religion	This course is 1 of 106 offered this year that satisfies the Humanities and Cultural Practice General Education requirement as well as 1 of 145 offered this year that satisfies the E_Series or W_Writing General Education requirement. Course Description: This course considers the impact of gender on religion. Includes cross-cultural studies, theoretical works, and gender issues within religious traditions.	2.4	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 56,247	\$ 56,247

**Florida State University**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
FSU	REL3152: Religion, Race and Ethnicity	This course is 1 of 43 offered this year that satisfies the Ethics General Education requirement. Course Description: This course examines the relation between race, ethnicity and religious beliefs in a cross-cultural context.	1.4	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 38,875	\$ 38,875
FSU	REL3346: Buddhist Ethics	This course is 1 of 43 offered this year that satisfies the Ethics General Education requirement. Course Description: This course examines the nature of Buddhist ethics within historical and evolving Buddhist traditions. The first part of the course explores how Buddhist scriptures articulate prescriptive, doctrinal ideas (e.g., cosmology, the self, soteriology, etc.). The second part of the course examines ethical issues thematically (e.g., compassion, compassionate killing, suicides, gender, environment, food, etc.).	0.4	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 13,868	\$ 13,868
FSU	REL3935: Topics in Buddhism	This course is 1 of 106 offered this year that satisfies the Humanities and Cultural Practice General Education requirement. Course Description: This course focuses on selected topics and themes in the academic study of Buddhism. The course may explore key subjects and theories in Buddhist studies, including philosophy, history, sociology, anthropology, literature, and art history intended to introduce students to the diversity of Buddhist traditions throughout Asia, Europe, and North America and to help them develop critical skills necessary for evaluating a variety of scholarly approaches to the subject. May be repeated to a maximum of nine semester hours. May be repeated within the same semester.	0.8	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 27,316	\$ 27,316
FSU	SYD3800: Sociology of Sex and Gender	This course is 1 of 40 offered this year that satisfies the Social Science General Education requirement. Course Description: This course examines how gender, as an identity, interaction, institution, and inequality, influences individuals' lives and organizes society.	3.9	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 110,262	\$ 110,262
FSU	SYG2010: Social Problems	This course is 1 of 40 offered this year that satisfies the Social Science General Education requirement. Course Description: This course represents a study of various contemporary social problems in an urbanized society, which may include such topics as education, the family, politics, the economy, race relations, drug use and alcoholism, over-population, and other issues.	6.0	Various Instructional Faculty and/or Graduate Teaching Assistants	\$ 221,811	\$ 221,811



Florida A&M University						
Higher Education Program and Activity Survey						
Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
FAMU	DEI Initiatives in Colleges and Schools	College specific initiatives and programs are provided to comply with discipline specific accreditation standards related to diversity.	0.01	AVP Program Quality	\$ 1,965.00	\$ 1,965.00
FAMU	Diversity and Inclusion Council	The Diversity and Inclusion Council is comprised of constituents and key stakeholders at FAMU. The Council holds one to two meetings per year to discuss diversity and inclusion as it relates to understanding and valuing differences, as well as leveraging the differences and similarities of all of our University constituents and key stakeholders for the greater good of our university.	0.01	Human Resources Director	\$ 2,489.00	\$ 2,489.00
FAMU	University/Community Cultural Heritage Events	Harambee Festival   The Harambee Festival highlights the University's Strategic Plan, Community Engagement; the festival enhances the brand of the University's motto: "Excellence with Caring." The festival showcases the community action-based approaches to the "great things happening" university theme at FAMU. M.L.K. Convocation   The Martin Luther King, Jr. Convocation celebrates the tenents that Dr. M.L.K. believed in and provides the campus community with recognition of the accomplishments of students, alumni, faculty, and staff.	0.01	Coordinator of Public Functions	\$ 864.60	\$ 864.60
FAMU	Women In Leadership Professional Development	W.I.L. is a professional development webinar held each March for Women's History Month. The program is open for all to attend. The program highlights women speakers who assist faculty in learning grant writing skills, manuscript and publication tips and hear from women who have been successful in higher education.	0.01	Teaching and Learning Coordinator	\$ 715.39	\$ 715.39
FAMU	Campus Safety Workshops   Diversity Module	Campus Safety Workshops   Diversity Module The FAMU Department of Campus Safety & Security provides annual safety training to faculty, staff, and students. In addition to the annual training, the department will provide sessions to specific groups as requested. The department exists to preserve liberty, enhance the safety of our community and defend human dignity. The communication with the public is direct, open, and respectful—the department values differences, recognizing strength in both.	0.20	Chief of Police	\$ 39,824.00	\$ 39,824.00
FAMU	FAMU/FSU College of Engineering Diversity, Equity, Inclusion and Belonging Engineering DEI Advisory Council	FAMU-FSU College of Engineering Diversity, Equity & Inclusion (DEI) Advisory Committee voluntarily engage students, staff and faculty through DEI peer groups and activities. Printed flyers and activities are shared within the community.	0.01	Volunteer/Advisory Board Contributions	\$ 2,000.00	\$ 2,000.00
FAMU	FAMU/FSU College of Engineering Diversity and Inclusion Program	The FAMU-FSU College of Engineering (COE) Director of Student Access leads a comprehensive effort to retain and graduate students in the engineering profession. The director creates and manages several student support programs: the Engineering Concepts Institute; Engineering Living Learning Community (LLC); Educating Engineering Students Innovatively (EESI); and Peer-Assisted Study Sessions (PASS).	1.00	Director of Student Access	\$ 130,214.00	\$ 130,214.00

Florida A&M University						
Higher Education Program and Activity Survey						
Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
FAMU	Student Inclusion Events	Inclusion events are student-based and often student-led engagement opportunities that focus on creating an inclusive campus of diversity. Inclusion events celebrate the achievements of members who identify with and support individuals with diverse backgrounds and orientations. Hispanic Heritage Month State of FAMU Male: Mental Health Check In Black Beauty Effect Women's History Month HBCU Outloud Day FAMU Pride Week Holiday Around the World Thanksgiving Food Drive	0.04	Coordinator of DEI and Volunteer Services		\$ 4,000.00
FAMU	Freshman Class Orientation   Diversity Module	Freshman Class Orientation   Diversity Module	0.01	Director of Freshman Studies/Assistant Provost	\$ 2,025.00	\$ 2,025.00
FAMU	International Student Appreciation Week	International student appreciation week acknowledges and celebrates students from various nations representing different countries and customs.	0.01	AVP International Affairs	\$ 141,750.00	\$ -
FAMU	Meek-Eaton Southeastern Regional Black Archives Research Center and Museum	The center was founded in 1976 by Florida A&M University history professor, Dr. James N. Eaton. It officially opened in historic Carnegie Library on FAMU's campus. Since that time, the Black Archives has served as a research center for individuals of various ages, ethnicities, and interests. By functioning both as a repository for archival records and a museum for historical regalia, the center continues to render academic support to educational institutions, civic, political, religious and social groups, as well as public and private businesses throughout Florida and the nation.	1	Director	\$367,504.00	\$353,844.00
FAMU	Center for Disability Access and Resources	The mission of the CeDAR is to provide enriching support programs, services, and reasonable accommodations to FAMU students with disabilities. Our mission is to also foster a sense of empowerment in students with disabilities by educating them about their legal rights and responsibilities so that they can make informed choices, be critical thinkers, and self-advocates. Our goal is to ensure students with disabilities have access to the same programs, opportunities, and activities available to all FAMU students.	5	Director Assistant Director Counselor	\$322,172.38	\$322,172.38
FAMU	Center for Environmental Equity and Justice	The mission of the Center for Environmental Equity and Justice is to conduct and facilitate research, develop policies, engage in education, training, and community outreach activities with respect to environmental equity and justice issues for the state of Florida.	8	Dean Assc. Full Professors Director Assistant Director Geospatial Analyst	\$1,791,919.30	\$1,791,919.30
FAMU	Institute of Public Health (IPH)	Florida A&M University (FAMU) Institute of Public Health (IPH) was created by the 1995 Florida Legislature with the mission of improving the health status of Florida's diverse poor and underserved. The mission of the FAMU Public Health Program is to develop the practice of culturally competent public health practitioners and leaders through graduate training, research, and service. Thus, the contribution of the FAMU Public Health Program to the public health workforce should substantially improve the health status of the diverse poor and underserved.	16	Associate Dean Asst., Assc., Full Professor	\$1,617,737.42	\$1,495,976.84

Florida A&M University

Higher Education Program and Activity Survey

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
FAMU	Florida West Africa Linkage Institute	Florida's linkage institutes have the general mission of enhancing economic and cultural relations between the State and the "target" country or region, while recruiting students from this country or region to attend SUS institutions by the provision of non-resident tuition waivers. FLAWI has the more specific mission of establishing relationships with West Africa institutions of higher education, so as to facilitate activities such as joint research, and faculty/student exchanges, while exploring Florida/West African business.	0.22	Director	\$15,487.33	\$15,487.33
Total					\$ 4,436,667.42	\$ 4,163,496.84

University of South Florida  
Higher Education Program and Activity Survey

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
Programs, Activities and FTE's						
USF (HR)	Diversity and Inclusion Office	The Office of Diversity, Equity, and Inclusion (ODEI) at the University of South Florida (USF) supports the university's mission of Inclusive Excellence in teaching, research, service, and community engagement by fostering an inclusive culture for the OneUSF campus community through programming and committees for inclusivity.	8	Director(s), Specialist DEI Communications, Associate Director, Program Director, Director Strat Equity & Accreditation, Chief Diversity Officer, VP Diversity Equity & Inclusion	\$ 1,156,158	\$ 1,134,466
USF (HR)	Supplier Diversity Program	Connects small-, minority-, women-, and veteran-owned businesses, as defined by state law, to opportunities within USF and provide educational tools and resources to promote the economic development and sustainability of diverse businesses in the Tampa Bay region.	3	AVP Supplier Diversity Business Analyst, Supp Relations/Outreach Admin	\$ 376,485	\$ 376,485
USF (UGS)	Student Support Services	Federally funded TRIO program funded by US DOE that provides comprehensive academic and personal support for a diverse student population to increase the retention and graduation rates of its participants.	4	Director, Counselor/Advisors, Administrative Specialist	\$ 1,034,711	\$ -
USF (UGS)	Upward Bound	Federally funded TRIO college-access program funded by US DOE to build skills and motivation to complete secondary education and to enroll in and graduate from institutions of postsecondary education.	5	Director, Assistant Director, Academic Advisors, Office/Budget Manager	\$ 4,120,000	\$ -
USF (OMA)	Office of Multicultural Affairs	The Office of Multicultural Affairs coordinates educational, cultural, religious, and social programs to foster experiences which create global citizens who are prepared to thrive in diverse environments. Through programming, trainings, and direct connections with our staff and services, OMA creates an inclusive environment enabling students to become conscientious global citizens.	8	Assistant Dean/Director of Multicultural Affairs, Assistant Director of Diversity Programming, Assistant Director of Diversity Education, Coordinator for LGBTQ+ Initiatives, Coordinator for Black Student Success, Coordinator for Latinx Student Success, Administrative Assistant; Assistant Program Director of Multicultural Affairs	\$ 844,000	\$ 50,750
USF (IBL)	Institute on Black Life	The mission of the Institute on Black Life is to serve as a resource center on the history and culture of the Black experience in Africa and the African Diaspora. IBL support USF student retention, academic success and creativity through cultural heritage enrichment, informal training, outreach and mentoring programs, study abroad, and community-engaged research and service opportunities that support the IBL mission.	0.25	Director	\$ 17,500	\$ 17,500
USF St. Petersburg Campus	St. Petersburg/Pinellas Higher Education for Racial Equity (SPHERE) Consortium of St. Petersburg College, Eckerd College, Stetson University, and USF St. Petersburg/ Racial Justice Fellows Program	The Foundation for a Healthy St. Petersburg issued a planning grant to USF to explore the creation of a center at the St. Petersburg campus that will bring together regional higher education institutions interested in focusing on diversity, as well as the community at-large.	0.12	Coordinator	\$ 43,178	\$ 8,615
Trainings						
USF (CITL)	Inclusive and Equitable Pedagogy	This program takes the form of a workshop series, Canvas pedagogy course, and learning community to incorporate equitable practices into classes. Expenses include .5 FTE and program delivery. Optional, <b>not mandatory</b> .	0.5	Learning Design coordinator	\$ 41,444	\$ 41,444

**University of South Florida**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
USF (MCOB)	Online Certificate "DE&I in the Workplace"	The Muma College of Business partners with the Tampa Bay Lightning and Jabil to offer a seven-week certificate program for organizations to create a more diverse workplace as well as address equity issues and foster inclusivity. The program consisted of seven two-hour modules, each focusing on a different area of diversity. Modules hosted business leaders and faculty. <b>Optional, non-mandatory, fee-based course.</b>	0.25	Faculty of different ranks, both instructor and tenure track on a limited-time basis.	\$ 120,000	\$ -
Academic Courses						
USF (Gen Ed)	Creative Thinking	Students graduating under the 2020-2021 Undergraduate catalog are required to take a single general education course within Creative Thinking. General Education courses are a three (3) credit hour (typically one class) requirement. <b>This requirement allows students to select one course from a list of approximately 26 courses in a range of topics to satisfy the general education requirement. The courses listed here cover topics identified in the submission request.</b>	0.25	Racial and Ethnic Relations	\$80,000	\$80,000
USF (Gen Ed)	Human and Cultural Diversity	Students graduating under the 2020-2021 Undergraduate catalog are required to take a single general education course within Human and Cultural Diversity. General Education courses are a three (3) credit hour (typically one class) requirement. <b>This requirement allows students to select one course from a list of approximately 30 courses in a range of topics to satisfy the general education requirement. The courses listed here cover topics identified in the submission request.</b>	0.25	Introduction to the Black Experience	\$30,000	\$30,000
			0.25	Education, Diversity, and Global Society	\$100,000	\$100,000
			0.25	Children’s and Young Adult Literature: Diverse Portrayals of the Human Experience	\$80,000	\$80,000
			0.25	Cultural Diversity, Health and Behavioral Health	\$80,000	\$80,000
			0.25	Introduction to Women's Studies	\$170,000	\$170,000
USF (Gen Ed)	Ethical Reasoning and Civic Engagement	Students graduating under the 2020-2021 Undergraduate catalog are required to take a single general education course within Ethical Reasoning and Civic Engagement. General Education courses are a three (3) credit hour (typically one class) requirement. <b>This requirement allows students to select a course from a list of approximately 33 courses in a range of topics to satisfy the general education requirement. The courses listed here cover topics identified in the submission request.</b>	0.25	Racism in American Society	\$100,000	\$100,000
			0.25	Exploring Cross-Cultural Diversity	\$110,000	\$110,000
			0.25	Literature, Race, and Ethnicity	\$50,000	\$50,000
			0.25	Culture and Diversity in CSD	\$80,000	\$80,000
USF (Gen Ed)	High Impact Practice	Students graduating under the 2020-2021 Undergraduate catalog are required to take a single general education course within High Impact Practice. General Education courses are a three (3) credit hour (typically one class) requirement. <b>This requirement allows students to select a course from a list of approximately 78 courses in a range of topics to satisfy the general education requirement. The courses listed here cover topics identified in the submission request.</b>	0.25	Internship in Women's & Gender Studies	\$30,000	\$30,000

**Florida Atlantic University**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
General Education						
FAU	SYG 2010 Social Problems	Students can select this class as one of 19 options in the Intellectual Foundations Program (IFP) - General Education curriculum - under the "society and human behavior" bucket. This is an introductory course focused on the theory and research related to social problems. Some of the topics covered in the course include class, race, and sexual inequality, the political economy of social problems and deviant behavior. This is a General Education course.	0.125	Senior Instructor	\$8,370.38	\$8,370.38
FAU	WST 2351 Gender and Climate Change	Students can select this class as one of 15 options in the Intellectual Foundations Program (IFP) - General Education curriculum - under the "global citizenship" bucket. This course explores how gender inequality across the globe is related to environmental damage and climate change and examines feminist, indigenous and LGBTQ climate justice movements alongside the gendered implications of global policy and practices related to the environment. This is a General Education course.	0.125	Assistant Professor	\$10,512.53	\$10,512.53
FAU	SOW 1130 Race and Cultural Inclusion in Social Work	Students can select this class as one of 15 options in the Intellectual Foundations Program (IFP) - General Education curriculum - under the "global citizenship" bucket. This course provides students with an understanding of the concepts of race, culture, and inclusive practice in the field of social work. Students are provided the opportunity to explore and examine the role of cultural diversity, including the origin of specific populations and the effects of migration on cultures. Further, students will gain an understanding of the effects of diaspora and migration and the interactions that exist between and among cultures, societies and nations. This is a General Education course.	0.125	Adjunct Faculty	\$3,043.00	\$3,043.00
FAU	HUM 2471 Racism and Anti-Racism	Students can select this class as one of 15 options in the Intellectual Foundations Program (IFP) - General Education curriculum - under the "humanities" bucket. This interdisciplinary course looks at the concepts of race, racism and anti-racism from a variety of disciplines and perspectives. It is designed as a series of units that each draw on the expertise of different faculty in the College of Arts and Letters. Students are invited to learn, examine and reflect on the complex relationships between race and racism and how they have shaped anti-racist movements from the 19th century until present. This is a General Education course.	0.125	Professor	\$13,412.21	\$13,412.21
Administrative						
FAU	Graduate Diversity Fellowship	Fellowship to graduate students who increase the diversity of the student body in their chosen field of study. Applicants must demonstrate how they contribute to increasing diversity, and if applicable any impediments or disadvantages they may have overcome to pursue their advanced degree.	0	NA -- Money goes to student fellowships/ scholarships	\$27,500.00	\$27,500.00
FAU	Diversity, Equity, and Inclusion efforts in Charles E. Schmidt College of Science	Administrative Fellow for Diversity, Equity, and Inclusion leads science college DEI committee and supports curricular, outreach, and research focus on DEI as well as lead effort to recruit and retain diverse faculty, staff, and students.	0.177	Administrative Fellow for Diversity, Equity, and Inclusion	\$17,700.00	\$17,700.00

**Florida Atlantic University**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
FAU	Inclusivity, Diversity, and Equity efforts in Christine E. Lynn College of Nursing	Led by the Associate Dean of Strategic Affairs, Inclusivity, and Community Engagement (primarily a communications professional) in the nursing school who develops, manages, engages, and supports diversity and inclusion strategies while working alongside the College's inclusivity, diversity and equity taskforce and directly collaborating with College leadership to create, implement and monitor programs designed to ensure fair and equitable treatment of all constituents/stakeholders and bolster diversity and creating a welcoming and inclusive environment within the organization. Works with the Office of Equity and Inclusion and Academic Affairs to provide strategic direction for training initiatives on cultural competency, gender differences, disability, sexual harassment, building a climate of equity and inclusion, and other topics designed to increase awareness and support of equity and inclusion values, and maintaining compliance with applicable laws in collaboration with College stakeholders.	0.125	Associate Dean	\$19,312.50	\$19,312.50
FAU	Equity and Inclusion efforts in the College of Engineering and Computer Science	Led by the Associate Dean of Faculty Affairs, Equity and Inclusion in the College of Engineering and Computer Science, ensures faculty searches follow equitable and inclusive processes and practices	0.05	Administrative Stipend for Associate Dean	\$8,108.75	\$8,108.75
FAU	<b>Unit eliminated Fall 2022.</b> Justice, Equity, Diversity, and Inclusion office in Charles E Schmidt College of Medicine	Unit eliminated Fall 2022 -- Office reorganized around community engagement to better meet regional needs. Prior to elimination, Chief Justice, Equity, Diversity, and Inclusion Officer (CJEDIO) in Charles E Schmidt College of Medicine. Serve as executive team member in medical school. Previously assigned to engage underrepresented community members to serve as a) future physicians, b) citizens/ patients to partner in research and service, and c) as regional leaders in healthcare delivery and related industries. Includes \$500 guest speaker.	0.5 (prorated based on elimination)	Positions eliminated Fall 2022. Chief Justice, Equity, Diversity, and Inclusion Officer (eliminated 10/28/22); Coordinator (reassigned 9/17/22); Director of Training (reassigned 9/17/22)	\$141,161.47	\$141,161.47
FAU	DEI efforts in Dorothy F. Schmidt College of Arts and Letters	In College of Arts and Letters, workshop for the DEI committee to develop strategies for faculty retention, Faculty Mentorship Program, Happy Hour for faculty socialization and welcome to new hires. Leads college effort to ensure best practices in faculty diversity, equity and inclusion with a special focus on faculty retention.	0.125	Professor and DEI Committee Chair	\$7,500.00	Funded through auxiliary account. No state funds expended.
FAU	Center for Women, Gender, and Sexuality Studies	Interdisciplinary Center with nationally and internationally known faculty from a variety of disciplines. The Center offers programs to explore gender and sexuality through experiences and standpoints rooted in diversity of intersecting factors, including class, race, ethnicity, nationality, ability, religion and age. Recent graduates have pursued careers in academia, social work, women's health, family law, public policy, international human rights, legislative politics, family development, archival and library science, and nonprofit management.	0.25	Center Director	\$15,600.00	\$15,600.00
Student Affairs						

**Florida Atlantic University**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
FAU	IDEAs	Programs, resources, and services promoting student success and career readiness for all students by cultivating perspectives of community development, equity, and advocacy through fostering an awareness of the lived experiences of traditionally marginalized identities. Office sponsors or co-sponsors with Diversity Council and/or Student Government: Student Welcome Receptions & Open Houses, International Student & Global Engagement Programming; Movie Nights; Discussion forums, seminars, and workshops around topics of diversity, equity and inclusion; Theme Month Kick Off Events (i.e. Native American Heritage, LGBTQ+, Hispanic History/Heritage; Black History; Women's History); Cultural Celebrations and Coffee Hours; Student Success Seminars; WeLead Student Diversity Symposium; and Diversity Symposium for Faculty & Staff.	5.5	Director; Associate Director, Assistant Directors (2), Coordinator	\$422,453.00	\$300,953.00
FAU	Women and Gender Equity Resource Office	Programs, resources and services on gender equity topics through individual consultations, referrals and requested workshops. Office sponsors or co-sponsors with Diversity Council and/or Student Government: Discussion forums, seminars, and workshops and Women's Annual Leadership Conference.	1.05	Director Health Promotion (.05); Assistant Director (1.0)	\$91,602.00	\$77,102.00
FAU	Counseling & Psychological Services (CAPS)/ Assistant Director for CAPS (Diversity, Equity and Inclusion)	CAPS administrator who organizes internal staff development to preparing clinicians toward working more effectively with diverse students (patients).	0.15	Assistant Director	\$12,750.00	\$0.00
FAU	Diversity Council in Support of the FAU Strategic Plan Platform	The FAU Diversity Council was formed to help identify, promote, and build institutional cross-cultural competencies giving students, faculty, and staff more opportunities to enhance and diversify their professional and personal knowledge and understanding of their own culture, trends, and movements.	0	NA	\$90,000.00	\$0.00
FAU	Counseling & Psychological Services/ Staff Training	16 hour, semester long Training (StirFry) for CAPS staff to help increase effectiveness in providing therapy to diverse student body of FAU. This training also includes guidance in engaging in diversity conversations with civil discourse.	0	NA	\$15,000.00	\$0.00
			7.93		\$904,025.84	\$642,775.84



**University of West Florida**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
UWF	Equal Opportunity Office	Handles discrimination and harassment complaints	1.0000	EO Officer	\$ 68,192.00	\$ 68,192.00
UWF	Equal Opportunity Office	EEOC Affirmative Action Consulting	0.0000	NA	\$ 5,718.00	\$ 5,718.00
UWF	Equal Opportunity Office	Office Expenses (phone; print, etc.)	0.0000	NA	\$ 600.00	\$ 600.00
UWF	Equal Opportunity Office	Staff Compliance Training	0.0000	NA	\$ 2,500.00	\$ 2,500.00
UWF	Title IX Office	Coordinates all discrimination and harassment complaints	1.0000	Title IX Officer	\$ 65,000.00	\$ 65,000.00
UWF	Title IX Office	Manages cases and investigates complaints	1.0000	Title IX Specialist	\$ 50,000.00	\$ 50,000.00
UWF	Title IX Office	Expenses for training platform & office needs	0.0000	NA	\$ 4,600.00	\$ 4,600.00
UWF	Title IX Office	Staff Compliance Training	0.0000	NA	\$ 1,200.00	\$ 1,200.00
UWF	Diversity Programs	Coordinates student civility and inclusion programs	1.0000	Coordinator	\$ 40,000.00	\$ 40,000.00
UWF	Diversity Programs	Phone and equipment/office supplies/printing	0.0000	NA	\$ 4,800.00	\$ 4,800.00
UWF	Diversity Programs	Staff Professional Development Training	0.0000	NA	\$ 2,000.00	\$ 2,000.00
UWF	Diversity Programs	ADA Compliance Workshops	0.0000	NA	\$ 730.00	\$ -
UWF	Diversity Programs	Peer Educators Safe Sex	0.0000	NA	\$ 246.00	\$ -
UWF	Diversity Programs	Epps Christian Center Feed Hungry Fund Raiser	0.0000	NA	\$ 100.00	\$ -
UWF	Diversity Programs	Honors Program Trip to Equal Justice Initiative Museum	0.0000	NA	\$ 500.00	\$ -
UWF	Diversity Programs	Coming Out Day Collaboration with SAGE	0.0000	NA	\$ 2,000.00	\$ -
UWF	Diversity Programs	African American Student Association That Thursday Event	0.0000	NA	\$ 300.00	\$ -
UWF	Diversity Programs	Campus Conversation with Debate Team	0.0000	NA	\$ 200.00	\$ -
UWF	Diversity Programs	Holocaust Remembrance Event	0.0000	NA	\$ 550.00	\$ -
UWF	Diversity Programs	African Student Union Coffee Hour Event	0.0000	NA	\$ 65.00	\$ -
UWF	Diversity Programs	Latino Festival	0.0000	NA	\$ 1,500.00	\$ -
UWF	Diversity Programs	World Religion Day	0.0000	NA	\$ 100.00	\$ -
UWF	Diversity Programs	Black History Month Book Club	0.0000	NA	\$ 1,100.00	\$ -
UWF	Diversity Programs	Dissonance Play in honor of MLK Day	0.0000	NA	\$ 1,535.00	\$ -
UWF	Diversity Programs	Lunar New Year Celebration	0.0000	NA	\$ 1,000.00	\$ -
UWF	Diversity Programs	Faculty and Staff Conference Attendance	0.0000	NA	\$ 5,000.00	\$ -
UWF	Student Accessibility Resources	Oversees accessibility services	1.0000	Associate Director	\$ 63,860.00	\$ 63,860.00
UWF	Student Accessibility Resources	Coordinates the accommodations and Assistive Technology Support	1.0000	Assistant Director	\$ 53,560.00	\$ 53,560.00
UWF	Student Accessibility Resources	Coordinates accommodated testing	1.0000	Coordinator	\$ 40,000.00	\$ 40,000.00
UWF	Student Accessibility Resources	SAR office expenses, phone, supplies	0.0000	NA	\$ 3,000.00	\$ 3,000.00
UWF	Student Accessibility Resources	Staff Compliance Training	0.0000	NA	\$ 1,200.00	\$ 1,200.00
UWF	Student Accessibility Resources	Student note takers, scribes, readers	0.0000	NA	\$ 30,500.00	\$ 30,500.00
UWF	Student Accessibility Resources	Student auxiliary learning aids for direct service	0.0000	NA	\$ 49,411.00	\$ 49,411.00
UWF	Trio Studenet Support Services	Program Staff Salary	0.4240	Director	\$ 66,950.00	\$ 38,563.20
UWF	Trio Studenet Support Services	Program Staff Salary	0.1200	Administrative Specialist	\$ 45,776.00	\$ 40,282.00
UWF	Trio Studenet Support Services	Textbooks for the Borrow-a-Program: Students can borrow books for the semester	0.0000	NA	\$ 5,766.27	\$ 1,766.27
UWF	Trio Studenet Support Services	Scholarships	0.0000	NA	\$ 56,810.00	\$ 6,810.00

