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Dear Members of the USF Community:

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

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

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

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

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

Thank you for all that you do for USF.

Steven C. Currall
President
University of South Florida
Letter from Vice President Haywood Brown

Dear USF Community,

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

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

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

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

Sincerely,

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

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

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

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

USF will be featured, along with other recipients, in the November 2019 issue of INSIGHT Into Diversity magazine.
“An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity.”

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

**Presidential Advisory Committees:**

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

**Community Advisory Committees:**

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

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

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

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

SOL will continue to join USF departments/organizations and community entities to address pressing issues impacting Latinos and other underrepresented minorities.
The Committee on Issues of Sexual Orientation and Gender Identity (CISOGI) focused on two main goals during 2018-2019: (1) increasing the visibility of LGBTQ+ people and issues at USF and (2) increasing financial support for LGBTQ+ students. CISOGI works to increase visibility in many ways, from tabling at New Student Orientation to participating in the Tampa Pride parade. Lavender Graduation was this year’s signature event. Many students at USF are openly LGBTQ+ on campus, in their classes, in their residence halls and student organizations, but are still unable to be their true selves with their families, in their workplaces, or in their hometowns. Statistics show that this sort of division of the self can be detrimental and especially when it comes to major events like graduation. Dr. Ronni Sanlo, activist, academic, and playwright, founded Lavender Graduation as a safe space for LGBTQ+ students to celebrate earning their degrees while also being openly LGBTQ+, and CISOGI hosted the 2nd Annual USF Lavender Graduation in April. It was quite a coup for CISOGI to feature Dr. Sanlo as this year’s keynote speaker. In addition to providing each graduate with a personal certificate of achievement and a rainbow sash, naming the four recipients of the 2019 USF Alumni LGBT Scholarship and the recipients of the 2019 USF PRIDE awards for students, staff, and faculty. CISOGI honored Dr. Karen Berkman, Executive Director of the USF Center of Autism and Related Disabilities, with the inaugural USF PRIDE Lifetime Achievement Award for her years of dedication to improving access and inclusion for LGBTQ+ people at USF.

CISOGI worked with USF Foundation to establish the CISOGI LGBTQ+ Scholarship. This additional avenue of LGBTQ+ directed funding is intended to support students who face financial hardship because they have been disowned by their families based on their sexual, affectionate, or gender identities, orientations, or expression. Thanks to several generous donors, the scholarship fund already has several thousand dollars.
The Committee on Black Affairs (COBA) is responsible for advising the University of South Florida (USF) President on matters affecting Black faculty, staff, student, and alumni of the University as well as the Tampa Bay community; this comprehends the University’s relationship with the Black community and monitoring campus climate of “quality of life” issues. COBA is one of several presidential advisory committees charged to increase communication and collaboration across the USF campus concerning issues of diversity, equity and inclusion.

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

COBA dedicates its talents to diversity advocacy and represents at Tampa Organization of Black Affairs (TOBA), NAACP, USF Black Alumni Society, MLK Parade Foundation, USF Office of Supplier Diversity, US Representative Kathy Castor’s Black History Month Community Program, United Negro College Fund 13th Annual Tampa Bay Black History Month, USF Research Bootcamp, USF Presidential Search Committee Interviews, Black Faculty and Staff Association Breakfast and Mentoring Program, and Black and Brown College Bound Summit. During the 2018-2019 academic year, several members of COBA were acknowledged and awarded for their leadership including USF’s Fall 2018 Honorary Degree Recipient and Joel August Rogers Unsung Heroes Award in Education.
The Title IX Presidential Advisory Committee advises the University of South Florida (USF) President on matters relating to the University of South Florida’s compliance with the Title IX Educational Amendments of 1972. These amendments deal with nondiscrimination on the basis of sex in education programs and activities receiving or benefiting from federal financial assistance. Specifically, the Committee is charged with monitoring, evaluating and determining if sex equity exists in the areas of Financial Aid, Student Housing, Admissions, Intercollegiate Athletics, and Compensation. In collaboration with the Title IX Office at USF, the Presidential Advisory Committee provides representation and additional advocacy regarding these matters. Title IX welcomed a new committee chair and a new Title IX Senior Coordinator. In addition to the shift in leadership, shifts to the current federal regulations of Title IX are expected. In preparation, the committee has been revisiting current Title IX policies to increase knowledge on the topic to be more vigilant of the anticipated changes. The committee connected with campus offices involved in the Title IX process and invited them to meetings to discuss their roles and how policies are carried out. Upon changes to federal law, USF is expected to move expeditiously to update and modify policies and procedures. This will impact how Title IX related issues are adjudicated at the university. By increasing and diversifying the committee’s knowledge and expertise, the committee can advocate for appropriate facilitation of Title IX policies to monitor, evaluate and determine sex equity in areas that promote diversity and inclusion and to address mitigating campus sexual violence within the USF community. To help support expansion of staff resources and funding to support Title IX within the DIEO Office, the Title IX committee will work this next year to increase professional knowledge of Title IX and ongoing communication with campus partnerships and to collaborate with campus partners in awareness events and preventative outreach efforts to include the annual USF Title IX Conference. Additionally, the committee will be implementing a subcommittee to work with the Title IX Office to update policy and procedure 0-004 and other related procedures/policies to reflect upcoming changes to federal law(s).
The Women’s Status Committee (WSC) is charged to advise the University of South Florida (USF) President on matters affecting women faculty, staff, and students of the University. WSC focuses initiatives towards university policies pertaining to the welfare and activities of women such as educational and employment opportunities and social cultural climate on campus. In addition, WSC supports efforts initiated by the Center for Victim Advocacy and have co-sponsored events, the most recent collaboration being April 2019, Coffee and Consent. WSC has been an active voice for victims’ services. In August 2018, there were efforts to substantially change the system of victim services at USF by reducing or eliminating on-campus victim advocacy. WSC leadership initiated dialogue with university staff and administrators and included other presidential advisory committees. After several months of encouraging engagement from USF’s faculty and students and attempting resolutions, several WSC members were invited to serve on the newly developed Campus Coordinated Response Team to assess and review victim services across all three USF campuses.

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

Going into the 2019-2020 period, the Women’s Status Committee will diversify membership and increase support and resources for the women on the University of South Florida campuses. In Spring of 2018, the Women’s Status committee conducted a survey of students, faculty, and staff. WSC will be using the recorded data to organize WSC priorities for the upcoming year. This includes programming, partnerships across campus, and highlighting areas that need support.
The Committee on the Status of Men was charged by the University of South Florida (USF) President to the substantial graduation achievement gap between female and male students at the University of South Florida. Reflecting national and international trends, the gender achievement gap at USF has been persistent, stable, and may even be widening. It is evident across all demographic groups and present system-wide. For the 2014 FTIC Tampa cohort, the 4-year graduation gap is 19.8%. This gap narrows at the 6-year rate, which for the 2012 FTIC Tampa cohort was 9.5%.

