

DIVERSITY ACTION PLAN

THE PRESIDENT'S COUNCIL ON DIVERSITY

UNIVERSITY OF FLORIDA

AUGUST 2011

Preamble: Pursuant to the University of Florida's Strategic Work Plan approved by the Faculty Senate and President and reviewed favorably by the Trustees, and the Trustee-approved goals for the President, it is essential to the fulfillment of the University of Florida's educational, research, educational access, and service mission that its faculty, student body and campus community be broadly diverse. Broad diversity encompasses all aspects of individuals that contribute to a robust academic, research, and campus environment including experience, perspectives, disciplines, geographic background, talent, socio-economic background, disability, ethnicity, race, gender, and other characteristics. Where "diversity" is used in this Action Plan, it implies the broadest definition of diversity. UF's multi-faceted mission as a whole provides educational benefits to all UF students, Florida, the nation, and society.

Some aspects of broad diversity have been achieved, while others have not and remain a significant focus. The components in this Action Plan are aimed at increasing the missing aspects of broad diversity that may change over time and must be realized to achieve UF's associated mission-driven education, access, research, and community-service objectives.

The institution considers a critical mass of individuals who are members of minority groups, are women, or are members of a low socio-economic or other under-served group to be important and assesses whether a critical mass of such representation has been achieved across the institution and in all disciplines. In this context, critical mass means representation that is adequate to achieve the following objectives¹:

1. Break down stereotypes about faculty, students, staff, and others who are members of that group or gender and provide educational benefits to all students.
2. Promote dissolution of isolation and marginalization to relieve individuals who are members of that group or gender from such feelings that hinder full participation in educational, research, and service activities as individuals and not as representatives of their group or gender.
3. Create broadly diverse classroom, laboratory, and other curricular and co-curricular experiences to teach all students to work creatively, collaboratively and productively with individuals of different backgrounds and experiences, including those of different races, genders, and socio-economic backgrounds.
4. Enhance the multicultural competency of the faculty and student body in teaching, learning, and research—enabling them to include people of a wide range of perspectives, backgrounds, races, genders, and experiences— and providing opportunities to enhance learning and research outcomes by expanding the potential to broaden issue-identification, problem-solving, and collaboration.
5. Contribute to the University's ability to serve the needs of the state of Florida, the nation, and all of society for a well-qualified and diverse citizenry, workforce, and academic research community—with the associated benefits to our democracy, society, economic strength, and national security--taking into account the changing demographics of the state of Florida and the United States, as well as the evolving global focus of society.

In addition, as a federal contractor, UF is required to establish reasonable goals and take reasonable action to seek to include minorities and women who are underutilized in certain disciplines at UF as compared with their availability in the qualified labor pool. These goals are included in an annual Affirmative Action Plan.

Embracing diversity is a shared responsibility, focusing on the broad areas of desired change within the institution, and requires the entire University community to participate. This Diversity Action Plan is designed

¹ "Under-served" as used in this plan means lack of such critical mass or underutilization as defined by federal law or regulation.

to guide and coordinate campus efforts to increase diversity among faculty, staff, and student constituent groups, and to foster a broadly diverse campus community. It will serve as a living document that represents a synthesis of the thoughts, ideas, and recommendations from a broad cross-section of faculty, staff, and students. Lastly, this Plan details areas where needs for broader diversity are identified, and lists ways in which these problems may be addressed.

Potential Initiatives:²

A. Clearly define and publicize the University's commitment to diversity.

1. Develop a comprehensive communications and marketing program to advance diversity by expressing that UF is a welcoming and inclusive institution for diverse internal and external stakeholders. Initiate proactive, ongoing media campaigns to support the efforts to foster a welcoming campus climate.
 - a) Issue an annual status report documenting progress made toward increasing faculty, staff and student diversity.
 - b) Publish available diversity-related events, offices, programs and groups within the university.
 - c) Sponsor an open campus forum each year at which the progress that has made and continuing issues can be discussed.
 - d) Develop a "Diversity" website that provides the current demographic profile of students, faculty and staff.
 - e) Produce quarterly online diversity newsletter (Multi-Gator) containing information on diversity activities, programs, and accomplishments.
 - f) Develop brochures on UF diversity and include a statement from the President.
 - g) Establish an International Business Etiquette and Manners website to assist with intercultural communication, and an appreciation of cultural differences.

(University Relations with Institutional Equity & Diversity and President's Council on Diversity, and, as needed, the International Center)

B. Create a welcoming environment for individuals of all races, genders, nationalities, religions, sexual orientation, sexual identity and expression, viewpoints, ethnicities, and for those with disabilities.