**University of West Florida**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
UWF	Trio Studenet Support Services	Student Workshops and Living Learning Community: Workshops focused on financial literacy, campus involvement, graduate school exploration. (Foundation)	0.0000	NA	\$ 5,175.09	\$ 5,175.09
UWF	Trio Studenet Support Services	Staff Development: Program review and planning	0.0000	NA	\$ 288.16	\$ 288.16
UWF	Administration	Leadership over Ombuds Services, Student Accessibility Resources, TRIO Student Support Services, Equal Opportunity Compliance, TIX Compliance, and Inclusion Program	1.0000	Associate Vice President	\$ 138,000.00	\$ 138,000.00
UWF	Administrative Support	Administrative support for Student Accessibility Resources, TIX, EO	1.0000	Admin Specialist	\$ 38,500.00	\$ 38,500.00
UWF	Athletics	NCAA requirement. Student-Athletes DEI Training Module. Athletic Fee Funded.	0.0000	NA	\$ 500.00	\$ -
UWF	Course Instruction	AMH2010 - American History to 1877 - Gen Ed Social Sciences	0.0273	Adjunct, Lecturer, Instructor, Assistant, Associate Professor or Professor	\$ 3,239.75	\$ 3,239.75
UWF	Course Instruction	AMH2020 - American History since 1877 - Gen Ed Social Sciences	0.2789	Adjunct, Lecturer, Instructor, Assistant, Associate Professor or Professor	\$ 14,409.50	\$ 14,409.50
UWF	Course Instruction	ANT2000 - Introduction to Anthropology - Gen Ed Social Sciences	0.1989	Adjunct, Lecturer, Instructor, Assistant, Associate Professor or Professor	\$ 7,949.66	\$ 7,949.66
UWF	Course Instruction	CPO2002 - Comparative Politics - Gen Ed Social Sciences	0.0654	Adjunct, Lecturer, Instructor, Assistant, Associate Professor or Professor	\$ 2,292.92	\$ 2,292.92
UWF	Course Instruction	ENC1101 - English Composition I - Gen Ed Communication	0.8914	Adjunct, Lecturer, Instructor, Assistant, Associate Professor or Professor	\$ 16,498.79	\$ 16,498.79
UWF	Course Instruction	HIS2050 - Explore History - Gen Ed Social Sciences	0.0506	Adjunct, Lecturer, Instructor, Assistant, Associate Professor or Professor	\$ 372.83	\$ 372.83
UWF	Course Instruction	INR2002 - Introduction to International Relations - Gen Ed Social Sciences	0.0436	Adjunct, Lecturer, Instructor, Assistant, Associate Professor or Professor	\$ 1,606.60	\$ 1,606.60
UWF	Course Instruction	PSY2012 - General Psychology - Gen Ed Social Sciences	0.2284	Adjunct, Lecturer, Instructor, Assistant, Associate Professor or Professor	\$ 3,043.77	\$ 3,043.77
UWF	Course Instruction	THE2000 - Theatre Appreciation - Gen Ed Humanities	0.0769	Adjunct, Lecturer, Instructor, Assistant, Associate Professor or Professor	\$ 1,458.09	\$ 1,458.09

**University of Central Florida**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
UCF	CCJ 4129: Cultural Diversity in Criminal Justice	<b>This optional course is one of the 52 options students may choose to satisfy the undergraduate diversity requirement.</b> This course focuses on the problems and issues associated with race, ethnic and gender relations in the administration of justice in a democratic society.	0.25	Associate Professor, Professor	\$ 27,818	\$ 27,818
UCF	EDF 2085: Intro to Diversity for Educators	<b>This optional course is one of the 52 options students may choose to satisfy the undergraduate diversity requirement.</b> An introduction to cultural factors and their impact on education and life changes. Explores stereotyping, prejudice and changing classroom demographics. Includes directed field experience.	0.5	Lecturer	\$ 33,416	\$ 33,416
UCF	SOW 3620: Culturally Comp SW Practice	<b>This optional course is one of the 52 options students may choose to satisfy the undergraduate diversity requirement.</b> Social work intervention and skill development needed to serve historically oppressed groups for culturally competent social work practice with diverse under-represented groups.	0.25	Adjunct, Graduate Student, Associate Professor	\$ 19,675	\$ 19,675
UCF	COM 4014: Gender Issues in Communication	<b>This optional course is one of the 52 options students may choose to satisfy the undergraduate diversity requirement.</b> Critically examines how gender is individually and socially constructed in a variety of contexts and explores the intersections of gender with race, sexuality, and culture.	0.25	Lecturer	\$ 15,604	\$ 15,604
UCF	POS 4622: Politics and Civil Rights	<b>This optional course is one of the 52 options students may choose to satisfy the undergraduate diversity requirement.</b> Examination of civil rights issues in the context of political behavior, political institutions and public policy since 1865.	0.125	Professor	\$ 15,219	\$ 15,219
UCF	WST 3561: Third Wave Feminism	<b>This optional course is one of the 52 options students may choose to satisfy the undergraduate diversity requirement.</b> Third wave feminist theories and practices with an activist focus.	0.125	Lecturer	\$ 8,189	\$ 8,189
UCF	HUM 4459: American Cultural Studies in Humanities	<b>This optional course is one of the 52 options students may choose to satisfy the undergraduate diversity requirement.</b> Theories of culture intersecting race, class, gender, migration, ability, and national identity in North America. <b>This course was not offered during the 2022-2023 Academic/Budget Year.</b>	N/A	N/A	\$ -	\$ -
UCF	PAD 4446: Multiculturalism in Public Administration	<b>This optional course is one of the 52 options students may choose to satisfy the undergraduate diversity requirement.</b> This course is designed to help public managers examine public and personal attitudes and values, ethical dilemmas, and social consequences related to issues of diversity. <b>This course was not offered during the 2022-2023 Academic/Budget Year.</b>	N/A	N/A	\$ -	\$ -

**University of Central Florida**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
UCF	Faculty Recruitment Program	The UCF Faculty Recruitment Program (FRP) is designed to provide funding to colleges to hire candidates from underrepresented groups through the use of a search exemption. <b>These funds are used to increase the number of faculty lines in departments.</b> Currently there is a gap between the diversity of scholars with doctoral degrees and the diversity of our tenure-track/tenured faculty and the university is required to work to close the gap and report progress in the annual Florida Equity Report. UCF will be better positioned to realize the varied academic benefits of a diverse tenure-track/tenured faculty by making additional resources available for important hiring opportunities. Funds create new faculty lines, across the institution. All other standard hiring procedures at UCF apply.	Approximately 4-5	Assistant Professor, Associate Professor, Professor	\$ 400,000	\$ 400,000
UCF	Office of the Vice President for Diversity, Equity and Inclusion	The Office of the Vice President for Diversity, Equity and Inclusion provides leadership for inclusive excellence and community engagement activities.	2	Vice President for Diversity, Equity and Inclusion, Program Manager II	\$ 510,557	\$ 445,557
UCF	Hispanic Serving Institution Programming and Outreach	Within the Office of the Vice for Diversity, Equity and Inclusion, the university provides support seeking external funding for HSI initiatives and hosts programs for students and faculty.	1	Program Director for HSI Initiatives	\$ 146,225	\$ 146,225
UCF	Office of Diversity Education and Training	The Office of Diversity Education and Training provides workshops, symposiums and certificate programs to faculty, staff, students and community and industry partners aimed at developing competencies needed to thrive in a competitive, diverse, and interconnected workforce and society.	3	Program Director, Training Specialist III, Training Specialist II	\$ 315,000	\$ 315,000
UCF	Multicultural Student Center (Component of Student Government, Funded by Activity and Service Fees allocated by SG)	The Multicultural Student Center provides diverse and intentional student programming. Programming is curated by a student programming board to provide students with opportunities to explore the varied concepts of multiculturalism.	3	Assistant Director, Coordinator, Graduate Assistant, Student Director	\$ 282,523	N/A
UCF	LGBTQ+ Support Services (Component of Student Government, Funded by Activity and Service Fees allocated by SG)	LGBTQ+ Student Support Services connects our diverse student population to programming, opportunities, resources, and each other to achieve the vision of a stronger, healthier, and more equitable world for LGBTQ+ people and its allies.	1	Coordinator	\$ 85,707	N/A
UCF	UCF College of Medicine: Office of Diversity, Equity and Inclusion	The College of Medicine Office of DEI is responsible for recruitment and retention of students, faculty, administrators and for the administration and delivery of pipeline programs. This is in accordance with the Liaison Committee on Medical Education's (LCME) accreditation requirement for funding support and personnel dedicated to these activities (Element 3.3). The Office also ensures that the organization's environment is diverse and that policies and practices support an inclusive culture, not only in a manner that complies with all applicable regulations but also to provide equal opportunity for all faculty, staff, and students to realize their full potential.	1.8	Associate Dean for Diversity, Equity and Inclusion, and Director for Diversity, Equity and Inclusion	\$ 502,832	\$ 372,750

**University of Central Florida**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
UCF	UCF College of Engineering and Computer Science: Office of Diversity and Inclusion	The Office of Diversity and Inclusion within the College of Engineering and Computer Science works to engage collaboratively with collegiate and corporate partners to support student retention and create opportunities for students, faculty and staff to engage in activities related to diversity and inclusion. The Office supports CECS units and members of the CECS community in their endeavors to achieve a variety of academic goals and to procure external resources to create opportunities for CECS students.	1.5	Assistant Director, Administrative Assistant I	\$ 101,470	\$ 101,470
UCF	University Athletics Diversity, Equity and Inclusion initiatives	UCF Athletics has a Deputy Athletics Director who is responsible for coordinating NCAA and Conference Diversity, Equity, and Inclusion initiatives as a part of their overall duties.	0.25	Deputy Athletics Director	\$ 54,883	\$ -
UCF	College of Sciences: School based Inclusive Culture Leader	Position within a school of the UCF College of Sciences that coordinates inclusive excellence activities.	0.25	Assistant Director	\$ 28,880	\$ 28,880
UCF	DeVos Sport Business Management Program: The Institute for Diversity and Ethics in Sport (TIDES)	TIDES is a comprehensive resource for issues related to gender and race in amateur, collegiate and professional sports. TIDES publishes a variety of studies, including annual studies of student-athlete graduation rates and racial attitudes in sports, as well as the internationally recognized Racial and Gender Report Card.	5	Graduate Assistants	\$ 150,000	\$ 150,000
UCF	DeVos Sport Business Management Program: The Institute of Sport and Social Justice	The Institute of Sport and Social Justice believes in the transcendent power of sport to change the world. They unleash that power by educating, empowering, and inspiring individuals, organizations, and the global community to live their values in standing up for equity, inclusion, and social justice. The academic program supports the Institute with one staff member beyond what is funded by private and philanthropic dollars. Reported total includes positions and operating dollars.	1	Program Director	\$ 1,500,000	\$ 108,008
UCF	College and Unit hosted Diversity Speaker Series	Several colleges and academic programs host Diversity Speaker Series to encourage students to engage with community leaders, business executives, and others that broaden students' perspectives, cultivate critical thinking, foster open communication and develop cultural competencies. Most speakers donate their time, but in some instances units will pay small stipends to speakers.	N/A	N/A	\$ 7,500	\$ 7,500
UCF	McKnight Doctoral Fellowship Program	The program is designed to address the underrepresentation of African American and Hispanic faculty at colleges and universities in the State of Florida by increasing the pool of citizens qualified with Ph.D. degrees to teach at the college and university levels. This 5-year fellowship provides \$13,000 from the Florida Education Fund (F.S. 1009.70) in years 1-3 plus a \$3,000 supplement from UCF. Years 4 & 5 are funded by UCF at \$15,000 per student. The total number of awards varies annually.	Varies	Varies	\$ 268,000	\$ 99,000
					<b>\$ 4,473,498</b>	<b>\$ 2,294,311</b>

**Florida International University**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
FIU	Office of Diversity, Equity and Inclusion	Office of DEI serves as a strategic campus partner to support the increasing needs of a diverse community. We lead strategic and campus-wide efforts to advance diversity, equity, and inclusion. By emphasizing access, diversity education, and outreach to promote personal and professional growth to foster a climate of inclusion within a diverse community and establishing partnerships to support coordination with existing campus diversity efforts. Voluntary Programs: Diversity, Inclusion, and Belonging for Managers, Underrepresented Graduate Minority Fellowship, DEI Reading Group, Delores Auzenne Fellowship, Juneteenth Celebration, Big Brother Big Sister Panther Partnership Mentoring Program, Belonging Survey University-wide, Affinity Groups Customized learning programs requested by departments	3.5306	Asst Dir Marketing & Comm, Asst Director Talent Mgmt Dev, Asst. VP Academic Affairs, Data Analyst II, Program Coordinator, Senior Executive Assistant, Vice President Human Resources	\$ 1,282,945.70	\$ 1,060,071.70
FIU	Office of Social Justice and Inclusion	Works with students, faculty, and staff to: Empower social change; Advocate for diversity and inclusion; Educate for justice and equity; and Act with empathy and impact.	3.0500	Dir Program Administration, Program Manager, Program Coordinator	\$ 226,015.80	\$ 153,912.00
FIU	Office of Social Justice and Inclusion	Social Justice Summit	-	N/A	\$ 5,634.63	\$ 5,535.57
FIU	Office of Social Justice and Inclusion	EVERFI Diversity, Inclusion, and Belonging Module	-	N/A	\$ 23,400.00	\$ -
FIU	Office of Social Justice and Inclusion	Pride Center - Programs On Demand - Gender Pronoun Use	-	N/A	\$ -	\$ -
FIU	Office of Social Justice and Inclusion	Pride Center - Programs On Demand - Supporting and Affirming LGBTQA+ Students	-	N/A	\$ -	\$ -
FIU	Office of Social Justice and Inclusion	Pride Center - Programs On Demand - Bias, Discrimination, Microaggression, & Bigotry	-	N/A	\$ -	\$ -
FIU	Office of Social Justice and Inclusion	Pride Center - Pride Week Events	-	N/A	\$ 8,000.00	\$ -
FIU	Office of Social Justice and Inclusion	Pride Center - Lavender Graduation & Leadership Recognition Ceremonies	-	N/A	\$ 2,800.00	\$ -
FIU	Office of Social Justice and Inclusion	Pride Center - Black Brilliance / "Body Reclamation Danceshop"	-	N/A	\$ 1,500.00	\$ -
FIU	Office of Social Justice and Inclusion	Pride Center - Gender Justice Fashion Show / Trans Day of Remembrance & Resilience	-	N/A	\$ 4,000.00	\$ -
FIU	Office of Social Justice and Inclusion	Pride Center - tabling, outreach, and promotion	-	N/A	\$ 2,500.00	\$ -
FIU	Office of Social Justice and Inclusion	Pride Center - Glitter Prom	-	N/A	\$ 1,959.00	\$ -
FIU	Office to Advance Women, Equity & Diversity (AWED)	Develops and manages a wide range of programs to promote faculty equity, diversity, and inclusion, including workshops and training to improve faculty hiring and promotion processes, faculty mentoring, and interdisciplinary networking. Strategies and Tactics for Recruitment to Increase Diversity and Excellence (STRIDE) Voluntary Program: Bystander Intervention Leadership Program, AWED Theater, Diversity Advocate Program, Faculty Fellows/Equity Advisors, Diversity and Inclusion Plans, Diversity Mentor Professorship Program, Microclimate Project, Salary Equity Program.	1.0000	Professor, Program Manager	\$ 232,593.70	\$ 180,080.12
FIU	Diversity Mentor Professorship	Diversity Faculty Professorships: A special initiative to recruit excellent research scientists with a history and commitment to the mentorship of women students and students from domestic URM populations.	0.6000	Assoc. Professor, Professor	\$ 105,032.18	\$ 105,032.18

**Florida International University**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
FIU	DEI Advocates and Equity Advisors	Responsible for taking leadership on matters of equity, diversity, inclusion, and belonging within their colleges, school, or divisions, assisting deans and/or vice presidents in meeting their DEI goals, throughout the university, in ways that align with the university's institutional goals	1.2325	Academic Advisor I, Assoc. Professor, Asst. VP Admin. Affairs, Director Media Relations, Director One Stop Shop, Law Enforcement Captain, Professor, Program Manager, Teaching Professor	\$ 231,606.83	\$ 188,715.22
FIU	CARTA Dean's DEI Task Force	Supports the college mission by engaging faculty, staff and the college community through voluntary programming designed to celebrate the diversity of its members while promoting equity and inclusion in college life. Advises the Dean on policies, procedures and processes that promote diversity and equity in hiring and in the support of faculty, staff and students across the college.	0.4125	Academic Advisor III, Assistant Teaching Professor, Assoc. Professor, Associate Teaching Professor, Sr Coord Academic Suppt Svcs	\$ 44,047.46	\$ 26,625.58
FIU	DEI Professorship	Engages faculty, students, staff, and community members through meaningful programming that will create and celebrate equitable outcomes for all underrepresented groups within the hospitality ecosystem. Voluntary Programs include: Alliance in Hospitality Equity and Diversity, National Society of Minorities in Hospitality	0.8875	DEI Endowed Professor and Assistant Teaching Professor	\$ 129,902.00	\$ -
FIU	FIU Foundation Office of Inclusive Philanthropy	Seeks to achieve systemic change through philanthropy – to generate support for people, programs, and research at FIU that will accelerate equitable opportunities, build inclusive communities, and create a culture of belonging for all people.	2.0000	Assoc Director of Development, Dir of Development Central, Dir of Development Unit, Dir Research Prospect Mgmt, Exec Dir Development, Grant Proposal Writer, Planned Giving Officer II	\$ 312,211.89	\$ 25,774.14
FIU	Herbert Wertheim College of Medicine Office of Diversity and Inclusion	<p>The Office of Diversity, Equity, Inclusivity, and Community Initiatives supports HWCOC's education, healthcare, service, and research missions by promoting programs and services designed to enhance the diversity of the student body, faculty, and staff. Through its efforts, the Office also promotes cultural competence and greater awareness, understanding, and respect for our cultural similarities and differences.</p> <p>This office supports the following Liaison Committee on Medical Education accreditation requirement: 3.3 Diversity Programs and Partnerships. A medical school has effective policies and practices in place, and engages in ongoing, systematic, and focused recruitment and retention activities, to achieve mission-appropriate diversity outcomes among its students, faculty, senior administrative staff, and other relevant members of its academic community. These activities include the use of programs and/or partnerships aimed at achieving diversity among qualified applicants for medical school admission and the evaluation of program and partnership outcomes.</p> <p>This office supports the requirements of the Accreditation Review Commission on Education for the: Physician Assistant (ARC-PA), specifically A1.11The sponsoring institution must demonstrate its commitment to student, faculty and staff diversity and inclusion by: a) supporting the program in defining its goal(s) for diversity and inclusion,b) supporting the program in implementing recruitment strategies, c)supporting the program in implementing retention strategies, and d)making available, resources which promote diversity and inclusion." Voluntary Programs include Dotson Pathway Program, Doctors of Tomorrow 2023, Diversity Leadership Seminars, Current Conversation, Black Health Summit, XULA Conference, Microaggression Seminar, Annual Weill Cornell Medicine Diversity Town Hall on Climate Change, Health and Equity (Collaboration), efforts on Addressing COVID-19 Vaccine Hesitancy in Black/African American and Caribbean Males, Diversity Art Initiative in HWCOC, Assist with WIMS (Women in Medicine) monthly newsletter.</p>	2.2680	Assistant Director Admissions, Assoc. Professor, Asst Dir Acad Suppt Svcs, Asst Director Human Resources, Clinical IT Field Analyst III, Coord Statistical Research II, Dir Academic Support Services, Director Human Resources COM, HR Assistant, Instructor, Manager Academic Suppt Svcs, Manager Administrative Svcs, Office Coordinator, Office Specialist, Professor, Program Coordinator, Program Manager, Program Specialist, Special Assistant To, Sr Program Coordinator	\$ 154,747.36	\$ 153,054.80

**Florida International University**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
	<b>FIU General Education Courses</b>	<b>The following nine (9) General Education courses include DEI/CRT components, 1 in Humanities Group Two and 8 in Social Sciences Group Two. There are a total of 129 different courses within the General Education curriculum and each area has multiple course options without DEI/CRT components that are available to students.</b>				
FIU	WST 3120 Global Women's Writing (3 cr)	FIU University Core Curriculum HUMANITIES/Gen Ed Group Two PROVIDES A CRITICAL INTRODUCTION TO GLOBAL WOMEN'S WRITING, EXAMINING THE LITERARY REPRESENTATION OF GENDERED EXPERIENCES OF SOCIETIES & CULTURES ACROSS THE GLOBE.	0.2250	Adjunct, Associate Teaching Professor	\$ 15,163.87	\$ 15,163.87
FIU	AFA 2004 Black Popular Cultures: Global Dimensions (3 cr)	FIU University Core Curriculum SOCIAL SCIENCES Group Two IN-DEPTH EXAMINATION OF KEY ISSUES INCLUDING BLACK POPULAR CULTURES IN GLOBAL PERSPECTIVES WITH A FOCUS ON HISTORICAL PROCESSES, RACE, RACIALIZATION, GENDER, SEXUALITY, LANGUAGE, RELIGION, AND IDENTITY	0.5625	Adjunct, Associate Professor	\$ 29,963.00	\$ 29,963.00
FIU	ANT 3451 Anthropology of Race & Ethnicity (3 cr)	FIU University Core Curriculum SOCIAL SCIENCES Group Two CONSIDERS ETHNICITY AND CONCEPTS OF RACE IN CROSS-CULTURAL PERSPECTIVE, WITH EMPHASIS ON THE HISTORICAL AND CULTURAL AND CONSTRUCTION OF IDENTITY, INTERCULTURAL RELATIONSHIPS, AND SOCIAL STRATIFICATION	0.5625	Adjunct, Assistant Teaching Professor, Associate Professor	\$ 40,483.92	\$ 40,483.92
FIU	IDS 3333 Div. of Meaning: Language, Culture, and Gender (3 cr)	FIU University Core Curriculum SOCIAL SCIENCES Group Two THIS COURSE WILL EXPLORE THE AREAS OF LANGUAGE, GENDER AND CULTURE AS THEY INFLUENCE AND AFFECT DIVERSE WAYS OF KNOWING AND MEANING AND MAKING IN REAL AND VIRTUAL GLOBAL NETWORKS.	0.4500	Adjunct, Teaching Professor	\$ 42,590.00	\$ 42,590.00
FIU	SYD 3804 Sociology of Gender (3 cr)	FIU University Core Curriculum SOCIAL SCIENCES Group Two AN EXAMINATION OF WOMENS AND MENS ROLES, STATUSES, AND LIFE OPPORTUNITIES IN SOCIETY. CONSIDERATION OF CURRENT THEORIES OF GENDER INEQUALITY.	1.3500	Adjunct, Associate Professor	\$ 66,980.00	\$ 66,980.00
FIU	SYG 3002 Basic Ideas of Sociology (3 cr)	FIU University Core Curriculum SOCIAL SCIENCES Group Two THE COURSE INTRODUCES THE STUDENT TO THE IDEAS OF COMMUNITY, AUTHORITY, STATUS, ALIENATION, AND THE SACRED, AS USED IN SOCIOLOGICAL LITERATURE.	0.7875	Adjunct	\$ 23,126.00	\$ 23,126.00
FIU	SYP 3000 The Individual in Society (3 cr)	FIU University Core Curriculum SOCIAL SCIENCES Group Two INTRODUCTION TO THE STUDY OF THE INDIVIDUAL AS A SOCIAL BEING, WITH EMPHASIS ON THEORETICAL CONCEPTIONS OF THE RELATIONSHIP BETWEEN THE INDIVIDUAL AND SOCIETY, AND STRUCTURAL AND CULTURAL CONSTRAINTS VERSUS INDIVIDUAL AGENCY.	0.4500	Adjunct, Professor	\$ 25,077.00	\$ 25,077.00
FIU	WST 3015 Intro to Global Gender & Women's Studies (3 cr)	FIU University Core Curriculum SOCIAL SCIENCES Group Two INTRODUCTION TO GENDER ISSUES, IN THEIR INTERSECTION WITH ISSUES OF RACE, CLASS, AND ETHNICITY IN GLOBAL PERSPECTIVE. THE FOCUS WILL BE ON THE DIVERSE EXPERIENCES OF GENDER ACROSS THE GLOBE.	1.1250	Adjunct, Assistant Teaching Professor, Associate Teaching Professor, Teaching Professor	\$ 66,052.00	\$ 66,052.00
FIU	WST 3641 LGBT and Beyond: Sexualities in Global Perspectives (3 cr)	FIU University Core Curriculum SOCIAL SCIENCES Group Two THIS IS A GLOBAL LEARNING FOUNDATIONS COURSE WHICH WILL INTRODUCE YOU TO THE STUDY OF NON-NORMATIVE SEXUALITIES AROUND THE WORLD.	0.6750	Adjunct, Assistant Teaching Professor, Associate Teaching Professor	\$ 48,495.00	\$ 48,495.00



