



# VALUES TO ACTION

**UT's Task Force on Diversity, Equity and Inclusion**

**April 19, 2021**

Lonnie Bryant, Ph.D., Claire Cilien, Art Goon, Sabrina Griffith, Leander Hamilton, Arthur Hollist, Ph.D., Stephanie Russell Krebs, Ph.D., Hannah Lammon, Ana Maia, Marte Marshall, David Stern, Ph.D., J Sumerau, Ph.D.\*, Adrienne Wilson, Ed.D.

\*Lead Writer

---

## EXECUTIVE SUMMARY

On June 1, 2020, The University of Tampa (UT) issued an [institutional statement affirming its core values](#) in light of ongoing protests against police brutality experienced by Black communities and other issues facing marginalized populations in the U.S. This statement was established and issued through the coordinated efforts of President Ronald Vaughn; Provost and Vice President for Academic Affairs David Stern; Vice President for Student Affairs and Dean of Students Stephanie Russell Krebs; and President of the Board of Trustees James MacLeod. This statement also served as a symbol of renewed institutional attention to Diversity, Equity and Inclusion (DEI) at UT.

To this end, Drs. Vaughn, Stern, and Krebs met with a group of faculty and staff over the summer about diversity concerns at UT. They also met with the Dean of Students Diversity Advisory Group for conversations about student needs in the area of diversity. On Aug. 27, 2020, these summer meetings culminated in the appointment of Drs. Stern and Krebs as co-chief diversity officers by Dr. Vaughn. Drs. Stern and Krebs were charged with leading DEI efforts at the University, and the formation and management of a new working group composed of faculty, staff, and students selected from the broader campus community. This working group was named [Values to Action: UT's Task Force on Diversity, Equity and Inclusion](#).

The Values to Action Task Force was charged with conducting a systematic review and evaluation of DEI conditions and efforts at UT. Specifically, the Task Force was called upon to (1) create an inventory of UT's curricular and co-curricular diversity efforts; (2) establish benchmarks for diversity improvement via comparison to other institutions; (3) develop a diversity statement for UT; and (4) recommend ways to enhance diversity, inclusion, and equity at UT.

Prior to presenting key findings and recommendations it is important to note that President Vaughn has led the transformation of UT from a struggling local institution to an international, model University during his 25-year tenure. The enhancement of diversity has been an important component of these efforts. Examples of this component include the growth of international programs at the University, the expansion of curricular course offerings, the establishment of grant funded programs for first generation college students and the creation of the Bias Education Resource Team. Each of these endeavors expanded DEI opportunities and content at UT. During this time, we have also witnessed intentional support for underrepresented student organizations, DEI training opportunities through the Center for Teaching and Learning, strategic minority enrollment recruitment practices for students, and enhanced training and hiring practices for search committees. These efforts, alongside UT programs highlighted in the [Values to Action web listings](#), have seen DEI potential transform and increase alongside the growth and transformation of UT as a whole and is characteristic of our community.

### Key Findings

The collective examination of DEI conditions and initiatives at UT revealed many efforts UT pursues for the purposes of expanding diversity, equity, and inclusion on campus. At the same time, however, data collection and analyses revealed four important ways each of these efforts could be strengthened going forward.

---

These four key findings are:

1. The need for a centralized approach to DEI efforts.
2. The need for resource allocation geared toward greater DEI.
3. The need for greater campus diversity.
4. The need for institutional emphasis upon inclusive and equitable practices throughout the operations.

The combination of these findings provides the background for the recommendations we provide for increasing effective DEI efforts at UT moving forward.

## **Recommendations**

Building on the key findings above, we offer the following recommendations for expanding, supporting, and increasing DEI efforts at UT:

- Centralize DEI as a prominent focus at UT through the establishment of a University diversity statement and a senior leadership position focused on DEI efforts.
- Prioritize the allocation of resources toward greater DEI involving faculty, staff and students at the University.
- Continue concrete, measurable strategic actions toward greater campus diversity.
- Integrate – and present – equitable and inclusive practices throughout the everyday operations of the University.

---

## TABLE OF CONTENTS

	<b>Page</b>
Executive Summary.....	1-2
Table of Contents.....	3
History and Background .....	4
Key Findings.....	15
Recommendations.....	19
Appendices	
The President’s Letter .....	27
DEI Task Force Members.....	28
Faculty Diversity Committee Recommendations .....	30
Student Government Resolution.....	31
DEI Terminology.....	33

---

## HISTORY AND BACKGROUND

In order to understand the status of Diversity, Equity and Inclusion (DEI) efforts at The University of Tampa (UT) today and prepare for the efforts of tomorrow, we should understand how we got to this point. Here we discuss some historical features of UT in relation to DEI. Although this is by no means meant to be a comprehensive history, we offer this discussion to provide some background for current and future DEI endeavors in our community.

Looking backward over time, there has been important progress in diversifying the student body during the period of President Vaughn's leadership. In 1994 the UT undergraduate student population was 79.3% White. By 2019, the undergraduate population had shifted noticeably to 61% White. This shift has not happened by accident but has rather been the result of efforts to recruit a diverse student body over the long term. The main change in the non-White student population has been among Latinx students. In 1994 8.6% of the students were Latinx while in 2019 the number had climbed to 12.5%, an increase of more than 45%.

If we benchmark these numbers against national data for private, not-for-profit four-year colleges and universities, UT's students are more Latinx—the national percentage was 11.5—but still slightly more White—61% compared with the national benchmark of 54.6%—and less Black—4.2% compared with 10.6% nationally. It is worth noting that these data are all from 2019. The pandemic had a disproportionately negative impact on minority enrollments across the nation, and the challenges in this regard are anticipated to continue into the coming year. Despite those headwinds, these observations demonstrate that we still have work to do in order to create a more racially diverse campus community.

In fact, our examination of the past in relation to the present demonstrates an overall pattern wherein UT has made much progress on DEI efforts while at the same time, UT remains a place where we face significant DEI issues, needs and concerns that will require coordinated effort going forward.

### A Sample of Current DEI Efforts

Before we consider the key findings and recommendations found by the Values to Action: UT's Task Force on Diversity, Equity and Inclusion, we review ongoing DEI efforts at UT at present.

One regular component at present concerns DEI training opportunities available at UT. Some examples include a DEI training session for senior staff and deans in the Fall of 2020, and diversity workshops for the Baccalaureate Experience, offered through the Center for Teaching and Learning (CTL). Likewise, the University is currently engaging in bias training for the Department of Campus Safety with plans to expand such training to the broader campus. Further, there is a special topics session on DEI scheduled for the Board of Trustees in May 2021. Finally, more than 25 staff and faculty participated in the Sustained Dialogue series this past summer, and in so doing, learned about engaging in and facilitating difficult conversations about DEI and other matters within a diverse campus and society.

We also note training and educational options provided by Human Resources. Search process and hiring protocol improvements, for example, are currently in progress, and include utilizing technology to provide interview resources, diversity advertisement placement resources, and recruiting guidelines.

---

Human Resources staff will also be offering presentations on building more inclusive search processes and mitigating unconscious biases. Finally, Human Resource staff will provide training on diversity in the workplace and Title IX training beginning in Fall 2021.

The CTL has also started [initiatives](#) for increasing DEI on campus and in educational settings. Alongside providing resources and information online and in presentations, the CTL has devoted two weeks of First-Year Experience courses to discussions about DEI. Further, the First-Year Experience (FYE) and Office of Orientation and Family Engagement launched a virtual book club in Fall 2020. First year students and faculty were also invited to attend diversity presentations on topics including but not limited to race and history in relation to COVID-19 and transgender experience in the U.S. In all such cases, the CTL has begun embedding DEI materials and education into student learning opportunities and outcomes.

Alongside these endeavors, we also note student programs engaging in DEI endeavors throughout campus. The [Spartan Sustained Dialogue Series](#), for example, hosts skill shops and leadership trainings to better incorporate DEI into the daily life of students, faculty, and staff. Similarly, the [Dean of Students Diversity Advisory Group](#) operates as a forum for administrators to hear and consider DEI concerns from students in hopes of better advocating for effective University policies and protocols. UT also engages student organizations that focus on DEI issues or the creation of social spaces for underrepresented student groups. In fact, 26 of these organizations were registered as student diversity or cultural organizations in the past year. Some examples of student organizations include the Black Student Union, Awareness Club, Best Buddies, Eye to Eye, Indian Cultural Association, African Student Association, Caribbean Student Association, Unity: Diversity and Inclusion Club, and Better Together Interfaith Club. Further, the Bias Education Resource Team operates as a group of UT employees who serve as representatives and advocates for individuals who have been targeted or impacted by bias while at the University. Finally, we note the [Success Scholars Program](#) that operates as a space of support and guidance for minority and first-generation college students. Each of these examples represent efforts in student programming and planning geared toward greater DEI options, opportunities, and resources for the student body.

We also recognize the development and expansion of DEI efforts in relation to athletics in recent years. Jennifer Alger, for example, serves as the athletics diversity and inclusion designee and the point of communication between the NCAA, athletics department, and campus when facing and implementing diversity and equity initiatives and concerns. Further, the Sunshine State Conference has established a Diversity and Inclusion Committee. Finally, the [Student-Athlete Advisory Committee](#) participates annually in the diversity and inclusion social media campaign striving to illustrate awareness, education, and engagement around DEI issues related to college and athletic performance and concerns in University settings. The combination of these efforts places athletics, alongside other student programs, as a visible feature of DEI efforts within and beyond the UT campus community.

Alongside the endeavors noted above, UT is also making strides toward greater DEI engagement in admissions and recruitment. In 2021, for example, the University became fully SAT/ACT optional, which creates opportunities for a greater diversity of student applications going forward. In fact, the Task Force noted that UT currently employs staff and faculty who never could have taken these tests, and thus could not have attended this University for their own education even if this had been their school of choice. UT has also actively worked with hundreds of community-based organizations in order to provide access and opportunity to first-generation and minority students. UT enrolls many