A positive sign is that in the most recent measure of first-year retention on the Tampa campus, for the first time males had slightly higher persistence rates than females at 91.2%. Nevertheless, this is a complex problem that will take a coordinated, strategic, and long-term approach across all units to substantively improve the overall performance of USF’s male students. In close coordination with Student Success and Diversity, Inclusion, and Equal Opportunity, the Committee on Status of Men has initiated or contributed to several initiatives for male student success. The committee launched an inventory of male success programs and practices across the USF system to promote cooperation and shared learning, initiating a “nudge” campaign. By using an analytic platform, targeted and timely messages can be sent to students to encourage them toward key services such as academic advising, career counseling, New Student Connections, and the Academic Success Center. During a recently launched multi-year Male Student Speaker Series, the committee has had opportunities to meet with national leaders in male student success from Stony Brook University, Miami University of Ohio, and the University of Central Florida to discuss the concern of graduation rates and what strategies were used to initiate positive outcomes. To introduce initiatives and facilitate discussion, the Committee organized and planned an internal marketing campaign based on presentations for key stakeholder groups during the 2019-2020 academic year. This includes the Campus Leadership Council, Faculty Senate, Council of Deans, Associate Deans Council, Council on Academic Advising, Council of Chairs, Student Success Council, and other groups on all three campuses. The Committee on Status of Men developed a university-wide male success strategic plan to raise awareness and establish guiding principles to raise male achievement through programs, policies, practices, and innovations in three broad areas: Academic Performance, Wellness, and Student Engagement.
The Latin Community Advisory Committee was established in 1988 when a group of community educators and business leaders approached then President Borkowski with the purpose of linking the Latin community of Tampa Bay and the University of South Florida. Its mission is:

1. To serve as a bridge between USF and the Hispanic Community,

2. To assist USF in increasing the number of Hispanic faculty and decision-making administrators, and the number of Hispanic students enrolling and completing their degree at USF and,

3. To inform USF about the needs and value of Hispanics in order to respond to the impact of the growing Hispanic population in our community, state, and nation.

The Committee serves as a catalyst and its purpose is to advise the President on issues, programs, and initiatives, both internal and external, as they relate to Hispanics. It assists the President in linking various Hispanic organizations and individuals in the community, locally, regionally, and internationally, for purposes that will further USF’s mission and strategic plan. It takes pride in serving as champions of USF in the Hispanic community, and in recognizing Hispanics through appropriate University channels. In 1992, The Committee helped institutionalize a scholarship program that provides funding for talented Latino students with financial need from our Tampa Bay community. That program is in its 28th year. In 2004, the Committee created the Hispanic Pathway Awards which each year recognizes USF faculty, staff and students during USF’s Hispanic Heritage Kick-off for their outstanding research and/or outreach that creates pathways to the betterment of the lives of Latinos.
The African American Advisory Committee (AAAC) oversees the Dr. Israel “Ike” Tribble, Jr. Endowed Scholarship. The scholarship was established in 2003 to assist disadvantaged students who have proven themselves academically, but lack financial resources. The AAAC’s annual fundraiser to raise money for this scholarship was the Kente Awards and Scholarship Dinner which morphed and expanded into the Kente Awards and Scholarships Luncheon.

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

At this annual Luncheon which AAAC participates in planning, the AAAC nominated, selected and presented the Joyce Russell Kente Alumni Award to Ernest Boger (USF’s first African American student) and the Joyce Russell Community Leader Award to Robert P. Blount, III (the two people in the center of the picture above. The other people in the picture are some of the members of the AAAC).

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

- Malcolm Forbes
USF is dedicated to student access, learning, and success through a vibrant, interdisciplinary, and learner-centered research environment incorporating a global curriculum. The Office of Diversity, Inclusion and Equal Opportunity is proud to work alongside programs with comparable initiatives including the Office of Multicultural Affairs (OMA) and USF Health Student Diversity and Enrichment. DIEO is proud to foster the initiatives of the diversity committees of each college and department. Their efforts and outreach propel USF towards becoming a more diverse and inclusive environment. DIEO will continue to advocate and stride towards a more perfect practice of encouraging thoughtful and deliberate integration of diversity into everyday practice; preparing students for an increasingly pluralistic and democratic society; and empowering students to compete in the global marketplace.
The Office of Multicultural Affairs (OMA) is within the division of Student Success. OMA is a student-focused department that coordinates educational, cultural and social programs to foster experiences. OMA consists of a team of diversity educators and equity-minded practitioners who strive to develop interculturally mature global citizens who are prepared to thrive in diverse environments. The work of the office contributes to the commitment of student success, inclusive excellence, and career readiness by facilitating education, advocacy, and community building throughout campus. OMA promotes initiatives that celebrate diversity and contributes to enhancing the visibility of underrepresented students at USF. OMA strives to create mattering and a sense of belonging for underrepresented students and positively impact their persistence and graduation rates through community building, leadership development, and serving as a bridge to institutional resources. OMA student programming includes Cultural Heritage celebration months, Intercultural Student Leadership Conference (ISLC), iBuddy international student mentoring program and Multicultural Community (MCC), as well as educational sessions such as Safe Zone and UndocuALLy.

SAFE ZONE TRAINING

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

UNDOCUALLY

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

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

CAMPUS PRIDE INDEX

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

GENDER INCLUSIVE & SINGLE STALL RESTROOM MAP

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

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

https://www.google.com/maps/d/viewer?mid=1OH5s0VmUmzd_6MijHze90KAcq0&ll=28.063762477060635%2C-82.41347910714723&z=17
Stonewall Suites Living Learning Community provides a space where students can live and learn in an inclusive community. LGBTQ+ and allied students can find and create an environment of awareness, respect, and advocacy for all sexual orientations and gender identities. The Office of Multicultural Affairs (OMA) and the Department of Residential Education (RE) have worked closely together to develop strategies, with support from the Department of Women & Gender Studies to use data and assessment, collaborate with faculty, and develop innovative programming that emphasizes intersecting identities within the LGBTQ+ community, through the implementation of the Stonewall Suites Living Learning Community. These strategies have created opportunities which foster student learning beyond the confines of the classroom to enhance and support the success of LGBTQ+ students. This collaborative work is rooted in research that demonstrates the need for targeted outreach and support for LGBTQ+ students. Recent research shows that LGBTQ+ students are more likely to perceive a chilly campus climate and to report lower levels of overall engagement on their college campuses. Given the relationship between LGBTQ+ perceptions of campus climate and levels of student engagement, these results are not surprising. Research also shows that higher levels of student engagement are directly linked to higher levels of persistence and academic performance, thus using student engagement data to drive queer student programming and initiatives is imperative. From a university perspective, the purpose of the Stonewall Suites is to ensure that barriers to LGBTQ+ student success are removed/lessened, increase LGBTQ+ engagement, and ensure that the collective strategies lead to increase engagement levels, persistence and retention.

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

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

Highlights of the week included the Cultural Bowl where over 80 students representing the colleges, schools and academic programs competed in a friendly but spirited game of trivia won by the Morsani College of Medicine. The featured speaker of the week was former pro hockey player Harrison Browne, the first openly transgender athlete to play on a professional sports team. Harrison shared his inspiring story of coming out as a trans man during his 3-season stint playing for the National Women’s Hockey League. He later held a more informal, “up close and personal” question and answer session which was attended by members of Health’s LGBTQ+ community and allies. In recognition of Black Heritage Month, the community came together for a Lunch and Learn entitled “Voices of Leadership” – A Panel Presentation of African-American Leaders at USF Health. Training programs were also provided throughout the week on various topics, including “Unconscious Bias Training” sponsored by the Offices of DIEO and MCOM Student Diversity and Enrichment. Participants were challenged to expose their own deep rooted biases and were given tools to adjust their patterns of thinking to help eliminate biased behavior in the future. The week concluded with the annual Cultural Fiesta featuring the USF Health Museum of Art and Culture. Members of the Health community submitted their own works of art and cultural artifacts that were exhibited in The WELL (Wellness, Engagement, Leadership and Learning) which was transformed into a museum. This festive event included a sampling of food and wines from around the world, models wearing native garments, music, dancing, cultural performances, and food trucks serving international cuisine. More than 1000 attendees took part in the closing festivities.
The Arts
The College of The Arts (CoTA) Diversity Workgroup Committee prioritizes the college’s investment to diversity even before determining potential faculty or staff. The Diversity Workgroup Committee provides diversity questions vetted by DIEO to faculty and staff search committees. Each search committee selects a member that is responsible for asking questions to see if candidates are proficient with diversity issues and is willing to work towards ameliorating CoTA’s academic culture. Prior to providing the search committees with diversity questions, the Diversity Workgroup Committee sends the questions to the Dean of the College of The Arts for his approval and update. Search committees are responsible for perusing the answers to diversity questions at the end of their session to make sure candidates will be responsive to CoTA’s diversity goals and will treat all faculty, staff, and students with respect.