**University of North Florida**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
UNF	Office of Diversity and Inclusion	Builds a campus culture committed to engaging diversity, increasing equity, and fostering a sense of belonging for all people. Provides a network of cultural resources on campus through administrative oversight of 4 cultural centers -- Intercultural, Interfaith, LGBTQ, and Women's -- and the campus-wide Commission on Diversity and Inclusion (CODI). The primary mission of the Office of Diversity and Inclusion is focused on DEI topics and activities.	6	VP and Chief Diversity Officer; Assistant VP, Diversity and Inclusion; Director of Inclusive Excellence; Coordinator of Administrative Services; Program Assistant; Executive Secretary	\$ 871,070	\$ 837,446
UNF	Intercultural Center	Fosters a supportive and inclusive environment that cultivates knowledge of intercultural engagement, promotes cultural enrichment, and nurtures student leadership development. It is home to a summer bridge program, 4 mentoring programs, and a student alliance for inclusion and diversity. The primary mission of this Center is focused on DEI topics and activities.	4	Director; Specialist; Coordinator (2)	\$ 290,508	\$ 153,010
UNF	Interfaith Center	Advocates for religious and non-religious equity across campus, trains faculty, staff, and students in religious literacy and sensitivity, and provides leadership in times of crisis at the University. The primary mission of this Center is focused on DEI topics and activities. The primary mission of this Center is focused on DEI topics and activities.	2	Director; Specialist	\$ 152,771	\$ 25,684
UNF	LGBTQ Center	Provides education and resources for the campus community with a commitment to advocacy, equity, respect, and support for LGBTQ+ students, faculty, and staff. Engages the local community to maintain meaningful alliances and mutual support. The primary mission of this Center is focused on DEI topics and activities.	2	Director; Coordinator	\$ 193,580	\$ 139,403
UNF	Women's Center	The Women's Center promotes the growth, productivity, and well-being of women in the University community, and is committed to advocating for gender equality and improving the status of women. The primary mission of this Center is focused on DEI topics and activities.	1	Specialist	\$ 90,126	\$ 35,879
UNF	OneJax Institute	OneJax is an interfaith organization dedicated to achieving civility, understanding, and respect for all people. It seeks to promote diversity as the foundation for a strong community. OneJax Institute is funded by donation.	5	Executive Director; Associate Director of Programs; Associate Director of Operations; Coordinator of Administrative Services; OneYouth Coordinator	\$ 1,308,556	\$ -
UNF	Supplier Diversity	Increasing a diverse supplier base in the Jacksonville and North Florida area	0.05	Senior Buyer	\$ 3,350	\$ 3,350
UNF	Hispanic Men and Women in University	Panel presentation hosted in the lobby of the Military & Veterans Resource Center (MVRP) in October 2022. Partnership with the Latin American Student Organization (LASO)	N/A	Staff time to work on this program = 3 hours	\$ -	\$ -

**University of North Florida**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
UNF	African American History Month	In the lobby of the MVRC we have a scrolling PowerPoint presentation of notable African-American military people and veterans. The presentation scrolls intermittently throughout the month on 3 monitors in the lobby. February 2023	N/A	N/A	\$ -	\$ -
UNF	Women Veteran Recognition Month	For the 5th year in a row, we featured 9 UNF student women veterans on yard signs throughout the campus. March 2023	N/A	Staff time to work on this program = 4 hours	\$ 182	\$ 182
UNF	Society of Hispanic Professional Engineers	Student Government helped to offset the registration fees for students to attend the Society of Hispanic Professional Engineers Conference. November 2022	N/A	Staff time to work on this program = 1 hour	\$ 2,000	\$ -
UNF	Rasine Kreyol Konpa and Paint	Activity to educate students about Haiti and its culture. November 2022	N/A	Staff time to work on this program = 1 hour	\$ 379	\$ -
UNF	International Ospreys Friendsgiving	Showcase of culture and traditions of diverse groups of students. November 2022	N/A	Staff time to work on this program = 1 hour	\$ 977	\$ -
UNF	Athletics	Deputy Athletic Director has responsibility for diversity and inclusion for Athletics. Full budgeted salary and benefits for 1.0 FTE position is \$218,950.00. The portion of his job dedicated to DEI initiatives and committees/meetings is approximately 0.5% (0.05 FTE), which equates to \$10,948.00. All funding is auxiliary funding.	0.05	Deputy Athletic Director-Facilities & Operations and Chief Diversity and Inclusion Officer for Athletics	\$ 10,948	\$ -
UNF	Academic Research Center	Institute for the Study of Race and Ethnic Relations (SRER)	0.5	Director	\$ 137,673	\$ 137,673
UNF	Academic Research Center	Institute for Justice, Accessibility, Inclusion, Diversity, and Equity (JAIDE)	0.5	Director	\$ 151,279	\$ 151,279
UNF	Instruction	ANT2000: Introduction to Anthropology. This is a Gen Ed course, one of 11 options within the category, including 7 other courses without a DEI focus	1	Instructional faculty	\$ 84,990	\$ 84,990
UNF	Instruction	EDF2085: Introduction to Diversity in Education. This is a Gen Ed course, one of 11 options within the category, including 7 other courses without a DEI focus	0.88	Instructional faculty	\$ 85,413	\$ 85,413
UNF	Instruction	PUP2312: Race, Gender, and Politics. This is a Gen Ed course, one of 11 options within the category, including 7 other courses without a DEI focus	0.5	Instructional faculty	\$ 30,351	\$ 30,351
UNF	Instruction	SYG2013: Sex, Race, and Social Class. This is a Gen Ed course, one of 11 options within the category, including 7 other courses without a DEI focus	1.5	Instructional faculty	\$ 104,196	\$ 104,196

**Florida Gulf Coast University**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
Florida Gulf Coast University	HUM1931-Humanities and Social Issues	A general education humanities elective, this seminar is designed around the FGCU mission and guiding principles concerning community awareness and involvement. Material from all the humanities will be studied and connected to important social issues. Of particular importance is the examination of how material from the Humanities helps create concern for social issues and may move people to take action. This course requires service learning. <b>An option among 45 different courses that satisfy Humanities Gen Ed Requirement.</b>	0.625		\$ 22,454	\$ 22,454
Florida Gulf Coast University	HUM2390-Themes in the Humanities: Intro to Critical Race & Ethnic Studies	An interdisciplinary introduction to the Humanities, representing one or more chosen themes, problems, or aspects of human existence. Course themes will be explored through a combination of fiction and nonfiction, the visual arts, music, philosophy, and/or film. <b>An option among 45 different courses that satisfy Humanities Gen Ed Requirement.</b>	0.625		\$ 31,619	\$ 31,619
Florida Gulf Coast University	SYG2010-Social Problems	A general introduction to the sociological study of problems including the nature of a social problem, poverty and inequality, racism, sexism, substance abuse, crime and violence, urban and environmental problems. Interdisciplinary strategies which have been utilized to reduce or solve the problems are examined. <b>An option among 43 different courses that satisfy Social Sciences Gen Ed Requirement</b>	0.625		\$ 55,062	\$ 55,062
Florida Gulf Coast University	SYG2220-Introduction to Gender Studies	A cross-cultural introduction to the role of gender in society. Analyses are made of the changing political, social, economic, and legal experiences of gendered individuals. Also included are explorations of the various forms of gender and sexuality movements, and an international focus on gender-related issues. <b>An option among 43 different courses that satisfy Social Sciences Gen Ed Requirement.</b>	0.250		\$ 14,888	\$ 14,888
Florida Gulf Coast University	Academic Affairs Staffing Related to DEI matters		1.250	(1) Director, Academic Programs (2) Director of The Center for the Study of Race, Gender, Ethnicity and Culture, (3) Associate Provost/Associate VP	\$ 151,367	\$ 151,367
Florida Gulf Coast University	Student Organizations Training	Creates an experiential learning environment that enriches students' academic endeavors and connects them to the campus community. We support student learning, leadership development, and overall student success. Additionally, coordinates activities and events for the student body of Florida Gulf Coast University that stimulate student involvement in university activities, enrich campus life, and foster a co-curricular atmosphere.	0.150	Assistant Director, Student Organizations and Programming	\$ 11,291	\$ -
Florida Gulf Coast University	Homelessness and Hungry Outreach	Student Care Services is hosting an informative experiences for National Hunger and Homelessness Awareness Week. This includes students, staff, and community members who have experience working within this field of care. Students may face the reality of financial instability, food insecurity, or homelessness at some point in their journey towards their degree. This brings awareness and education for students on financial literacy, community resources, and programs or assistance that many students may benefit from throughout college and beyond.	0.067	Coordinator, Student Care Services	\$ 4,242	\$ 4,242

**Florida Gulf Coast University**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
Florida Gulf Coast University	Beyond the Lines	Weekend retreat geared towards understanding and empowering students to learn more about different cultures and identities.	0.020	Coordinator, Multicultural Development	\$ 1,266	\$ -
Florida Gulf Coast University	Social Justice Collective	Cohort examines the root causes of system and institutional injustices	0.010	Assistant Director, Multicultural Development	\$ 720	\$ -
Florida Gulf Coast University	Lavender Graduation	Annual ceremony to honor students within and who support the LGBT community.	0.001	Coordinator, Multicultural Development	\$ 63	\$ -
Florida Gulf Coast University	3D Symposium	Conference style experience that invites students to learn about social justice in action.	0.010	Assistant Director, Multicultural Development	\$ 720	\$ -
Florida Gulf Coast University	Tunnel of Awareness	The tunnel is a national grassroots diversity program on campuses that originated in 1993 at Western Illinois University. Using the Museum of Tolerance in Los Angeles as a model, the tunnel gives people a way to experience discrimination and oppression in a hands-on way.	0.025	Assistant Dean of Students, Director of Multicultural and Leadership Development	\$ 2,705	\$ 2,705
Florida Gulf Coast University	Alternative Break	Conducted during winter and spring break, AB was established to educate and expose students to realities of social justice and injustices.	0.025	Assistant Director, Multicultural Development	\$ 1,801	\$ -
Florida Gulf Coast University	Cultural Celebrations	Education and celebration for cultural and identity-based programming within the university.	0.500	Coordinator, Multicultural Development Assistant Director, Multicultural Development	\$ 31,658	\$ -
Florida Gulf Coast University	Frosh Mosh	Learning of social justice and leadership concepts as we all as strategies to better acclimate with the university.	0.100	Coordinator, Multicultural Development Assistant Director, Multicultural Development	\$ 13,507	\$ -
Florida Gulf Coast University	Student Leadership Development	Professional development of student assistants to enhance ability to serve diverse student population.	0.010	Administrative Specialist	\$ 673	\$ -
Florida Gulf Coast University	Justice, Equity, Diversity & Inclusion Committee	Committee of University Recreation staff and student staff focusing on bringing awareness and promoting justice, equity, diversity, and inclusion in our recreation facilities and programs.	0.004	Current FY23 Members: Sport Programs Coordinator, Fitness Coordinator, and Marketing Coordinator	\$ 840	\$ -
Florida Gulf Coast University	Student Staff Diversity and Inclusion Training	Training for University Recreation student staff to introduce diversity and inclusion, discuss everyone's identities and to learn the value of a diverse campus, and how we can all work and play together harmoniously.	0.010	Assistant Director of Sport Programs, Assistant Director of Facility Operations, Assistant Director of Fitness, Assistant Director of Aquatics, Assistant Director of RecVentures	\$ 1,000	\$ -
Florida Gulf Coast University	Dia de Los Muertos	In November of 2022, University Housing hosted a Dia de Los Muertos program that educated residents on Latinx history and culture. The program featured education, food and games.	0.010	Associate Director Residence Life	\$ 820	\$ -
Florida Gulf Coast University	Diversity and Inclusion Committee	Presidentially appointed advisory committee which consists of faculty, staff, and students.	0.025	Chief Equity, Ethics, and Compliance Officer and Title IX Coordinator	\$ 6,024	\$ 6,024
Florida Gulf Coast University	American Council on Education (ACE) Women's Leadership Initiative	National organization focused on the advancement of women in leadership roles in higher education.	0.025	Chief Equity, Ethics, and Compliance Officer and Title IX Coordinator	\$ 6,024	\$ 6,024
Florida Gulf Coast University	Diversity and Inclusion Certificate Program	A voluntary DEI certificate program offered annually to faculty, staff, and students.	0.250	Diversity & Inclusion Coordinator II	\$ 23,277	\$ 23,277

## New College of Florida

### Higher Education Program and Activity Survey

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
New College of Florida	Outreach and Inclusive Excellence	The Office of Outreach and Inclusive Excellence serves as a focal point for New College community outreach, as well as campus diversity, equity, and inclusion. The Office coordinates Cultural Heritage Month programming and Civil Discourse Initiatives, as well as our required annual Equity Report.	1.35	Dean of Diversity, Equity, and Inclusion and Chief Diversity Officer  Program Coordinator	\$ 215,523	\$ 215,523
New College of Florida	Initiative on Diversity and Equity in Academics	The objective of IDEA is to create clarity on diversity and equity across the entire New College curriculum to reduce outcome disparities. The Co-Directors of IDEA coordinate Civil Discourse initiatives within the academic program.	0.09	Co-Directors	\$ 10,000	\$ 10,000
New College of Florida	General Education Diverse Perspectives Requirement	<p>Students (except transfer students who have earned an AA degree from a Florida College System school) are required to complete one course in Diverse Perspectives to demonstrate intercultural knowledge and competence.</p> <p>The courses related to DEI are listed below.</p> <p>With faculty teaching courses, Independent Study Projects, and tutorials; advising students, and engaging in scholarship and university service activities, we estimate each course accounts for 0.05-0.20 of a faculty member's workload. In this table, we used the high end of the range (0.20 FTE per course) to calculate total funding amounts.</p> <p>Note that students have multiple options to complete this general education requirement. Those additional options include 57 other courses, such as Introduction to Archaeology, Medieval Philosophy, and Introduction to International Business.</p>	(see courses listed below)	(see courses listed below)	(see courses listed below)	(see courses listed below)
		• ARTH 3650: Representing Difference: Race, Ethnicity, and Visual Arts from Age of Enlightenment to 21st Century	0.07	Associate Professor of Art History	\$ 7,219	\$ 7,219
		• GENS 2150: Introduction to Gender Studies (one section in Fall; another section in Spring)	0.07	Assistant Professor of Gender Studies	\$ 11,607	\$ 11,607
		• GENS 3110: Bodies, Representation, and Identities	0.07	Assistant Professor of Gender Studies	\$ 5,804	\$ 5,804
		• GENS 4200: Feminist, Queer, and Trans Theory	0.07	Assistant Professor of Gender Studies	\$ 5,804	\$ 5,804

New College of Florida

Higher Education Program and Activity Survey

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
		• LCRS 2200: Beyond the Dream: Latinx History in Critical Perspective	0.07	Assistant Professor of Caribbean/Latin American Studies and Music	\$ 6,514	\$ 6,514
		• MUSC 3475: Race, Sounds, and the Politics of Listening in the Americas	0.07	Assistant Professor of Caribbean/Latin American Studies and Music	\$ 6,514	\$ 6,514
		• RELI 3140: Resisting, Recreating, Reclaiming: LGBTQ+ People and Religion	0.07	Visiting Assistant Professor of Religion	\$ 6,006	\$ 6,006
		• SOCI 3700: Intersectionality	0.07	Associate Professor of Sociology	\$ 7,702	\$ 7,702
New College of Florida	Gender and Diversity Center	The Gender and Diversity Center is a meeting place for student groups with resources for exploring, communicating and supporting diverse experiences in order to foster an environment conducive to the social, intellectual and academic well-being of the New College community.	0.05	Maintenance Support Worker	\$ 5,644	\$ 5,644
New College of Florida	HR Training: Workplace Diversity, Equity, and Inclusion in Action	Web-based training module completed by faculty and staff.	0.00	--	\$ -	\$ -
New College of Florida	Student activities, clubs, and events related to DEI	Student fees support a variety of student activities, clubs, and events related to DEI, such as the Pride Hall Living Learning Community, STEMFem, the New College Student Alliance Diversity & Inclusion group, and the LatinX Heritage Cultural Cooking Class.	0.00	Student Club Presidents	\$ 2,114	\$ -
Total			2.03		\$ 290,449	\$ 288,335

**Florida Polytechnic University**  
**Higher Education Program and Activity Survey**

Institution	Program or Activity	Brief Description of Program or Activity	Number of FTE	Position Title(s)	Total Funding	State Funded Portion
Florida Polytechnic University	Diversity Recruiting	Diversity recruiting added to existing job posting subscription	0	Contract (Subscription) with job advertising site	\$2,500.00	\$2,500.00
Florida Polytechnic University	International Day of Women and Girls in STEM	Yearly efforts to increase females in STEM where approximately 70 middle school girls are brought to campus to learn the value of science through mentoring by female faculty	0.03	Assistant Professor - Data Science	\$2,559.00	\$2,559.00
Florida Polytechnic University	Student Affairs Activity	Diversity Celebration for Hispanic Heritage Month	0.03	Student Affairs, and Academic Affairs Staff	\$745.00	\$745.00
Florida Polytechnic University	Student Affairs Activity	Diversity Event for Internationals	0.02	Student Affairs, and Academic Affairs Staff	\$702.00	\$702.00
Florida Polytechnic University	Student Affairs Activity	Diversity Celebration for Black History Month	0.03	Student Affairs, and Academic Affairs Staff	\$814.00	\$814.00
Florida Polytechnic University	Student Affairs Activity	Diversity Events and Awareness of Sexual Orientation	0.01	SGA, Student Affairs, and Academic Affairs Staff	\$313.00	\$313.00
Florida Polytechnic University	Student Affairs Activity	Diversity Celebration of Women's History Month	0.02	Student Affairs, and Academic Affairs Staff	\$730.00	\$730.00

## **Another step toward positive change against racism**

### *Lead Assignments*

July 16, 2020

Overall oversight of the AY 2020-2021 initiatives will be led by Antonio Farias.

### **Education, research and community engagement**

- UF will require training of all current and new students, faculty and staff on racism, inclusion and bias.

*Lead: Jodi Gentry, Co-Leads: D'Andra Mull, College Deans*

- UF's Office of Research will make available this academic year competitive grants to faculty on topics of race, equity, justice and reconciliation.

*Lead: David Norton*

- The 2020-21 academic year will focus on the Black experience, racism and inequity. Each of our colleges will feature speakers, seminars and courses. Led by faculty, we will also reevaluate and revise appropriate elements of our curriculum, including UF Quest.

*Lead: Antonio Farias, Co-Leads: College Deans, Sylvain Doré, Angela Lindner*

- Student Government will join in this effort by organizing programs and speakers across campus, as with yesterday's ACCENT speaker announcement.

*Lead: Trevor Pope*

- The UF Faculty Senate will organize Town Hall meetings and add a standing agenda item as part of their monthly Faculty Senate meetings.

*Lead: Sylvain Doré*

- In UF's spring semester, we will devote a day to community service and learning as guided by local leaders.

*Lead: Mark Kaplan, Co-Leads: D'Andra Mull, Jodi Gentry, Trevor Pope*

### **History, symbolism and demonstrating behaviors consistent with our values**

- A presidential task force will document the history of UF in relationship to race and ethnicity, particularly African Americans and Native Americans.

*Lead: Win Phillips*



- A second presidential task force will review and recommend values, principles and reasons for establishing and maintaining honorary namings, both historic and current. The task force will further recommend a process for individuals associated with UF to be identified and considered for future honorary namings in accordance with current values and principles, and may suggest individuals for future consideration. Ultimately there will be a process to review all historical namings to determine if they should be retained or removed.  
*Lead: Kent Fuchs, Co-Leads: Tom Mitchell and Mark Kaplan*
- I am personally committed to removing any monuments or namings that UF can control that celebrate the Confederacy or its leaders.  
*Lead: Mark Kaplan*
- While I know of no evidence of racism associated with our “Gator Bait” cheer at UF sporting events, there is horrific historic racist imagery associated with the phrase. Accordingly University Athletics and the Gator Band will discontinue the use of the cheer.  
*Lead: Scott Stricklin*
- There are agriculture operations where UF has relied on prison and jail inmates to provide farm labor. The symbolism of inmate labor is incompatible with our university and its principles and therefore this practice will end.  
*Lead: Scott Angle*

### **Representation, inclusion, opportunity and accountability**

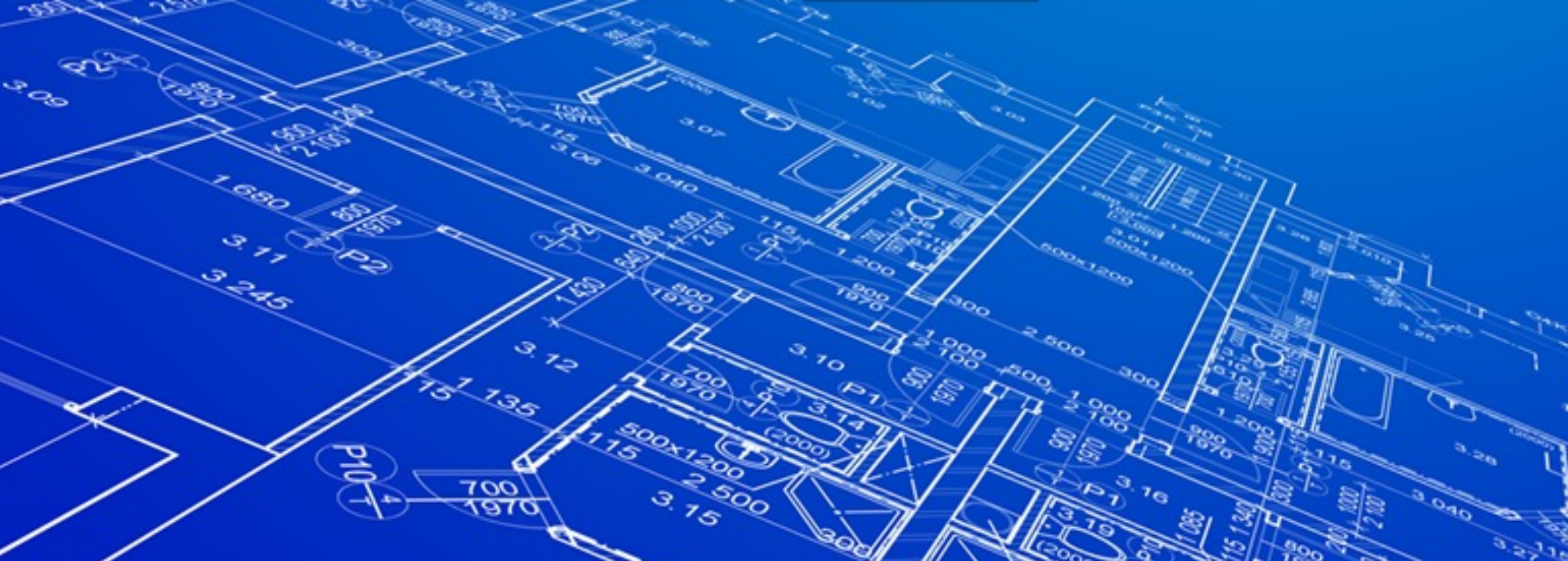
- The chiefs of the University Police Department and Gainesville Police Department have committed with city and university leadership to review use of force policies, report their findings to the community, institute needed reforms and engage the community by including a diverse range of input and experiences.  
*Lead: Charlie Lane, Co-Leads: Curtis Reynolds, Sylvain Doré, D’Andra Mull*
- I am charging the university’s leadership, acting within state and federal laws, to intensify our efforts in recruiting, supporting and retaining our students, faculty and employees of color, particularly Black students, faculty and staff. To promote transparency and accountability, we will publish by department and college the race, ethnicity and gender trends for faculty, staff and students and present regular reports to the Board of Trustees.  
*Lead: Antonio Farias, Co-Leads: Zina Evans, Jodi Gentry, Joe Glover, Amy Hass, College Deans*

- UF will redouble efforts to support local small businesses and vendor diversity.

*Lead: Curtis Reynolds*

- UF will work with East Gainesville community leaders and residents to develop specific and sustainable programs and activities that will contribute to improving the community's educational and economic well-being.

*Lead: Charlie Lane, Co-Leads: Mark Kaplan, D'Andra Mull, College Deans*



# Office of the Chief Diversity Officer

Moving Forward

# Building Inclusive Excellence at UF: A Three- Year Plan

## **Year 1**

### **Understanding the Current Landscape**

- Develop a comprehensive, objective, and evidence-based assessment of the current DEI landscape at UF
- Identify strengths, weaknesses, opportunities, and threats in the DEI space at UF

## **Year 2**

### **Creating an Institutional Equity and Inclusion Blueprint**

- Develop a values-based blueprint outlining clear, actionable, and achievable themes that will serve as guideposts for the detailed work that will occur in the colleges and business units
- Areas of focus areas may include:
  - Recruitment and retention
  - Climate and culture
  - Training and curriculum
  - DEI infrastructure (institutional policies, procedures, and practices)
  - Celebrating our successes

## **Year 3**

### **Supporting an Inclusive Climate and Culture**

- Build a culture that students, faculty, and staff from all communities and walks of life are eager to join and will work to sustain

# UF Inclusive Excellence DEI Project Methodologies

**Strategic DEI  
Inventory  
N=1**

**Dialogue and  
Community-Building,  
Listening and/or  
Interview Sessions  
N=20-35**

**Strategic DEI  
Leadership Institute  
Sessions  
N=2-3**

**National DEI  
Benchmarking Study  
(7-10 Institutions)  
N=1**

# Benchmarking Institutions

## **Southeast**

- University of Florida
- Florida State University
- University of Virginia
- University of Georgia (SEC)
- University of North Carolina, Chapel Hill
- University of Missouri (SEC)

## **Midwest**

- University of Michigan
- The Ohio State University
- University of Wisconsin—Madison

## **Texas**

- Texas A&M
- University of Texas—Austin

## **California**

- University of California, Los Angeles
- University of California, Berkeley

## Role of the Gator Team

- A Gator Team is a small group of 2-3 leaders appointed by the VP and/or Dean of the division, school, or college to assist with ensuring the successful completion and submission of the strategic DEI Inventory.
- This team may be comprised of people with key knowledge of DEI programs, initiatives, policies, etc., within the school, college, or division, (e.g., Campus Diversity Liaisons), in addition to other strong leaders within the school, college, or division who may (or may not be) DEI content experts.