---

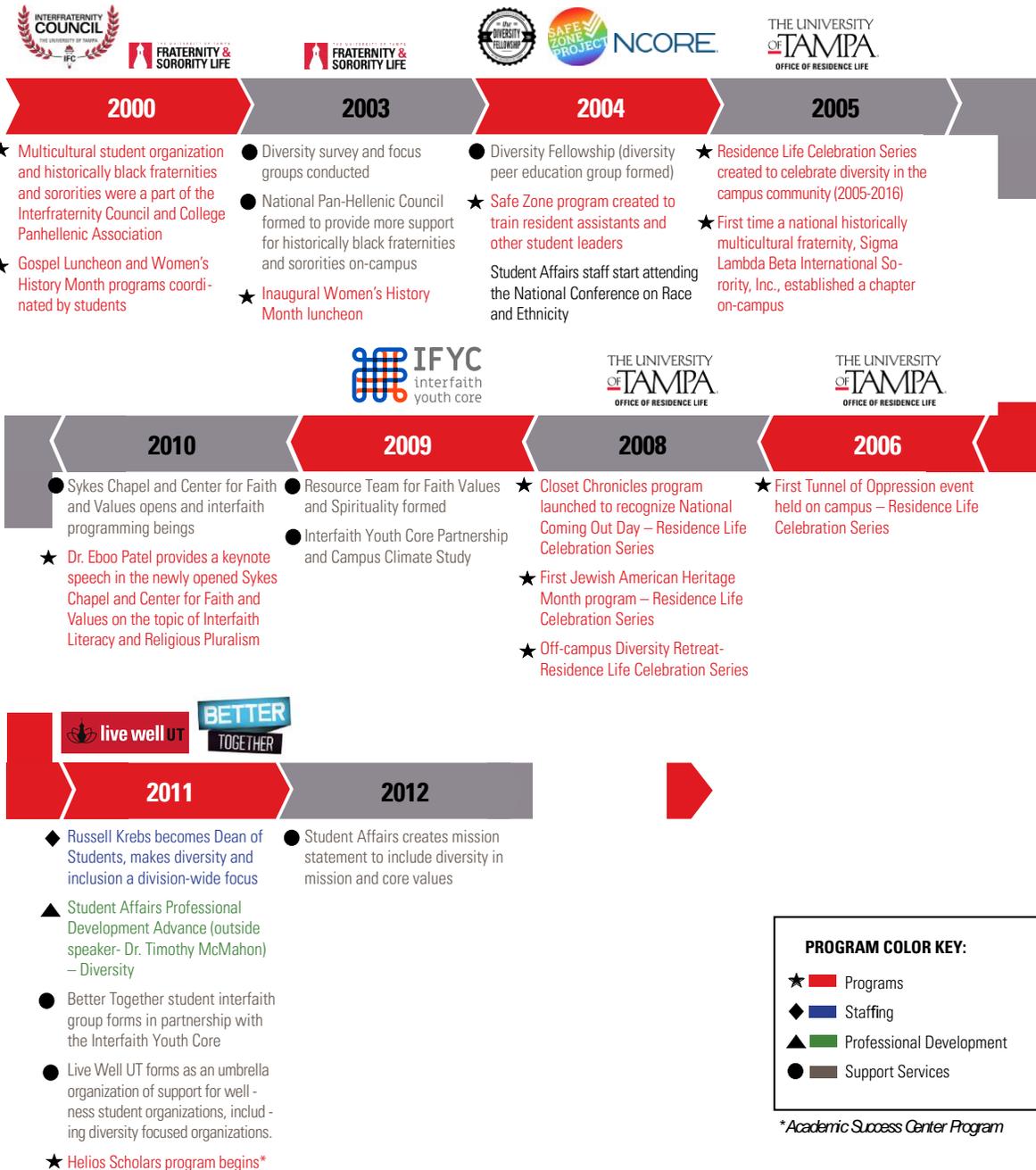
students from these organizations annually and often leads creative initiatives with them (e.g., Instant Decision Day with *Chicago Scholars*). The Office of Admissions also attends college fairs and visits inner city public high schools from Los Angeles to Boston. Additionally, UT is part of a current [Coalition for College Pilot Program](#) initiative designed to provide access and free college search tools for 200,000 under-represented high school freshmen and sophomores. We have provided more video tutorials for students on the *Coalition* website than any other institution. Our five tutorial videos provide college advice for students with limited or no access to college counseling, including videos on financial aid appeals, resume writing, and admissions etiquette, affirming our commitment to combatting racism and discrimination.

Finally, UT has received recognition for current and past DEI initiatives. For example, UT was selected as one of the four institutions awarded the 2016 Senator Paul Simon Award for Comprehensive Internationalization and is one of the 284 colleges and universities highlighted for exceptional outreach, financial aid, and student support efforts in the 2011 *College Access & Opportunity Guide*. Further, UT has been recognized as one of the 2020-2021 [First-gen Forward institutions](#), and as a member of the [Coalition for College](#) committed to increasing access to higher education. UT is also regularly recognized as a military friendly school by [VIQTORY](#), and the Sykes College of Business is a member of the [University Partnership Program with the National Society of Hispanic MBAs](#). In fact, UT was named a top University for excellence, equity, and employability in 2020 by the [QS World University Rankings](#) and one of the Best 201 Colleges for the Real World in 2000. Finally, since 2016, UT has been named by [Phi Theta Kappa](#) as one of the top universities in the U.S. for transfer students.

In all these ways, we see the current state of DEI at UT as an ongoing process and conversation. As a result, the key findings and recommendations provided in this report serve as the latest stage in this conversation, and a roadmap for continuing longstanding efforts at greater educational quality, community opportunity, and overall diversity, equity, and inclusion as a core commitment of UT.



# THE UNIVERSITY OF TAMPA STUDENT AFFAIRS DIVERSITY AND INCLUSION TIMELINE



While several important initiatives began prior to 2000, the Student Affairs Timeline depicted above only captures initiatives occurring after 2000.



## 2014

- ★ The University launched **Spartan Ready**, an institution-wide competency development initiative for all students that includes the competency of **Global Engagement**, which is defined as the ability to understand, appreciate, respect and learn from the complex social, economic, cultural and political nature of diverse peoples and their societies, and build meaningful connections and interrelationships.
- Multicultural Greek Council was formed to provide support for the historically multicultural fraternities and sororities on-campus
- ★ Bonner Leader Program re-launched/ revamped at UT with diversity as one of Bonner's seven common commitments



## 2015

- ▲ Diversity Review Committee analyzed Student Affairs department (department heads completed a survey and provided supporting documents), suggestions for future inclusion opportunities
- ★ Spartan Sustained Dialogue begins
- ★ Success Scholars program begins\*
- ▲ Spartan Sustained Dialogue hosted the first Inclusive Leadership Training for faculty, staff and students.
- ▲ Spartan Sustained Dialogue student moderator training
- ★ Spartan Sustained Dialogue off campus retreat focused on dialogues surrounding social identities.
- ★ Spartan Sustained Dialogue began their semesterly Destereotype Me Day event and providing dialogues as requested.

- Student Affairs revises core values to include inclusion
- ★ Office of Career Services begins hosting internships and CPT for international student workshops and H1B and OPT Visa Attorney panel
- ★ Transgender Work Group formed
- ▲ Student Affairs Professional Advance (Emma Pettit) – Diversity and Inclusion
- ★ Gender inclusive housing policy approved. After a pilot program in 2015, the Office of Residence Life introduced a gender inclusive housing policy allowing all students to request and select roommates of any gender

- Dean of Students Diversity Advisory Group forms for students to have easy access to senior staff
- Diversity Advisory Group topics: Microaggressions, Privilege, LGBTQ\*/Transgender Support, Elections and Civic Engagement, Immigration, Implicit Bias, Student Connectedness
- The Office of Student Leadership and Engagement launched Skillshop series to engage students in competency development including Diversity, Equity and Inclusion.
- ★ International Education Week started with cross campus collaboration
- ★ Orientation began requiring a Diversity session for all new first-year students to attend during Fall Orientation
- ★ Hosted diversityFIRST\* certification on campus (Vice President for Student Affairs and Dean of Students and Director of Student Care and Advocacy Certified)
- LGBTQ+ support group offered



## 2020

- Dean of Students Diversity Advisory Group Topics: Diversity and Inclusion in the Workplace, Sense of Belonging, Affirmative Action, Fraternity and Sorority Life, COVID-19
  - Unified Greek Council formed to govern Multicultural organizations and National Pan-Hellenic Council organizations in the Fraternity & Sorority Life community at UT. The UGC was established to provide guidance, unity and structure to member organizations.
  - ◆ Student Government created a cabinet position for diversity
  - ★ Week of Welcome partnered with OSLE to host a common reading diversity program
  - Vice President for Student Affairs selected for the NASPA and the University of Southern California Race and Equity Center inaugural VPSA Equity Leadership Academies for vice presidents of student affairs.
- Incorporated the Everfi Diversity, Equity and Inclusion Course as an optional course to all students off MyUTampa Portal

## 2019

- Dean of Students Diversity Advisory Group Topics: Privilege, Colorism, Disability & Accessibility Education, Free Speech, Academic Freedom/Free Speech in the Classroom
  - Women of Color support group forms
  - ◆ OSLE reorganized to create Associate Director of Leadership and Diversity Education position
  - ★ Crescent Scholars program begins\*
  - ★ Week of Welcome hosted a diversity speaker during the inaugural year of the program
  - ★ Hosted diversityFIRST\* certification on campus (Associate Director of Leadership and Diversity Certified)
- Success Scholars Living-Learning Community to support first-generation and/or underrepresented students began.

## 2018

- ◆ Dean of Students promoted to Vice President for Student Affairs and Dean of Students and diversity and inclusion student support added to job description
- Dean of Students Diversity Group Topics: Anti-Semitism, Controversial speakers, Transgender Stigma, Mental Health, Women's History/Me Too Movement
- ◆ Additional Fraternity & Sorority Life Coordinator position added to provide extra support to our historically black and multicultural fraternities and sororities
- Spartan Living, UT's residential curriculum, launched with an emphasis on the Spartan Ready competency of Global Engagement to educate residential students on diverse perspectives, multiculturalism, and cross-cultural differences.
- ◆ Director of Student Care and Advocacy Position added
- ▲ Bias Education Resource Team begins to educationally address issues of bias

---

## A Summary of Campus Demographics

Another important background consideration for assessing the DEI efforts and needs of UT concerns the demographic makeup of the University community at present. Specifically, we present a snapshot of where we stand in terms of diversity as a campus population in order to understand the key findings outlined in the later sections of this report as well as the recommendations for what we could become as a community. Working with existing data from UT, we present a snapshot of our demographics at present for reference throughout this report and future DEI endeavors at the University.

At the same time, however, it is important to note that at present, the demographic collection efforts of UT are limited in two important ways vis-a-vis their usage for DEI planning, programming, and coordination.

The first limitation concerns the data collection itself. UT currently only catalogues demographic information in tandem with governmental requirements, and as a result, we do not possess much of the data we would need to fully track DEI at the University. For example, UT only collects binary, legal sex assignments, does not collect religious or spiritual identifications, and only utilizes Census designated race and ethnic categorizations. Related, the second limitation concerns the definition of categories. At present, UT only utilizes terms and categories established by governmental agencies, which may not be as useful to marginalized communities. For example, UT uses “Non-resident Alien” and “Hispanic” as catchall terms, and often lists “gender” to present sex demographics. In each case, the data UT utilizes creates barriers for tracking DEI demographic patterns at UT, and for honoring the diversity of the community.

Although we return to such limitations when discussing recommendations later in this report, here we seek to provide a summary of campus demographics based on the available data UT does possess. Our goal is to present a snapshot of UT demographics as a baseline reference for consideration of the key findings and recommendations outlined in the rest of this report. We also note consideration of COVID-19 impact because, while we cannot yet quantify demographic effects of the pandemic on campus, it is likely that such effects have occurred or are occurring as we continue to operate as a community.

To this end, we begin with the racial and ethnic demographics of the student body as contained in the official records of the University at present. Specifically, the current combined graduate and undergraduate student body is 59.5% White, 11.9% Latinx (coded as Hispanic in official records), 3.7% Black, 1.7% Asian, and 1.6% multiethnic or multiracial. Another 14% do not report a race or ethnic identification, and another 7.4% identify as non-U.S. citizens (coded as non-resident alien in official records). If we turn to the undergraduate student body, we see a similar breakdown of 60.9% White, 11.9% Latinx, 3.2% Black, 1.6% Asian, and 1.7% multiethnic or multiracial. We further find 14.2% who do not report racial or ethnic identifications, and 6.4% who identify as non-U.S. citizens. We thus encourage interpretation of themes and recommendations throughout the report to be undertaken with consideration of this picture of racial and ethnic diversity in the student population.

As noted above, the University does not collect data on the gender of the student population, but rather, we utilize legal sex assignment as our only data source. This approach remains common at universities, but is in the progress of changing at some schools in recent years. According to official records, 40.1% of students are legally assigned male, and 59.9% of students are legally assigned female. We do not know how many of these students may be transgender or identify as a gender different from their

assigned legal sex for other reasons. We also do not know if any of these students are intersex people who were assigned a male/female sex by law. However, campus surveys and faculty experiences reveal there are members of both of these populations on our campus even though we are not able to quantify their presence due to existing data collection limitations. We again encourage consideration of this report in relation to these sex and gender dynamics at UT.