1. Senior vice presidents and vice presidents are accountable for achieving a greater sense of community on campus that is characterized by a climate of inclusion. **(President)**
2. Deans and academic department chairs are accountable for creating and maintaining a climate of inclusion within their college and academic units. **(Sr. Vice Presidents)**
3. UF leaders clearly articulate broad diversity as a key contributor to educational and research excellence in a diverse and global society through specific efforts. **(President, Cabinet, and Deans)**
4. Make available a wide range of services and curriculum materials to assist faculty in creating a classroom climate in which all students have the opportunity to gain experience working with broadly diverse colleagues and can participate fully and succeed. **(Sr. Vice Presidents)**
5. Develop a diversity training workshop for student leaders of all registered organizations as a part of the leadership training program. **(Student Affairs)**
6. Develop policies and practices to ensure residential facilities foster a greater understanding of diversity, and each provides an inclusive and welcoming environment for a diverse population. **(Housing & Residence Education)**
7. Establish Community Partnerships with particular emphasis on K-12 education, youth development, neighborhood stabilization, support of non-profit partners, and engagement of UF students in the life of Gainesville. **(University Relations, President and Cabinet)**

² The lead office in whose purview each potential initiative falls is noted. Collaboration among many offices is contemplated and advice will be provided by the General Counsel's Office as needed as initiatives are further designed and pursued to ensure that design specifics are both effective and legally sustainable.

8. Create a Community Advisory Board to serve as a resource and clearinghouse for issues and concerns impacting UF's diversity initiatives (i.e. representatives for the City, County, School Board, Chamber of Commerce, Santa Fe College, Law Enforcement, Ministerial Alliance, Real Estate Association, etc.). **(University Relations and President's Council on Diversity)**

C. Recruit and retain more women and individuals from diverse backgrounds in faculty positions.³

1. Deans and academic department chairs are accountable for increasing the representation of women and minority faculty where they are not well represented by factoring in annual evaluations, among many other considerations, the record of barrier removal and outreach efforts in their areas, as well as concrete steps taken to make progress against goals in disciplines where under-utilization exists under OFCCP regulations. **(Senior Vice Presidents)**
2. Deans and academic department chairs are accountable for ensuring search committees are well trained and supported, seek individuals with demonstrated conduct of inclusion, and determine the adequacy of outreach in the search process, as well as adopting other excellent practices to break down barriers and reach out to under-served individuals. The objective is to provide good opportunities and encouragement for women, minorities and other under-served people to apply and compete for faculty positions where they are not well represented and are needed to achieve mission-critical broad diversity on the faculty. **(Sr. Vice Presidents)**
 - a) Require the search committee chair and members to be trained in the search process within two (2) years before the search, including diversity outreach and barrier removal. **(Dean and Academic Department Head/Hiring Authority)**
 - b) Include diversity representatives on search committees where support is needed. **(Dean and Academic Department Head/Hiring Authority)**
 - c) Before finalizing job specifications and advertisements, review qualification requirements to eliminate unnecessarily restrictive definitions (which have the effect of unnecessarily excluding qualified minorities, women and those from other under-served groups). Require search committees to do the hard work of individualized, holistic assessment of the accomplishments, intellectual capacity and promise for the professoriate of prospects and applicants **(Dean, Academic Department Head/Hiring Authority & Search Chair)**
3. Conduct aggressive national searches for faculty and administrative positions with emphasis on robust outreach to build a broadly inclusive pool of qualified applicants, including but not limited to women, minorities, and other under-served people. Among many other qualities factored favorably in holistically assessing applicants--of any race or gender-- is having a record of inclusive conduct and breaking down barriers for self or others in work and educational activities. **(Vice Presidents and Deans)**
4. Explore a faculty exchange program with historically black institutions. **(Sr. Vice Presidents)**
5. Limit the number of approved faculty recruitment waivers. **(Vice Presidents & Human Resource Services)**
6. Engage and provide support for Equity Officers to assist in robust outreach encouraging applications by women, minorities and others from underserved groups for faculty and staff positions. Designate Equity Officers from the academic units to promote a welcoming climate, ensure diversity on and training of search committees, and mentor new faculty members of all races and genders. **(Vice Presidents, Deans and Department Chairs)**
7. Create cluster positions in multiple and broadly defined disciplines providing for simultaneous hiring of several faculty members who are less traditional in their individual disciplines or interaction with other disciplines. These positions are mission-critical because they foster multi-disciplinary research. As an ancillary benefit, the flexibility of discipline definitions, openness to non-traditional backgrounds, and simultaneous availability of multiple positions increases the potential competitiveness of qualified minorities and women for whom there is a

³ These targeted outreach and recruitment efforts are undertaken to provide meaningful opportunities for all, including people from under-served groups, within the context of regular, broad-based outreach and recruitment.

pipeline problem (limited availability) in certain more narrowly defined disciplines. **(Sr. Vice Presidents)**

8. Foster a climate within each unit that is welcoming and inclusive for all individuals. **(Deans and Department Chairs)**
9. Encourage qualified minority undergraduates to apply to graduate school at UF as a means of increasing the diversity of the graduate student and future faculty pools. **(Deans and Department Chairs)**
10. Determine if there is a “trainable cohort” of graduate students from under-served groups that could ultimately expand the qualified available pool of junior faculty in fields where female and minority representation is limited, but the OFCCP’s 80% test of under-utilization is not met due to a pipeline problem. If so, identify training programs in which individuals from under-served groups can be encouraged to participate. **(Deans and Academic Department Chairs)**
11. Work with AAU peer institutions to build a consortium of graduate students and post-doctoral fellows (including those who foster diversity) at each institution who may be encouraged to seek experience in (and be recruited by) other consortium institutions and then may compete for junior faculty positions throughout the AAU. **(Sr. Vice Presidents)**
12. Implement the search guidance available at <http://www.aa.ufl.edu/aa/facdev/> and require certification of the adequacy of outreach, including but not limited to outreach targeted to minorities and women, prior to closing the application period. (Use a bullet list or the form for search outreach plans or other methods to track robust outreach.) Include in the bullet list or other methods, guidance on advertisements and position descriptions “seeking faculty of all races and genders that practice conduct of inclusion.” **(Deans and Department Chairs)**