# DEI Inventory: VP and Dean's Leadership Role

- ✓ Ensures the successful completion of the inventory.
- ✓ Convene a high impact Gator Team comprised of 2-3 leaders from their school, college, or division to drive the project.
- ✓ Identify a Project Lead for your school, college, or division's Gator Team to oversee the work of submitting the inventory. This may be your Campus Diversity Liaison (CDL).
- ✓ Communicate the name of the Project Lead for your school, college, or division's inventory to the Office of the Chief Diversity Officer by April 15.
- ✓ Be available to the Office of the Chief Diversity Officer, your appointed Project Lead and/or CDL, and the CSDLSI Research Team for follow-up questions as needed.



# Overview of the DEI Inventory Completion and Submission Process

**Step 1:** VP/Dean assembles Gator Team of 2-3 leaders from their school, college, or division.

**Step 2:** Identify a Project Lead (CDL) on the Gator Team to own the completion and formal submission of the inventory on behalf of the school, college, or division.

**Step 3:** Gator Team reviews online DEI inventory survey instrument.

**Step 4:** Gator Team develops a work plan to respond to and complete the DEI inventory, aligning this plan with the VP/Dean.

**Step 5:** Over ~8 weeks, Gator Team will collaboratively and collectively gather key information and documents requested in the DEI Inventory Survey, providing it to the Project Lead (CDL) for upload and submission.

**Step 6:** Project Lead (CDL) finalizes and submits the online DEI Inventory on behalf of the Gator Team and their school, college, or division by June 3, 2022.

# Preview of the Inventory Instrument

Please indicate the degree to which you agree or disagree with the statements when it comes to the current reality within your division.

	Level of Agreement
My division has a strong commitment to diversity, equity, and inclusion.	Select an option ▼
My division provides sufficient programs and financial resources to foster the success of diverse students.	Select an option ▼
My division provides sufficient programs and financial resources to foster the success of diverse staff members.	Select an option ▼
My division provides sufficient programs and financial resources to foster the success of diverse faculty.	Select an option ▼
My division has developed trainings and other learning experiences to support students to overcome unconscious bias, micro-aggressions, and learn strategies to promote a culture of everyday inclusion and belonging.	Select an option ▼
My division has developed trainings and other learning experiences to support staff to overcome unconscious bias, micro-aggressions, and learn strategies to promote a culture of everyday inclusion and belonging.	Select an option ▼
My division has developed trainings and other learning experiences to support faculty to overcome unconscious bias, micro-aggressions, and learn strategies to promote a culture of everyday inclusion and belonging.	Select an option ▼

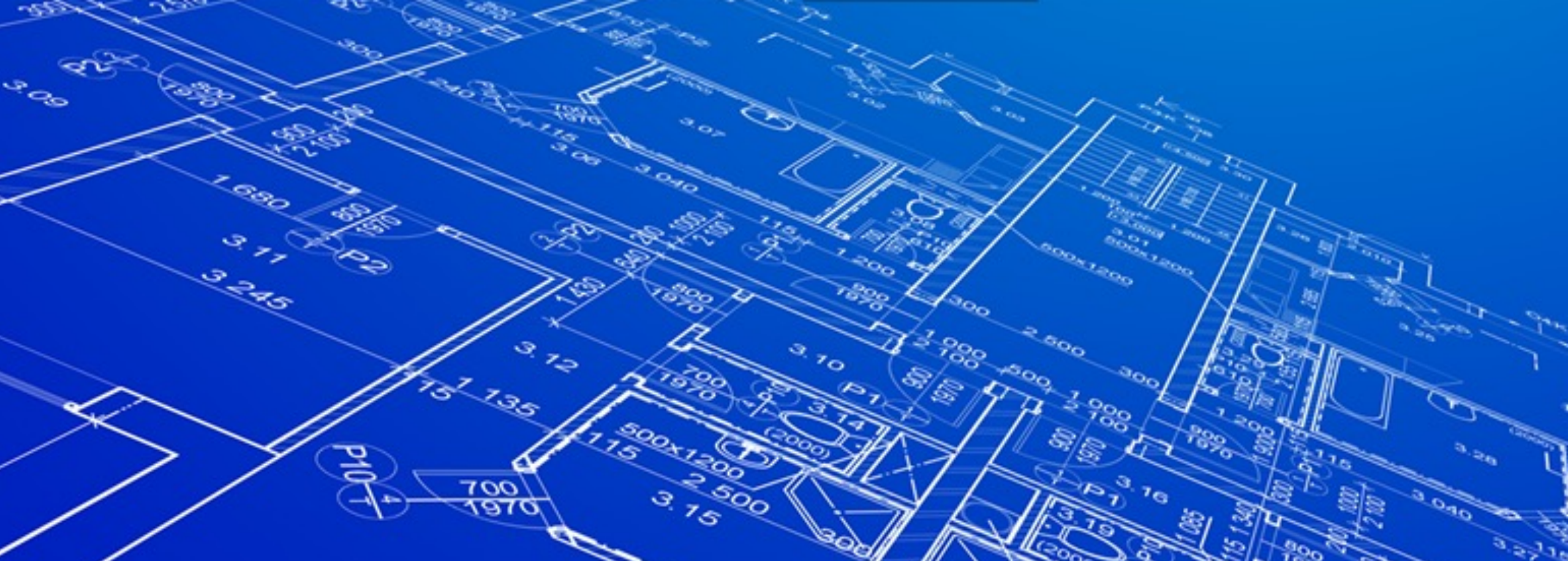
# Inclusive Excellence Strategic Engagement Timeline

- **April**
  - Campus Diversity Liaisons work with college and unit leadership to create Gator Teams
  - Launch DEI Inventory Survey
  - Benchmarking study data collection
- **May-June**
  - Strategic DEI Leadership Institute #1
  - Benchmarking high level report out
  - Inventory complete, database construction
- **July-August**
  - DEI Benchmarking
  - Inventory preliminary report
- **September-November**
  - Listening sessions with students, staff and faculty
  - Insight to Action survey open
  - Strategic DEI Leadership Institutes #2 and #3
  - Deliver final reports and database

# Questions?

- My office is here to support you as you complete the DEI inventory for your college
- Brigit Dermott ([bdermott@ufl.edu](mailto:bdermott@ufl.edu)) is the project manager and can help with technical or content questions
- I am also available to discuss any questions or concerns ([mmcgriff1@ufl.edu](mailto:mmcgriff1@ufl.edu))





# Office of the Chief Diversity Officer

Moving Forward

# My Diversity, Equity, and Inclusion Philosophies:

*“Diversity, equity, and inclusion at its core, is a personal journey that happens to intersect with our professional and social lives.”*

*What impact do I want to leave at UF?*

*“I want to leave the legacy of a centralized, coordinated, and intentional strategic framework for diversity, equity, inclusion, and belonging at the University of Florida. This institutional framework will be the bedrock of a campus where the intrinsic worth of all individuals is respected and celebrated. And where everyone feels empowered and strengthened by our collective commitment to build, support, and maintain inclusive excellence.”*

*“Diversity is a core leadership competency.”*

Major issues  
impacting DEI  
work in higher  
education

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Anti-DEI movement

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Strategic DEI dynamics

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Mental health crisis

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Workforce evolution


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Educational disparities

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Generational shifts

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# Building Inclusive Excellence at UF: A Three- Year Plan:

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## **Year 1**

- Understanding the Current Landscape

## **Year 2**

- Creating an Institutional Equity and Inclusion Blueprint

## **Year 3**

- Supporting an Inclusive Climate and Culture
- 



Year 1  
Understanding  
the Current  
Landscape

**Dr. Damon Williams**

*Chief Strategist*

Center for Strategic  
Diversity Leadership &  
Social Innovation



# Scope of Work

DEI Inventory: Survey to gather information about current DEI capabilities



Community Building Listening Sessions and Insight to Action data collection



National Benchmarking



Strategic DEI Leadership Sessions

# Preliminary findings from Dr. Williams: Infrastructure

## UF DEI Infrastructure **Preliminary** At a Glance Findings



Total Number of DEI Initiatives



Espoused Commitment to DEI



Have a DEI Strategic Plan



Have a DEI Committee



Have a DEI Officer



DEI Discretionary Funding



DEI in Annual Reports



DEI in Performance Review

# Preliminary findings from Dr. Williams: DEI initiatives

## UF DEI Inventory **Preliminary** Big-Picture Findings



Total Number of DEI Initiatives



DEI Intensive



Number of Recruitment, Retention & Outreach Efforts



Focused on Students



Focused on Race & Ethnicity



Focused on LBTQIA

State anti-DEI  
legislation affecting  
campus climate:  
Malaise and impact on  
recruitment

Inequities between  
tenure and non-tenure  
track faculty and for  
early career faculty

Culture of subtle micro-  
aggressions and  
inequities

Need for focus on  
increasing diversity of  
leadership and faculty

Preliminary  
findings from  
Dr. Williams:  
Listening  
Sessions --  
Challenges

Preliminary  
findings from  
Dr. Williams:  
Listening  
Sessions --  
Opportunities

Strong support for  
the CDO and this  
project

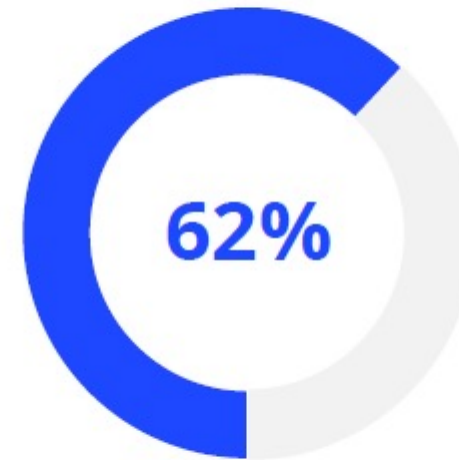
Perception that  
institutional  
commitment to  
DEI is on the rise

Benchmarking  
study finding:  
UF Office of the CDO is  
understaffed

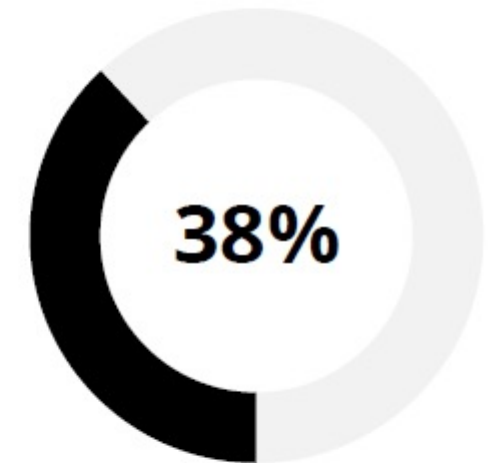
## National Benchmarking: CDO Strategy & Structure



Have a DEI Officer Vice  
Provost Level or Above



DEI Staff  
@ 4 FTE or Above



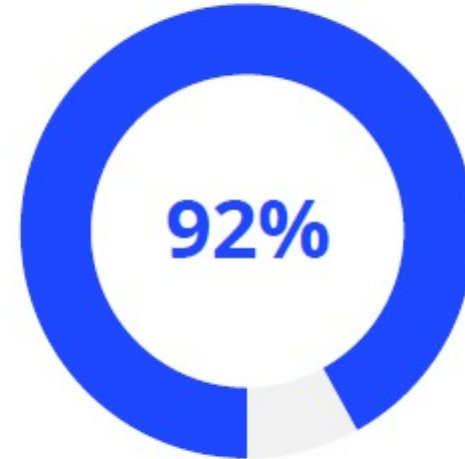
Have  
DEI Divisions

Benchmarking  
study finding:  
The Inclusive  
Excellence Blueprint  
will align UF with peer  
institutions

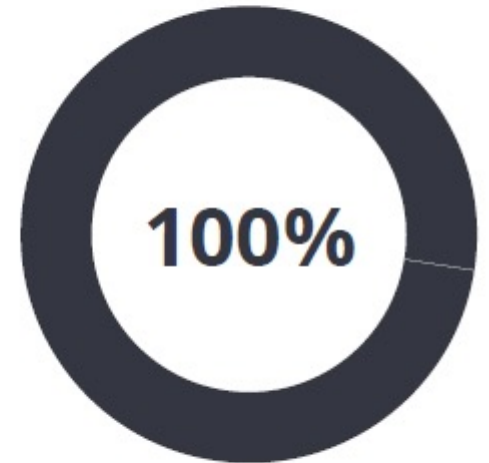
## National Benchmarking: DEI Strategy Campus Wide



Have a Dedicated DEI  
Institutional Plan



Have DEI Public Data  
Accountability Reporting

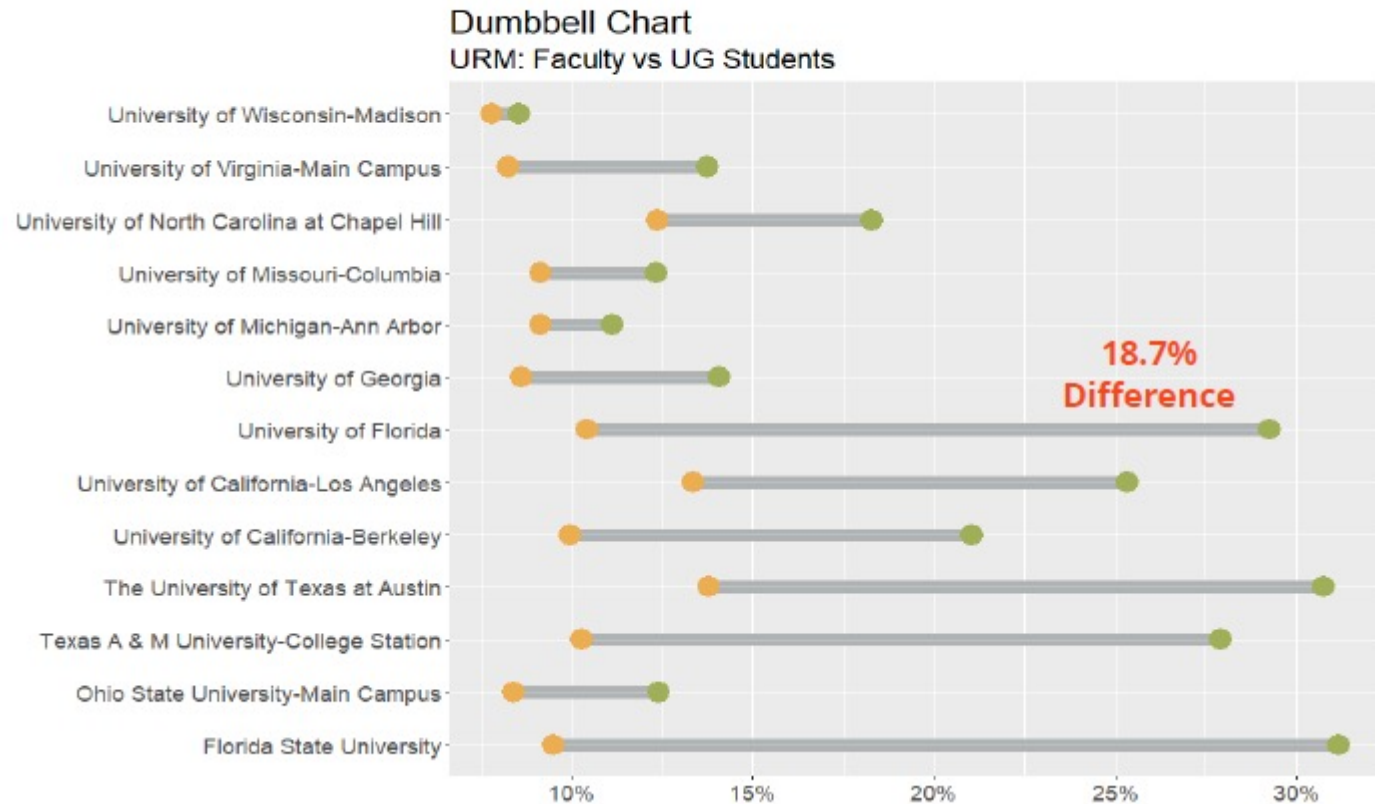


Have a DEI Campus-wide  
Committee



Benchmarking  
study finding:  
Gap btw. percent URM  
faculty and URM  
undergraduates is  
large

## URM Faculty and URM Undergraduates





# Questions?

- [mmcgriff1@ufl.edu](mailto:mmcgriff1@ufl.edu)
- 

# INCLUSIVE HIRING BADGE



**“Creating an inclusive climate allows all of us to do our best work and together shape a better UF.” – President’s Office**

## **INCLUSION, DIVERSITY, EQUITY, & ACCESS**

The University of Florida’s Inclusive Hiring Badge is designed to provide faculty and staff with the level of knowledge, skill and abilities needed to demonstrate inclusive practices during the hiring process, identify and mitigate biases that can affect hiring decisions and support the University’s advancement toward a more equitable workforce and candidate experience.

and effectiveness of the search and selection process.

## How Does Completion of the Inclusive Hiring Badge Work?

**A total of 14 IDEA milestones must be completed to earn an Inclusive Hiring Badge.** These milestones come in the form of trainings, activities, and webinars. The participant must complete the required number of milestones identified in each core competency area. Completion may consist of any combination of trainings, activities and/or webinars.

### In-Person Trainings

In-person trainings with Zoom options that are Instructor-led based of set objectives that provides the skills and knowledge needed.

### Activities

DE&I related activities that foster rich interactive learning and support an understanding and demonstration of the specific core competency.

### Webinars

LinkedIn courses, Online Courses offered in myTraining available on demand and an online presentation that allows participants in different locations to see and hear the presenter, ask questions, and engage.

[LEARN MORE](https://learn-and-grow.hr.ufl.edu/courses-registration/inclusive-hiring-badge/)

UFL  
UNIVERSITY OF  
FLORIDA

LEARN AND GROW

INCLUSIVE HIRING  
BADGE

CORE COMPETENCIES

Driving a More Inclusive  
Workforce

Effective Communication



UFL  
University of  
Florida

**Decision Making & Critical  
Thinking**

**Conflict Management**

**Self Awareness**

**Relationship Dynamics**

UFL  
University of  
Florida  
Inclusive Hiring  
Badge

## Inclusive Hiring



### Driving a More Inclusive Workforce

*3 Required*

Ability to understand, appreciate and use the unique contributions of associates of varied cultures nationalities, ethnic backgrounds, genders, ages, points of view, etc.; Recognize the shared interests and values of those in the workplace, promote practices that leverage diversity in the workplace, advocates for diverse perspectives that reflect the diversity of the organization, and consistently demonstrates integrity and credibility, and build trust through inclusive behavior; Ability to influence others to gain buy-in and engagement in the work by connecting DE&I concepts, principles, and strategies to the recruitment and selection functions and create shared accountability, and ultimately drive change.

Find a course that aligns with your learning goals.

- GET201 LGBTQ+ Inclusive Gators
- GET240 Inclusive Leadership
- GET235 Connecting with Veterans – Discovering Talent
- GET245 Conversations for a Culture of Inclusion
- GET789 Diversity & Inclusion at UF
- RJE503 Leading with Intercultural Competence

---

## Activities

- Lead a Knowledge Sharing Session as a Team Lead or Participant on IDEA Principles
- Complete an IDEA Goal that has been Identified on your Performance Evaluation or UF Engaged
- Participate in at least 2 facilitated IDEA Affinity group conversations (CTE-IDEA)
- Facilitate an IDEA Affinity group conversation (CTE-IDEA)
- Host a diversity and inclusion info session for your team, business unit or site – can be a virtual event or in person.

---

## Webinars

- LinkedIn Learning
- A Sense of Belonging at UF
- How Do Our Identities Shape Our Work Experiences and What Strategies Can We Apply to Create Inclusive Workspaces?
- How To Respond to Racism and Initiate Change In Your Workplace





Understanding of effective communication concepts, tools, and techniques; ability to effectively transmit, receive, and accurately interpret ideas, information, and needs through the application of appropriate communication behaviors.

---

## In-Person Trainings

- BCC020 Now Hear This: Listening, Comprehending, Communicating
- GET255 Giving and Receiving Feedback
- TRV011 Compassionate Communication in the Workplace
- RJE501 Cultivating Your Cultural Intelligence and Engaging in Conversations Related to Diversity

---

## Activities

- Lead a Knowledge Sharing Session as a Team Lead or Participant on IDEA Principles (During that session, describe insights gained from the learning and how you applied the learning)
- Complete an IDEA Goal that has been Identified on your Performance Evaluation or UF Engaged
- Participate in at least 2 facilitated IDEA Affinity group conversations (CTE-IDEA)
- Facilitate an IDEA Affinity group conversation (CTE-IDEA)

---

## Webinars

- LinkedIn Learning



Understanding of the issues related to the decision-making process; ability to analyze situations fully and accurately and reach productive decisions.

## In-Person Trainings

- SCS065 Cultivating Judgment: Critical Thinking Skills for Complex Work Environments
- SCS045 Thinking Strategically
- SCS100 Planning/Priorities/Delegation: What to do first when everything is important

## Webinars

- LinkedIn Learning
- How To Respond to Racism and Initiate Change In Your Workplace



## Conflict Management

*1 Required*

Ability to help others through emotional or tense situations, tactfully bring disagreements into the open, and define solutions that everyone can endorse

## In-Person Trainings

- TRV010 Transforming Conflict
- SCS075 Leading a Team

• [How To Respond to Racism and Initiate Change In Your Workplace](#)

• [LinkedIn Learning](#)

• [How To Respond to Racism and Initiate Change In Your Workplace](#)



## Self Awareness

3 Required

Provides examples of ways in which strengths and limitations can impact professional performance and assesses own strengths and limitations relative to assigned tasks

### In-Person Trainings

• [TRV020 Developing your Emotional Intelligence for Workplace Effectiveness](#)

• [RJE502 Recognizing and Addressing Implicit Bias](#)

### Activities

• Attend Any IDEA Related Conference or Workshop

### Webinars

• [LinkedIn Learning](#)

• [A Sense of Belonging at UF](#)

• [How Do Our Identities Shape Our Work Experiences and What Strategies Can We Apply to Create Inclusive Workspaces?](#)

Builds healthy working relationships and partnerships with multiple stakeholders, coworkers, and colleagues. Ability to work with a variety of individuals and groups in a constructive, productive, and collaborative manner.

## In-Person Trainings

- SCS085 Leading with Courage
- TRV012 Influence: Leveraging Relationship for Change
- SCS060 Relationship Strategies
- SCS055 Inspiring Trust
- SCS030 Power of Feedback
- GET250 Managing Hidden Biases that Affect the Hiring Process
- SCS075 Leading a Team

## Webinars

- LinkedIn Learning
- A Sense of Belonging at UF
- How Do Our Identities Shape Our Work Experiences and What Strategies Can We Apply to Create Inclusive Workspaces?
- How To Respond to Racism and Initiate Change In Your Workplace



## Inclusive Hiring

*Required for New Badge*

## Webinars

• Inclusive Hiring at UF

### About the Badge & Course

Who should seek an Inclusive Hiring Badge?

What is expected from those who hold an Inclusive Hiring Badge?

How do I maintain an active status?

How do I track my progress?

May I use previously attended In-Person Training, Activities or Webinar toward the completion of my required IDEA milestones?

What documents should I upload as verification of completion of trainings, webinars, or activities?

How do I gain approval to pursue the Inclusive Hiring Badge?

Who should I contact if I have questions regarding the Inclusive Hiring Badge?

Who acknowledges completion of the required milestones for the Inclusive Hiring Badge?



University of Florida  
Gainesville, FL 32611  
(352) 392-3261  
[Text-Only Version](#)

RESOURCES



CAMPUS



WEBSITE



## INCLUSIVE RECRUITING

When engaging in inclusive recruitment, you are encouraged to build a strategy that targets the underrepresented group within your college/unit. Casting the widest possible net to attract that segment of the workforce is the greatest opportunity you will have to diversify your applicant pool. Below are some strategies and/or sources you may consider when building your strategy; however, our Talent Acquisition and Onboarding Team is available to support you with this task.

1. Because students consider the racial and ethnic diversity of a college campus when choosing a school, as a hiring authority, you may wish to consider them when entertaining sourcing strategies for student programs and/or internships.
  - a. [Campus Ethnic Diversity National Universities](#)
2. Don't just stop with advertising on job boards, but target and build strategic partnerships by reaching out to key representatives within schools that serve predominantly underrepresented populations.
  - a. [Historically Black Colleges and Universities](#)
3. Build and communicate your college/unit brand by highlighting projects, research, community engagement, and partnerships that support your culture of inclusiveness and prominently showcase them on your college's website, in print or electronic material or partner with UFHR to feature them.
4. Consider hosting a virtual open house event for potential job seekers, underrepresented groups or passive candidates who desire to learn more about your college/unit, projects, and/or research.
5. Establish partnerships with [multicultural professional associations and student groups](#).