Another important aspect of student demographics concerns the ongoing priority of internationalization at UT. International diversity continues to be a highlight of the UT student population. Although the percentage of international students on campus has declined since 2015 when it was 12.7% of total undergraduate and graduate enrollment to the 7.4% of the campus population today, internationalization remains a priority for UT.

These population factors also provide insights into retention at UT. For both the Fall 2018 and Fall 2019 cohorts, for example, students assigned female were retained at substantially higher rates than students assigned male. Specifically, students assigned female were retained 2.7% higher in 2017; 6.3% higher in 2018; and 4.5% higher in 2019. Retention rates also show that White students are generally retained at higher rates than non- White students. Specifically, White students and Hispanic students were retained at 77% in 2017 while Black students were retained at 75.6%; multi-ethnic students were retained at 75.6%; and Asian students were retained at 66.7%. In 2018, White students were retained at 79% , Asian students at 78.1%, multi-racial or multi-ethnic students at 78.6%, Black students at 73.4%, and Hispanic students at 70.6%. This pattern continued in 2019 where White students were retained at 79.29% and students of other races were retained at lower rates.

The table below summarizes the results over the last three years:

	Blank	Asian	Black/ Af. Am	Hispanic/ Latino	Am. Ind/ Alaskan	Multi/ 2 More	NA	Hawaiian Pac Isl	Non- Res Alien	Prefer Not to Respond	Unknown/ PNR	White/ Caucasian	Total
Fall 2017 Count	123	45	81	49	4	213	6	5	107	3	78	1423	2137
Fall 2017 Avg. Retained	75.6%	66.7%	72.8%	77.6%	75%	75.6%	50%	100%	73.8%	66.7%	76.9%	77%	76.3%
Fall 2018 Count	111	32	79	34	2	264	0	5	111	32	63	1421	2154
Fall 2018 Avg. Retained	71.2%	78.1%	73.4%	70.6%	100%	78.58%		40%	81.1%	75%	66.7%	79%	77.5%
Fall 2019 Count	405	32	51	25	1	186	0	1	101	10	81	1289	2182
Fall 2019 Avg. Retained	76.05%	68.75 %	70.59%	68%	0%	76.34%		100%	75.25%	100%	81.48%	79.29%	77.91%
Average Retention 2017–2019	74.28%	71.18 %	72.26%	72.07%	58.33%	76.84%	50%	80%	76.72%	80.57%	75.03%	78.43%	77.24%

These observations demonstrate how demographic data may be utilized both to understand retention, and to develop retention strategies.

UT also gathers demographic data on full-time faculty. These data contain the same limitations as noted above but also provide a snapshot of the population. For example, there has been an increase in both the number and percentage of full-time faculty who are legally assigned female (i.e., from 101 to 189 and from 42% to 47%) and who are members of racial and ethnic minority populations (i.e., from

---

21 to 68 and from 9% to 17% since 2009). Once again, however, we do not know the gender makeup of the faculty as only legal sex assignment data is available, and we do not know what the faculty looks like in terms of sexuality, class background or other demographic diversity.

We have similar information on the staff at UT. In 2019 – 2020, for example, 37.9% of University staff were legally assigned male while 62.1% were legally assigned female. In terms of race and ethnicity, 74.3% of staff were White, 9.6% Latinx (coded as Hispanic in official records), 8.7% Black, 2.4% Asian, and 1.3% multiethnic. We also have age data, which tells us that the largest age group is 31 – 40 years old (26%) followed by 21 – 30 years old (21%), 51 – 60 years old (17%), 61 – 64 years old (7%), and over 65 years old (6%). In terms of the senior staff of the University, 100% are White and 40% are legally assigned female while 60% are legally assigned male.

Finally, the operations of the University are overseen by the Board of Trustees. Demographically, the Board of Trustees is quite similar to the campus demographics. The board is composed of 65% of members who are legally assigned male and 35% who are legally assigned female. Although one member is from Canada, the other 47 are U.S. citizens. The board is 62.5% White, 4.2% Black, 2.1% Asian, 2.1% Native American, 2.1% Latinx, and 2.1% multiethnic. For reference, 2.1% represents one member of the board, and there are also 27.1% who do not report a race or ethnicity.

Despite data limitations, the preceding paragraphs provide a snapshot of University of Tampa demographics, which, when combined with the history and background section outlined at the start of this section, provide context for understanding the DEI findings and recommendations provided throughout this report. Before turning to these findings and recommendations, however, we outline the efforts of the Task Force over the past two semesters.

## **Diversity, Equity and Inclusion Task Force**

The efforts of the Task Force are led by a core group. This core group is chaired by co-chief diversity officers David Stern and Stephanie Russell Krebs, Lonnie Bryant, professor of finance and chair of the department of finance, and included Sabrina Griffith, former director of student care and advocacy, until her departure from UT in Spring 2021. These four representatives worked throughout the process to guide and aid the efforts of the Task Force. As the data collection expanded and the Task Force shifted into evaluating and synthesizing materials and recommendations, the core group invited J. Sumerau, associate professor of sociology and director of applied sociology, to be the head writer and editor for the Task Force reporting and documentation process.

Overall, the Task Force was established through a process of nomination and selection initiated on Sept. 1, 2020. The Task Force sought multiple perspectives, and opportunities for involvement were disseminated throughout the campus community. Nearly 90 community members applied to be part of the process, and everyone was offered some level of involvement (i.e., either on the Task Force or as part of the data collection efforts). Further, the Task Force sought representation from the Faculty Diversity Committee, the Faculty Community Engagement and Responsible Citizenship Committee, and the Dean of Students Diversity Advisory Group to assure communication and collaboration between prior and emerging DEI efforts on campus. This process yielded the Task Force membership (see [here](#) and the appendices at the end of this report for full listing of membership as well as committees, sub-committees, and chairs of specific Task Force efforts).

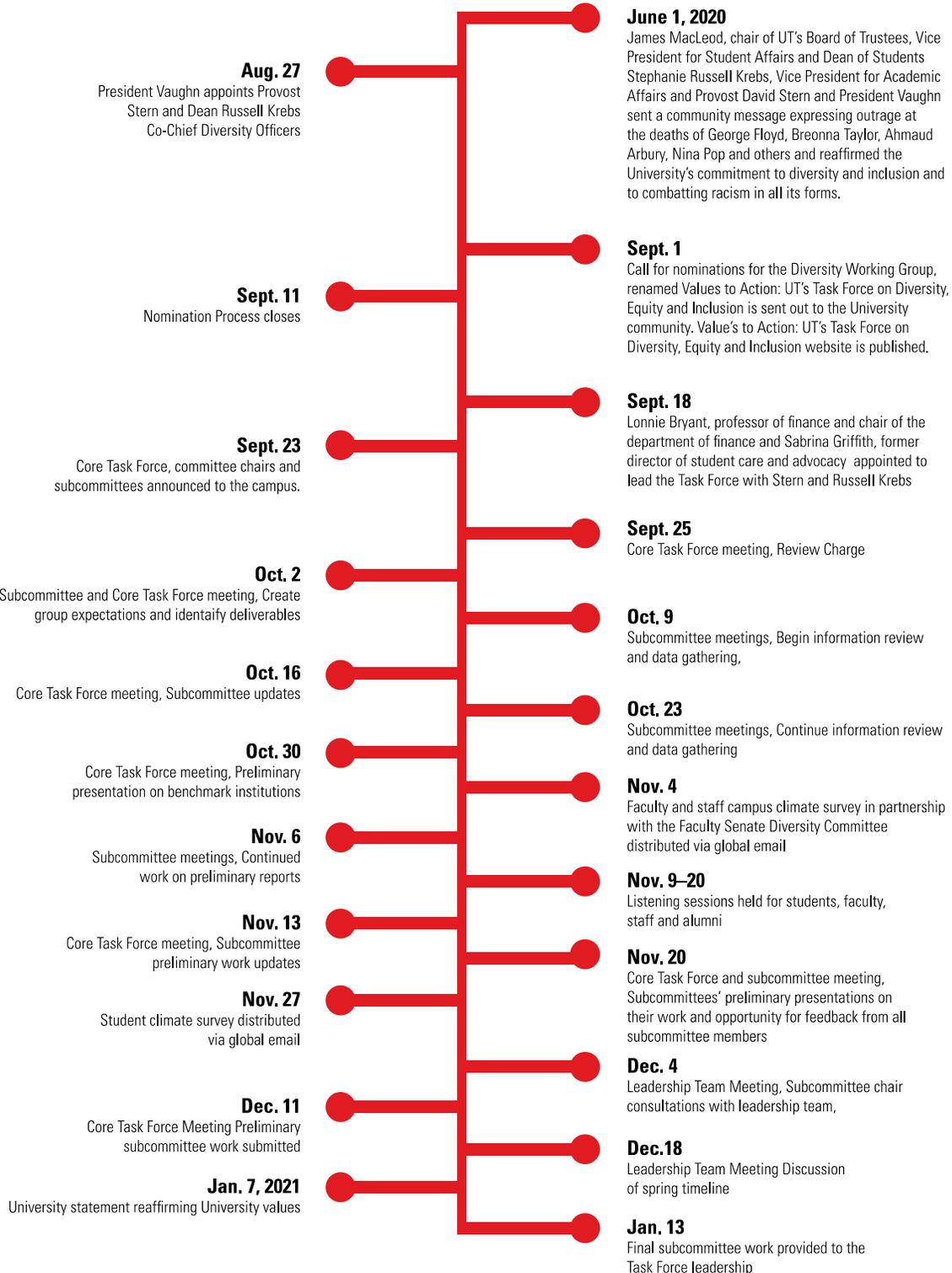
---

The Task Force membership collaboratively and collectively undertook an extensive study of DEI efforts at UT. These efforts include the performance of a curriculum review where in the Curriculum Subcommittee examined the state of current educational content at the University. At the same time, the Co-Curricular Subcommittee conducted a detailed catalogue and analysis of campus organizations, events, programs, and offerings related to DEI content and goals. Likewise, the DEI Practices Subcommittee examined demographics at the University as well as efforts at retention, recruitment, and faculty, student, and staff coordination efforts and data collection at the University. Similarly, the UT as a Workforce Subcommittee examined information collection related to student experience at UT as well as Human Resources and other career services, offerings, programs, and experiences at the University. Further, the Campus Climate Subcommittee studied the thoughts, feelings, and experiences of faculty, staff, and students via coordinated surveys and listening sessions. Finally, the Benchmarking Subcommittee collected data on the DEI efforts and planning at 16 peer institutions for the purposes of comparing such endeavors to efforts at UT. In so doing, each subcommittee established a collection of data and information for use in understanding DEI efforts, needs, and possibilities at UT. We provide an outline of how this work developed in the following section.

### **Diversity, Equity and Inclusion Workflow**

In Fall 2020, the Task Force (1) conducted inventories of curricular and co-curricular offerings; (2) examined the campus climate and workplace conditions; (3) ascertained current and past DEI practices; and (4) performed a comparative benchmarking analysis of other peer institutions to understand how UT stood on DEI efforts in relation to such peers. Each of these tasks were undertaken by the relevant [subcommittee](#) (i.e., the benchmarking subcommittee conducted the benchmarking analysis). Each week, the Task Force held meetings to discuss emerging themes and patterns in our explorations and provide feedback and relevant details to sub-committees and the core group as these research endeavors continued. At the end of the Fall 2020 semester, each subcommittee provided preliminary reports detailing their area of focus.