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

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

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

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

Engineering

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

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

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

The College of Marine Science (CMS) seeks to build upon the prior successes, lessons learned, and best practices of the Sloan Minority PhD (MPHD) programs. Although CMS has witnessed a steady increase in the enrollment of underrepresented minority (URM) students within STEM graduate programs in recent years, numbers remain low compared to their representation in our country. In particular, CMS plans to recruit thirty scholars over a three-year period and provide each scholar with five-year funding packages. CMS plans to catalyze institutional partnerships between USF and minority serving institutions and foster a PhD pipeline of URM students into the College of Marine Science. In Fall 2018, faculty members from five minority serving institutions (MSIs), (Morehouse College, Spelman College, University of the Virgin Islands, Xavier University of Louisiana, and Savannah State University) were invited to visit CMS for a Faculty Visitation Program. The goal of the Faculty Visitation Program was to establish new research collaborations between USF and MSIs. Faculty members from these institutions recommended students for CMS’ first NSF Research Experiences for Undergraduates (REU) supplement program in Summer 2020. The objective of the supplement was to provide an interdisciplinary research and professional development experience that will encourage underrepresented minority students to pursue both STEM graduate education and careers. Another goal of the program was to develop PhD student pipeline, especially with students from other disciplines (engineering, computer science, mathematics, bio-med, etc.) who have historically not entered graduate programs in Marine Science. The REU program director coordinated professional development workshops, lab tours, graduate seminars, a research cruise, and social/team building activities. This effort was in line with the Alfred P. Sloan Foundation, who designated USF as one of eight University Center for Exemplary Mentoring. The five participating faculty members trained students in marine chemistry, marine microbiology, marine physics, marine geochemistry, and marine geology. These initiatives will broaden the ethnic and racial range of people at USF CMS and in geosciences, which will lead to higher levels of scientific innovation.

Medicine

The University of South Florida Morsani College of Medicine’s (MCOM) Office of Student Diversity and Enrichment (OSDE) administers programs and partnerships to enhance the pool of applicants to medical school, both locally and nationally, and promote the cultural competency of all MCOM trainees and learners. For 16 years, the Pre-health Scholars Program has provided academic enrichment and career exploration activities to enhance the academic credentials and interpersonal and intrapersonal competencies of URM and disadvantaged undergraduate students interested in pursuing careers in medicine. To encourage URM and disadvantaged high school students to consider careers in the health professions, OSDE partners with USF Upward Bound and College Reach Out Program and area public schools. For professional students and trainees OSDE facilitates several engaged learning activities, such as the Diversity Matters, Safe Zone Ally Training and Poverty Simulation as to ensure MCOM graduates are aware of health care inequities and inequalities and become culturally sensitive health care providers.
Public Health

The College of Public Health (COPH) is committed to continually cultivating and providing a safe, diverse and inclusive community with a global perspective for faculty, staff and students. COPH’s mission is to create an environment that fosters collegiality and embraces diversity and a sense of community. The College has a diversity committee which is chaired by the Director of COPH HR and Diversity Initiatives. To date, committee activities include the creation and maintenance of a COPH Diversity website and development of a diversity climate survey. The biennial Diversity Climate Survey is used to identify ways in which the college can improve the educational and working environment for faculty, staff and students from diverse cultures and backgrounds. The next distribution of this climate survey is scheduled for Fall 2019. The Committee works closely and collaborates with the University’s DIEO Office, Student Disability Services, Office of Multicultural Affairs and USF Health HR to provide a variety of trainings, such as Safe Zone. The Safe Zone Training Program is the University of South Florida’s institutionally recognized LGBTQ+ diversity training program offered through the Office of Multicultural Affairs. The committee is working with this program to offer continued training. For the second year, members of the college diversity committee participated and organized events for this past February USF Health week of multicultural events for all health colleges and programs. The College has revamped the MPH degree to include the new Transforming the Masters in Public Health (TMPH) core curriculum. These courses are infused with cross-cutting topics including research ethics, systems thinking, quality of life, migration, health equity, and cultural competency and health disparities. The required TMPH courses cover all aspects of diversity across disciplines to ensure all MPH students have equal exposure to diversity issues. The College has created pipelines for the professorial ranks by successfully recruiting and promoting women, and Black and Hispanic faculty. Currently, there are 5 faculty searches in progress which have attracted diverse applicants.

Nursing

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

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

In 2014, the USF Department of Anthropology created an ad-hoc, informal Committee on Diversity and Inclusion. The committee was elevated to the status of a permanent committee as reflected in the department’s governance document in 2018. The committee was created to formalize and systematize ongoing efforts at promoting diversity and inclusion in the department and in the discipline of anthropology at large. Its aim was to attract and support faculty, staff, and students who are members of historically underrepresented groups in the discipline of anthropology and in the academy more generally, in the hopes of the further democratization of scientific inquiry and of more equal representation in the classroom, and in order to better respond to community concerns and needs. The committee formulated and began work on an ambitious set of 26 goals and plans for their implementation. These goals include research activities, program development, and measures of accountability. The committee’s concerns and aims, as well as its actionable goals, were announced in an article co-authored with committee members and three Ph.D. graduates from the department and published in 2015 in American Anthropologist, the main journal of the American Anthropological Association. As part of the department’s efforts at meeting its diversity and inclusion goals, in the Summer of 2018 a partnership was formed with the USF Office of Diversity, Inclusion, and Equal Opportunity (DIEO). This led to the creation of a Faculty Fellow position, whereas a member of the departmental committee is given an assignment to work with DIEO. It also led to DIEO conducting two diversity and inclusion workshops for faculty as well as one for graduate student Teaching Assistants in the academic year 2018-19. At its inaugural Inclusive Excellence Luncheon in March, 2019, DIEO recognized the Department of Anthropology with its National Model for Excellence in Diversity and Inclusion.
Computer Sciences & Engineering

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

English

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

One of the major initiatives from the 2018-2019 academic year was building on a survey of faculty and graduate students conducted in the 2017-18 academic year. The committee determined garnering more focused feedback from graduate students and creating a report based on that feedback. Another initiative involved recommending syllabus language for diversity and inclusion. The committee’s major event for 2018-19 was an open forum (in two sessions) for graduate students in English and undergraduate English majors on diversity and inclusion.

The committee shares its findings and discussions with the full faculty to inform best practices in hiring for the coming year.

Initiatives and events for 2019-20 are still being planned, but will include an hour-long workshop at the Fall 2019 department retreat on Diversity and Inclusion with a panel of guests from relevant offices.
For more than four decades, the University of South Florida Sarasota-Manatee (USFSM) has committed to providing life-changing educational opportunities for members of our local community. As a public institution of higher learning, USF Sarasota-Manatee has embraced its responsibility to foster an environment where equity, diversity, inclusion and freedom of expression are not just promoted as aspirational ideals, but fully embedded in the fabric of the University.

In 2015, the Regional Chancellor at USFSM established the Chancellor’s Advisory Council on Diversity, Equity, and Inclusion and challenged a group of highly engaged faculty and staff to develop programs and services to enhance the university’s collective efforts. The strategic advisory council consisted of representatives from all across campus and began its work to ensure that USFSM remains proactive in implementing best practices in ensuring diversity, equity, and inclusion. The Council assesses USFSM’s campus climate, recommends policy and procedural changes, offers trainings and hosts events, and helps ensure that this campus demonstrates a deep-rooted commitment to diversity and inclusion.

During the past three years, this team has developed a comprehensive diversity and inclusion infrastructure at USFSM that reflects a deep commitment to its most important values and implemented a “CLEAR” model that reflects commitment to ensuring equity and inclusion in all areas of USFSM’s operations—Climate, Leadership, Excellence, Access & Success, and Representation.