## ADDITIONAL STRATEGIES

- Build relationships with colleges and organizations that seek to educate and promote diversity efforts.
- Reach into communities of underrepresented talent using volunteer opportunities, fellowships, mentorships, scholarships, and/or internships.
- Partner with your communications and marketing teams to use your social media pages to promote diversity and showcase current diversity programs or employee groups.
- Strive for equal representation of all groups in your marketing materials and online.
- Seek feedback from current diversity groups within your areas about how you can improve recruiting efforts.
- Focus retention efforts on creating an inclusive environment where diversity groups feel both valued and empowered.
- Increase the number of candidates applying to jobs by eliminating GPA minimums.
- Embrace high-touch recruiting. If prerecorded interviews are used as a method to screen candidates, use personal email messages when engaging candidates versus system templates. Consider an initial phone contact to introduce the candidate to the video interview process before the interview is scheduled.
- Partner with student chapters of professional organizations on campus to assist with recruiting diverse talent from a broader bench of schools.

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## HIGHER EDUCATION JOB BOARD NETWORK

- Network Members
- AABHE Career Center
- AACSB Career Connection
- AAMC CareerConnect
- Accreditation Council for Business Schools and Programs
- Alliance for Continuing Education in the Health Professions
- American Association of Colleges for Teacher Education (AACTE)
- American College Health Association
- American Conference of Academic Deans
- Arizona Association of Student Financial Aid Administrators
- Association for Continuing Higher Education Inc.
- Association for Leadership Science in Nursing
- Association of Deans & Directors of University Colleges & Undergraduate Studies
- California Association of Colleges of Nursing
- CASE Career Central
- CASFAA Career Center
- Higher Education Career Center by University Business
- INSIGHT into Diversity
- National Association of Business Careers and Education
- National Association of Diversity Officers in Higher Education
- New York State Association for College Admission Counseling
- Southeastern Association of School Business Officials
- The Enrollment Management Association

## FOR ADDITIONAL ASSISTANCE

### **Policies & Directives**

Talent Acquisition & Onboarding  
352-392-HELP  
[talent@hr.ufl.edu](mailto:talent@hr.ufl.edu)

### **Strategic Talent Group's Website**

[Strategic Talent Group – UF Human Resources \(ufl.edu\)](https://www.ufl.edu/hr/talent/)



## SAMPLE INTERVIEW RUBRIC – ACCOUNTANT III

Use this rubric to evaluate the candidate's key competencies during the interview.

Selection Criteria	Interview Questions	Anchor Answers	Rating
<b>Problem Solving:</b> <ul style="list-style-type: none"> <li>Gains agreement on the problem-solving process, risk assessment, decision points, and criteria.</li> <li>Predicts and explains long-term trends and implications for alternatives.</li> <li>Monitors industry for best practices and new techniques in problem-solving.</li> <li>Orchestrates the resolution of high-impact and cross-functional problems.</li> </ul>	<p>Please provide an example where you had limited time and information to address a complex problem. How did you go about addressing that problem and what was the outcome?</p>	<p>Candidate clearly establishes all facts and factors associated with the problem. Conducts appropriate analysis; Develops a list of solutions and potential consequences; Uses appropriate logic to develop a solution; Engages other stakeholders in fact-finding when appropriate</p>	<p><b>Unacceptable</b> - No key points</p> <p><b>Marginal</b> - Very few key points</p> <p><b>Acceptable</b> - Most of the key points</p> <p><b>Good</b> - All key points</p> <p><b>Superior</b> - Exceeds key points</p>
<b>Accuracy &amp; Attention to Detail:</b> <ul style="list-style-type: none"> <li>Supports the organization's quality management process.</li> <li>Understands techniques for measuring the cost and impact of errors.</li> <li>Uses manual and electronic tools and techniques for enhancing accuracy.</li> <li>Identifies and corrects errors, oversights and omissions.</li> <li>Monitors the industry for new tools and techniques in assuring accuracy.</li> </ul>	<p>Tell me about a time when you made a mistake in your work. How did you find it and what did you do to correct it?</p>	<p>Candidate demonstrates humility in acknowledging mistake; Assesses impact and communicates to appropriate individuals and levels; Uses sound judgement/methods to correct mistake; Implements safeguards to avoid future same/similar mistakes</p>	<p><b>Unacceptable</b> - No key points</p> <p><b>Marginal</b> - Very few key points</p> <p><b>Acceptable</b> - Most of the key points</p> <p><b>Good</b> - All key points</p> <p><b>Superior</b> - Exceeds key points</p>

<p><b>Commitment to Diversity:</b></p> <ul style="list-style-type: none"> <li>Sees the value of cultural, ethnic, gender, and other individual differences in people.</li> <li>Seeks different points of view and leverages diverse perspectives in group processes and decision-making.</li> <li>Listens to and objectively considers the ideas/input of others. Respects the talents and contributions of all individuals.</li> </ul>	<p>Provide an example of steps you've taken in your current or previous position to create an inclusive work environment. What were the outcomes of your actions?</p>	<p>Candidate demonstrates an understanding and acceptance of equity, inclusion, and diversity concepts; shows respect for people and their differences; works to understand the perspectives of others.</p>	<p><b>Unacceptable</b> - No key points</p> <p><b>Marginal</b> - Very few key points</p> <p><b>Acceptable</b> - Most of the key points</p> <p><b>Good</b> - All key points</p> <p><b>Superior</b> - Exceeds key points</p>
<p><b>Position-Specific Competency:</b></p> <ul style="list-style-type: none"> <li>Experience processing biweekly journal entries, reversal adjustment processing, and payroll run processing.</li> <li>Extensive knowledge of off-cycle processing, third-party vendor adjustments, and reconciliation of payroll.</li> <li>Thorough understanding of how to prepare and remit federal employment taxes on a weekly basis. including verifying data on employee's records and adjustments in myUFL.</li> </ul>	<p>Give an example of how you process biweekly journal entries and manage any adjustments that need to be made? How does handling it this way help you manage your work?</p>	<p>Candidate provides examples of software used; Candidate reviews process for making sure all steps are completed in a timely manner; Candidate identifies ways to document the process</p>	<p><b>Unacceptable</b> - No key points</p> <p><b>Marginal</b> - Very few key points</p> <p><b>Acceptable</b> - Most of the key points</p> <p><b>Good</b> - All key points</p> <p><b>Superior</b> - Exceeds key points</p>

<p><b>Ideal Candidate Profile</b> <b>Characteristics - Communication and Collaboration:</b></p> <ul style="list-style-type: none"> <li>Communicates effectively with diverse audiences, using appropriate media and language, ensuring important messages are understood.</li> <li>Communicates well downward, upward, and outward by adapting communication for the intended audience.</li> <li>Secures commitment for decisions by communicating clearly and credibly to stakeholders.</li> <li>Ensures that collaboration does not result in too much time being spent on trivial matters, the diffusion of responsibility, and other counter-productive behaviors. Proactively takes action when confronted with a problem.</li> </ul>	<p>Tell me about a time when poor communication led to poor work performance? How did you address the situation?</p>	<p>Candidate emphasized the importance of adjusting communication based on audience/conversation; discusses the importance of soliciting feedback to confirm understanding; understands the importance of identifying key stakeholders and soliciting their input for decisions; discusses the importance of explaining decisions and reasoning</p>	<p><b>Unacceptable</b> - No key points</p> <p><b>Marginal</b> - Very few key points</p> <p><b>Acceptable</b> - Most of the key points</p> <p><b>Good</b> - All key points</p> <p><b>Superior</b> - Exceeds key points</p>
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## FOR ADDITIONAL ASSISTANCE

### Policies & Directives

Talent Acquisition & Onboarding  
352-392-HELP  
[talent@hr.ufl.edu](mailto:talent@hr.ufl.edu)

## SAMPLE INTERVIEW RUBRIC – ASSISTANT PROFESSOR

Use this rubric to evaluate the candidate's key competencies during the interview.

Selection Criteria	Interview Questions	Anchor Answers	Rating
<b>Commitment to Diversity:</b> <ul style="list-style-type: none"> <li>Sees the value of cultural, ethnic, gender, and other individual differences in people. Creates an environment of learning about, valuing, encouraging, and supporting differences.</li> <li>Seeks different points of view and leverages diverse perspectives in group processes and decision-making. Checks own views against the views of others.</li> <li>Supports fair treatment and equal opportunity for all. Listens to and objectively considers the ideas/input of others. Respects the talents and contributions of all individuals.</li> <li>Strives to eliminate barriers to diversity; ensures that new barriers to diversity are not built.</li> </ul>	<p>Provide an example of steps you've taken in your current or previous position to create an inclusive work environment. What were the outcomes of your actions?</p>	<p>Candidate demonstrates an understanding and acceptance of equity, inclusion, and diversity concepts; shows respect for people and their differences; fosters a sense of belonging; works to understand the perspectives of others; creates opportunity for access and success</p>	<p><b>Unacceptable</b> - No key points</p> <p><b>Marginal</b> - Very few key points</p> <p><b>Acceptable</b> - Most of the key points</p> <p><b>Good</b> - All key points</p> <p><b>Superior</b> - Exceeds key points</p>
<b>Clear &amp; Concise Communication:</b> <ul style="list-style-type: none"> <li>Takes responsibility for understanding what information needs to be distributed and for communicating appropriately, both inside and outside the organization</li> <li>Speaks clearly, concisely, and effectively in varied circumstances, including meetings, presentations and</li> </ul>	<p>Please provide an example of a time you've had to use different approaches to communication with a diverse group of stakeholders/committee members. What approaches did you use and how did you know you were getting your point across?</p>	<p>Candidate researches the audience they are targeting and understands which approach works for different people; provides examples of different approaches; uses clarifying questions and body language to adjust communication.</p>	<p><b>Unacceptable</b> - No key points</p> <p><b>Marginal</b> - Very few key points</p> <p><b>Acceptable</b> - Most of the key points</p> <p><b>Good</b> - All key points</p>

<p>customer and co-worker contacts.</p> <ul style="list-style-type: none"> <li>Writes clearly and effectively, using appropriate vocabulary, style, and grammar in a well-organized and concise manner.</li> <li>Effectively uses appropriate presentation aids conveying thoughts and issues in a manner appropriate to the target audience.</li> <li>Demonstrates active listening skills.</li> </ul>			<p><b>Superior</b> - Exceeds key points</p>
<p><b>Integrity:</b></p> <ul style="list-style-type: none"> <li>Upholds the values of the organization</li> <li>Admits when wrong and works to build trusting relationships</li> <li>Adheres to the organization's code of conduct and ethical practices</li> <li>Demonstrates an understanding of the ethical responsibility of public employees</li> </ul>	<p>We have all had occasions where we made a mistake. Can you give us an example of when this happened to you? What was the cause? What actions did you take to resolve the issue?</p>	<p>Candidate takes ownership of mistake; Provides preventative actions and corrective actions; Adequate and proper notification to chain of command</p>	<p><b>Unacceptable</b> - No key points</p> <p><b>Marginal</b> - Very few key points</p> <p><b>Acceptable</b> - Most of the key points</p> <p><b>Good</b> - All key points</p> <p><b>Superior</b> - Exceeds key points</p>
<p><b>Ideal Candidate Profile Characteristics – Initiative:</b></p> <ul style="list-style-type: none"> <li>Takes action and responsibility to complete what is necessary in the absence of specific direction</li> <li>Exhibits a high degree of self-motivation in performing assigned duties and achieving intended results.</li> <li>Displays ability and willingness to deviate from</li> </ul>	<p>Tell me about a new policy or new idea you recently implemented which was considerably different from the standard procedure. What approach did you take to get others to go along with the idea?</p>	<p>Provides examples; Explained how changes affect others in the organization and why they were made; Has backup data to support changes; Identified stakeholders and senior management and got them involved early;</p>	<p><b>Unacceptable</b> - No key points</p> <p><b>Marginal</b> - Very few key points</p> <p><b>Acceptable</b> - Most of the key points</p> <p><b>Good</b> - All key points</p>

<p>the routine, when necessary, to accomplish goals.</p> <ul style="list-style-type: none"> <li>Proactively takes action when confronted with a problem.</li> </ul>		Used their input to sell the idea	<b>Superior</b> - Exceeds key points
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## FOR ADDITIONAL ASSISTANCE

### **Policies & Directives**

Talent Acquisition & Onboarding

352-392-HELP

[talent@hr.ufl.edu](mailto:talent@hr.ufl.edu)

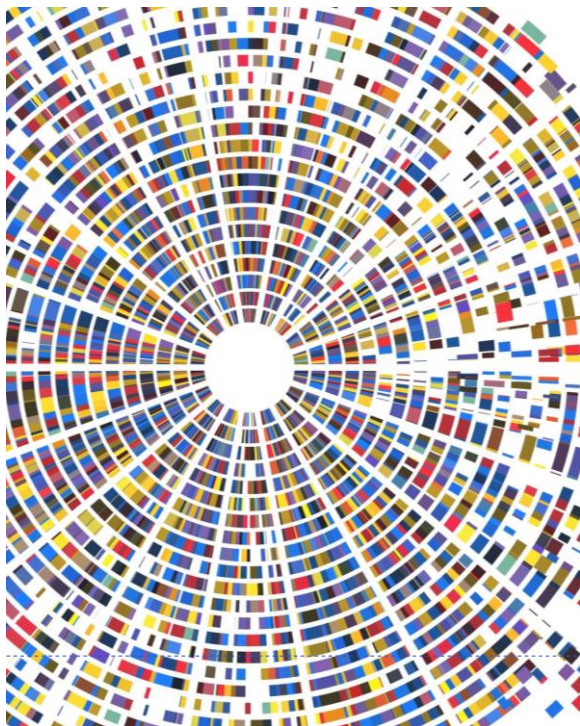
# CXUF

## CONNECTED BY UF

Trysh Travis, Center for Gender, Sexualities, & Women's Studies Research, CLAS05

05/11/2021

1



## Getting Your Head Around “White Privilege” and “White Fragility”

Trysh Travis



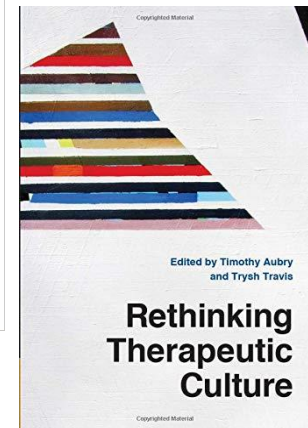
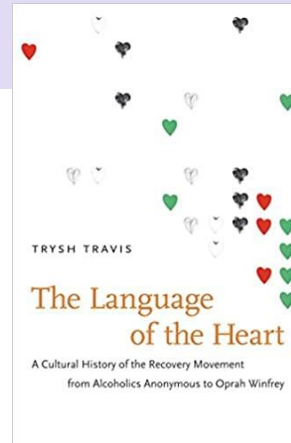
Associate Professor of Women's Studies  
Waldo W. Neikirk Term Professor  
College of Liberal Arts and Sciences

2



# Agenda

- Introduction:
  - Who I Am, Why I Care
  - Definitions
- White People Thinking about Whiteness in the Late 20<sup>th</sup> C. U.S.
- Using WP and WF
- Doing Anti-Racism
- Conclusion
- Q&A



3

# Definitions

## White Privilege is....

an invisible package of unearned assets that I can count on cashing in each day, but about which I was "meant" to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools and blank checks.

-- Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack" (1989)

## White Fragility is...

a state in which even a minimum amount of racial stress becomes intolerable, triggering a range of defensive moves. These moves include the outward display of emotions such as anger, fear, and guilt, and behaviors such as argumentation, silence, and leaving the stress-inducing situation.

-- Robin DiAngelo, "White Fragility"

*International Journal of Critical Pedagogy* 3(3) (2011)

4





5



**White Racism, 1957**

Will Counts, Bettman Archive

6



The White Establishment, 1967

Getty Images

7



*In the Heat of the Night* (United Artists, 1968)

8

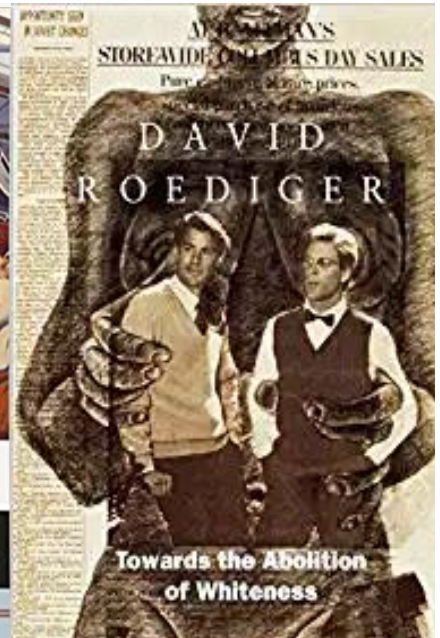
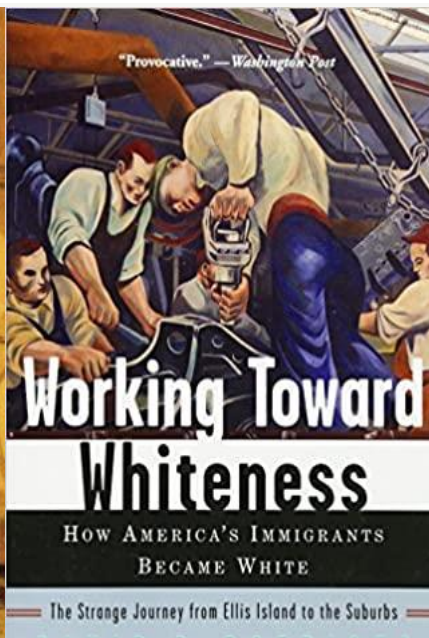
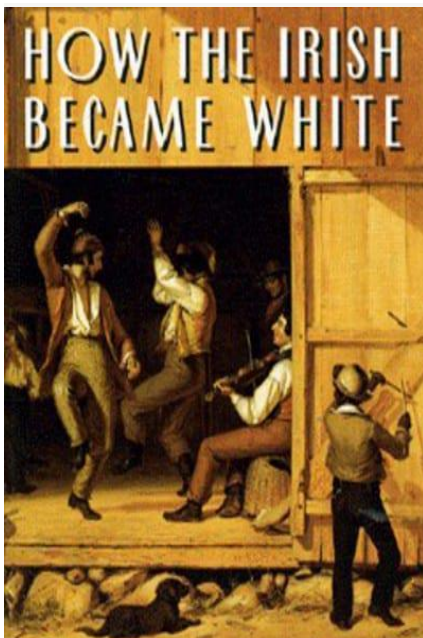




The White Establishment, West Coast Branch (1969)

AP News

9



Whiteness Studies, 1990s

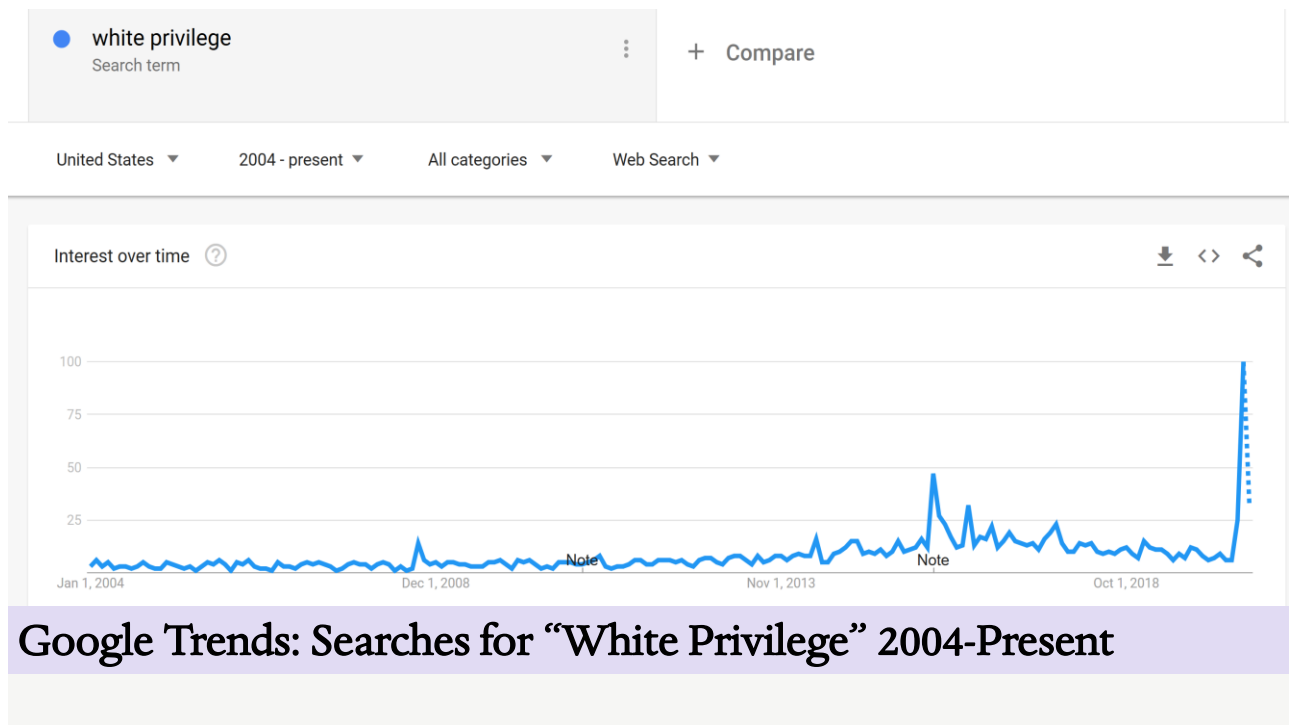
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## White Privilege, 1988+

Protest following non-indictment of officer charged in Eric Garner death, Boston 2014

11



12

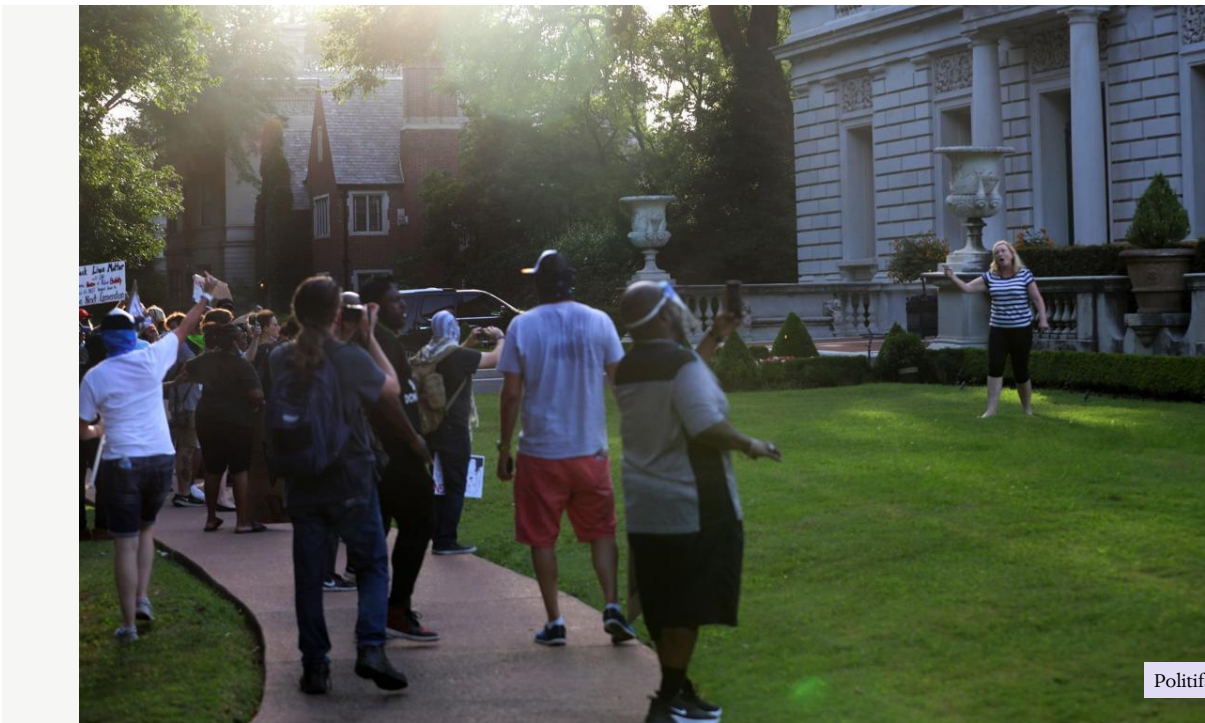




White Fragility, 2018+

Laurie Skrivan, St. Louis Post-Dispatch

13



Politifact

14

## Summary

- 1950s: There are white racists
- 1960s-70s: There is a white power structure
- 1980s-90s: Whiteness (and its privileges), like blackness (and its disadvantages), is socially constructed
- 1990s-2000s: All white people benefit from the “unearned advantages” of whiteness
- 2010s: White privilege insulates white people from thinking about race, such that when they can’t avoid doing so on their own terms, they freak out.

15



## DIAGNOSING “WHITE PRIVILEGE” AND “WHITE FRAGILITY”

16

# Working with White Privilege

## Diagnosis & Symptoms

- ❖ “An invisible package of unearned assets that I can count on cashing in each day.”
- ❖ Examples:
  - I can be with people of my own race most of the time
  - When I look at mass media, I see many people of my own race in diverse roles
  - I can go shopping alone most of the time, pretty sure I will not be followed or harassed
  - I can arrange to protect my children most of the time from people who might not like them

## Follow-up

- ❖ “Describing white privilege makes one newly accountable. As we in Women’s Studies work to reveal male privilege and ask men to give up some of their power, so one who writes about having white privilege must ask, ‘Having described it, what will I do to lessen or end it?’”

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# Working with White Fragility

## Diagnosis & Symptoms

- ❖ “The reduced psychosocial stamina that racial insulation inculcates in white people.”
- ❖ Example “fragile” responses to the reality of white privilege:
  - Indulging in emotional incapacitation such as guilt or “hurt feelings”
  - Anger
  - Defensiveness
  - Silence
  - Withdrawal

## Follow-up

- ❖ “It is critical that all white people build the stamina to sustain conscious and explicit engagement with race.... White racism is ultimately a white problem and the burden for interrupting it belongs to white people.... Talking directly about white power and privilege...is in itself a powerful interruption of common (and oppressive) discursive patterns around race.”

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# DOING ANTI-RACIST WORK

19

## Anti-Racism

### Diagnosis and Symptoms

- ❖ “Racism is a marriage of racist policies and racist ideas that produces and normalizes racial inequities.... Antiracism is a powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas.”