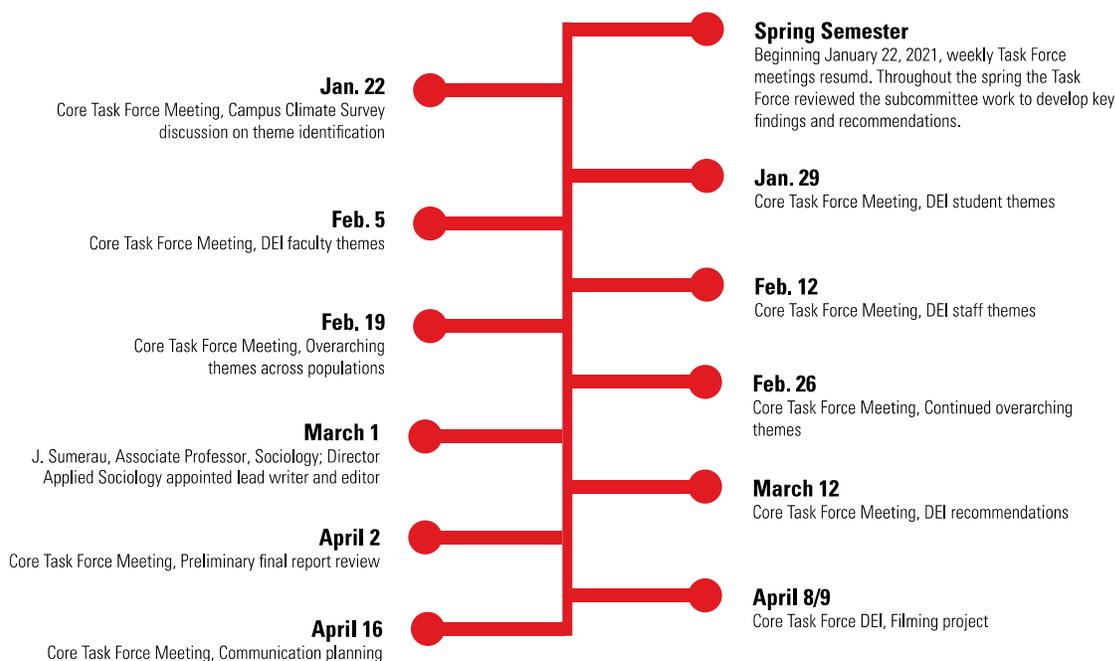
# Task Force Timeline Fall



Building on these efforts, the Task Force began synthesizing and analyzing this information in Spring 2021. To this end, we began having weekly meetings wherein we discussed, critiqued and evaluated the findings from the subcommittee efforts. Further, Dr. Bryant led the effort to synthesize the findings into a cohesive collection of main themes and patterns found in the process, which we then discussed, analyzed, and debated as a Task Force whole. Also, Griffith, in consultation with the other core group members, created terminology and other resource guides that were then reviewed by the Task Force as a whole (see appendices section of this report). Finally, the Core Leadership Group invited Dr. Sumerau to join their meetings in preparation for taking the lead on writing and editing the overall report presenting the Task Force findings for the UT community.

During the spring, recommendations were submitted from the Faculty Diversity Committee and these recommendations were reviewed and incorporated into the present report. Student Government also submitted a resolution, noting that DEI “is the highest priority for students,” and they “are optimistic to see real action behind the University’s Diversity Task Force and are hopeful that the student body’s desires for more movement of DEI initiatives at UT are reflected in the Task Force’s recommendations.” The Student Government resolution was also reviewed, and verbiage was taken from it and included in this report.

## Task Force Timeline Spring



Through these collective workflow processes, we, the Task Force, present the following key findings from our study of DEI at UT.

---

## KEY FINDINGS

In this section, we provide a summary and illustration of the key findings that emerged in the Task Force analysis of diversity, equity and inclusion dynamics at UT. In so doing, we draw upon the combination of data collected throughout the process.

Specifically, data about the current campus climate and operation were collected by each of the subcommittees. These data include a survey of the faculty, students, and staff on diversity issues and questions as well as detailed inventories of curricular, co-curricular, human resources, and community stakeholder materials, experiences and documentation. The findings from each of these specific data collection efforts were submitted as final reports from the subcommittees at the end of the Fall 2020 semester. These reports offer detailed, documented findings concerning each specific topic and area of study explored by the Task Force.

As a Task Force, we approached the overall data collaboratively and collectively in a series of discussions in Spring 2021. Specifically, this process began with Task Force members submitting patterns in the data concerning students, faculty, and staff to Dr. Bryant who then prepared documents containing these patterns. Together, we then held meetings where we debated, discussed, and refined these patterns into a set of themes visible throughout the data. In this way, we created the key findings of this study from the collection of overall themes in a back-and-forth process wherein we focused on the common, recurring ideas found in multiple forms of data collected in different ways by different subcommittees.

### Centralized DEI Efforts

UT must continue to uphold values and high expectations. These shared beliefs include a mission to deliver a challenging and high-quality experience to a diverse group of learners. To this end, our data show that UT has dedicated multiple resources toward improving diversity and inclusion on campus. Some examples of these efforts include hosted events, programs, curricular, and extracurricular activities developed by students, faculty and staff devoted to enhancing our campus environment.

Unfortunately, our data reveal that these efforts have lacked central coordination. Rather, they have generally developed in isolation from one another without overarching participation, planning, or coordination. This lack of centralized coordination results in some gaps in programs, efforts and initiatives. It also means that different operations on campus may duplicate similar efforts in isolation from one another due to the lack of coordination. These gaps and duplications also impact the ability for different groups on campus to effectively learn with or from each other. This can place an undue burden on students, faculty and staff from underrepresented identities to fill the gaps and educate others about their identities leading to tokenization. The lack of centralized coordination also means we may be not using UT resources for DEI as efficiently as we could with a more robust central focus in place. The data collected suggest that the long-term success of DEI efforts will rely heavily on our ability to weave DEI principles into University decisions, programs and activities. To do this, however, we will need a centralized notion of DEI and a central structure of accountability regarding DEI efforts, goals, plans and principles.

---

As noted in survey responses and seen at some other institutions, we would thus suggest that UT adopt a centralized or primary diversity, equity and inclusion statement and plan going forward. This plan should include a common set of terminology and goals for reference throughout the campus community (i.e., like the one in the appendices of this report). Especially considering the diversity of people and interests on our campus, a common understanding of DEI goals and ideals represents an important missing piece of our DEI efforts at present and going forward. UT should also create a central structure (i.e., office, position, or other staff allocation) to create, gauge and monitor accountability for and effective coordination of DEI efforts.

## **DEI Resources**

The second key finding from the data concerns the need for and use of resources on campus. Importantly, all the resources noted in survey responses and documentation materials involve monetary commitment to some extent, but the types of resources noted in the data take varied forms including but not limited to dedicated DEI personnel, dedicated space, educational materials, services and workshops.

To this end, we note that UT provides an historical and cultural setting for learning both on and off campus as a result of its location in the heart of downtown Tampa. As such, the University may create and present a campus that promotes diversity of all campus members by facilitating full inclusion into the campus itself. In some ways, this may simply involve the usage of words and actions to genuinely welcome, value and include all members of society on campus in the spirit of creating a campus full of diverse perspectives and backgrounds. In other ways, this type of commitment involves more concrete adjustments to campus. For example, many survey respondents reported interest and desire for dedicated student-centered spaces for the allowance of students from diverse, and especially underrepresented, backgrounds to participate in learning and other endeavors with fellow students and faculty.

We also note the emphasis upon dedicated personnel that arose in much of the data collected. Currently, there are many members of the UT staff who work with DEI elements and tasks as part of their employment. Examples include the Associate Director of Leadership and Diversity in the Office of Student Leadership and Engagement, select staff in the Student Success Center, Wellness Center, and Student Care and Advocacy. But, nearly all have responsibilities that are not focused on DEI. At the same time, many faculty members, especially those occupying underrepresented social identity locations, engage in DEI work as part of their advising and teaching both formally (i.e., in course offerings or advising) and informally (i.e., as representations or role models for underrepresented students on campus), but these are not aspects of their work that are rewarded in evaluations, promotions or other aspects of performance review. The data suggest that greater intentional focus on DEI personnel will be important to campus DEI efforts.

In a similar manner, the data reveals the importance of creating opportunities to respect and engage with diverse perspectives, to encourage appropriate and respectful conduct and to recognize and challenge implicit bias as well as barriers to full participation. At present, the number of programs offered is limited and operated based on requests from specific departments. The University may accomplish such goals through dedicated spaces and program offerings. In the latter case, for example, the University may expand workshop and other program offerings to further extend DEI knowledge, information and learning opportunities. In fact, such program offerings may provide greater

---

opportunities for insightful group discussions and meaningful cultural shifts on campus, as requested in student survey responses.

Regardless of the specific forms such actions may take, the data clearly demonstrate an interest and desire for UT to invest resources in the promotion and continued development of DEI endeavors, principles and opportunities on campus.

## **Campus Diversity**

UT attracts students, faculty and staff from around the world. These populations bring diverse backgrounds and facilitate intercultural awareness and understanding. At the same time, however, many survey responses show that members of underrepresented groups often do not feel seen, included, or represented on campus. Further, as noted in the History and Background section of this report, we see some disparities in retention between different student populations on campus. The data collected reveal the importance of enhancing diversity and inclusion on campus through programs targeted at both recruitment and retention of students, faculty and staff from diverse backgrounds.

To this end, the University must continue to explore recruitment, hiring, retention, and promotion actions for underrepresented groups while ensuring that its practices are fair and equitable to all members of the UT community. This may also involve continuation or even expansion of monitoring efforts related to graduation and retention rates for all students and for disaggregated groups of students, and in comparison, between different student groups. Stated simply, the data suggest this type of effort must remain equitable and should be regularly improving over time.

We see similar patterns in the data related to faculty and staff diversity. For example, racial, sexual, and gender minority respondents to surveys report concerns about accessing and finding recognizable mentors, colleagues, and support among faculty and staff. Survey respondents also voiced concerns about the lack of diversity among the senior leadership (including senior staff and academic deans). Further, the curricular and human resources materials collected in this process echo existing research demonstrating the importance of diverse faculty and staff for ensuring information presented in classrooms and processed in campus offices can include the experiences and needs of students from diverse populations, perspectives and backgrounds.

To maintain UT's national and international reputation as an inclusive place of higher education, we must be mindful to recruit, retain and advance faculty and staff from a wide variety of backgrounds, and especially from underrepresented racial, classed, sexual, gendered, and other marginalized populations. To accomplish this, however, the University must monitor and respond to ongoing patterns or shifts in the campus climate while strategically seeking to diversify the student, faculty and staff populations on our campus.

## **Equitable and Inclusive Practices**

The final key finding that arose throughout our data concerns the development of equitable and inclusive practices throughout the University.

Especially as the University has expressed commitment to the development of each student as a productive and responsible citizen within a diverse society, this particular point emphasizes the importance of learning, individually and as a community, to listen to and engage in genuine,

---

meaningful conversations about our similarities and our differences. The data collected in this process reveals that aspects of this theme are already in progress through programs like Sustained Dialogue and in course offerings centering racial, class, gender and sexual diversity in society, arts and other areas. Even so, our findings demonstrate the importance of both continuing such endeavors and expanding these efforts throughout our curricular and extra-curricular offerings as well as within the workplace dynamics of offices and departments. Specifically, the University should continue exploration of ways to facilitate and encourage ongoing, open and honest dialogue about DEI issues and concerns.