Though diversity and inclusion work is never finished, the Council has made a significant imprint at USFSM. The Council developed and hosted a series of diversity and inclusion trainings, designed to help participants enhance their understanding of the importance of diversity and inclusion within the community, including best practices in diversity hiring, targeted workshops on disability, neurological atypicality, LGBTQ+ terminology, racial justice, and more. USFSM adopted an Ally program, ensuring that the institution is current with best practices on serving individuals who identify as LGBTQ+ by providing the best possible training for faculty and staff. To date, approximately 65% of full-time faculty and staff are Ally certified. The Council has hosted several community events open to the public on diversity-related topics. This past year, Kemba Pradia Smith, from The Sentencing Project delivered a talk on mandatory minimum sentencing laws. USFSM adopted a “You are Welcome Here” Campaign, kicking off the 2018-2019 academic year. This campaign included bright green floor clings with this message in all of the languages spoken by USFSM students, faculty, and/or staff. Staff members also wear “You are Welcome Here” badges. Additionally, the Council sponsored books for the USFSM Common Read Program, a university-wide endeavor designed to increase students’ critical thinking skills in the area of diversity and inclusion. Book selections include “A Long Way Home,” focused on global identity.
and income insecurity and “The Immortal Life of Henrietta Lacks,” focused on race and the medical discourse surrounding issues of identity and diversity.

The Chancellor’s Advisory Council on Diversity, Equity, and Inclusion has actively supported the work of several other campus entities, including the USFSM Office of Admissions, the Office of Veterans Success, the Office of Student Engagement, and the School of Education. In May of 2016, USFSM opened its Military and Veterans Success Center to provide men and women who have served this country with a welcoming place on campus to adjust to college life with their fellow service members. USFSM faculty research are in the early stages of conducting a comprehensive Quality of Life survey for veterans living in Manatee County. This was design was to gather important information that may influence the services provided in the years ahead. The USFSM Admissions team has participated in the Take Stock in Children (TSIC) program in both Sarasota and Manatee counties. TSIC provides a unique opportunity for low-income and at-risk students, many from minority families, to escape the cycle of poverty through education and mentorship. In addition, USFSM has a strong partnership with UnidosNow, a local non-profit organization that works to enhance the quality of life for the growing Hispanic/Latino community through education, integration and civic engagement. Each summer, USFSM hosts 50 high school juniors and seniors who participate in the UnidosNow Future Leaders Academy that helps the students prepare for college. USFSM is committed to supporting several programs that benefit young African-American students at the elementary school and middle school level. USFSM School of Education volunteered at Booker Middle School as part of Project SAIL (Summer of Arts Integrated Literacy) to help incoming sixth graders retain what they learned the previous school year while gearing up for the next one. In May, USFSM hosted approximately 175 fifth-graders from Bay Haven and Emma E. Booker elementary schools for its annual “What Can I Be with A College Degree” program. This popular program started five years ago to expose students to the college environment and encourage them to set a goal of earning a college degree through career exploration.

USFSM formed an external Community Diversity Advisory Board, comprised of minority leaders in the local community. This board meets with USFSM leadership to ensure the Council continuously reflects the diversity and inclusion values that define the Sarasota-Manatee region. Members provide advice and are valued partners as the voice of the community. In addition, with eyes fully set on growth, and expansion of programs and services, USFSM is currently conducting a national search for an incoming full-time Diversity and Inclusion Officer—a position the Regional Chancellor created to advance the progress USFSM has made even further.

A student-led Multicultural Affairs Committee helps promote the value of diversity within the student body throughout the year. Each February, a series of programs are held during Black History Month. In September for Hispanic Heritage Month, USFSM Latin American Student Association celebrate with a “Service Saturday” project at the Lutheran Services of Florida to assist Spanish-speaking refugees and other immigrants by sharing information about holidays and other aspects of living in the United States. In October, USFSM celebrates LGBTQ+ History Month with a variety of programs. Other sponsored programs and initiatives include an Autism Awareness Lunch and Learn, Fat Tuesday, a Native American Heritage Celebration, Safe Zone Training, and Taste of the World, featuring food samplings from various cultures. The Council has sponsored funding for selected student leaders to attend national trainings on issues related to diversity and inclusion.

USFSM Council and its partners demonstrated accomplishments of innovation and promoting of diversity and inclusion ideals. Through collaboration both internally and externally, the Council has revitalized the institution’s historical commitment to bettering the community and tending to diversity and inclusion needs.
The University of South Florida St. Petersburg (USFSP) has progressed towards its commitment and responsibility for equity, diversity and inclusion. Throughout the campus, multiple initiatives have been established to embetter the USFSP community.

Several of USFSP’s colleges have made significant advancements and were recognized for their achievements. The College of Arts and Sciences (CAS), Psychology Department was recognized as a National Model of Excellence for Diversity and Inclusion by the Office of Diversity, Inclusion and Equal Opportunity. That department will now be a model of inclusive excellence for other departments throughout the USF system.

The College of Education’s STEM Summer Camps won the Inspiring Programs in STEM Award from the Insight Into Diversity Inspiring Programs, which is an initiative that encourages and supports the recruitment and retention of women and underrepresented students into all STEM fields.

The Kate Tiedemann College of Business’ Mentorship Program offered by the Women and Leadership Initiative (WALI) supports three major objectives: education, empowerment, and professional success. The Program maintains a strong belief in open dialogue, education, and sharing of resources to progress to an equitable future. During the past year, WALI collaborated with Accendo who lead LEAD Forward Roundtables, who are peer-supported groups of accomplished C-suite female leaders and certified executive coaches.

Additionally, the student organization, Business Opportunities for Student Success (BOSS), a women’s professional development group dedicated to informing upcoming professionals on how to navigate the workplace as a woman, provided women in the community the opportunity to vocalize their general concerns. Their accomplishments include generating over $1,300,000 in federal tax credits for predominantly lower income Pinellas County residents. Also, BOSS provided funds for its event

Multiple offices on campus have participated and established initiatives for diversity. This includes the Chancellor’s Office, Administration and Finance, Campus Recreation, Center for Innovative Teaching & Learning, Student Affairs and Student Success, Student Success Center, Global Initiatives Office, Office of Multicultural Affairs, Pinellas Access to Higher Education, Quality Enhancement Plan, and Nelson Poynter Memorial Library.

The Chancellor’s Office implemented initiatives focused on students with disadvantaged backgrounds and students of underrepresented racial minorities. Its Emerging Scholars Program successfully welcomed to USFSP four high achieving students from two South St. Petersburg high schools, and provided each a 4-year tuition scholarship, while pairing them with each of the scholars had successful first years, and each returned for the Fall 2019 semester. During Fall, 2019, the Emerging Scholars Program expanded to include support from USFSP leadership and COMPASS, a first year student experience program to promote student success.

The Underrepresented Racial Minority Post-Doctoral Fellow Program was extended as well. USFSP established two programs this year for promising students: “Mentoring Students of Color” professional development session and the Student Support Services program. The Student Support Services program identifies and provides services to promising students from disadvantaged backgrounds. Additionally, the Office successfully implemented the #BeHerdUSFSP2019 Student Climate Survey. Revisions of recruitment/ hiring processes implemented through regular communication and collaboration with the Chief Diversity Office.

Administration and Finance awarded the Buyer of the Year Award from the USF Office of Supplier Diversity. This award recognizes a USF Buyer or purchasing specialist who has shown an exceptional commitment in utilizing and promoting business opportunities for diverse owned suppliers. This award spotlights and celebrates an individual within the USF Purchasing Office who significantly excels and continually meets the challenges of driving diversity within the USF supply chain.

Campus Recreation’s students and professional staff participated in Students with Disabilities Etiquette Training. Additionally, new ADA accessible equipment includes an elevator at the Fitness Center and a kayak dock.