-- Ibram X. Kendi, *How to be an Anti-Racist* (2019)

### Follow-up

- ❖ Admit racial inequality is a problem of bad policy, not bad people.
- ❖ Identify racial inequality in all its intersections and manifestations.
- ❖ Investigate and uncover the racist policies causing racial inequality.
- ❖ Invent or find antiracist policy that can eliminate racial inequality.

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# One Step at a Time

## A Personal Journey

1. I have come to admit that I am powerless over my addiction to racism in ways I am unable to recognize fully, let alone manage.
2. I believe that only a power greater than me can restore me in my humanness to the non-racist creature as God designed me to be.

Racists Anonymous

## A Political Project

1. We admit our collective history is rooted in white supremacy — and that racism has made our national and personal lives unmanageable
2. We come to believe that racism is more than individual behavior — but is a complex system much greater than ourselves.

"12 Steps for the Non-Anonymous Anti-Racist"

Irina Erickson & Caitlin Johnson

21

A heads up, that a poll slide and a Thank You slide was added to your EXOR presentation 😊 Smiley

# Additional Bibliography

- ❖ Cotter, Holland. "Adrian Piper: The Thinking Canvas"
- ❖ Ignatiev, Noel. *How the Irish Became White*
- ❖ Roediger, David. *Toward the Abolition of Whiteness*.
- ❖ ---. *Working Towards Whiteness*



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## Poll: Rate this session

- Excellent
- Good
- Neutral
- Needs Improvement

CXUF

23

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**Weekly in March and April**

(alternating Tuesdays at 5:30PM ET/4:30 CT/3:30 MT/2:30 PT & Mondays at 12PM ET/11AM CT/10 MT/9 PT)

**[counseling.ufl.edu/healing-RT](https://counseling.ufl.edu/healing-RT)**



# The Only Way Out Is Through: How To Navigate Becoming Painfully Conscious of Unconscious Whiteness



Speaker Series 2021



**Sandra Kim**

*She/They*

Founder of Re-Becoming Human  
and Everyday Feminism

**TUES. March 16**

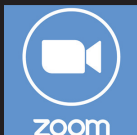
5:30PM ET/4:30 CT/3:30 MT/2:30 PT  
*other time zone*

More and more of us are feeling urgently called to dismantle white supremacy and stop racism. But sometimes we can conflate our desire to be anti-racist with actually being anti-racist. So we skip over understanding and taking responsibility for the ways we've unconsciously internalized whiteness and unintentionally perpetuate it. For many white people, this can be because they've been conditioned to believe that they are either "good non-racist" people or "bad racist monsters." So it can be a painful and destabilizing process to realize how much unconscious racism exists within them. For many people of color, this can be because of how they've contorted themselves in order to survive in the system. So it can be both painful to acknowledge the trauma of assimilation and scary to go against the system in order to be their full selves. That's why it's critical that we can turn towards our internalized whiteness and the emotionally charged feelings that it brings up - with trauma-informed practices and community support. So we can notice and name it, tend to and take responsibility for it, and choose another path forward - with care and consent.

Upon successful completion of this session, participants will be able to:

1. Understand why naming whiteness can increase a sense of safety for people of color
2. Identify key signs of normalized whiteness and dehumanization within themselves
3. Know what conditions are necessary to turn towards - and not away - from internalized whiteness in a way that helps it be released from their bodies
4. Co-create a different way of being together based on care and consent

**HELD VIA**



**Register :**

[bit.ly/healing-transforming-racial-trauma](https://bit.ly/healing-transforming-racial-trauma)

Aspire  
**UF | CWC**  
counseling.ufl.edu



# BLACK WELLNESS GROUPS

## PAGES



Explore the healing and wellness counseling groups for Black students at UF to receive (and share) support with other Black students.

Group counseling services are based on availability. To learn about receiving this service, you will participate in a 20-30 consultation meeting.

**Please call 352-392-1575 (8am-5pm) to arrange a brief consultation.**

### USO Group: BIPOC

## USO GROUP: BIPOC

This group is specifically designed for Black, Indigenous, People of Color (BIPOC) who are looking for a welcoming space to better understand themselves and others by exploring the impact of race (and other identities) has on their lived experience. This group seeks to empower BIPOC students to fully and freely embrace their authentic self and build meaningful connections with other BIPOC students

### USO Group: Black LGBTQ+



TRAINING

USO Group Graduate Students: Black Grads

USO GROUP GRADUATE STUDENTS: BLACK GRADS

Release feelings about distressing experiences, develop insights about interpersonal patterns through support and feedback, create connections, and build trust in yourself and others. This group is specifically for black graduate students.

Sacred Space: Black Women+

SACRED SPACE: BLACK WOMEN+

This group is a dedicated space for Black women+ to offer and receive support from each other as they heal from old wounds, seek liberation and celebrate life.

GROUPS PAGE SCHEDULE

BLACK STUDENT WELLNESS RESOURCES



UNIVERSITY OF  
FLORIDA



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SERVICES ▾

COUNSELING & WELLNESS CENTER | 352-392-1575

OUTREACH ▾

RESOURCES

TRAINING ▾

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# BLACK STUDENT WELLNESS

**ON THIS PAGE YOU CAN FIND HIGHLIGHTED MENTAL HEALTH SERVICES AND RESOURCES INTENDED FOR BLACK STUDENTS AT UF.**

This list is not exhaustive and individual needs will determine if anything on this list is relevant.

## Resources for Black Mental Health & Healing Racial Trauma

“You may encounter many defeats, but you must not be defeated[...] know who you are, what you can rise from, how you can still come out of it.” – Maya Angelou

[Google Doc with Resources for Black Mental Health & Healing Racial Trauma](#)



## GROUPS & WORKSHOPS



Each semester we offer numerous counseling groups and mental health workshops that address issues of identity and skill building, some specifically for LGBTQ+ students. For more information, contact us at 352-392-1575.

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- **Group therapy** helps many clients feel a greater sense of connection to others and normalizes what they are going through.

### TRAINING ▼

- **Workshops** provide the opportunity for students to learn new skills to strengthen personal resilience, develop healthy self-care habits, and grow their mental health awareness.

[VIEW ALL GROUP LISTINGS](#)[VIEW ALL UPCOMING WORKSHOPS](#)

## CWC Aspire Coordinated Events

Reclaim & Reframe was a space where Black Women shared a message, spoken word or poem with

their experiences. R&R 2021 was held on July 21st, 2021.

Learn More About R&R 2021

# REFRAME & Reclaim





**Counseling & Wellness Center**

ABOUT SERVICES OUTREACH RESOURCES

352-392-1575





**TRAINING**

**HEALING AND TRANSFORMING  
BLACK WELLNESS DAY**

Black Wellness Day is a collaboration between the CWC and UF Black Affairs. We will be holding events in person at the UF Institute of Black Culture (IBC) and via Zoom to support Black mental health and wellness.

**RACIAL TRAUMA**

*in the counseling field*

Learn More

## CWC Talks Podcast

CWC Talks is a podcast that interviews CWC staff about their experiences with mental health, both personally and professionally. You can find episodes featuring black clinicians.

**FIND EPISODES OF CWC TALKS HERE**

## Academics for Black Survival & Wellness: Resources For Black Folx

Academics for Black Survival and Wellness (A4BL) is a space for healing and wellness for Black people as well as a personal and professional development initiative for Non-Black academics to honor the toll of racial trauma on Black people, resist anti-Blackness and white supremacy, and facilitate accountability and collective action.

**BLACK SURVIVAL & WELLNESS RESOURCES**



Counseling & Wellness Center **ABOUT** ▾

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**OUTREACH** ▾

**RESOURCES**

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**ACADEMICS FOR BLACK SURVIVAL AND WELLNESS**

## Black Student Wellness YouTube Playlist



Featuring meditations and talks by Black counselors and therapists for Black students. Curated and collected by the CWC.

**BSW YOUTUBE PLAYLIST**

## Black Mental Health Matters Sticker



If you would like to receive one of our Black Mental Health Matters stickers, please submit the following request form.

**REQUEST A STICKER**

## UF CAMPUS RESOURCES

**Black Affairs** as part of MCDA, provides educational, cultural, social and leadership development opportunities to support the success of Black students at the University of Florida. For more than 40 years, Black Affairs (formerly the Institute of Black Culture) has been a home away from home for numerous students moving through the University of Florida and continues to function as a resource for all members of the university community.

**Black students Union (BSU)** is an Organization and support system for Black students at UF. The organization grew into serving as a voice for issues affecting Black students on campus.

**UF Black Effort (UFBE)** - an opportunity to connect with the collective of Black students, faculty and alumni. You can reach out at [ufblackeffort@gmail.com](mailto:ufblackeffort@gmail.com)



## OTHER RESOURCES

- 3 Psychs & A Mic Podcasting Racial Trauma and the Impact on Mental Health
- NLPA Latinx Psychology Today- Celebrating Afro Latinidad in Latinx Psychology (pdf)
- 5 Forms Of Meditation For African Spirituality And How To Do Them
- Anti-racism Action Items (gdoc)

### CWC STATEMENT ON GEORGE FLOYD

## ASPIRE: Diversity & Inclusion Program



At CWC, we value diversity and recognize the unique challenges students may face based on one's race, ethnicity, color, worldview (religion, spirituality, and other values), age, disability, gender, sexual orientation, gender identity and expression, size, marital status, national origin, political opinions or affiliations, genetic

information, veteran status, and the many other ways one might identify. We strive to create a supportive and empowering environment that is inclusive of all students.

### LEARN MORE ABOUT ASPIRE

## We want to hear from you

Are there more resources we should include or other communities you'd like to see Aspire supporting? You can leave your comments and suggestions by following the link below to our feedback form.

### ASPIRE Feedback Form



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# Resources for Black Mental Health & Healing Racial Trauma

**“You may encounter many defeats, but you must not be defeated[...] know who you are, what you can rise from, how you can still come out of it.”  
– Dr. Maya Angelou**

*This list is not exhaustive and individual needs will determine if anything on this list is relevant.*

Updated March 20, 2023

## **UF Campus Resources**

- [Counseling and Wellness Center](#)
  - [Workshops](#)
    - [Black Student Wellness](#)
  - [Mental Health Resources](#)
  - [UFGIFT - International Focus Team](#)
  - [SilverCloud Self-Guided Programs](#)
- [Center for Inclusion and Multicultural Engagement](#)
  - [Office of Black Student Engagement](#)
  - [LGBTQ+ Affairs](#)
- [Apply for a Mentor from the Multicultural Mentoring Program](#)
- [UF Mindfulness](#)
- [Student Success](#)
- [Black Faculty and Staff at UF](#)
- [Celebrating Black History at UF](#)
- [First-Gen Advocates Program](#)
- [Academics for Black Survival and Wellness](#)
- [Videos with Embodied Wisdom about Healing and Transforming Racial Trauma](#)

## **Student Orgs for Black Students**

- [Explore UF Student Organizations for Black Students](#)

## **Community Providers (Black Identifying)**

- [Kathleen Joseph, LMHC](#) (352) 642-6755 [kathleen@kjanda.org](mailto:kathleen@kjanda.org)

- [Alandria Mustafa, LMHC, NCC](#) (843) 640-0221 [sulacounseling@gmail.com](mailto:sulacounseling@gmail.com)
- [Tatiana Edouard](#) 352-332-6131
  - [tedouard@counselinggainesville.org](mailto:tedouard@counselinggainesville.org)
- [Nigeria K McHellon](#)
- [Anyaliese D Hancock-Smith, Ph.D](#)
- [Providers for Black Girls](#)
- [Inclusive Therapists](#)
- [Therapy for Black Men](#)

### Financial Resources

- [To Write Love on her Arms](#): help for people struggling with depression, addiction, self-injury, and suicide.
- [Loveland-Therapy Fund](#) for black women
- [UF Field and Fork Food Pantry](#)
- [Aid-A-Gator](#)
- [Molm Family Gator Career Closet](#)

### Apps

- [The Daily Shine](#) for stress & anxiety - made by 2 WOC - for BL MH
  - [Greet Anxiety with Curiosity](#)
- [“The Safe Place” App](#)

### Podcasts

- [Mental Health in the Black Community - CWC Talks](#)
- [Discrimination-Related Trauma](#)
- [The Value of Anger](#)
- [Finding our Way - Prentis Hemphill](#)
- [Trauma, Healing & Collective Power by generative somatics \(gs\)](#)
- [Melanin and Mental Health](#)
- [Melanated Rising](#)
- [3 Psychs and a Mic Podcast](#)
- [Black Zen podcast](#)
- [10 Podcasts That Bring Me Happiness as a Black Listener - Rest and Comfort](#)

### Books on Healing Racial Trauma

- [You Belong](#) by Sebene Selassie, MS
- [Mindful of Race](#) by Ruth King, MS
- [Radical Dharma](#) by Rev. Angel Kyodo Williams
- [Being Black](#) by Rev. Angel Kyodo Williams
- [Restorative Yoga for Ethnic & Race-Based Stress and Trauma](#) by Gail Parker, PhD

- [Stay Woke: A Meditation Guide for the Rest of Us](#) by Justin Michael Williams
- [The Inner Work of Racial Justice](#) by Rhonda Magee, MA, JD
- [My Grandmother's Hands](#) by Resmaa Menakem, MSW, LICSW, SEP
- [Uncomfortable conversations with a Black Man](#) by Emmanuel Acho
- [Post Traumatic Slave Syndrome](#) by Joy Degury, PhD
- [American's Racial Karma - An invitation to Heal](#) by Larry Ward, PhD
- [The Unapologetic Guide to Black Mental Health: Navigate an Unequal System, Learn Tools for Emotional Wellness, and Get the Help you Deserve](#) by Rheedra Walker PhD, Na'im Akbar PhD (Foreword by)
- [Healing Racial Trauma](#) by Sheila Wise Rowe, M.Ed
- [The Racial Healing Handbook](#) by Anneliese Singh, PhD
- [Soul Care in African American Practice by Barbara L. Peacock, PhD](#)
- [We Want to Do More Than Survive](#) by Bettina Love, PhD
- [The Sum of Us](#) by Heather McGhee, JD
- [Black Fatigue](#) by Mary-Frances Winters, CEO
- [Black People and Love](#) by bell hooks, founder
- [The Sovereignty of Quiet: Beyond Resistance in Black Culture](#)

### **Meditations and Affirmations**

- [angel Kyodo williams: Exercise for Connecting](#)
- [Teacher Alexandra Elle](#)
- [Meditation for beginners](#)
- [#BlackLivesMatter Meditation by Dr. Candice Nicole](#)
- [Evening Affirmations for Black Trans, Gender Non- Conforming , Intersex, Non Binary, 2-Spirit Beauties](#)
- [Black Women Meditation: How to Reduce Stress with Meditation](#)
- [Black Girl Magic Meditation](#)
- [Affirmations for Black Men 002 - 5 Minutes - Good for Morning Meditation, Confidence, and Self Care](#)
- [7 minute guided Meditation for Black Men](#)
- [Self-Love & Healing](#)

### **Social Media**

- [Dr. Della Mosley WELLS Healing Center](#)
- [Gainesville Black Professionals](#)
- [The Nap Ministry](#)
- [Therapy for Black Girls Thrive Tribe](#)
- [Scroll all the way down for inclusive Instagram handles](#)

### **Virtual Resources**

- [Academics for Black Survival and Wellness](#)
- [Handy toolkit](#)



- [Healing and Transforming Racial Trauma in the Counseling Field](#)
- [Dr. Candice Nicole Hargons and Dr. Kathy Obear - Healing Racial Trauma](#)
- [#SayOurNames: Radical Healing for Black women and gender expansive folx](#)
- ['me too.' Survivor Healing Series: Choice, Voice, & Boundaries](#)
- [Sista Afya Community Mental Wellness - Upcoming Events](#)
- [Black emotional and mental health](#)
- [Black Mental Wellness](#)
- [Crisis Text line](#)
- [Ayana Therapy](#)
- [National Organization for People of Color Against Suicide](#)
- [Stand Up – Cynthia Erivo](#)
- [Good Job –Alicia Keys](#)
- [Black Gold by Esperanza Spalding](#)
- [Black Student Wellness](#)
- [Social Anxiety | Black Introvert Series](#)

### Empowering Card Decks

- [Dr. Ebony Butler, Work through self-limiting beliefs and habits](#)
- [Desiree Adaway, Dear Sister \(not just Cis-ter\)](#)
- [Ruth King, Emotional Wisdom Cards \(& Powerful Podcast Videos\)](#)

### Sexual Trauma Resources

- ['me too.' Survivor Healing Series: Choice, Voice, & Boundaries](#)
- ['me too.' Survivor Healing Series: The Power of Our Stories](#)
- [The Mental Health Effects of Sexual Assault and Abuse – Recovery from Sexual Assault](#)
- [SPEAK](#)

### International Crisis Support

- [Nationwide Peer-Support NAMI HelpLine](#)
- [National Suicide Prevention Line](#)
- [Crisis Text line](#)

**“Where we are born into struggle, we are charged with claiming our dignity, joy and liberation.” - adrienne maree brown**

*Disclaimer: Although many of these resources may be beneficial, the UF CWC or AUCCCO cannot accept any responsibility for any of the services provided by these or any other providers.*



## Academics for Black Survival and Wellness

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### ACADEMICS FOR BLACK SURVIVAL AND WELLNESS ANTI-RACISM TRAINING

*Academics for Black Survival and Wellness provided a 7-day anti-racist training in June of 2020 and 21-day training in August of 2020 for non-Black academics to honor the toll that anti-Black racism has on the Black community and their colleagues. As a collective, we have decided to keep the training materials from those time periods unlisted on the website. However, this page provides an overview of the content covered during the training and video discussions for those topics.*

We also have a [list of consultants](#) for those who would like further training or to host a training for their school or organization.

[Purchase Access to Past Trainings](#)

## Topic 1: Foundations for Black Survival & Wellness



A4BL Remix 1

The WELLS Healing Center was live [Follow](#)

Topic 2: Understanding Anti-Black Racism History and Systems



**A4BL Rewind and Remix : Understanding Anti-Black Racism: History & Systems**  
The WELLS Healing Center was live [Follow](#)

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Facebook Watch

Topic 3: Appropriately Applying Intersectionality



**A4BL on Intersectionality: The Remix**  
The WELLS Healing Center was live [Follow](#)

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Facebook Watch

Topic 4: White Terrorism and Black Resistance



A4BL Remix Roundtable on White Terrorism and Black Resistance

The WELLS Healing Center was live [Follow](#)

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Facebook Watch

Topic 5: Whiteness in Academia

Topic 6: Practicing Black Allyship

## Topic 7: Committing to Black Liberation



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## UF/Santa Fe College Faculty Development Project

The UF/Santa Fe College Faculty Development Project is a partnership between the University of Florida and local Santa Fe College that aims to increase faculty diversity at Santa Fe College while providing doctoral students at UF with valuable teaching experience. Participants teach two courses per year at SFC and assist in its recruitment and retention of minority and underrepresented students. The program provides a stipend of \$16,000 for nine months, in-state tuition, and health insurance for fall-spring semesters, with an additional amount supplied by Santa Fe. Participants must have a master's degree in an approved field and/or have advanced to candidacy.

To be considered for this award, you must complete the UF/SFC Faculty Development Project application and submit it to the Office of Graduate Diversity Initiatives at [ogdi@aa.ufl.edu](mailto:ogdi@aa.ufl.edu) (mailto:ogdi@aa.ufl.edu). U.S. Citizens, Permanent Residents, and International Students with a J1 visa are eligible to apply. If selected, you will be required to submit a Santa Fe College Employment application.

### All applicants must submit:

- UF/Santa Fe College Faculty Development Project Application.
  - The application cycle for this program is currently closed. Please check back later.
- Letter of interest
  - First-time applicants: please discuss your interest in the program and how the fellowship could impact your career success
  - Returning applicants: please discuss what you gained from your experience teaching at Santa Fe College, why you are requesting continuation in the program, and what your plans are to elevate your teaching and learning skills if awarded the fellowship again
- Updated CV/resume
- Letters of Recommendation
  - First-time applicants: three current letters of recommendation that speak to your teaching experience or potential for the same

- Returning applicants: two letters are required; one from your dissertation chair and one from your supervisor at Santa Fe College, in support of your continued participation in the program
- Candidates should be aware that official transcripts will be required before any offer of employment. A background check will be conducted.

For more information, please call or email the Office of Graduate Diversity Initiatives:

- Phone: 352-392-6444
- Email: [ogdi@aa.ufl.edu](mailto:ogdi@aa.ufl.edu) (<mailto:ogdi@aa.ufl.edu>)

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([https://twitter.com/UF\\_GradSchool](https://twitter.com/UF_GradSchool))

 **APPLY Now** (<http://www.admissions.ufl.edu/start.html>)

 **Make a Gift** (<https://www.uff.ufl.edu/give-now/>)

 **Virtual Tour** (<http://virtualtour.ufl.edu/>)

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## Graduate Records (/about-us/offices/records/)

### CONTACT INFORMATION



106 Grinter Hall  
1523 Union Road

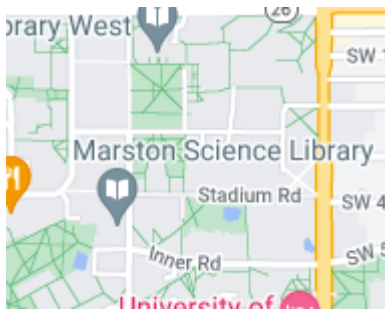
PO Box 115500

Gainesville, FL 32611-5500

☎ 352 392 6622

📠 352 392 8729

✉ [gradschool@aa.ufl.edu](mailto:gradschool@aa.ufl.edu) (mailto:gradschool@aa.ufl.edu)



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## Office of Student Financial Aid and Scholarships

### Minority Teachers Education Scholarship (MTES)

**Contact:** College of Education Office of Recruitment, Retention, and Multicultural Affairs, G415 Norman Hall, (352) 392-9195, ext. 21; [College of Education Scholarships](#)

### Eligibility:

African-American, Hispanic/Latino, Asian-American/Pacific Islander, American Indian/Alaskan Native students; must be a Florida resident, have a minimum 2.5 GPA, be newly admitted into the teacher education program (or have no more than 18 upper-division education credits), maintain a 2.5 GPA each semester while in the scholarship program, and teach one year in a Florida public school for each year the student receives the scholarship

### [Application](#)

### Deadline:

July 1, fall; November 15, spring

### Value:

\$2,000 per semester for two years (four semesters) and in special circumstances can be extended an additional year





## McKnight Doctoral Fellowship

### Deadline: January 15

The Office of Graduate Diversity Initiatives, in partnership with the Florida Education Fund, administers the McKnight Doctoral Fellowship for historically underrepresented students. The program is designed to increase the number of African American and Hispanic faculty in the state of Florida. Each fellow receives a base stipend of \$30,753 with tuition, health insurance and fee waiver for a maximum of five years for a Ph.D. Applicants must be US citizens admitted to a University of Florida Ph.D. program and entering the first year of that program. Applications must be submitted directly to the Florida Education Fund before January 15 to compete for funding opportunities the following fall.

Students are not required to have admission decisions at the time of application submission. Students are notified by the Florida Education Fund of selection decisions directly.

All application materials must be submitted directly to the Florida Education Fund by January 15. **The deadline will be strictly enforced.** McKnight Doctoral Fellowship applications can be completed at the Florida Education Fund website (<http://www.fefonline.org/mdfapply/>), or by calling 813-272-2772.

Fee waivers for the UF graduate school application are available for McKnight applicants. Please contact [graduate@admissions.ufl.edu](mailto:graduate@admissions.ufl.edu) (<mailto:graduate@admissions.ufl.edu>) to receive a waiver. You will be asked to provide a copy of your McKnight Doctoral Fellowship Program Application, showing UF as one of your top 3 choices.

For more information, please call or email the Office of Graduate Diversity Initiatives: Phone: 352-392-6444 or Email: [ogdi@aa.ufl.edu](mailto:ogdi@aa.ufl.edu) (<mailto:ogdi@aa.ufl.edu>)

## Frequently Asked Questions

### 1.) How do I apply for the McKnight Doctoral Fellowship?

Apply securely online at [www.fefonline.org/mdfapply](http://www.fefonline.org/mdfapply) (<http://www.fefonline.org/mdfapply>).

## **2.) Who can apply for the McKnight Doctoral Fellowship?**

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

## **3.) Do I have to be a US Citizen in order to apply for the McKnight Doctoral Fellowship?**

Yes, you must be a US Citizen in order to apply for the McKnight Doctoral Fellowship.

## **4.) How much is a McKnight Doctoral Fellow awarded annually?**

Each award provides annual tuition up to \$5,000 for each of five academic years, plus an annual stipend of \$12,000. The University of Florida supplements this stipend, bringing the current base stipend to \$26,080. Each annual renewal is contingent upon satisfactory performance and normal progress toward the Ph.D. degree.

## **5.) Can I apply for the McKnight Doctoral Fellowship if I have not received an admission decision from my college?**

Yes, students may still apply for the MDF. Applications must be received by the Florida Education Fund by January 15.

## **6.) Who will notify me if I have been awarded the McKnight Doctoral Fellowship?**

Students that have been awarded the McKnight Doctoral Fellowship will be contacted directly by the Florida Education Fund (FEF).

## **7.) Universities that offer the McKnight Doctoral Fellowship :**

1. Florida Agricultural & Mechanical University
2. Florida Atlantic University
3. Florida Institute of Technology
4. Florida International University
5. Florida State University
6. University of Central Florida
7. **University of Florida**
8. University of Miami
9. University of South Florida

## **8.) What is the application deadline for the MDF?**

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

**9.) If I have questions regarding the McKnight Doctoral Fellowship who should I contact?**

If you have questions regarding the McKnight Doctoral Fellowship, please contact the following:

Florida Education Fund by calling 813-272-2772

The Office of Graduate Diversity Initiatives by calling 352-392-6444

**10.) Are International Students eligible to apply?**

No, applicants must be US citizens.

**11.) Will I be penalized if I cannot meet my obligation under this award and secure a tenure-track faculty position in the State of Florida?**

No, but students supported under this award should have a desire to teach and conduct research and try earnestly to secure a position within the state of Florida.

**12.) Can I hold McKnight and any other award?**

Yes, however, it depends on the funding source. Please contact the Office of Graduate Diversity for more details.