To this end, our data suggest that greater educational and training opportunities would be useful to students, faculty and staff. Further, the survey responses and curricular inventories suggest that such efforts should be embedded into the overall educational structure of our programs. In so doing, we could explicitly seek to expose students, faculty and staff to a wealth of diversity knowledge and diverse thoughts, concepts and perspectives throughout our everyday operations and educational offerings. In this way, we could model UT DEI ideals within and beyond classrooms while continually seeking to update, assess, and hold everyone accountable to these ideals in all aspects of campus life.

Finally, we know that the University has an impact on the surrounding community. One key form this takes is interaction with suppliers who provide goods and services to the University. Improving minority and women-owned business participation in the University's procurement program will allow us to bring into play the following opportunities to achieve superior solutions by engaging our local community:

- Competition
- Cultural Awareness
- Innovation

Partnership with diverse suppliers will give the University a competitive advantage when facing the ever-changing customer demographics. It provides economic opportunities and growth to suppliers and the regions they operate within.

## **Summation**

As a Task Force, we collected a proverbial mountain of data concerning DEI at UT. Throughout this data, four key findings emerged as recurring expressions from survey respondents, documentary and other material sources, and in listening sessions held on campus. These four key findings can best be summarized as (1) the need for centralized DEI efforts; (2) the desire for resource allocation toward greater DEI at the University; (3) the need for greater campus diversity at UT; and (4) the importance of developing and institutionalizing equitable and inclusive practices throughout the University. In the next section, we draw on these themes to make recommendations for DEI efforts moving forward.

---

## RECOMMENDATIONS

Building on the key findings noted in the previous section, we outline recommendations for DEI efforts at UT moving forward.

To this end, we continue to draw on the data collected and analyzed concerning operations and experiences at UT at present, and further add insights gained through benchmarking analysis wherein we compared current UT operations to 16 peer institutions (the full benchmarking report is available upon request, contact Stern for more information). In so doing, we utilize the combination of (1) ideas expressed within our own campus community and (2) plans and practices adopted by peer institutions to provide actionable recommendations for effectively and efficiently expanding DEI at UT. Although the recommendations we present here are by no means exhaustive, we see these as actionable steps that could be implemented over time as mechanisms for increasing DEI in our community.

We also note that the combination of recommendations presented below could be implemented in a wide variety of ways. As such, we provide examples of some ways for implementation, but we cannot foresee the details of such endeavors. As with any strategic planning type recommendations, we also cannot yet foresee what mechanisms may work best for assessing and measuring the methods whereby these recommendations might be implemented. As a result, we note that these recommendations set the stage for implementing more effective DEI practices, but that such implementation would require further conversations throughout the UT campus community.

We further note that these recommendations cover the entire University. Although each of the subcommittee reports provide specific recommendations for curricular, co-curricular, human resources, and other facets of the University, we focus on actionable steps that can impact the entire University community, and potentially pave the way for the implementation of more specific interventions in the future.

### Centralized DEI Efforts

As noted in the Key Findings, UT provides a wide variety of programs and support systems for DEI. This is particularly true in relation to student recruitment and co-curricular offerings of DEI workshops, materials and presentations. However, these efforts are not coordinated in a systematic, centralized manner, which limits their impact and creates variation in the set of terms or goals each office or program may focus upon in their efforts. This lack of centralization also creates inefficiencies due to repetition and lack of communication, and leaves such efforts bereft of a clear structure of accountability or evaluation. Although we recognize all the positive efforts, the lack of centralized coordination hinders such DEI efforts.

In this regard, we recommend the centralization of DEI at UT.

To accomplish this recommendation, we suggest the following actionable items for adoption at UT.

First, we recommend UT adopt a central DEI statement. To this end, we propose the following statement constructed collaboratively by the Task Force:

---

UT commits itself to the values of **diversity**, **equity** and **inclusion** as fundamental to educational excellence.

UT embraces **diversity** in its many forms, including but not limited to sex, race, color, national origin, disability, gender identity or expression, sexual orientation, age, military or veteran status, marital status, genetic information, ethnicity, religion, spiritual belief, geographic origin, socio-economic status, language, political beliefs, and first-generation status. UT seeks to enhance the diversity of its students, faculty and staff in the belief that doing so contributes to a more impactful learning environment for everyone in the UT community.

UT strives to address the impact of injustice and to overcome barriers to achievement by establishing conditions of **equity** that encourage all students, staff and faculty members to be successful socially, educationally and professionally.

UT commits to being an **inclusive** learning community characterized by the purposeful development and utilization of curricula and organizational resources that enable respect for the dignity and contributions of all members.

Like 13 of the 16 peer institutions we examined, we recommend a central DEI statement be adopted by the University and displayed prominently both online and in other areas of UT administration, marketing and other materials.

We further suggest that upon adoption, the UT Mission statement be examined to assure alignment with the UT DEI statement. This statement may then provide an internal UT benchmark for work performance throughout the institution and all our endeavors.

Second, we recommend UT create a senior leadership position specifically and primarily focused on DEI efforts, implementation and evaluation. This senior administrative position would be charged with the following:

1. Leading the implementation of the recommendations of this Task Force.
2. Coordinating DEI efforts across the University by:
  - a. Working with other senior leadership to set goals that include DEI.
  - b. Helping establish categories and definitions for data collection and tracking on DEI issues and concerns.
  - c. Assisting in the planning of DEI training and support for staff and faculty.
  - d. Collecting data from all units on achievements and impact to produce an annual DEI report for the campus, leadership and the Board of Trustees.
  - e. Maintaining a UT DEI website to present and update all constituents on DEI efforts at UT.
  - f. Aiding the incorporation of DEI into job descriptions and hiring protocols.
  - g. Assisting in the inclusion of meaningful contributions to DEI as an element of meritorious faculty and staff performance evaluations and tenure and promotion evaluations.
3. Serving as a source of accountability in the evaluation of individual and collective DEI efforts throughout the campus and among the faculty and staff.

---

As with the first recommendation, the establishment of a senior administrator focused on DEI efforts is becoming common at peer institutions. Our benchmarking analysis noted that nine of the 16 universities we examined already have such a position, and the others are in conversations about the topic at present. Our benchmarking efforts further demonstrated the importance of (1) establishing such a DEI senior administration position in concert with a DEI office complete with a team of faculty and staff who entirely or partially focus on DEI efforts specifically, and (2) granting the single or multiple co-DEI senior administrators flexibility in terms of staffing and other resource needs in a similar manner to the creation of Honors, Undergraduate Research, International Programs, Inquiry Based Learning, or other prominent programs at universities.

In sum, our first recommendation concerns the centralization of DEI as a prominent focus at UT. To begin the process of accomplishing such centralization, we specifically recommend that UT establish a centralized DEI statement to guide University efforts and create a senior administrative position on DEI to coordinate DEI efforts; resources, rewards, and accountability for faculty, staff, and students doing (or not doing) DEI work on campus; and policies and protocols for implementing and monitoring the progress of DEI initiatives, including but not limited to regularly seeking and utilizing individual student and student organization feedback.

## **DEI Resources**

Another aspect of DEI efforts at UT, as is common at any institution, concerns the availability and use of resources. UT currently provides many resources for varied DEI programs, offerings, and workshops throughout the campus, and our analysis of historical changes shows that these efforts have increased over time. At the same time, however, the need for more resources, opportunities, and support for DEI efforts was a common theme in the data we collected throughout the University. Alongside the resource allocation that would be necessary to develop a senior DEI administrative position, we thus propose other resources that would both be useful in expanding and coordinating DEI efforts on campus and that are being utilized by some peer institutions in their DEI efforts at present. Similar to the development of a centralized DEI statement for UT, the allocation of resources represents a powerful way to emphasize the importance of DEI throughout our endeavors.

To this end, we recommend greater systematic attention to resource allocation with consideration of whether or not a given program, offering, or University commitment supports expanded DEI. Put simply, we suggest prioritizing DEI efforts as an important criterion in resource allocation.

One example of this type of intermingling of resources and University operation may involve the strategic development of funding and staff support for curricular programs. In the implementation of the Spartan Studies core curriculum, for example, ongoing exploration of the DEI in the first-year seminars could be incorporated; preference and support may be provided for courses that explicitly engage DEI content; and DEI certifications could be established for faculty teaching the program either as a requirement or an enhancement. Such instructors could be required to take DEI training, as is now done with online teaching training, in order to teach in the core program. Similarly, department chairs and others who gain positions of leadership could be required to take training, similar to staff training on cybersecurity or Title IX, to become eligible for such positions or as part of their position responsibilities. In all these ways, DEI requirements could be—as they now are or will be soon at 12 of our 16 peer institutions we examined—embedded into the overall curriculum.

---

We also recommend taking any opportunity to repurpose or reorganize existing campus space to prioritize DEI space and/or prioritize DEI space in future master planning. Some peer institutions, for example, have dedicated spaces and centers for racial minority information, student gatherings and clubs, or work-study groups. Likewise, over half of the peer institutions we examined have some type of physical and online space for sexual and gender minority students, faculty or staff. In fact, the possibility of DEI dedicated space came up repeatedly in the campus climate surveys. Although there are a variety of ways such space could be organized and incorporated into the master plan, the creation of dedicated spaces for DEI efforts and campus members from marginalized backgrounds would symbolically and physically emphasize diversity, equity and inclusion on campus.

We also recommend the establishment, in tandem with a senior DEI administrative position, of intentional DEI roles and responsibilities. Specifically, this type of effort could include a strategic DEI plan as well as coordinated positions related to DEI efforts on campus. Further, the establishment of centralized DEI guidelines for faculty, staff, and students could aid in the creation of institutional responsibility for DEI. In fact, training and evaluations could be constructed wherein faculty and staff could become DEI personnel (i.e., like becoming members of other programs on campus) and receive benefits and awards from such participation. Further, the establishment of specific DEI roles and responsibilities could include requirements concerning, for example, the ability to speak to and hear diverse populations and needs, the establishment of teams working on DEI efforts, and the definition and ratification of methods whereby campus members of more privileged populations can engage in effective ally behaviors to support campus members from more marginalized backgrounds.

Finally, we recommend embedding DEI efforts into the incentive, promotion, and other benefit structures of the University. For example, faculty seeking tenure or promotion to associate or full are encouraged to engage in University committee service, as a chair or program director, geared toward the development of the University. At the same time, however, if that faculty members are from an underrepresented background (i.e., a Black woman or a transgender man), they are likely to do just as much or more service as a role model, spokesperson, advocate, or guide for students who share their identities. The first example is rewarded in tenure, promotion, and other ways, but in order to truly encourage DEI efforts, the second example should be equally awarded because such service is necessary for the development of a diverse, equitable, and inclusive University. Although this is but one example that emerged in surveys and conversations, a similar approach could be geared toward promotion, merit increases, and other matters for staff specifically and for faculty and staff as a whole. In such cases, DEI efforts would join other University service efforts as a mechanism for evaluation, advancement, and reward throughout the operations of the University.

In all these ways, we propose that UT strategically focus the allocation of resources toward greater diversity, equity, and inclusion on campus and among faculty, staff, and students at the University. In so doing, the reorganization of spaces, incentives and career advancements, and other resources will both (1) encourage DEI efforts among all members of the campus community, and (2) symbolically demonstrate explicit, instrumental, and concrete commitment to DEI efforts at the University.