D. Recruit, retain and graduate more of undergraduate and graduate minority students and women (or men) in fields where they are not well represented.⁴

1. Evaluate strategic plans and recruitment programs to determine how to enhance success in outreach to under-served students to increase their applications and yield at UF. Determine causes of those that are not successful and correct them. **(Vice Presidents)**
2. Encourage academic deans and department chairs to facilitate faculty involvement with undergraduate recruitment. **(Sr. Vice Presidents)**
3. Colleges should visit targeted institutions (e.g. high schools, churches, and military) with a high concentration of minorities and any under-served gender to introduce them to UF and its array of programs and opportunities. **(Deans)**
4. Introduce more diverse curriculum offerings to attract a diverse student audience and to enrich the understanding of the contributions made by women and minorities to various fields of study. **(Academic Deans and Departments Chairs)**
5. Develop a Peer Partners Program that matches students who are diverse in relation to each other and are enrolled in the same program to enhance full participation and enhanced multi-cultural collaboration by all. **(Academic Deans and Department Chairs)**
6. Develop mentoring / community building programs for any students who have demonstrated barriers to overcome for success. **(Deans and Department Chairs)**
7. Develop a MentorNet or e-mentoring program by which undergraduate and graduate students in science and engineering, whose backgrounds and experience indicate a need, can be mentored by professionals in industry and universities. **(Deans and Department Chairs)**

E. Provide incentives to academic units and academic support units for developing best practices and models for increasing diversity.

1. Establish awards programs that would recognize the following:
 - a) A staff member who has consistently demonstrated an appreciation of diversity,
 - b) A faculty member who has demonstrated exceptional contributions to advance diversity by

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- fostering an inclusive, welcoming environment for all and providing multi-cultural opportunities for all students in their faculty roles,
- c) A unit that has implemented an exceptional diversity program or activity to enhance the recruitment, retention, academic success and graduation of students of under-represented groups whose inclusion is needed to achieve mission-critical broad diversity, and
 - d) An individual or organization external to the university that has performed extraordinary service in support of students or members of under-represented groups whose inclusion is needed to achieve mission-critical broad diversity. **(President)**
2. Sponsor an annual Best Practices for Achieving Diversity Conference & Awards ceremony that will include a nationally prominent keynote speaker. **(President and Cabinet)**

F. Provide high quality diversity education, orientation, and training available to all members of the university community.

- 1. Develop instructor led diversity awareness workshops to embed knowledge and to explore sensitive issues in a structured environment. **(Training & Organization Development)**
- 2. Training:
 - a) Publicize the existence of diversity training workshops at UF.
 - b) Incorporate diversity training as part of an online New Employee Orientation.
 - c) Incorporate diversity training in the Supervisory Challenge program.
(Training & Organizational Development)
 - d) Include diversity training as a part of New Faculty Orientation. **(President's Cabinet with Assistance of UF HR Training & Organizational Development)**

G. Collect data and create databases to systematically and effectively assess progress to achieve diversity goals.

- 1. Data:
 - a) Recruitment, employment, retention and promotion rates of women and minority faculty and administrators.
 - b) Recruitment, employment, retention of women and minority students.
 - c) Identify disciplines in which women or minorities are under-utilized in UF's faculty and staff using the OFCCP's 80% test. Report to unit head and relevant Senior Vice President, Vice President and Dean.
 - d) Identify disciplines where under-utilization does not exist under OFCCP's 80% test, but women or minorities are not well represented, and there is a pipeline problem (i.e. limited availability of qualified women or minorities) with a trainable cohort and opportunity to build capacity and improve access. Report to unit head and relevant Senior Vice President, Vice President and Dean.
 - e) Review faculty and TEAMS recruitment summaries monthly, and report disparaging patterns to the appropriate hiring authorities and report to unit head and relevant Senior Vice President, Vice President and Dean.
 - f) Identify other underserved groups and undertake similar data gathering for them.
(Office of Institutional Equity & Diversity)
- 2. Reporting:
 - a) Advise the Vice President for Human Resource Services on UF's progress to achieve diversity goals, and recommend the alignment or realignment of programs and initiatives based on collective assessments.
 - b) Communicate results of any diversity survey.
 - c) Serve as a resource and report to the university community on diversity initiatives and concerns. **(President's Council on Diversity)**

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The term "underutilized" is used by the Federal Office of Federal Contract Compliance Programs to refer to the presence of fewer minorities and women in a particular job group than would reasonably be expected, given their availability.