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[Editorial \(/about-us/offices/editorial/\)](/about-us/offices/editorial/)

[Graduate Records \(/about-us/offices/records/\)](/about-us/offices/records/)

## CONTACT INFORMATION





106 Grinter Hall


1523 Union Road

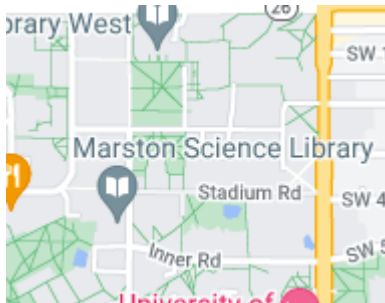
PO Box 115500

Gainesville, FL 32611-5500

 352 392 6622

 352 392 8729

 [gradschool@aa.ufl.edu](mailto:gradschool@aa.ufl.edu) (<mailto:gradschool@aa.ufl.edu>)



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*This list includes resources for inner work and community action regarding antiracism, particularly centering Black Folx. This is an evolving list that will continue to grow. If you know of a resource you would like to see on this list, feel free to email: [emi.lenes@ufl.edu](mailto:emi.lenes@ufl.edu)*

## ONLINE TRAININGS

- **Academics for Black Survival and Wellness** <https://www.academics4blacklives.com/>
- Resmaa Menakem - Free Racialized Trauma Course  
<https://culturalsomaticsuniversity.thinkific.com/courses/cultural-somatics-free-5-session-ecourse>
- Sandra Kim: Re-becoming Human - 4 choices explained at this link: <https://www.sandrakim.com/>
  1. For anyone - Healing circle of emotional support
  2. BIPOC only space
  3. Healing from internalized whiteness training
  4. Transform your workplace
- Rachel Cargle
  - The Great Unlearn <http://rachel-cargle.com/the-great-unlearn/>
  - #DoTheWork  
<https://mailchi.mp/rachelcargle/dothework-course-all-30days?fbclid=IwAR1ShHVYYbQg8ALz6cyKKSIOV1eAQwkylEZxRY3mtzIU1JY8K18SmrBR8Y>
- Ruth King - Racial Affinity Group Development Program <https://ruthking.net/>
- BAM! Best Advocacy Movement: <https://counseling.ufl.edu/resources/bam/module4-4/>

## MINDFUL MEDITATIONS

- angel Kyodo williams: Exercise for Connecting <https://www.youtube.com/watch?v=PgLc1ZILkI8>
- Antiracism Meditation - <https://www.antiracismmeditation.com/>

## ANTIRACISM ACTION

- Things you can do right now  
[https://www.therapyden.com/news/things-you-can-do-right-now-to-support-protesters?fbclid=IwAR1hFEXUfhSY-l6P3nTp32vIZ85M\\_Qc6Ok\\_ekylzBEKDYlh3ltjziJX3Orc](https://www.therapyden.com/news/things-you-can-do-right-now-to-support-protesters?fbclid=IwAR1hFEXUfhSY-l6P3nTp32vIZ85M_Qc6Ok_ekylzBEKDYlh3ltjziJX3Orc)
- Support Justice <https://www.innocenceproject.org/how-to-help-justice-george-floyd/>
- Black Lives Matter Movement & Cause: <https://blacklivesmatter.com>
- 26 ways to be in the struggle: [https://issuu.com/nlc.sf.2014/docs/beyondthestreets\\_final](https://issuu.com/nlc.sf.2014/docs/beyondthestreets_final)
- Ways you can help: <https://blacklivesmatters.carrrd.co/>
- PACE Center <https://www.theamazinggive.org/organizations/pace-center-for-girls-alachua>
- PLEASE VOTE, locally and nationally!!! <https://www.vote.org/>

# SUPPORT BLACK-OWNED BUSINESSES\*

- <https://docs.google.com/document/d/1XJ0g7BwgTcsxYtZxM0nld9ddn9uHW1zHCq-OgZ-JTnY/edit?usp=sharing>

## DECKS OF CARDS\*

Desiree Adaway, Dear Sister (not just Cis-ter) Cards (Volume 1 and 2)

- <https://www.thegamecrafter.com/games/dear-sister>. Desiree adaway
- <https://www.thegamecrafter.com/games/dear-sister-volume-two>

Ruth King, Emotional Wisdom Cards and Free Recordings

- <https://ruthking.net/product/emotional-wisdom-cards/>

Dr. Ebony Butler, Licensed Psychologist and Food Relationship Strategist, self-help tool created to help women of color work through self-limiting beliefs and habits

- <https://www.blackbusiness.com/2020/06/ebony-butler-black-female-psychologist-creates-first-therapy-card-deck-women-of-color.html>

## BOOKS\*

- <https://docs.google.com/document/d/1hdcdZI3GE0aQpPUe8bqFV-jVuGkVFU99kMr0u-o-ktc/edit?usp=sharing>

## PODCASTS

- [https://docs.google.com/document/d/1iAMYGn\\_pF9fvidKd2ngRhG7iQdXJfPQAWZPpJKwkWW8/edit?usp=sharing](https://docs.google.com/document/d/1iAMYGn_pF9fvidKd2ngRhG7iQdXJfPQAWZPpJKwkWW8/edit?usp=sharing)

## VIDEOS

- [https://docs.google.com/document/d/1IPqISifNPakHkrxp\\_1-EfMe2QLFI-XX2rNB2C9s5IVI/edit?usp=sharing](https://docs.google.com/document/d/1IPqISifNPakHkrxp_1-EfMe2QLFI-XX2rNB2C9s5IVI/edit?usp=sharing)

## ARTICLES

- <https://docs.google.com/document/d/1MfsrbRvPMhISL5ja668mlWHrHL0RlegvkjFdN0vh3xw/edit?usp=sharing>



# LINKS

- <https://native-land.ca/>
- <https://docs.google.com/document/d/1y95n0J0whGvEV0-Lp8gER7-ZJTPNViq1YtLEwcTLcXE/edit?usp=sharing>

# ARTIVISM

- <https://www.blackillustrations.com/templates/design-agency-template>
- <http://www.galeriadelaraza.org/eng/events/index.php?op=view&id=4344>
- <https://www.justassociates.org/en/womens-stories/when-art-meets-activism-being-young-feminist-artist>
- [https://www.wusa9.com/article/news/local/dc/dc-artists-work-becomes-symbol-for-those-outraged-in-stephon-clark-shooting/532588987?fbclid=IwAR0H-wltvSYqbEdz69xyJ6s47\\_AFOes\\_DDBVFMSkPLUzt\\_1Hz4PJDeMeLE0](https://www.wusa9.com/article/news/local/dc/dc-artists-work-becomes-symbol-for-those-outraged-in-stephon-clark-shooting/532588987?fbclid=IwAR0H-wltvSYqbEdz69xyJ6s47_AFOes_DDBVFMSkPLUzt_1Hz4PJDeMeLE0)
- <https://docs.google.com/document/d/1JGltNLve0v2wK8UbQQ6Ds20BLinrxlEn2XKG1SgQXbY/edit>

# MUSIC

- [https://docs.google.com/document/d/1hDzDp9W020tjwcVjY8nqmyU1Ux-yp06WOU7jDo\\_ISH8/edit?usp=sharing](https://docs.google.com/document/d/1hDzDp9W020tjwcVjY8nqmyU1Ux-yp06WOU7jDo_ISH8/edit?usp=sharing)

# QUOTES

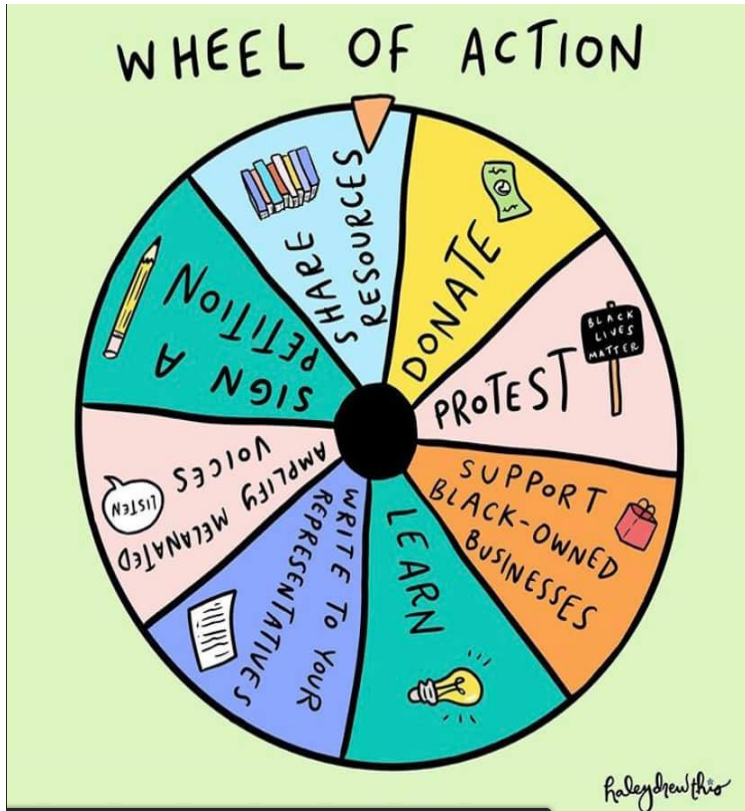
- Where we are born into privilege, we are charged with dismantling any myth of supremacy. Where we are born into struggle, we are charged with claiming our dignity, joy and liberation. - [adrienne maree brown](#)
- "If you have come here to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together." - Aboriginal Activists Group
- "Do not be daunted by The Enormity of the World's Grief. Do Justly now, Love Mercy now, Walk Humbly now. You are not obligated to complete the work, but neither are you free to abandon it." - The Talmud
- If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality - Desmond Tutu
- I swore never to be silent whenever wherever human beings endure suffering or humiliation.... Silence encourages the tormentor, never the tormented. - Elie Wiesel
- "Your silence will not protect you...When we speak we are afraid our words will not be heard nor welcomed, but when we are silent we are still afraid, so it is better to speak," Audre Lorde
- Dr. Maya Angelou <https://tulipandsage.com/2018/04/10/dr-maya-angelous-most-inspiring-quotes-on-self-love-self-worth/> - "People have accessed creativity throughout centuries of despairing conditions." - Dr. Maya Angelou
- "The moment we choose to love we begin to move against domination, against oppression. The moment we choose to love we begin to move towards freedom, to act in ways that liberate ourselves and others." - bell hooks
- Self Care Quotes by Dixie Lincoln- Nichols <https://insideouterbeauty.com/21-soulful-self-care-quotes-will-make-take-great-care/>

# SOCIAL MEDIA

- [https://www.facebook.com/joe.johnson.399/videos/10102730371979980/UzpfSTEyMTIyNjgzOjEwMTA4NzE4NTAzMzYxMjky/?epa=SEARCH\\_BOX](https://www.facebook.com/joe.johnson.399/videos/10102730371979980/UzpfSTEyMTIyNjgzOjEwMTA4NzE4NTAzMzYxMjky/?epa=SEARCH_BOX)
- [https://www.facebook.com/watch/live/?v=269348067542091&ref=watch\\_permalink](https://www.facebook.com/watch/live/?v=269348067542091&ref=watch_permalink)

# EDUCATIONAL MEMES/POSTS





Association for University and College...  
Counseling Center Outreach  
(AUCCCO)  
· July 29 ·

Many of us want to stay active in our fight for social justice. Here are some ways to take action in our communities. Artwork by @haleydrewthis on Instagram.

8

7 Shares

Like

Comment

Share



Write a comment...





Carlisha Williams Bradley

June 4 at 8:57 AM · 🌐

"Resistance is not a one lane highway. Maybe your lane is protesting, maybe your lane is counseling, maybe your lane is art activism, maybe your lane is surviving the day. Do NOT feel guilty for not occupying every lane. We need all of them." - Lindsay Young



#### Mapping Our Roles in A Social Change Ecosystem



Created by Deepa Iyer (Solidarity Is and Building Movement Project)  
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#### The Framework

**Weavers:** I see the through-lines of connectivity between people, places, organizations, ideas, and movements.

**Experimenters:** I innovate, pioneer, and invent. I take risks and course-correct as needed.

**Frontline Responders:** I address community crises by marshaling and organizing resources, networks, and messages.

**Visionaries:** I imagine and generate our boldest possibilities, hopes and dreams, and remind us of our direction.

**Builders:** I develop, organize, and implement ideas, practices, people, and resources in service of a collective vision.

**Caregivers:** I nurture and nourish the people around me by creating and sustaining a community of care, joy, and connection.

**Disruptors:** I take uncomfortable and risky actions to shake up the status quo, to raise awareness, and to build power.

**Healers:** I recognize and tend to the generational and current traumas caused by oppressive systems, institutions, policies, and practices.

**Storytellers:** I craft and share our community stories, cultures, experiences, histories, and possibilities through art, music, media, and movement.

**Guides:** I teach, counsel, and advise, using my gifts of well-earned discernment and

some are posting on social media  
some are protesting in the streets  
some are donating silently  
some are educating themselves  
some are having tough conversations with friends & family

a revolution has many lanes — be kind to yourself and to others who are traveling in the same direction

just keep your foot on the gas

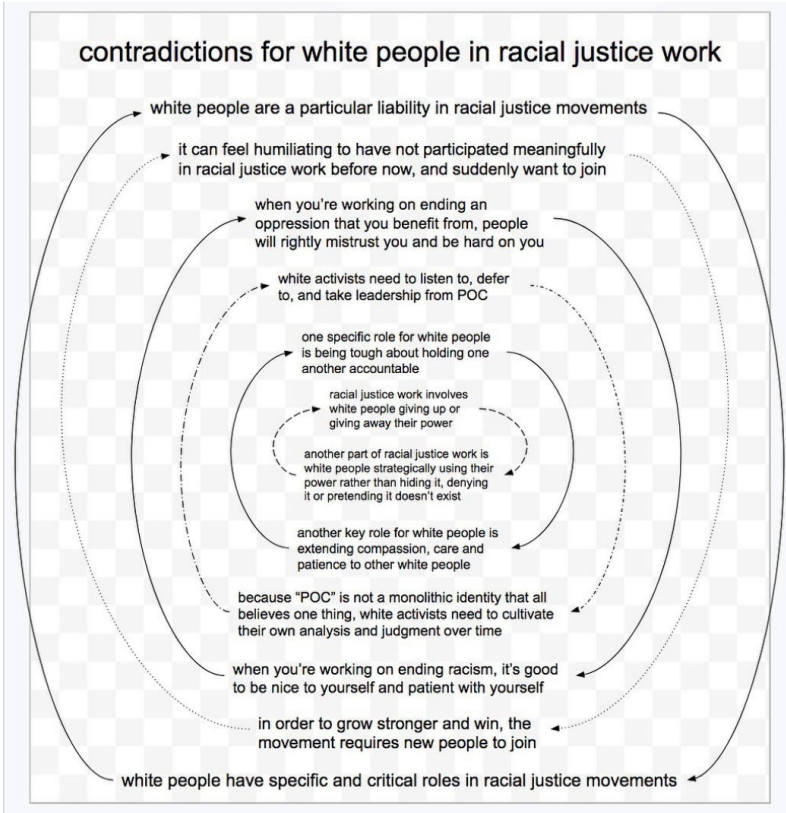
👍❤️ 67

5 Comments 80 Shares

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➦ Share

<https://buildingmovement.org/wp-content/uploads/2020/06/Final-Mapping-Ecosystem-Guide-CC-BY-NC-SA-4.0-Handl es.pdf>



**malefragility** • Follow  
Lemonade Beverly



**malefragility** if you're leaning too far in one direction, try the other one

10w



**hardlyabby** @jazzbo32



9w Reply



**gamineye** @chuicesmith This is what I was trying to describe.



9w Reply



**kustuck** @milificint3 🍷



9w 1 like Reply



Liked by amolso and 35,136 others

JUNE 16

Add a comment...

Post

# ANTI-RACISM: FIXED TO GROWTH MINDSET

@HOLISTICALLYGRACE

## FIXED - COMFORT

"I DON'T KNOW WHERE TO START OR WHAT TO SAY"

"I DON'T WANT TO GET IT WRONG OR GET CALLED OUT"

"IT WON'T MAKE A DIFFERENCE WHAT I DO, NOTHING IS GOING TO CHANGE"

"I DON'T GET INVOLVED IN POLITICS. I DON'T HAVE TIME"

## GROWTH - COURAGE

"FIRST I WILL LISTEN/READ/WATCH. I WILL SPEAK AGAINST INJUSTICE"

"I WILL MAKE MISTAKES, NO DOUBT ABOUT IT. I WILL BE GRATEFUL FOR THE LESSON"

"THINGS HAPPEN WHEN I TAKE RISKS AND BECOME PART OF SOMETHING BIGGER"

"THIS IS A HUMAN RIGHTS ISSUE. THIS MATTERS. I WILL MAKE TIME"

Association for University and College Counseling Center Outreach (AUCCCO)

June 17 · 🌐

✓ Following

As we all engage in activism and participate in community healing, it is important to take time to reflect and learn. Here are some wonderful ways to shift towards a growth mindset in anti-racism work. Words and artwork by Holisticallygrace #mentalhealth #blacklivesmatter #antiracism

👍 Like

💬 Comment

➦ Share

# Anti-Racism Website Campus Efforts Page

## College of Education

Update for

May 2021

Committee(s)	<p>In Summer 2020, prompted by a letter sent by the COE Black Graduate Students and Allies, the College has launched the <b>Collective for Black Lives and Black Student Advancement</b> (CBSA). The <b>CBSA</b> was formed to immediately address the following student demands in alignment with UF Report A Decade Ahead:</p>
	<ol style="list-style-type: none"><li>1. <b>Implement a race-centered graduate degree specialization</b> (<i>UF Decade Ahead Goal 1: Objective 2 – Community Building Climate &amp; Culture</i>)</li><li>2. <b>Increase the number of race-centered courses across the college and require that all students complete at least one of these courses</b> (<i>UF Decade Ahead Goal 1: Objective 2 – Community Building Climate &amp; Culture</i>)</li><li>3. <b>Review professional degree programs to ensure that race and racism is addressed and anti-racism is promoted, not in a singular course, but through each program</b> (<i>UF Decade Ahead Goal 1: Objective 2 – Community Building Climate &amp; Culture</i>)</li><li>4. <b>Hire, promote, and support Black faculty</b> (<i>UF Decade Ahead Goal 1: Objective 1 – Recruitment, Retention &amp; Promotion</i>)</li><li>5. <b>Ensure all Black faculty are granted graduate faculty status</b> (<i>UF Decade Ahead Goal 1: Objective 1 – Recruitment, Retention &amp; Promotion</i>)</li><li>6. <b>Be transparent and implement equitable and consistent hiring practices for graduate assistantships</b> (<i>UF Decade Ahead Goal 1: Objective 3 – Finding, Research, &amp; Policies</i>)</li><li>7. <b>COE should lead intentional efforts to attract, recruit, and support Black students as it contributes to the efforts of diversifying the field of education</b> (<i>UF Decade Ahead Goal 1: Objective 1 – Recruitment, Retention &amp; Promotion</i>)</li><li>8. <b>The College of Education should create and fill an Assistant Dean for Diversity and Inclusion position.</b></li></ol>
	<p>The <b>CBSA</b> is comprised of current students, alumni, donors, faculty, staff, and administrators reflecting comprehensive stakeholder collaboration in planning and implementing contributions to which the COE community will address and dismantle institutional racism while building up thoughtfully designed strategies for embracing and studying models of racial equity. The COE Collective includes four committees enacting the vision of the Collective:</p> <ul style="list-style-type: none"><li>• Student Recruitment, Experiences, &amp; Success</li><li>• Faculty Recruitment, Development, &amp; Research</li><li>• Curricular Opportunities for Understanding Racism &amp; Anti-Racism in Education</li><li>• Supporting IDEA Initiatives via Advancement</li></ul>
Strategy / Governance	<p>The College of Education has established a collective structure to support racial justice initiatives. The four CBSA Committees in addition to Faculty Policy Council (FPC) and FPC Ad Hoc Committees have been collaborating toward the following overarching goals:</p> <ul style="list-style-type: none"><li>• <i>Goal 1: Create an inclusive academic- and working-environment, in which best practices for addressing social justice, diversity, and anti-racism on behalf of students, staff, and faculty are emphasized.</i></li><li>• <i>Goal 2: Develop curricular and extra-curricular experiences that delve into the intersections of race, racial history, and the field of education.</i></li></ul>

	<ul style="list-style-type: none"> <li>• <i>Goal 3: Promote intercultural competency through community-building, welcoming climate, and culture of respect, transparency, and inclusivity.</i></li> </ul>
	<p>On April 28<sup>th</sup>, 2021, the COE Leadership and the Advancement Team announced the creation of the <b>COE IDEA Excellence Fund</b> to support the creation of undergraduate and graduate scholarships related to supporting antiracism in education.</p>
<b>Training</b>	<ul style="list-style-type: none"> <li>• May – October 2020: Faculty and Staff conducted Mindfulness Practices with a focus on creating spaces for mindful conversations about race and racism.</li> <li>• October 2020: Groundwater Approach Professional Development – Lastinger Center</li> <li>• November – 2-day Workshop, Equity, Empowerment, and Engagement: Collaborating with Predominantly Black Community Organizations, presented by Dr. Janice Parker (William &amp; Mary) - The FPC Lectures, Seminars, and Awards Committee</li> </ul>
	<p><b>Faculty Recruitment, Development &amp; Retention Committee</b> established priorities centered on recruitment and retention of Black faculty. The following preliminary goals were drafted in December 2020:</p>
	<ol style="list-style-type: none"> <li>1. Develop a statement of Core Principles by Fall 2021.</li> <li>2. Implement Best Practices Guidelines by Summer 2021.</li> <li>3. Operationalize what “supportive environment means” by Fall 2021, to create and maintain a productive and supportive environment.</li> <li>4. Establish a schedule of speaker series and diversity training opportunities during the academic year to enhance professional development by Fall 2021.</li> <li>5. Provide robust support for T&amp;P Process and evidence of support (e.g., mentorship, research support, how biases are handled within course evaluations, etc.) for candidates by Fall 2021 and beyond.</li> <li>6. Implement consistent hiring policies across schools by Fall 2021 and beyond.</li> <li>7. Create a Dean of Diversity position responsible for implementation of all anti-racist and Black &amp; BIPOC faculty supports and initiatives.</li> </ol>
	<p>The COE closed the spring term with focus on implementation of the following in 2021-2022:</p>
<b>Recruitment / Retention</b>	<ul style="list-style-type: none"> <li>• Ensure search committees are charged and held accountable for employing best practices in recruiting Black and URM faculty.</li> <li>• Engage college leadership in proactively developing and retaining Black/URM faculty.</li> <li>• Engage School Directors in reviewing and considering faculty service commitments and to provide appropriate consideration (including possible course releases) for faculty who have high service commitments such as advising and mentoring Black/URM students.</li> </ul>
	<p><b>Student Recruitment, Experience, and Success Committee</b> drafted the following preliminary goals in December 2020:</p>
	<ol style="list-style-type: none"> <li>1. Enhance scholarships and funding opportunities available to Black graduate students in COE programs.</li> <li>2. Engage in intentional recruitment efforts across the state.</li> <li>3. Conduct a survey and complete interviews with current Black students and graduates of COE programs to gather perceptions and experiences of program and college culture.</li> <li>4. Annually gather, analyze and report data on Black student representation in programs at all degree levels, amount and types of financial support/assistantships to students based on race/ethnicity.</li> <li>5. Establish Student Ambassadors program to engage in recruitment, retention, and resource support to Black students.</li> </ol>



The COE closed the spring term with focus on implementation of the following in 2021-2022:

- Renew and increase allocated COE funding for the Holmes Scholars program [From \$20K to \$35K].
- Develop a plan and recruit a GA to support the Holmes Scholars faculty team and associated activities.
- Enhance HBCU partnerships.
- Strengthen recruitment, advising, and career services in EduGator Central

*\*All items above involve actions steps contingent upon funding*

**Holmes Scholars** (<https://education.ufl.edu/student-services/holmes-scholars/>):

The Holmes Scholars Program is sponsored by the American Association for Colleges of Teacher Education (AACTE). The AACTE Holmes Scholars Program provides mentorship, peer support, and rich professional development opportunities to doctoral students from traditionally underrepresented backgrounds who are pursuing careers in education. The Holmes Scholars at UF are a group of diverse doctoral students from underrepresented communities committed to diversifying educational spaces (Coordinator: Dr. Erica McCray).

**Funded by UF Racial Justice Grant:**

- *Matrix of Anti-Racism across the Curriculum (MARC): Building theory and instrumentation to address race across the undergraduate curriculum* has been selected as the awardee for UF Research 2020 Call for Proposals: Advancing Racial Justice Through Inclusion, Diversity, Equity, and Access at the University of Florida (P.I. **Dr. Erica McCray**).
- *We Are UF Too: Exploring The Experiences of Black Graduate Students* has been selected as the awardee for UF Research 2020 Call for Proposals: Advancing Racial Justice Through Inclusion, Diversity, Equity, and Access at the University of Florida (P.I. **Dr. Travis Smith**)
- *Black Students Sharing Stories for an Equitable UF* (CLAS) has been selected as the awardee for UF Research 2020 Call for Proposals: Advancing Racial Justice Through Inclusion, Diversity, Equity, and Access at the University of Florida (Rose Pringle is part of the research team).

**Other COE Faculty IDEA Research Initiatives:**

**Research**

**Julie Brown:**

- Responsive Instruction for Emergent Bilingual Learners in Biology Classrooms <https://education.ufl.edu/riel>. RIEL Biology: Responsive Instruction for Emergent Bilingual Learners in Biology Classrooms seeks to support both teachers and bilingual students in secondary biology classrooms. In partnership with the University of Florida, the University of South Florida, Alachua County Public Schools, Hillsborough County Public Schools, and the National Science Foundation, RIEL Biology will work with over thirty teachers and will impact more than 10,000 emergent bilingual students in Florida.
- Project CREST: Developing Culturally Responsive and Equitable Science Teachers <https://sites.google.com/view/projectcrest/home>. The goal of CREST is to grow culturally responsive science teachers who help all students experience success in science. In CREST, Florida middle school science teachers are supported through a Professional Learning Community (PLC), designing culturally responsive science units, and their own inquiry project.