---

## Campus Diversity

An important aspect of UT is that it attracts students, faculty, and staff from around the world. This facet of our community as well as our institutional commitment to internationalization creates a context for fostering intercultural awareness and understanding. As a result, our institution demonstrates a commitment toward creating a diverse campus.

As noted in the key findings, however, there is still much room for improvement in this regard. The data revealed many examples wherein some people do not experience our campus as diverse, and may not feel seen, connected, or otherwise tied to UT.

We thus recommend that UT continue efforts to further diversify the campus and improve these efforts through strategic efforts.

Some examples of such strategic efforts may already be seen on campus. As noted in the History and Background section, for example, UT is currently monitoring and collecting data on student retention and graduation. These efforts should continue and provide insights into our efforts. Further, Human Resources has increased efforts to aid in faculty and staff searches, advertising, and hiring, and these endeavors also represent positive developments. Recognizing that some students, faculty, and staff have reported leaving the University due to concerns about welcome, connectedness, and treatment, diversity levels necessary for retention represent important considerations for UT's hiring and admissions going forward.

We suggest reviewing the protocols noted above and exploring ways to support and expand them into their most effective and efficient forms.

This observation also brings us back to the discussion of data limitations in the History and Background section of this report. Without useful and usable data sources, we are not able to effectively track patterns occurring within the University population, but with the development of better demographic and other data collection concerning our student, faculty, and staff populations, we may be able to both track trends while also seeing areas of DEI, student experience, and workplace experience in need of intervention and consideration.

We thus recommend consideration of ways to collect better, robust data on the campus community for the purposes of strategic planning and development.

We also recommend that human resources and admissions programs prioritize policies and plans for seeking underrepresented minority job candidates and students.

In terms of the diversity of the student population, there are other potential pathways to expanding our efforts that arose in both our data collection and the practices of peer institutions. Endowed scholarships targeted at specific underrepresented groups, for example, could serve to aid both recruitment and retention of members of such populations. One such example was recently noted in the Winter '21 *UT Journal* in which alumni of UT's Alpha Beta Gamma chapter of Phi Beta Sigma fraternity established a minority scholarship. Their example has already encouraged another to be developed and the University is pursuing others with potential corporate sponsors. Likewise, specific peer learning environments and shared reading programs could increase the shared knowledge base and experiential knowledge of students on campus. Further, additional resources could be allocated to

---

programs with a focus on converting first-year students into long-term learners within our campus community and establishing connections between such students and the broader campus during and following the First-Year. Likewise, mentoring programs could be established to foster connection between students and the campus community. Finally, DEI components and contents can be embedded in course syllabi at UT. In all these ways, strategic actions can be taken to both increase the diversity on campus and also retain members of the campus community from diverse backgrounds.

We recommend similar approaches to increase faculty and staff diversity. As noted above, to date there are few benefits aligned with doing DEI work as a faculty or staff member of the campus community. This, however, could change. We could, for example, identify and implement pathways for progression and advancement among employees engaging in DEI efforts. We could also establish college-level, department-level and University-wide awards for DEI efforts that could be granted on an annual basis like other awards. We could add updates or annual DEI goals for staff and faculty annual evaluations. We could further incorporate DEI efforts into merit and performance evaluations and awards for faculty. In fact, the Faculty and Staff Handbooks could be revised to explicitly define DEI efforts as a mechanism for tenure, promotion, and other advancement as parts of teaching, service and research. In all such cases, we could create the conditions for increased campus diversity by elevating the value and worth of DEI efforts and commitment among the faculty and staff.

Each of these recommendations is especially important as UT seeks to continue its ongoing diversification of the campus population, and as more and more diverse groups of students, junior faculty, and potential staff members come into the higher education market in coming years.

We thus recommend UT continue to take concrete, strategic steps toward greater campus diversity through emphasis upon retention and recruitment methods, greater data collection and use in planning, encouragement of connection and opportunities for students of diverse backgrounds, and greater valuation of faculty and staff doing the everyday work necessary for establishing and maintaining campus diversity and other DEI efforts.

## **Equitable and Inclusive Practices**

The final key finding outlined in the previous section involves the importance of developing equitable and inclusive practices throughout the University. Although UT has taken steps to emphasize these types of practices in specific programs like Spartan Ready®, the data collection process demonstrated that campus members (and especially students) desire greater incorporation of equitable and inclusive practices throughout University programming, course offerings and workplace interactions. As a result, we see these calls as a component for centralizing and institutionalizing DEI efforts throughout campus operations and structure.

There were specific aspects of this topic that came up repeatedly in our findings. Specifically, students noted challenges identifying what courses and programs have a DEI focus. Faculty shared the need for training to engage in DEI conversations in the classroom or more broadly, and staff reported similar concerns when interacting with students and co-workers. Importantly, these concerns were mirrored by some student complaints about situations where faculty and staff appeared unable to engage in such conversations and course delivery. This was further illustrated by underrepresented students reporting difficulty connecting to campus, faculty, staff and their peers without intentional spaces or options for finding support. At the same time, some staff and faculty reported perceptions of inequalities they face based on gender, race, staff status, faculty rank, national origin and age. Each of these examples reveal

---

the importance of institutionalizing equitable and inclusive practices throughout the normal operations of campus life.

To this end, we recommend greater incorporation of explicit equitable and inclusive practice requirements throughout curricular, co-curricular, and workplace protocols and contents.

We thus recommend creating spaces and opportunities for engagement and communication between diverse groups within our overall campus community. Examples of this type of action could include (1) intentional forums or spaces for faculty and staff who share specific underrepresented identities; (2) mandatory DEI training for all faculty and staff through human resource and other faculty professional development avenues; (3) reports by Human Resources on workplace dynamics, with particular focus on any patterns involving DEI issues; (4) the visual display of more inclusive and diverse narratives and representations on campus; and (5) articulating current staff responsibilities to align their DEI efforts and time spent with their official job descriptions and evaluation protocols. Each of these efforts could begin the process of emphasizing equity and inclusion in everyday campus operations among and between faculty and staff populations.

We also recommend similar actions in relation to student populations and the intersection of student experience with faculty and staff. This could involve engaging in similar actions to those noted above for student populations. It could also involve efforts to increase school spirit and connectivity via targeted events, opportunities and collective meetings. This could further involve acknowledging and working toward the provision of symbolic and physical spaces for underrepresented students to build community, connection and ties to the broader campus. This might also involve more systematically and intentionally incorporating students—as well as faculty and staff—from underrepresented populations in our high impact, engaged co-curricular endeavors. In all these ways, our existing student focused efforts and organizations could be paired with new initiatives to foster more connection and greater opportunities for inclusion on campus for students from a wide variety of backgrounds and experiences.

As noted in the resource subsection above, we can also work toward accomplishing student desires for more easily recognizing DEI content in course offerings and programs and more easily locating potential mentors and role models on campus. Especially with the development of a centralized DEI senior leadership position and a staff to support that position, it would not be difficult to create a website featuring DEI-focused course offerings, majors, and programs on campus. There could also be a system, whether via badges or another mechanism, developed for illustrating such courses and offerings in the academic catalogue. A similar type of resource could be created to highlight and make visible faculty from underrepresented backgrounds. In these ways, we could simultaneously make DEI content more visible in our curriculum presentation and make it easier for students to find such content in their own educational planning, registration consideration, and advising interactions.

We recommend that the University develop its identification of vendors that are owned by women or minorities, and facilitate ways for these vendors to market their products to the University and to encourage University departments and schools to offer opportunities to such vendors. The University should solicit, counsel, advise and make available every opportunity for small and diverse businesses to participate in the procurement process. One of the ways we can do this is collect information on diverse businesses so when there is a need we can proactively contact suppliers who registered with the

---

University. The University should validate that suppliers are being categorized correctly in our ERP system and report transactional values related to diversity total spending accurately.

In sum, we recommend the integration—and presentation—of equitable and inclusive practices throughout the everyday operations of the University. In so doing, we can transform DEI efforts from a side project accomplished, to an extent, by a section of the population into an institutional priority demonstrated and voiced throughout University operations and interactions.

---

## APPENDICES

### PRESIDENT'S LETTER

We are witnessing the pain, sadness, and frustration that many in our community and across the nation are facing. We are simultaneously outraged and confounded at the inhumanity witnessed in the deaths of George Floyd, Breonna Taylor, Ahmaud Arbury, Nina Pop and many others.

We continue to face outward displays of racism, implicit bias, violence, and racial injustice. Many of us in higher education have worked for years to promote diversity and social justice. But much work remains. We will continue to promote self-reflection, community-wide dialogue, and mutual understanding and respect, but we recognize we cannot meet our goals without more robust student, faculty and staff participation.

Our new reality of living with COVID-19 has been challenging, and the social isolation and distancing has further divided our society. While we work toward our coming together for Fall 2020, we must be more committed than ever to live up to our shared values that are articulated in the Spartan Code. The code intones that we are a community committed to the values of honesty, citizenship, inclusion, respect, responsibility and life-long learning. And as such we all agree and pledge to honesty, citizenship, inclusion, respect, responsibility and life-long learning.

To live the Spartan Code means combatting racism in all forms. This involves recognizing our privilege and using our individual and collective voices to promote justice. It means standing in solidarity with our black faculty, staff and students knowing that many of us will never understand their experiences. It means continually evaluating our campus climate and striving to be better. It means showing up and affirming each other, not just now in a time of crisis, but all of the time.

If you would like to share comments or concerns regarding our campus climate with the Dean of Students Diversity Advisory Group, you can email [diversityadvisorygroup@ut.edu](mailto:diversityadvisorygroup@ut.edu). The group will meet next week to discuss feedback we've received and action steps moving forward.

We care about our UT Spartans. If you need support, there are a variety of resources:

- If you have been impacted by current events, need support and would like to speak to a counselor please contact [counseling@ut.edu](mailto:counseling@ut.edu).
- For student organization support please contact Erika Buckley, Associate Director of Leadership and Diversity Education, [ebuckley@ut.edu](mailto:ebuckley@ut.edu).
- To report any bias incidents in the UT community the Bias Education Resource Team is available and can be contacted through the chair, Sabrina Griffith, Director of Student Care and Advocacy, [sgriffith@ut.edu](mailto:sgriffith@ut.edu).

Take care of yourself and each other. Know your Spartan Community is always here for you.