The Center for Innovative Teaching & Learning (CITL) sponsored its 4th Annual Bay-to-Bay learning Symposium, themed “Diversity in Action,” and was focused on engaging underrepresented populations and promoting learning through diverse experiences. Keynote Speaker was Dr. Freeman A. Hrabowski, President of the University of Maryland, Baltimore County (UMBC). Named one of America’s Best Leaders by U.S. News & World Report in 2008 and one of the 100 Most Influential People in the World by Time Magazine. The week before Fall classes started, CITL held its Week of Teaching: Student Disability Services Workshop. The workshop focused on online and face-to-face classroom management strategies and university support resources for students with disabilities.

The Division of Student Affairs and Student Success implemented multiple diversity initiatives, including Safe Zone / Ally Training, Courageous Conversations training, and inclusive practices training for staff (eg. TransCare, Disability etiquette and Ableism, Adaptive Software). Student Affairs and Student Success supported efforts for of Gender Neutral Restrooms, Nursing Rooms, and Food Pantry (opening Fall 2019). Additionally, Student Affairs and Student Success participated and facilitated in several diversity conversations, including “Wednesdays at the O” - bi-weekly open dialogue sessions for students, faculty, and staff, focused on various diversity and current events related topics. Additionally, Student Affairs and Student Success hosted Professional Development Day focused on Disability Services and Access for students and Compass - Lunch & Learn Learning Journeys, where students can engage with faculty outside of the classroom.

The Student Success Center (SSC) promotes a caring, welcoming environment that is safe for all students to struggle, fail, learn, and achieve by having peer tutors who are CRLA trained and certified to ensure students receive the best academic support. The monthly staff meetings help address the acute needs and resources of the student body. In one such case, an SSC tutor connected a homeless veteran with a USF alumnus who operates a group home. As a result, the veteran was able to move out of his car, and into one of the group homes. In addition, tutors are provided strategies on how to accommodate the needs of Autism Spectrum Disorder (ASD) students and students with other cognitive disabilities. SSC also has a school supply pantry where any student can get free notebooks, binders, flash drives, notecards, pens, pencils, and graph paper.

The Global Initiatives Office collaborated with Office of Multicultural Affairs (OMA) by sponsoring a “Culture Shock” workshop that featured international students, a panel, and open dialogue about stereotypes, macroaggressions, and appreciation versus appropriation. Further, the Global Initiatives Office initiated the Faculty Award for Excellence in Global Engagement. This award was designed to encourage international collaboration and campus internationalization, and recognizes a faculty member’s outstanding contributions to international education, campus internationalization, and the International Vistor’s Grant. The grant will support short-term visitors on campus, to include financial support for travel expenses for distinguished international visitors for events such as workshops, lectures, performances, and conferences. Additionally, the Global Advisory Council was established to engage faculty with international student recruitment and support.
“We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.”

-Maya Angelou
MAJOR DIVERSITY EVENTS

Inclusive Excellence Luncheon  
*Keynote Speaker: Kristin Beck*

Latino Scholarship Program

Theodore R. Johnson Scholarship

4th Annual Title IX Conference  
*Keynote Speaker: Sage Carson*

Town Hall  
*Topic: Sex and Race on College Campuses*

Diversity Lecture Series

Student Focused Climate Survey

Love Over Hate Campaign
DIEO hosted its Inaugural Inclusive Excellence Luncheon which explores diversity and inclusion topics that are important to both our internal and external communities through a keynote speaker. This year’s keynote speaker, Kristin Beck or Lady Valor, as she is known, is a retired United States Navy SEAL, who served for more than 20 years in the Special Operation Forces. Kristin is the first openly transgender former U.S. Navy Seal and is currently a civil rights activist. Kristin Beck’s story of incredible accomplishments as a United States Navy Seal and her challenges and triumphs as a transgender woman aligned perfectly with USF’s commitment to create an environment that is safe and welcoming for all and to value the contributions of all our constituencies. USF has made significant strides in creating a positive climate for LGBTQ+ students, staff and faculty. In 2005, USF included sexual orientation in its non-discriminatory policies; began offering domestic partner benefits to all qualified employees in 2010; and, added gender identity and expression to the university non-discriminatory policies in 2012. Most recently, the Campus Pride Index updated the USF score from 3 to 3.5 (out of 5). Kristin Beck’s participation as keynote speaker helped highlight USF’s position to create a welcoming campus climate for USF’s LGBTQ+ community and is consistent with many of the recommendations and goals the Committee on Issues of Sexual Orientation and Gender Identity has shared with the President through their annual report.

USF’s commitment and support of our veterans also tied in perfectly as Kristin delivered a message full of real life experiences that were both powerful and moving.

During the luncheon, DIEO showcased its National Model of Excellence for Diversity & Inclusion which recognizes units within the University who have demonstrated significant accomplishments in inclusive excellence. The Model of Excellence measures the engagement and/or delivery of diversity and inclusion-related content or programming from 10 areas of focus to students, faculty and staff within the Department.

The accomplishments of outstanding individual faculty, staff, and students who have made significant contributions through their work on diversity-related initiatives and projects were also recognized as a part of the luncheon through the Annual Diversity Awards.
The Latino Scholarship Program provides first generation in college Latino students who often face unique cultural, social, emotional, psychological, and financial challenges the support they need to succeed. The Program manages retention, persistence and empowerment, while providing support and advocacy that allows students to successfully navigate college life.

Each student is paired with a community mentor based on their major. Mentors provide guidance and networking opportunities. An orientation at the beginning of each school year and monitoring at the end of each semester provides students guidance, resources, services and timely intervention when needed.

In 2008, the Helios Education Foundation made a transformational gift of 1.25 million to the Latino Scholarship Program. The incentive match scholarships it created are currently providing 20% of all scholarships. At the 2018 Awards Ceremony, the Latino Scholarship Program welcomed 53 new students: 36 freshmen, 17 transfers with average GPAs of 4.0 and 3.8 respectively.

SCHOLARS ........................................... 140
2015-19 GRADUATION RATE ..........97%
2018 RETENTION ..............................100%
GRADUATES ........................................ 500
ENDOWMENTS .................................. 3.4 MILLION
AWARDED FROM INCEPTION ........ 3.4 MILLION

“They are not alone in their college pathway”
Theodore R. Johnson and his wife, Vivian Chesley Macleod Johnson, placed great faith in education to help people improve their lives. He rose to the position of Vice President of Labor Relations at UPS. He believed strongly in the company and bought shares at every opportunity.

Achieving great success, Mr. Johnson felt that he had been lucky in life and he wanted to use his wealth to help people who were less fortunate. Through the establishment of the Johnson Scholarship Foundation, Mr. and Mrs. Johnson sought to help future generations of deserving people obtain education.

The mission of the Scholarship Foundation is dedicated to creating paths to brighter futures. The Johnson Scholarship Foundation has invested in possibilities for over twenty-five years. Through thoughtful planning and strategic partnerships, The Foundation has built a network of innovative funding programs and progressive relationships with some of the country’s most respected and important community programs, schools, colleges and universities. Through the vision of its founder, Theodore R. Johnson, the Foundation has quietly and confidently enabled the education of thousands of students with disabilities, economically disadvantaged students and Indigenous Peoples. With a mission of hope, encouragement and dedication, The Foundation believes that through education, all things are possible—careers are born, citizens become responsible and people become productive members of society.

SCHOLARS ........................................25
GRADUATES ......................................656
ENDOWMENTS .................................600,000
AWARDED FROM INCEPTION .......... 1.7MILLION
The University of South Florida’s Title IX Office hosted a pre-conference event and an all-day Title IX Investigator training for 40 investigators from USF and the state of Florida. More than just the basics, this training provided in-depth and hands on experience, allowing attendees to learn critical investigation skills from two of the country’s foremost Title IX experts, Bev Baligad, J.D. and Rabia Khan Harvey. The training culminated in attendees achieving certification I & II as Title IX Investigators.