**Rose Pringle:**

- Youth Development Research-Practice Partnership. The purpose of the grant from **United Way to YDRPP (\$10,000)** was to assist in the dissemination of the Research Brief and support additional activities of the YDRPP. For e.g. we explored supplemental work that included professional development and assisted out-of-school time providers within Alachua County. In addition, at the end of spring into summer we developed science kits that were distributed to parents on the east side of Gainesville (<https://www.ydrpp.com/>).

**Chris Busey:**

- Expanding Black Civic Educative Imaginaries: Diasporic Perspectives on Afro-Latin@ and Afro-Latin American Political Thought

**Maria Coady:**

- Project STELLAR: Supporting Teachers of English Language Learners Across Rural Settings

**The Education Policy Research Center (EPRC)**

- <https://education.ufl.edu/eprc/>

**The EPRCE Statement on Police Brutality and Racial Justice:**

<https://education.ufl.edu/eprc/files/2020/06/Statement-on-Racial-Injustice.pdf>

\*See other funded COE Faculty projects at <https://education.ufl.edu/research/funded-projects/>

Curricular Opportunities for Anti-Racist Education Committee drafted preliminary goals:

1. Create and launch Graduate Certificate Program that centers on issues of race and racism in education by Spring 2022.
2. Create Term Professorship by allowing funds for a 2-yr (/) term professorship whose work addresses issues of race and racism in education by Spring 2022.
3. Support for a qualified individual to serve as resource liaison for faculty across the college wanting to de-colonize their syllabi and add content on race and anti-racism by Fall 2021.
4. Establish post-Doctoral Fellowship with emphasis on anti-Black Racism by Fall 2021.
5. Create UF Center for the Study of Racism in Education by Summer 2022.
6. Develop new Doctoral concentration that centers on issues of race and racism in education (By Fall 2022).
7. Develop new undergraduate minor and/or track in BA in Education Sciences major by May 2022-onwards.

**Curriculum**

*\*All items involve actions steps contingent upon funding*

**The COE closed the Spring term with a focus of the following curricular initiatives for implementation in 2021-2022:**

- Launch Graduate Concentration – *Critical Study of Race, Ethnicity, and Culture in Education*
- Continue to collaborate in developing/modifying Graduate Certificate (Courses)
- Implement support systems to de-colonizing curriculum

**Climate Survey**

Faculty Recruitment, Development, and Retention and Black Student Recruitment, Experience, and Success committees proposed the utilization of surveys to inform the development of recruitment and retention initiatives (Contingent upon funding).

## Communication

### EduGator Allyship:

In Fall 2019, the Faculty Policy Council (FPC) discussed the increasingly critical need for allyship and support for minoritized faculty of color – as well as for the staff and students – in the College of Education. Accordingly, FPC approved forming an ad hoc committee specifically for the purpose of continuing the dialogue and brainstorming ideas. As a result, the report "Allyship and Supporting Minoritized Faculty, Staff, and Students of Color During Distressing Times: Recommended Resources" was compiled and served as the foundation for the development of the EduGator Allyship Website (<https://education.ufl.edu/edugator-allyship/#toggle-id-2>).

**COE IDEA Calendar of Events and Opportunities** with the goal to ensure COE community will be informed about events, professional development, conferences and other opportunities across UF campus and from other institutions, organizations, and agencies.

School of Special Education, School Psychology, and Early Childhood (SESPECS) Studies:

- Faculty accountability Groups – started summer continued in fall (Internal)
- Town Halls – started the summer continued in the fall (schedule pending – internal)
- Summer activities (2020):
- June 11th: school-wide town hall (Community, empathy, & action)
- August 6th: school-wide town hall (What you can do when you don't know what to do: Being intentional about race within your spheres of influence)
- August 24th: drop-in syllabi work to diversify representation of scholars and topics

School of Human Development and Organizational Studies in Education (HDOSE)

- Summer/Fall 2020: Book Club – Me and White Supremacy (By Layla F. Saad)

School of Teaching and Learning (STL)

- Critical Race Theory Lunch (Fall/Spring)

## Events

STL and HDOSE Faculty Collaboration (#UFQuals 2020-2021)

- Research Panel – *Give 'Em Something to Talk About: Interactive Dialogues About Justice Oriented Qualitative Research*

FPC Standing Committee: Lectures, Seminars, & Awards

- *Black Students in Graduate Education Programs: The Role of Connection, Support, and Intentionality* presented by Dr. Sherri Proctor, Ph.D. (February 18, 2021)
- *Equity, Empowerment, and Engagement: Collaborating with Predominately Black Community Organizations* (November 18-19, 2020)

### The Education Policy Research Center (EPRC)

**Education Policy Brown Bag:** The Education Policy Brown Bag provides faculty and graduate students with a weekly venue for presenting and discussing education policy research in progress. Attending by around twenty to thirty faculty and students each week in the fall and spring, the Brown Bag offers the first glimpse at the latest education

	policy research coming out of the Center. Registration: <a href="https://ufl.zoom.us/meeting/register/tJModuqrqjsrH9HuwSKoa86ySzFK38dUIIzz">https://ufl.zoom.us/meeting/register/tJModuqrqjsrH9HuwSKoa86ySzFK38dUIIzz</a>
	<b>Hurt, Healing, Hope: A Turning Point for Change</b>
<b>Dean's Message</b>	<b>A Message from Dean Glenn Good</b>
	<a href="https://education.ufl.edu/news/2020/06/02/hurt-healing-hope-a-turning-point-for-change/">https://education.ufl.edu/news/2020/06/02/hurt-healing-hope-a-turning-point-for-change/</a>
	FPC Standing Committees:
<b>Awards / Recognition</b>	<ul style="list-style-type: none"> <li>Lectures, Seminars, &amp; Awards</li> <li>Diversity &amp; Inclusion – Diversity and Inclusion Award</li> </ul>
	Partnerships:
	<ul style="list-style-type: none"> <li>UF TEACH partnership with AIMS after-school program - UF Teach faculty and students engage in an after-school math tutoring program for middle school students in partnership with the non-profit organization Aces in Motion (AIM). Students in the program are predominantly African American.</li> <li><a href="#">Partnership with Terwilliger Elementary School</a></li> </ul>
<b>Community</b>	Centers:
	<ul style="list-style-type: none"> <li>The University of Florida Lastinger Center <a href="https://lastinger.center.ufl.edu/">https://lastinger.center.ufl.edu/</a></li> <li>The University of Florida Anita Zucker Center for Excellence in Early Childhood Studies <a href="https://ceecs.education.ufl.edu/making-an-impact/">https://ceecs.education.ufl.edu/making-an-impact/</a></li> </ul>
<b>Last Updated</b>	February 2021



# Center for Teaching Excellence

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[Plan your journey](#)

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## Register

[Create an account](#) in the Passport Portal or [log in to your account](#).

The Passport Portal is a platform developed for participants of CTE's Passport to Great Teaching Program. The portal tracks your attendance, miles, and certificates. If you need help navigating the Passport Portal, view the [user guide](#).

To attend an IDEA Affinity group conversation [register](#) in the Passport Portal.

Register for one of the following certificate tracks in the [Passport Portal](#).

Expand the drop-down options below to view certificate requirements and instructions.

Great Teaching for New Faculty Certificate



Great Teaching Certificate



Faculty Learning Community Certificate	^
Great Teaching Certificate: TA Edition	^
Great Online Teaching Certificate	^
Global Teaching & Learning Certificate	^
CIRTL Associate Certificate	^
CIRTL Practitioner Certificate	^
Exploring Experiential Learning for UF Quest 3 Certificate	^
Principles of Inclusive Teaching Certificate	^

## Plan Your Journey

### Register for and Attend Workshops

Complete the core activities for your selected certificate.  
Complete the elective activities of your choice for your selected certificate. Click “Read More” for instructions on how to complete each activity.

### Keep track of your miles in the Passport Portal

Miles are awarded for events and workshops once. You cannot apply an individual workshop to more than one certificate. Exceptions will be made if an activity you complete for one certificate is the only core activity option for another certificate.

### Earn Badges

Category badges are awarded for earning 400 miles in the same category. When registering for a workshop, you will have the option to choose your category. [View the category badges list](#). *Badges are not required to earn a certificate.*

## Pay it Forward

### Become a Campus Collaborator

Share your expertise and knowledge by leading a workshop showcasing a teaching idea or strategy! Passport to Great Teaching workshops will be active learning opportunities for faculty, adjuncts, and TAs to collaborate and share.

Connect to faculty across campus who are interested in your topic

Earn miles towards your Great Teaching Certificate

Identify potential collaborators for future research or other projects

[Email CTE](#) to start planning your session! Becoming a campus collaborator is not required to earn a certificate.

### Host an IDEA Affinity group conversation

[Sign up to host an IDEA](#)

Affinity group conversation.

To attend an IDEA Affinity group conversation register in the Passport Portal.

[View previously recorded facilitated conversations.](#)

For questions about the Passport to Great Teaching program, visit the [FAQ](#) or contact [Zaina Sheets](#).

## CONTACT US

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## CONNECT WITH US



## SEARCH OUR SITE

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## **Bring Your Innovation to a Winning Team!**

The University of Florida, ranked No. 5 best public university, has launched an initiative to become the world's [top university in the study and teaching of artificial intelligence](#). The centerpiece of this initiative is the acquisition of the most powerful supercomputer in U.S. higher education, which is available to all UF faculty. The UF College of Journalism and Communications (CJC) has a [strong foundation of AI work](#), particularly around identification and elimination of misinformation, trust in AI, equitable AI, and human-machine communication.

### **The Opportunity**

The [College of Journalism and Communications at the University of Florida](#), one of the premier communication programs in the country, invites applications for two nine-month tenure-track/tenured positions, to be hired at either an assistant or associate professor level, dependent on qualifications. The appointment is to begin Fall 2022.

One position will focus on the role and impact of artificial intelligence in the news media. One position will focus on the role and impact of artificial intelligence in strategic communication.

These faculty members will work in partnership with UF's [Consortium on Trust in Media and Technology](#), which is based at CJC. The Consortium is distinctive in its response to the global trust crisis, connecting scholars and thought leaders across disciplines to conduct research and develop applications supporting media and technology that is credible and equitable. Its interdisciplinary approach provides opportunities to work with colleagues at CJC, UF and the field more broadly, helping to build an unparalleled ecosystem of scholars and practitioners. The Consortium's work is part of UF's commitment to artificial intelligence as the centerpiece of a major, long-term initiative combining world-class research infrastructure, cutting-edge research, and a transformational approach to curriculum.

To learn more about the Consortium on Trust in Media and Technology, please click on the link: <https://trust.jou.ufl.edu>.

Both positions will focus on the connection between artificial intelligence, trusted information, and ways AI affects communication that serves the public good. The research focus of each position is as follows:

- One position will focus on the use of AI to support or analyze journalism practices that are sustainable, ethical and reflective of diverse experiences. This faculty member will extend research beyond proficiency in using artificial intelligence tools to include examinations of topics such as how AI influences public dialogue, equity and inclusion in AI, and ways AI affects the collection and dissemination of trusted information across a range of media platforms.
- One position will focus on the role of artificial intelligence in strategic communication, particularly in regards to multicultural audience insights, ethics and bias, and targeted

message design. This faculty member will contribute to CJC's strengths in strategic communication – science, storytelling and social good – by focusing on the role of AI in conducting audience insight research at large scale, gaining more precise insights and a better understanding of group identities.

**The College of Journalism and Communications** (<https://www.jou.ufl.edu/>) has 74 full-time faculty members teaching in four departments: Advertising, Journalism, Public Relations, and Media Production, Management, and Technology. A recognized national leader in the field, the College is accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). The College houses a working newsroom serving the North Central Florida community, a full-service communications agency, led by professionals and staffed by students, and seven radio and TV stations, including the local PBS, NPR and ESPN affiliates. The University of Florida is a member of the Association of American Universities and is categorized in the Carnegie Commission's top tier of research universities. UF's more than 52,000 students come from all 50 states and more than 100 countries.

### **Our Commitment to Inclusion, Diversity, and Equity**

The College of Journalism and Communications is committed to a diverse and inclusive environment, preeminent scholarship, cross-disciplinary education, superior skills development, and collaboration spanning the science and practice of communication to produce significant societal impact on a local, state, and global scale. To learn more about CJC IDE efforts, please click on the link: <https://www.jou.ufl.edu/diversity-and-inclusion/>

### **The City of Gainesville**

Gainesville (<http://cityofgainesville.org>) is home to Florida's largest and oldest university, and so is one of the state's centers of education, medicine, cultural events and athletics. Gainesville is one of the most attractive cities in Florida. The city is in a central location to both the Gulf of Mexico and the Atlantic Ocean, providing easy access within a day's drive to beaches, nature preserves, and water-based activities. [Explore Gainesville in 60 Seconds.](#)

### **Responsibilities and examples of work for a successful candidate for the journalism position include, but are not limited to:**

- Conducting research in AI as it relates to news and the ways information trust is built or degraded. Research could include the following areas: mitigating the reach and influence of disinformation; personalizing and customizing fair information flows; reducing biases and promoting inclusivity in news processes; assisting consumers with news/information seeking; creating news ecosystems and information networks that are socially impactful and economically sustainable
- Emphasizing practical applications of research.
- Teaching and mentoring undergraduate and graduate students.
- Engaging in governance and other service activities.

- Contributing to online education, diversity, and the internationalization of the College and University.

**Responsibilities and examples of work for a successful candidate for the strategic communications position include, but are not limited to:**

- Conducting research in AI as it relates to creating strategic messaging tailored to an individual or group for beneficial outcomes. Examples could include the role of massive datasets in understanding and predicting activities, behaviors and conversations; AI's capability for supporting culturally tailored messaging that builds message trust.
- Exploring AI beyond proficiency in using artificial intelligence tools to include examinations of topics such as the ethical use of AI in strategic messaging; ways AI can help mitigate polarization on contentious social issues; the ways AI influences public dialogue, equity and inclusion.
- Teaching and mentoring undergraduate and graduate students.
- Engaging in governance and other service activities.
- Contributing to online education, diversity, and the internationalization of the College and University.

Commensurate with experience

Must possess an earned terminal degree in communication, journalism, media or related field and a record of original scholarly research commensurate with appointment at the assistant/associate professor level.

- Must possess an earned terminal degree in communication, journalism, media or related field and a record of original scholarly research commensurate with appointment at the assistant/associate professor level.
- Preference will be given to applicants demonstrated expertise in one or a combination of the following areas: machine learning and natural language processing and their application to journalism and communication; media literacy and AI; ethics; multicultural communication in an AI context.
- Preference will be given to applicants with professional experience in the communications field.
- Other qualifications include evidence of excellence in teaching, a significant publication record, potential to secure grant funding, and productivity and effectiveness in contributing to a collegial environment.

This position was originally posted under requisition #82818. All previous applicants do not need to reapply.

Applications must include an electronic copy of the following:

- A letter of interest.
- Complete curriculum vitae.
- A statement on commitment to diversity and inclusion in teaching and mentoring.
- Teaching evaluation data, where available, or evidence of teaching effectiveness.

- Names, addresses, e-mail addresses, and telephone numbers of at least three references.
- The Search Committee may request additional materials at a later time.

For additional questions or more information, please contact search committee chair Janet Coats at [janetcoats@ufl.edu](mailto:janetcoats@ufl.edu)

**Review of applications will begin Oct. 25, 2021 and continues until the position is filled.**

We welcome nominations of and applications from anyone who would bring additional dimensions to the university's research, teaching and clinical mission, including women, members of underrepresented groups, protected veterans and individuals with disabilities.

Final candidate will be required to provide official transcript to the hiring department upon hire. A transcript will not be considered "official" if a designation of "Issued to Student" is visible. Degrees earned from an education institution outside of the United States are required to be evaluated by a professional credentialing service provider approved by National Association of Credential Evaluation Services (NACES), which can be found at <http://www.naces.org/>.

The University of Florida is an equal opportunity institution dedicated to building a broadly diverse and inclusive faculty and staff.

The University of Florida is An Equal Employment Opportunity Institution. If an accommodation due to a disability is needed to apply for this position, please call 352/392-2477 or the Florida Relay System at 800/955-8771 (TDD). Hiring is contingent upon eligibility to work in the US. Searches are conducted in accordance with Florida's Sunshine Law.

## SAMPLE SCREENING RUBRIC – ACCOUNTANT III

Use this rubric to evaluate the candidate's experience, knowledge, education, and competencies during the screening process.

	Strong Evidence	Moderate Evidence	Minimal Evidence	Unable to Judge	Comments
<p>Experience, Knowledge, and Education:</p> <ul style="list-style-type: none"> <li>Bachelor's degree in an appropriate area of specialization</li> <li>Four years of experience</li> </ul>					
<p>Problem Solving:</p> <ul style="list-style-type: none"> <li>Gains agreement on the problem-solving process, risk assessment, decision points, and criteria.</li> <li>Predicts and explains long-term trends and implications for alternatives.</li> <li>Monitors industry for best practices and new techniques in problem-solving.</li> <li>Successfully organized problem solvers and stakeholders for high-impact problems.</li> <li>Trains others in the process of eliciting alternatives and assessing their impact.</li> <li>Orchestrates the resolution of high-impact and cross-functional problems.</li> </ul>					
<p>Accuracy &amp; Attention to Detail:</p> <ul style="list-style-type: none"> <li>Supports and communicates the organization's quality management process.</li> <li>Discusses the value and associated costs of formal walkthroughs.</li> <li>Designs techniques for measuring the cost and impact of errors.</li> <li>Evaluates manual and electronic tools and techniques for enhancing accuracy.</li> <li>Coaches others in methods of identifying and correcting errors, oversights and omissions.</li> <li>Monitors the industry for new tools and techniques in assuring accuracy.</li> </ul>					

<p>Commitment to Diversity:</p> <ul style="list-style-type: none"> <li>Sees the value of cultural, ethnic, gender, and other individual differences in people. Supports an environment of learning about, valuing, encouraging, and supporting differences.</li> <li>Seeks different points of view and leverages diverse perspectives in group processes and decision-making. Checks own views against the views of others.</li> <li>Listens to and objectively considers the ideas/input of others. Respects the talents and contributions of all individuals and listens to.</li> </ul>					
<p>Position-Specific Competency</p> <ul style="list-style-type: none"> <li>Experience processing biweekly journal entries, reversal adjustment processing, and payroll run processing.</li> <li>Extensive knowledge of off-cycle processing, third-party vendor adjustments, and reconciliation of payroll.</li> <li>Thorough understanding of how to prepare and remit federal employment taxes on a weekly basis. including verifying data on employee's records and adjustments in myUFL.</li> </ul>					

## FOR ADDITIONAL ASSISTANCE

### Policies & Directives

Talent Acquisition & Onboarding

352-392-HELP

[talent@hr.ufl.edu](mailto:talent@hr.ufl.edu)



	<p>education. Also, the university and UF CON are offering “Crucial Conversations: Tools for Talking When the Stakes are High” training.</p> <p>Strategically the CON is investing in minority faculty mentorship by financially supporting their participation in the National Center for Faculty Development and &amp; Diversity Faculty Success Program. Every semester, two diverse faculty are selected to attend a 12-week online program to teach tenure-track and tenured faculty the skills needed to increase both their research and writing productivity while maintaining a healthy work-life balance.</p>
Recruitment / Retention	<p>In 2018, to form a diverse group of nurse leaders, the UF CON embraced the holistic admission process for the traditional BSN and the accelerated BSN programs. Since then, there has been an increase of ~ 15% in diverse admissions representation (including Hispanics, Blacks, and Pacific Islander), without decreasing standardized scores and program GPA. This year, the holistic admission practice was implemented for the DNP program. The GRE for entrance has been eliminated for both DNP and PhD programs and other student performance measures, such as diverse leaderships in the community, are being considered.</p>
Research	<p>Involvement in research, national boards, and external leadership roles, working to advance diversity, inclusion, and equity not just within the College of Nursing but nationally.</p> <ul style="list-style-type: none"> <li>• <a href="#">Staja “Star” Booker</a>, assistant professor, has been elected to the board of directors for the U.S. Association for the Study of Pain. Her goals include ensuring that diversity, inclusion, and underrepresented pain scientists, patients, and research participants become embedded in the organization.</li> </ul>



- [Diana Wilkie](#), Prairieview Trust-Earl and Margo Powers Endowed Professor, is a program director for the Florida-California Cancer Research, Education and Engagement, Health Equity Center, or CaRE2. Specific goals of the National Cancer Institute-funded, multi-site center are to reduce cancer disparities in Blacks and Latinos, to train and increase the pool of underrepresented Black and Latino scientists conducting health disparity research, and to increase cancer disparity research.
- [Debra Lyon](#), executive dean and the Thomas M. and Irene B. Kirbo Endowed Chair, is the director of the Research Education Core at UF for the CaRE2 Health Equity Center. She works to increase the number of underrepresented individuals, specifically Black and Latino post-baccalaureate students, graduate students, post-doctoral fellows, and early-stage investigators for successful careers as scientists focused on reducing health care disparities in cancer.

[EMBRACE program](#) . This is a yearlong research and leadership hands on training for URM undergrads--theme for the year of 2020-2021 "Racial (in) justice in Health." Students in the EMBRACE program complete research, leadership, educational or quality improvement projects with an assigned faculty mentor; participate in monthly mentoring meetings led by the assistant dean of diversity, inclusion, and global affairs; and present their projects at local and/or national conferences.

**Keys to Success** an interdisciplinary Black student cohort program across the UF Academic Health Center. The project was selected for the competitive funding "Advancing Racial Justice Through Inclusion, Diversity, Equity, and Access at UF." Jeanne-Marie Stacciarini, PhD, RN, FAAN, assistant dean for diversity, inclusion and global affairs, is a PI for this

Climate Survey	<p>initiative in conjunction with Dr. Xirau-Probert from the COD and other colleagues from the HSC. The program aims to help first-year pre-health Black students develop meaningful relationships with UF Health faculty and students, which, in turn, helps create a community that encourages academic and personal growth, wellness and a sense of belonging.</p>
Communications	<p>The College of Nursing community goes beyond the college and our diversity efforts and successes are always shared with our 11,000 alumni, donors, UF administration, and nursing colleagues across the globe. For example, a comprehensive <a href="#">webpage</a> highlights the college's diversity, inclusion, and equity efforts and offers resources for internal and external stakeholders, including reading recommendations and listening resources, and enabling visitors to discover ways to actively participate within the college. In addition, the theme of the fall 2020 issue of The Gator Nurse (<a href="#">college's magazine</a>) was "Diversity + Inclusion: How Gator Nurses Care, Lead and Inspire." It illustrated the college's dedication to diversity/inclusion, focusing on the commitment to integrating respect, equality, and diversity among the three missions of teaching, research, and clinical practice.</p>
	<p>UF CON holds monthly "Think Collectively about Diversity," dialogues dedicated to building capacity in diversity-related topics for faculty, postdocs, and staff. Meetings are held online the fourth Friday of each month. Past topics include: Implicit Bias, Leading effective conversations with students about racism, and addressing microaggressions in the clinical and classroom learning environments.</p>
Events	<p>BSN Convocation with two guest speakers: Mary Magee Gullatte, PhD, RN, ANP-BC, AOCN, LSSYB, FAAN, Corporate Director of Nursing Innovation and Research at Emory</p>

	<p>Healthcare with presentation “Navigating at an Uneven Table: And Still I Rise,” and LaRon Nelson, PhD, RN, FNP, FNAP, FAAN, associate dean for global affairs and planetary health, Independence Foundation Professor and associate professor at the Yale School of Nursing with presentation “Ain’t I A Nurse?: A Black Man Working in a White Woman’s Profession,”</p> <p>Nursing Research Summit and Malasanos Lectureship (April 2021): “Promoting Equity and Social Justice through Nursing Research and Scholarship”</p> <p>“Diversity in the Nursing Curriculum” (April 2021) with guest speakers Sandra Davis, PhD, DPM, ACNP-BC, FAANP, from the George Washington University School of Nursing, Desiree A. Díaz PhD, RN-BC, CNE, CHSE-A, ANEF, FAAN, from the University of Central Florida’s College of Nursing.</p> <p>Continuing education event facilitated by the CON Office for Professional Nursing Development: “Unpacking Our Biases: Exploring the Relationship Between Conscious and Unconscious Bias and Microaggressions,”</p>
Dean's Message	<p><a href="#">Statement Against Racism</a></p> <p><a href="#">Statement condemning hate and racial violence</a></p>
Awards / Recognition	<p>Featured in the American Association of Colleges of Nursing (AACN) <i>Diversity Digest</i> April 2021 as <a href="#">School Spotlight</a>.</p> <p>Nurses Leading Change, student group selected by University of Florida Multicultural and Diversity Affairs for the Outstanding Inclusive Excellence Initiative Award.</p> <p>Excellence in LGBTQ+ Research and Service Award presented to BSN senior Sarah White on behalf of the University of Florida LGBTQ+ Presidential Advisory Committee, the Center</p>

Community	<p>for Gender, Sexualities, and Women’s Studies Research and the Office of LGBTQ+ Affairs</p> <p>CON Diversity and Inclusion Award for faculty recognizes and celebrates the effort of fostering diversity, inclusion, and combating anti-Black racism and other forms of racism in the areas of teaching, research, and/or service. 2021 award <a href="#">recipient</a> Staja “Star” Booker, PhD, RN.</p> <p>CON Diversity and Inclusion Award for students, 2021 award recipient BSN senior Kayla Elliott.</p>
	<p>Engagement with diverse communities through <a href="#">UF Health Archer Family Health Care</a>, located in the rural town of Archer, Florida. Archer Family Health is the College of Nursing’s nurse-managed health care practice, which opened 19 years ago. More than 5,000 patient visits are completed each year, offering adult, pediatric, psychiatric, and women's health services for an underserved community. 35% of the patients have no insurance and about 60% are at or below the 200% poverty level. The clinic is managed by a diverse team of professionals including a certified translator, who provides linguistic/appropriate care to the Latino community.</p>