Regards,

Ron Vaughn, President

David Stern, Provost

Stephanie Russell Krebs, Vice President of Student Affairs and Dean of Students

James MacLeod, Chairman of the Board of Trustees

---

## DEI TASK FORCE MEMBERS

### Core Task Force

#### **Lonnie Bryant**

Professor of Finance and Chair of the Department of Finance

#### **Claire Cilien**

Former Black Student Union Member; Alumna

#### **Sabrina Griffith (Fall 2020 – Feb 25, 2021)**

Former Director of Student Care and Advocacy; Alumna

#### **Art Goon**

Director of Graduate and Continuing Studies

#### **Leander Hamilton**

Assistant Director of Human Resources

#### **Arthur Hollist**

Professor of English; Faculty Community Engagement and Responsible Citizenship Committee

#### **Stephanie Russell Krebs**

Vice President for Student Affairs and Dean of Students

#### **Hannah Lammon**

Student, Dean of Students Diversity Advisory Group member

#### **Ana Maia**

Senior Associate Director of Leadership and Assessment

#### **Marte Marshall**

Student, Graduate Assistant for Retention Initiatives

#### **David Stern**

Vice President for Academic Affairs and Provost

#### **J Sumerau**

Associate Professor of Sociology and Director of Applied Sociology

#### **Adrienne Wilson**

Assistant Professor and Masters of Educational Leadership Program Coordinator; Faculty Diversity Committee Co-Chair

---

## **Task Force Subcommittees and Chairs**

### **Campus Climate**

#### **Adrienne Wilson, Chair; Faculty, Education**

Jen Wortham, Faculty, Health Sciences and Human Performance

Sangbum Ro, Faculty, Management

Alisha Menzies, Faculty, Communication

Claire Cilien, Student

Dylan Stephens, Student

Lonnie Bryant, Faculty, Finance

Haydn Rubelmann, Staff, Biology

### **Curricular Inventory**

#### **Arthur Hollist, Chair; Faculty, English**

Gary Luter, Faculty, Theatre and Dance

Destiny Lane, Student

Abigail Hall, Student

Karla Borja, Faculty, Economics

### **Co-Curricular Inventory**

#### **Ana Maia, Chair; Staff, Leadership and Engagement**

Erika Buckley, Staff, Leadership and Engagement

Molly Butters, Staff, Career Services

Hannah Lammon, Student

Michelle Mooney, Student

### **Benchmarking**

#### **J Sumerau, Chair; Faculty, Sociology**

Autumn Brucato, Staff, International Programs

Anthony Dodd, Student

Rachel Killam, Staff, Career Development and Engagement

Stephanie Russell Krebs, Staff

### **DEI Practices**

#### **Art Goon, Chair; Staff, Graduate and Continuing Studies**

Kelsey San Antonio, Staff, Human Resources

Paula Pack, Staff, Retention Initiatives

Marte Marshall, Student

Jennifer Alger, Staff, Athletics

David Stern, Faculty

### **UT as a Workplace**

#### **Leander Hamilton, Chair; Staff, Human Resources**

Cheri Etling-Paulsen, Faculty, Finance, Associate Dean for Teaching and Learning

Sabrina Griffith, Staff, Operations and Planning

Jay Langdoc, Staff, Information Technology and Security

---

## FACULTY DIVERSITY COMMITTEE RECOMMENDATIONS

**From:** Claudia Aguado Loi <CAGUADOLOI@ut.edu>

**Sent:** Monday, March 15, 2021 10:14 AM

**To:** PROVOST <PROVOST@ut.edu>; Stephanie Russell Krebs <SRKREBS@UT.EDU>; Lonnie Bryant <LBRYANT@ut.edu>

**Subject:** Recommendation for Task Force - HR/Admissions and a raised concern

Good morning Taskforce Co-Chairs,

We write you to share a recommendation and a raised concern/observation for consideration from the Diversity Faculty Committee.

**Recommendation:**

**We recommend that HR and admissions revisit policy/plans for recruiting new candidates to ensure current actions are deliberate in seeking underrepresented minority (URM) candidates and students.**

This recommendation was formulated based on several considerations:

- (1) findings from the DEI survey,
- (2) UT student census,
- (3) observations in our work and classroom spaces, and
- (4) and longstanding dialogue within our committee.

The proportion of underrepresentation minorities (URM) on campus (student and faculty, especially) is less than the Tampa Bay Community (U.S. Census, 2020) and neighboring college ([Link to data visual](#) – student data). We acknowledge that private universities such as Rollins and Elon University share similar representation gaps; however, there is room to improve as a whole. Although our hiring and admission plans may include statements that encourage URM to apply, our practices may need further enhancement to ensure they are transparent and deliberate in finding qualified URM candidates. These plans can be reviewed internally or by others deemed most appropriate by Taskforce.

**Raised Concerned and Observation:** Last year and entering the Spring semester was a time of much political unrest. Polarizing political thought and messaging on a national level has impacted the DEI climate in our community- and as such, the greater climate of our campus. This was made evident through bias incidence reports, student self-reporting, workspace reporting, and the DEI survey our committee conducted this year. As a committee, we acknowledge that we are faced with two choices:

- (1) Stand aside and brace for continued reverberations of greater political unrest and the inevitable impact on our Spartan community.
- (2) OR to make abundantly clear that polarizing division must not infringe on our vulnerable community members' rights or our Spartan code – The committee's preferred choice.

UT must be prepared to prevent a backlash against vulnerable campus groups, educate our community, and remain consistent in our unity and Spartan pride messages. Although it appears we are in a lull of harmful language towards URM or language against DEI activities in education settings, it has not disappeared; thus, we must remain vigilant and proactive in our actions.

The committee appreciates the Taskforce's commitment to DEI and, we thank you in advance for your consideration.

Claudia and Adrienne

**Claudia X. Aguado Loi, Ph.D., MPH, CPH, CHES**  
Assistant Professor

---

## STUDENT GOVERNMENT RESOLUTION



Dear Dean Krebs and Dr. Stern,

In years past, this year especially, our student body has faced a multitude of trials and tribulations when looking at the diversity of our campus community. A recurring student concern that needs to be addressed is the University of Tampa's action regarding diversity, equity, and inclusion (DEI). While we have innumerable possible areas of growth, there are a few key requests that the student body insists requires swift university action. The following letter calls for improvement in student's exposure to DEI in our classroom setting and to support a DEI Center.

- In first year BAC courses, our focus on diversity needs to occur more than one week out of the school year and incorporate long standing, interactive, and efficient lessons.
- Diversity training for faculty and staff so that programs and classes create a classroom environment conducive to student's learning.
- Going beyond diverse thought in non-western/international and global course requirements and incorporating diversity education.
- A physical diversity center, where feedback and opinions from student groups will be the leading element.
- Promoting opportunities for individuals to seek knowledge on different social identities, simultaneously removing the burden from students who relate to those identities.
- A long standing commitment to diversity, equity, and inclusion that is non-performative and measurable.

The Student Affairs mission statement lists a core value as "Recognize and address the needs of differing student populations." This is the highest priority of students and we are calling on the University to thoroughly review and act on these requests. We are optimistic to see real action behind the university's Diversity Task Force and are hopeful that the student body's desires for more movement of DEI initiatives at UT is reflected in the Task Force's recommendations.

Our campus, faculty, staff, and especially students will greatly benefit from these adaptations and the sooner we see action, the more our campus will flourish. To create a community that our students can learn and grow in, we need the opportunity to educate every individual on the different social identities. If we can do so in a non-token format, our campus community will truly be able to flourish.



Blossom Madubike  
*SG Director of Diversity*

Abigail Byrne  
*SG President*

Brianna Rubenstein  
*SG Vice President*

Nia Dyson  
*Black Student Union Treasurer*

Cameron Cornock  
*VP Student Veterans of America*

Allen Lopez  
*SG Speaker of Assembly*

Mihir Patel  
*SG Chief Justice*

Gwendlyne Guido  
*SG Director of Communications*

Zoe Berman  
*SG Director of Programming*

Gaby Almeida  
*SG Director of Programming*

Juliana Fray  
*Supervisor of Elections*

Surabhi Jois  
*Judicial Advisory Board Justice*

Maggie Sperry  
*Judicial Advisory Board Justice*

Anna Kartashova  
*Judicial Advisory Board Justice*

Cassie Disharoon  
*Chair of Campus Life*

Ananya Varma  
*Chair of Finance*

Haley Tobin  
*Campus Wide Senator*

Jacob Corrao  
*Campus Wide Senator*

Alyssa White  
*Campus Wide Senator*

Paul Siegel Nativ  
*Campus Wide Senator*

Avianna Gonzalez  
*Senior Senator*

Lynzi Baxter  
*Junior Senator*

Michael Mugno  
*Junior Senator*

Haleigh Hafner  
*Sophomore Senator*

Bella Burgui  
*Sophomore Senator*

Dakota Smith  
*Freshman Senator*

Burak Cimen  
*Freshman Senator*

---

## DEI TERMINOLOGY

### ABLEISM

Prejudiced thoughts and discriminatory actions that favor able-bodied people

### ACTIVE LISTENING

A process of hearing and understanding what someone is saying by empathizing with the speaker(s) and considering their perspective(s)

### ACCULTURATION

Assimilation to a different culture; typically the dominant culture

### ACHIEVEMENT GAP

Refers to outputs; the unequal or inequitable distribution of educational results and benefits

### ADULTISM

Prejudiced thoughts and discriminatory actions, such as treating someone as weak or unintelligent because they are not adults; usually those of older persons against younger persons

### AGEISM

Prejudiced thoughts and discriminatory actions, such as referring to someone's age in a context in which age isn't relevant, based on differences in age; usually those of younger persons against older persons

### AHISTORICISM

A tendency to be unconcerned with history or historical events, a lack of regard for history; specifically a system of thought or analysis which fails to view persons, texts, cultural phenomena, etc., within their historical context

### ALLYSHIP

An active verb; leveraging personal positions of power and privilege to fight oppression by respecting, working with, and empowering marginalized voices and communities; using one's own voice to project others', less represented, voices

### ASSIMILATION

The process of adapting or adjusting to the culture or behaviors of a dominant or majority group or nation

### BIAS

Pre-formed negative opinion or attitude toward an individual or a group of individuals who possess perceived common characteristics such as sex, race, color, religion, national origin, disability, gender identity or expression, sexual orientation, age, military or veteran status, marital status, genetic information or any other protected characteristic.

### BICULTURAL

A person who functions effectively and appropriately and can select appropriate behaviors, values, and attitudes within either of two cultures; a person who identifies with two cultures

### BIPHOBIA

An aversion toward bisexuality and bisexual people as individuals

### BIPOC

Meaning "Black, Indigenous, and People of Color" it acknowledges the varying identities and experiences formerly included in the people of color (POC) conversation and accounts for the erasure of black and indigenous people

### CIS

A gender identity in which a person's experiences of their gender matches the gender and sex they were assigned at birth

### CISGENDERISM

A socially constructed assumption that everyone's gender matches their biological sex, and that that is the norm from which all other gender identities deviate

---

**CIVIL RIGHTS**

The rights established and ensured by a state government regarding political and social equality

**CLASSISM**

Any attitude or institutional practice which subordinates people of a certain socioeconomic class due to income, occupation, education, and/or their economic status; a system that works to keep certain communities within a set socioeconomic class and prevents social and economic mobility

**CODE-SWITCHING**

The conscious or unconscious act of ‘switching’ between two languages, dialects, or intonations depending on the specific situation of who one is speaking to, what is being discussed, and the relationship and power and/or community dynamics between those involved

**COLOR-BLINDNESS**

A term referring to the disregard of racial characteristics. Proponents of color-blind practices believe that treating people equally inherently leads to a more equal society and/or that racism and race privilege no longer exercise the power they once did, while opponents of color-blind practices believe that color-blindness allows those in power to disregard or ignore the history of oppression and how it is experienced today

**CRITICAL RACE THEORY (CRT)**

Recognizes that racism is endemic to American life; expresses skepticism toward dominant legal claims of neutrality, objectivity, colorblindness, and meritocracy; challenges ahistoricism and insists on a contextual/historical analysis of the law; presumes that racism has contributed to all contemporary manifestations of group advantage and disadvantage

**CULTURAL APPROPRIATION**

The act of members of dominant/powerful/privileged groups claiming ownership of, or the rights to, less powerful/privileged groups’ cultural and/or religious symbols, dress, and ceremonies

**CULTURAL COMPETENCE**

The ability to effectively and empathetically work and engage with people of different cultural identities and backgrounds in order to provide safe and accountable spaces for dialogue and discourse; cultural competence is relevant in all fields of work, education, and informal social interactions

**CULTURE**

The patterns of shared basic assumptions, behaviors, and experiences within a group of people that are learned by and taught to new members in order to guide them in the appropriate and inappropriate ways of perceiving, thinking, feeling, and acting

**DIALOGUE**

A bi-directional conversation between people of two different groups or communities coming together to create and recreate multiple understandings of a topic or issue

**DISABILITY**

Being differently abled (physically, mentally, emotionally) from that which society has structured to be the norm in such a way so that the person is unable to move, or has difficulty moving—physically, socially, economically—through life

**DISENFRANCHISED**

Being deprived of power and/or access to rights, opportunities, and services

**DISCRIMINATION**

Actions or thoughts, based on conscious or unconscious bias, that favor one group over others

---

**DIVERSITY**

A multiplicity of shared and different individual and group experiences, values, beliefs, and characteristics among people; an emphasis on access to an institution and representation within the student body; a “mix” of differences around sex, race, color, religion, national origin, disability, gender identity or expression, sexual orientation, age, military or veteran status, marital status, genetic information or any other protected characteristic.