On the following day, USF’s Title IX Office hosted the 4th Annual Title IX Conference, Breaking Barriers: Accessing Equity in Education. The conference featured renowned speakers, including advanced and professional topics by Title IX attorney Mariah Passarelli of Cozen O’Connor, and Bev Baligad, J.D., of Academic Impressions. USF faculty and staff were provided a Bystander Intervention training. Other workshops offered included Best Practice for Title IX/VAWA Training, and Trauma-Informed Response to Disclosures. Over 150 attendees enjoyed complimentary breakfast, lunch, and a keynote address by Sage Carson of Know Your IX.
DIEO welcomed Kevin Powell as its Fall Diversity Lecture Series speaker. Mr. Powell is a political, cultural, literary and hip-hop voice who routinely appears in television and radio interviews to discuss current issues of multiculturalism. After his lecture entitled, “I Like It: Young America, Social Media, Pop Culture, and the Power of Voting and Being Woke,” Kevin signed copies of his most recent books, “The Education of Kevin Powell: A Boy’s Journey into Manhood and My Mother. Barack Obama. Donald Trump. And the Last Stand of the Angry White Man.”

Over 75 USF community members were in attendance and participated in an open and engaging conversation, exploring the lived experiences of racism, sexism, and sexual harassment.

TOWN HALL

The University of South Florida’s Office of Diversity, Inclusion and Equal Opportunity (DIEO) hosted its first Town Hall with a focus on Sex and Race on College Campuses.

Dr. Haywood Brown, the University of South Florida’s Vice President for Institutional Equity, moderated. Panelists included Dr. Brenda Walker, professor of Exceptional Student Education and Director of the CAROUSEL Center; Maggie Denney, former Victim Advocate and Assistant Director of Title IX & Deputy Title IX Coordinator; and Shaun Richardson, Success and Wellness Coach.

DIVERSITY LECTURE SERIES: KEVIN POWELL
During the spring and summer of 2018, the Office of the Dean of Students recognized that the University needed to establish an ongoing platform that would help students, faculty, staff, and administrators begin meeting in 2018 to launch the survey, which was conducted from April 8, 2019 to April 29, 2019. With an impressive 22% response rate, the survey far surpassed the national response rate of 15%, and was a huge success. 8,868 students participated. This survey will provide critical insight about the student experience at USF, and will guide the University’s efforts to address the needs of our community. The survey is designed to capture information about a wide variety of topics, including diversity and sexual/relationship violence.

**Love Over Hate Campaign**

“United, We Shape the Future”

During the spring and summer of 2018, the Office of the Dean of Students recognized that the University needed to establish an ongoing platform that would help students, faculty and staff collectively recognize that the University of South Florida had a proactive and established stance on diversity, inclusion, celebration of differences. Too many times the university was asked by students when something hateful was done on campus “what is the university’s stance.”

The Office of the Dean of Students would always say that the university has and continues to have a belief that everyone must “respect the dignity and intrinsic value of all persons.” But the students did not see this as being proactive but reactive to events. So to establish an on-going proactive effort that could live from year to year, the Office established the “Love Over Hate” Campaign.

Led by the Associate Dean of Students, a committee made up of key campus partners, developed a plan to implement the multi-year Love Over Hate Campaign. During the summer of 2018, the committee established a poster campaign. Over 7500 posters, flyers and handbills were printed and distributed to offices all over campus. During the fall and spring semesters, campus leaders (Provost, Deans and Associate Deans, Vice Presidents) tabled in the Marshall Student Center once a week to discuss what diversity means to them and to talk about how the University would approach the campaign over the next two years. The committee collaborated with DIEO to administer the Campus Climate Survey. The committee also created a badging program. Any program that had a diversity or inclusion focus could be recognized as a “Love over Hate” program.
“If we cannot now end our differences, at least we can help make the world safe for diversity.”

-John F. Kennedy
DIVERSITY INITIATIVES

Diversity initiatives strengthen the university community and demonstrate the University of South Florida’s commitment to touching lives and improving the world. DIEO is wholeheartedly invested in USF’s value of global understanding to strengthen its community, and believes inclusive initiatives will further improve upon the university’s culture by deliberate integration of diversity into everyday practice.
The Model of Excellence for Diversity and Inclusion is a 10-tier development. Each tier has several goals to accomplish: Leadership Prioritization, Training, Dialoging, Teaching, Access (for Students), Hiring (for Faculty/Staff), Retention (for Students and Faculty/Staff), Research, Engagement, and Oversight.

This amelioration has shown to benefit faculty, staff and students by improving the quality of education and academic environment. At the college level, every college has an equal opportunity liaison. The college has either a diversity committee or a diversity director/coordinator dedicated to diversity work in the college. Depending on the size of the college, the range of available resources, and the interests in diversity can vary. By establishing the Model of Excellence at a college level, this can help to efficiently communicate diversity standards across the University. DIEO believes in the initiatives of enhancing the sum of each part in order to enhance the whole of the University. Investing in diversity and inclusion, not only adheres to USF values but also strengthens the institution in innovation, research, and global citizens.

Prior to DIEO’s Model of Excellence, several departments developed their own diversity-based programs and curriculums. Since establishing DIEO’s Model of Excellence, more departments have expressed interest in pursuing a diversity program or tailoring pre-existing programs to that of the Model’s Standards. Each of these tiers can be shaped to fit their needs and endeavors. In return, DIEO can act as an accessible resource to foster diversity in conjunction with the colleges’ programs.

At its inaugural Inclusive Excellence Luncheon in March, 2019, DIEO initiated its Model of Excellence for Diversity and Inclusion with its first committees. Two departments were recognized for their efforts: USF Tampa’s Anthropology Department and USF St. Petersburg Psychology Department.
USFSP Department of Psychology designated a Diversity Fellow to help document its efforts, and to help oversee new initiatives, related to diversity and inclusion, using the National Model of Excellence for Diversity and Inclusion as a guide. The Psychology Department was among the first in the nation to require a diversity course as part of the undergraduate psychology curriculum. At USFSP, the Psychology Department was the first to participate in the Regional Vice Chancellor of Academic Affairs Minority Postdoctoral Fellowship Program. The Psychology Department sponsors a speaker series that highlights diverse scientific perspectives. These are but a few examples of the ways in which the department promotes diversity, inclusion, and equal opportunity.

Initially created as an ad-hoc then elevated to the status of a permanent committee, USF Department of Anthropology was created to formalize and systematize ongoing efforts at promoting diversity and inclusion in the department and in the discipline of anthropology at large. Its aim was to attract and support faculty, staff, and students who are members of historically underrepresented groups in the discipline of anthropology and in the academy more generally, in the hopes of the further democratization of scientific inquiry and of more equal representation in the classroom, and in order to better respond to community concerns and needs. The committee formulated and began work on an ambitious set of 26 goals and plans for their implementation. This led to the creation of a Faculty Fellow position, where a member of the departmental committee is given an assignment to work with DIEO. It also led to DIEO conducting two diversity and inclusion workshops for faculty as well as one for graduate student Teaching Assistants in the academic year 2018-19.
The Research Boot Camp is an intensive, one-week program designed to assist women doctoral students, post-doctoral scholars, and junior faculty members in developing the skills necessary for success in the academy. Senior scholars, statisticians, and theorists facilitate workshops intended to help doctoral students conceptualize and design key components of their dissertations including: Research Question and Hypothesis Development, Literature Review, Conceptual Framework Development, Instrumentation, Methodology, and Data Analysis. Senior scholars also mentor post-doctoral and junior faculty members in the development of manuscripts for publication, and clarification of a future research agenda. In addition to the research component, each participant is paired with a senior USF scholar to help cultivate a mentoring relationship.

**Total Number of Participants (by rank)**

In May 2019 there were 21 participants in the RBC. Of the 21 participants 38.1% were doctoral students, 33.3% doctoral candidates, 4.8% post-doctoral scholars, and 23.8% junior faculty.

**Participants by Colleges**

Participants represented 6 colleges including Arts & Sciences, Behavioral and Community Sciences (BCS), Education, Engineering, Nursing, and Public Health. Participants from Arts and Sciences represented 42.9%, BCS represented 14.3%, Education, 19%, Engineering 4.8%, Nursing 14.3%, and Public Health 4.8%.

**Composition of the Senior Scholar Mentors**

Five Senior Scholar mentors volunteered to work with participants for the week of the RBC. Senior Scholars represented the College of Arts and Sciences from the Zimmerman School of Advertising and Mass Communications; the College of Education from the Educational and Psychological Studies department; the College of Education-USF St. Petersburg; the College of Engineering from the Electrical Engineering department; and the College of Pharmacy from Pharmaceutical Sciences.

**Brief Summary of Survey Outcomes**

A preliminary review of the overall experience surveys collected indicated all participants would recommend the Research Boot Camp to others. When asked why (or why not) the participants indicated “I wish I had this earlier. I wanted to finish in 4 years and this Boot Camp could have helped me accomplish that goal” and “We don’t currently have the capacity in my department to offer this rich of an experience and this setting and guidance.” Participants were also asked how instrumental was their Senior Scholar mentor in helping them meet their goals for the week and 70.5% indicated “very instrumental.” All participants indicated they intend to keep in contact with their Senior Scholar mentor after the Boot Camp. Finally, when asked how much progress was made toward achieving their goals, 76.4% indicated they achieved all or they made significant progress toward their goals.

**NSF & AGEP Grant**

The University was recently awarded a National Science Foundation (NSF), Alliance for Graduate Education and the Professorate (AGEP) grant. The Florida AGEP Pathways alliance advances a partnership among four universities with the goal of developing, implementing, and studying a model focused on increasing the number of minority women faculty in STEM. The partnership was funded for over 2.4 million dollars, and will include the University of South Florida, Florida International University, Florida Memorial University and Bethune Cookman University. As an AGEP Pathway model, these institutions will combine their efforts to provide a structured mentoring and professional development program that facilitates the transition and advancement of doctoral, post-doctoral, and early-career faculty minority women in STEM. This project has the potential to increase the number and successful outcomes for minority female doctoral students, post-doctoral scholars, and early-career faculty in the state of Florida.
The semester long Privilege Project consisted of six sequential tasks designed to provide a relevant and meaningful context (privilege) for the statistical content that was being taught. For the first task, students needed to gain some understanding of what intersectionality of privilege entailed and wrote an explanation of their understanding of privilege. This provided a baseline for comparison at the end of the course. The class viewed and discussed videos about privilege. Rather than grapple with self-disclosure, students completed an online survey and reported their privilege scores anonymously using a survey. This created the first data set for statistical analysis.

The second task required a brief description of the class privilege scores. Students used statistical tools to summarize these data. Students explained their thinking regarding which of the computed statistics were meaningful for these data. The cultural relevance of the questions on the survey were discussed, and the students recognized the choice of questions that were included directly influenced the scores.

Students were given the opportunity to imagine life with less privilege by being assigned an alternate identity dossier that was created. Each had a photo of the alternate identity and sparse information about the alternate identity’s gender, gender identity, orientation, socio-economic status, race, health, and/or language. The alternate identities’ stories were compelling and ensured that no one could blame them for their lack of privilege. The students carried their own alternate identity in their hearts and minds for 3 to 4 days. Then they re-took the privilege survey as their alternate identities and generated a new data set for study and comparison. It surprised some of the alternate identities had higher scores than some of the students in the class. The students were very curious about the differences in the distributions of scores from the class and the alternate identity group. This led naturally to the fifth task.

The fifth task required students to prepare a test of hypothesis to determine whether the alternate identity data were taken from a less privileged (hypothetical) population than the population from which the original class data were taken. As a result of their statistical analysis, students found that there was statistical evidence that the data was taken from different populations, indicating there was evidence of privilege as a real social construct. In other words, they found evidence of privilege, for themselves, based on their own data.

The final task in The Privilege Project was for students to write reflections about the course. The topic of privilege engaged students’ hearts and minds, as they constructively developed rich understandings of the math they were learning.

“Overall this class has opened my eyes to the amount of privilege I have and has made me want to give back more to those who are not as privileged, because privilege is not something someone can control and everyone deserves a little help.”
“Peace is not unity in similarity but unity in diversity, in the comparison and conciliation of differences.”

-Mikhail Gorbachev
TRAININGS

A diverse campus environment, in which differences are respected and appreciated, promotes more effective teaching, produces greater learning outcomes, and better prepares students for an increasingly diverse workforce and pluralistic society. Consequently, the University of South Florida acknowledges the educational benefits and is committed to perpetuating initiatives that enhance the diversity and inclusiveness of the campus climate, curriculum, student body, faculty, staff, and administration. DIEO will continue to advocate and stride towards a more perfect practice of maintaining accountability regarding diversity at all levels and across programs; promoting institutional policies, practices, and initiatives that support this process.
Title IX Trainings

VAWA
Personnel of the Title IX Office provide the federally mandated Violence Against Women Act (VAWA) training to all new employees as a part of New Employee Orientation. This live 45-minute training teaches new employees how to respond to disclosures of sexual assault, relationship violence or stalking. Topics include trauma-informed response, providing resources, and recognizing the warning signs of an abuser. In addition, this presentation includes an Active Bystander Training, teaching new employees how to intervene safely, when appropriate, to keep students, employees and visitors safe. Approximately 40 to 50 new employees attend this bi-weekly training, with Title IX personnel training over 1,000 attendees each year.

Responsible Employee
Every month the Title IX Office offers a training for mandated reporters – Responsible Employees who are required to report any Title IX disclosures. This live 1.5 hour training provides attendees with hands-on experience and skills, and includes the federally mandated VAWA training required of all employees. The second half of the training concentrates on the obligations of mandated reporters when they respond to a disclosure. Attendees will experience several scenarios and case studies, and have the opportunity for Q&A with a Title IX expert. In addition to the sessions offered each month by the Title IX Office, individual departments can request a member of the Title IX Office provide this training specifically for their unit. Each year approximately 5,000 employees attend a Responsible Employee Training.

Title IX
Every year departments dedicated to the principals of equity reach out to the DIEO Office to request Title IX trainings. Personnel often customize these trainings to the individual needs of the department. The Title IX trainer has collaborated with departments from every college, Parking & Transportation, Housing & Residential Education, The Office of Orientation, University Police, and USF World, among many others. Additional training in Title IX may also be incorporated as part of a case resolution.

Athletics
Working closely with the Senior Associate Director of Athletics, the Title IX trainer created a customized live program for all athletes. This 1.15-hour training exceeds all NCAA requirements and addresses the unique experiences of college athletes. The trainer facilitates open and honest conversations about consent, alcohol, intervening to protect others, and the values/behaviors expected of student leaders. Separate programs are provided to women’s and men’s teams, allowing the trainer to share with each group the perspective and experiences of their counterparts, fostering understanding and empathy. Students discuss society-based gender expectations, and how these norms impact behavior.
Cultural Sensitivity Training for USF Police Department

This training included interacting and engaging individuals from multiple backgrounds including race/ethnicity, religion, and socio-economic status.

Diversity in the Workplace

DIEO facilitated training for the Muma College of Business’ Management Speaker Series: Diversity in the Workplace, over 50 students participated.

Language and Communications Techniques

The annual All Staff training with Student Health Services was centered on Language and Communications Techniques with Diverse Communities; over 60 university employees participated.

Safe Zone Training

DIEO co-facilitated with the Office of Multicultural Affairs (OMA) Safe Zone Training Program. This is a USF institutionally recognized LGBTQ+ diversity 2 part training program that is organized by OMA. The Safe Zone Training Program aims to educate participants on advocacy for the LGBTQ+ community by promoting understanding, support, and inclusivity through interactive conversations and activities.