**EMBRACE DISCOMFORT**

The act of putting yourself outside of your comfort zone, and into situations in which you are not privileged where you otherwise would be \*Does not include putting oneself in physical danger!\*

**EMPATHY**

A learned skill that allows one to recognize and deeply listen to another’s story or experiences, and connect them to common understandings and emotions; differs from sympathy

**EMPOWERMENT**

Cultivate collaborative learning experiences to connect people, purpose, and practice toward a common goal of equity for all students

**EQUALITY**

Treating everyone the same but giving everyone the same opportunities regardless of their differences

**EQUITY**

The situation in which all people or groups are given access to the necessary number and types of resources for them so as to achieve equal outcomes; emphasis on achieving similarity in educational outcomes and experiences; race-conscious awareness of how race and ethnicity can affect the opportunities available to an individual

**EQUITY GAP**

Inequities that occur when biased or unfair policies, programs, practices, or situations contribute to a lack of equality in educational performance, results, and outcomes

**EQUITY-MINDEDNESS**

Involves data-driven inquiry into student outcomes, new and intensified awareness of identity-based inequities as institutional problems; personal and collective responsibility for achieving outcomes. Equity thinking promotes robust discussions about gaps in student outcomes because it focuses attention on factors within the realm of institutional control

**EXPLICIT BIAS**

Refers to the attitudes and beliefs we have about a person or group on a conscious level. Much of the time, these biases and their expression arise as the direct result of a perceived threat

**FEMINISM**

The pursuit of the social, economic, and political equality of all people, regardless of sex, gender, sexuality, race, geographic allocation, body size, socioeconomic status, physical and mental ability, and religion

**FUNDAMENTAL ATTRIBUTION ERROR**

The often-unconscious bias to place more emphasis on perceived internal or innate characteristics to explain someone’s behavior in a given situation; doesn’t take into consideration the external factors that can, and often do, impact an individual’s behavior

**GENDER**

The socially constructed roles, behaviors, activities, and characteristics that a given society categorizes as ‘masculine’ and ‘feminine’; is not defined by one’s biological sex

**GENDER IDENTITY**

A person’s individual and subjective sense of their own gender; gender identities exist in a spectrum, and are not just masculine and feminine

**GENDER NEUTRAL PRONOUN**

Pronouns that do not adhere to the he:she and his:her binary, and can refer to a number of different gender identities. Examples include but are not limited to they/them/their, ze/hir/hirs

---

**GENOCIDE**

The intentional attempt to completely erase or destroy a people through structural oppression and/or open acts of physical violence

**GENTRIFICATION**

Demographic shifts that usually occur in big cities in which upper-middle class and/or racially privileged individuals and businesses move into historically working class and poor and/or racially oppressed neighborhoods and communities

**HEGEMONY**

One group or community holding all authoritative power or dominance over other groups in a given society, geographical region, and/or political system

**HETERONORMATIVITY**

A socially constructed assumption that heterosexuality is the natural norm from which all other sexual preferences deviate; the assumption that everyone identifies as heterosexual until shown or proven otherwise

**HOMOPHOBIA**

On a personal level, homophobia is a fear, aversion, or dislike of homosexuality and people who identify as homosexual; on a social level, homophobia is the ingrained structural discrimination against homosexuality and those who identify homosexual that prevents access to certain resources or opportunities and inhibits individuals from feeling safe or able to be socially recognized as homosexual

**HORIZONTAL HOSTILITY**

The structural strategy to intentionally place two or more oppressed groups in competition with one another; a strategy that aims to divide and conquer

**INTERCULTURAL COMPETENCE**

The capability to shift cultural perspective and appropriately adapt behavior to cultural difference and commonalities

**IMMIGRANT**

A person who moves out of their country of birth, supposedly for permanent residence in a new country

**IMPLICIT BIAS**

Refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness

**INCLUSION**

Involves bringing together and harnessing diverse forces and resources, in a way that is beneficial; puts the concept and practice of diversity into action by creating an environment of involvement, respect, and connection—where the richness of ideas, backgrounds, and perspectives are harnessed to create common value

**INCLUSIVE EXCELLENCE**

A focus on intellectual and social development; attention to cultural differences learners bring to the educational experience; purposeful development and utilization of organizational resources in support of a welcoming community

**INSTITUTIONAL OPPRESSION**

The systematic mistreatment and dehumanization of any individual based solely on a social identity group with which they identify that is supported and enforced by society and its institutions; based on the belief that people of such a social identity group are inherently inferior

---

## **INTERSECTIONALITY**

The intersection of race, class, gender, and ability identities within each individual that informs how one views, discusses, and navigates through the world; the way each of us views and discusses the world

## **JUSTICE**

The establishment or determination of rights according to rules of law and standards of equity; the process or result of using laws to fairly judge crimes and criminality

## **LGBTQ+**

The umbrella community of people who identify as lesbian, gay, bisexual, trans, two-spirit, queer, questioning, intersex, and/or asexual

## **MARGINALIZE**

The systematic disempowerment of a person or community by denying access to necessary resources, enforcing prejudice through society's institutions, and/or not allowing for that individual or community's voice, history, and perspective to be heard

## **MICROAGGRESSION**

The brief and commonplace verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative racial, gender, sexual orientation, and religious slights and insults that target a person or group. Perpetrators are usually unaware that they have engaged in an exchange that demeans the recipient of the communication

## **MINORITIZED**

A racial, ethnic, religious, or social subdivision of a society that has been treated as subordinate to the dominant group in political, financial, or social power without regard to the size of these group

## **MOBILITY**

The ability to move through society, both physically and socioeconomically

## **MONONORMATIVITY**

The assumption that romantic and sexual relationship can only occur, or are only normal, between two monogamous partners

## **MULTIETHNIC**

A person who identifies as coming from two or more ethnic groups; a person whose biological parents come from different ethnic groups

## **MULTIRACIAL**

A person who identifies as coming from two or more racial groups; a person whose biological parents come from different racial groups

## **NATIVISM**

Prejudiced thoughts or discriminatory actions that benefit or show preference to individuals born in a territory over those who have migrated into said territory

## **NONVIOLENCE**

A strategy employed by social and civil advocates that stresses social and political change through acts that do not involve physical violence against oneself or others; nonviolent language is used to imply language that does not perpetuate structural inequalities

## **OPPORTUNITY GAP**

Refers to inputs; the unequal or inequitable distribution of resources and opportunities

## **OPPRESSION**

The systemic use of power and the effects of domination that results in one group benefiting at the expense of another

## **PATRIARCHY**

A social system and institution in which men have primary power in the political, social, economic, legal, and familial spheres; patriarchy favors male-dominated thought, and is centralized on the male narrative or perspective of how the world works and should work

---

**PREJUDICE**

A preconceived, often unconscious, judgment or opinion about a person or group; usually a negative bias

**PRIVILEGE**

Benefit, advantage, or favor granted to individuals and communities by unequal social structures and institutions

**QUEER**

An umbrella term within the LGBTQ+ community that refers to anyone who doesn't prescribe to societal views of gender and sexuality; implies elasticity and a resistance to the notion of a predetermined gender and sexual identity based on biology

**QUESTIONING**

Someone who is questioning their gender identity and/or sexuality

**RACE**

A term used to identify and define individuals as part of a distinct group based on physical characteristics and some cultural and historical commonalities; once used to denote differentiations in humankind based on physiology and biology, race is now understood as a social construct that is not scientifically based, though is still commonly associated with notions of biological difference; race is still sometimes perceived as innate and inalterable

**RACISM**

An ideology and institution that reflects the racial worldview in which humans are divided into racial groups and in which races are arranged in a hierarchy where some races are considered innately superior to others; racism is the effect of domination of certain racial groups by other racial groups, historically the domination of people of color by White/European peoples

**RECLAIM**

To take back or demand the return of something that was lost or taken away; to restore to a previous state

**REGIONALISM**

The concept that develops from a sense of identity and loyalty to a region

**REFUGEE**

A person who flees for refuge or safety, especially to a foreign country, as in time of political upheaval, war, etc.

**RESPECT**

Giving consideration and attention to a given person, group, or situation that takes another's perspective and experiences into account

**SAFE SPACE**

Spaces in which people, often of marginalized or underrepresented social groups, can say, be, and share their experiences without fear or judgment

**SALIENCY**

Characteristic of a feature that is made prominent, important, or is brought to the forefront of a person's social identity and how they are perceived by others

**SENSE OF BELONGING**

Is relational and reciprocal; It's the "I am we and we are each" phenomenon. In essence, "a feeling that members matter to one another and to the group, and shared faith that members' needs will be met through their commitment to be together"

**SILENCING**

The conscious or unconscious act of excluding or inhibiting certain groups' voices, thus preventing their experiences, perspectives, and histories to be heard

---

**SLUR**

An insulting or derogatory comment, reference, or label

**SOCIAL JUSTICE**

The practice of allyship and coalition work in order to promote equality, equity, respect, and the assurance of rights within and between communities and social groups

**SOLIDARITY**

Unity or agreement based on shared interests and objectives; long-term mutual support within and between groups

**STEREOTYPE**

An attitude, belief, feeling, or assumption about a person or group of people that are widespread and socially sanctioned; though stereotypes can be positive and negative, they all have negative effects because they support institutionalized oppression by validating

**STEREOTYPE THREAT**

The risk of internalizing and confirming others' negative biases towards one's social group

**SUPREMACY**

The superiority of one group of people over other groups of people through a system of domination and subordination

**SYSTEMIC RACISM**

A form of racism that stems from social and political hierarchy

**TOKENISM**

The practice of doing something (such as hiring a person who belongs to a minoritized group) only to prevent criticism and give the appearance that people are being treated fairly

**TOLERANCE**

Acceptance and open-mindedness to cultures, practices, and attitudes that are different from one's own; does not necessitate agreeing with those differences

**TRANSPHOBIA**

Prejudice and/or discrimination against transgender or gender nonconforming people

**UNCONSCIOUS BIAS**

Negative stereotypes regarding a person or group of people; these biases influence individuals' thoughts and actions without their conscious knowledge. We all have unconscious biases

**UNDERREPRESENTED STUDENT**

Racial and ethnic student populations that are disproportionately lower in number to its general population of students

**WHITENESS**

Like race, whiteness is a social construct rather than an essential characteristic or biological fact; is used as cultural property, and can be seen to provide material and/or social privilege to those who are considered White, pass as White, or are given honorary White status

**WOMANISM**

Pertaining to a type of feminism that acknowledges the abilities and contributions of black women

**XENOPHOBIA**

The fear or dislike of things, cultures, forms of expression, or people that are different from oneself and one's own experiences of the everyday; fear of that which seems foreign or strange