I am Latino

This workshop delved into what it means to be Latino: the language, the culture, the misconceptions, the challenges and pride.

Diversity Hiring Best Practices

This session presented strategies to recruit and retain diverse faculty and managerial positions, including: advertising, writing the position description, interview questions, the role of fit and bias (implicit and explicit) and more.

All I’m Askin’... RESPECT

This workshop examined pluralistic and global society and the tendency to judge people as members of a group instead of as individuals.

Esquemas y Estereotipos: Todos los Tenemos!

Este taller estudia la presencia de esquemas y estereotipos y el efecto negativo que tienen tanto en el ambito laboral como personal.

Unconscious Bias

DIEO facilitated training with Morsani College of Medicine’s Office of Student Diversity and Enrichment during USF’s Health Multicultural Week Celebration.

Implicit Bias

Facilitated workshop for Psychology, USF St. Petersburg faculty, adjuncts, and course coordinators.

Microaggressions Bias

Facilitated a two-part workshop with faculty and staff in the College of Arts and Sciences, Anthropology Unit.

Equal Opportunity Liaison Training

DIEO-EO Section conducted 9 Equal Opportunity Liaison Trainings for 10 new Equal Opportunity Liaisons providing them with an EOL Reference Guide to assist in administering their EOL duties. PowerPoint presentation with audio was created for EOLs to assist them in the implementation of the new Recruitment and Hiring of University Employees Policy 0-617. The new presentation will be available in Canvas for EOLs to reference.

Equal Opportunity Trainings

Equal Opportunity Liaison Training

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Harassment Prevention Training

DIEO-EO Section facilitated 10 Sexual Harassment Prevention Trainings with a total of 335 participants, and 2 Harassment Prevention Trainings with a total of 30 participants. Sexual Harassment Prevention Training is for the purpose of educating USF student, staff and faculty regarding what sexual harassment is and is not; the specifics of USF’s sexual harassment policy; describe the negative effects of sexual harassment to the person and the educational institution; what to do if a person feels they have been sexually harassed; and provide the individual and managers with tools to prevent sexual harassment.
“We all live with the objective of being happy; our lives are all different and yet the same.”

-Anne Frank
APPENDICES

Title IX
Equal Opportunity
Student Enrollment
Faculty
Tampa, St. Petersburg, Sarasota-Manatee
Staff
Tampa, St. Petersburg, Sarasota-Manatee
# Title IX End Statistics 2018-19

## Totals

<table>
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<th>Spring</th>
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<td>160</td>
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<tr>
<td>Trained</td>
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## Report Outcomes

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<td>Formal Investigation w/no finding</td>
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<td></td>
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<tr>
<td>Currently in investigation</td>
<td>5</td>
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<tr>
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<td>Currently processing (awaiting reply)</td>
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<tr>
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<tr>
<td>Closed due to no reply</td>
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<td>53</td>
<td>119</td>
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<tr>
<td>Closed as not Title IX</td>
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<td>30</td>
<td>70</td>
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<td>5</td>
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<tr>
<td>Referred to other department</td>
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## TIX Categories

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<td>6</td>
<td>11</td>
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<tr>
<td>Relationship Violence</td>
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<td>Sexual Assault</td>
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<td>38</td>
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<tr>
<td>Sexual Harassment</td>
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<td>56</td>
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<tr>
<td>Stalking</td>
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## Location

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<th>Fall</th>
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<td>74</td>
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<td>Off Campus</td>
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<td>43</td>
<td>96</td>
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<tr>
<td>Both</td>
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## Campus

<table>
<thead>
<tr>
<th>Campus</th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tampa</td>
<td>137</td>
<td>134</td>
<td>271</td>
</tr>
<tr>
<td>St. Pete</td>
<td>27</td>
<td>12</td>
<td>39</td>
</tr>
<tr>
<td>Sarasota</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>World</td>
<td>5</td>
<td>5</td>
<td>10</td>
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## Relationship

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<th>Relationship</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Employee to student</td>
<td>15</td>
<td>21</td>
<td>36</td>
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<tr>
<td>Employee to employee</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Non-affiliate to student</td>
<td>14</td>
<td>27</td>
<td>41</td>
</tr>
<tr>
<td>Student to employee</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Student to non-affiliate</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Student to student</td>
<td>80</td>
<td>57</td>
<td>137</td>
</tr>
<tr>
<td>Unknown to student</td>
<td>40</td>
<td>40</td>
<td>80</td>
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<tr>
<td>Vendor to student</td>
<td>3</td>
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<td>5</td>
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## Training Details

<table>
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<th>Category</th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
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<tbody>
<tr>
<td>New Employee Orientation VAWA</td>
<td>449</td>
<td>455</td>
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<tr>
<td>Responsible Employees Trained</td>
<td>1231</td>
<td>619</td>
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<tr>
<td>Student Staff Trained</td>
<td>194</td>
<td>176</td>
<td>370</td>
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<tr>
<td>Student Athlete NCAA Training</td>
<td>245</td>
<td>205</td>
<td>450</td>
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<td>Intro to Title IX Training</td>
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<td>262</td>
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<tr>
<td>Total</td>
<td>2119</td>
<td>1717</td>
<td>3836</td>
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EQUAL OPPORTUNITY CATEGORIES OF INVESTIGATIONS AND INTAKES

2018-2019

Race ............................................................................................................................................................ 43
Color ............................................................................................................................................................... 1
Religion ........................................................................................................................................................... 4
National Origin ............................................................................................................................................. 16
Sex/Gender .................................................................................................................................................. 35
Sexual Orientation ........................................................................................................................................ 3
Age ............................................................................................................................................................... 10
Disability ...................................................................................................................................................... 11
Veteran’s Status .......................................................................................................................................... 1
Gender Identity and Expression .................................................................................................................... 3
Sexual Harassment ....................................................................................................................................... 18
Pregnancy ..................................................................................................................................................... 2
Retaliation ................................................................................................................................................... 15
Marital Status .............................................................................................................................................. 0
Genetic Information .................................................................................................................................... 0
Not an EO Category ................................................................................................................................... 12
Harassment with no EO Category listed ..................................................................................................... 8
### FALL 2018 UNDERGRADUATE ENROLLMENT

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<th>Category</th>
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<th>Black</th>
<th>American Indian</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Native Pacific Islander</th>
<th>White</th>
<th>Two or More Race</th>
<th>Unknown</th>
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<tbody>
<tr>
<td>Total</td>
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<td>3651</td>
<td>69</td>
<td>2454</td>
<td>7906</td>
<td>58</td>
<td>18968</td>
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<td>1292</td>
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<td>3233</td>
<td>52</td>
<td>2261</td>
<td>6823</td>
<td>49</td>
<td>15105</td>
<td>1273</td>
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<tr>
<td>St. Petersburg</td>
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<td>316</td>
<td>10</td>
<td>146</td>
<td>770</td>
<td>9</td>
<td>2582</td>
<td>172</td>
<td>120</td>
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<tr>
<td>Sarasota-Manatee</td>
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<td>102</td>
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<td>47</td>
<td>313</td>
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<td>1281</td>
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### FALL 2018 UNDERGRADUATE ENROLLMENT BY GENDER

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<thead>
<tr>
<th>Gender</th>
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<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
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<td>Sarasota-Manatee</td>
<td>748</td>
<td>1169</td>
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### FALL 2018 UNDERGRADUATE ENROLLMENT BY GENDER

- Male: 44%
- Female: 56%
Faculty Totals by Ethnicity & Gender, Fiscal Year

FACULTY TOTAL FY - 2016

Non Resident Alien
Black
American Indian
Asian
Hispanic
Native Pacific Islander
White
Two or More Race
Unknown

Tenured
Tenure-Track
Non-Tenure Track
Adjunct

FACULTY TOTAL FY - 2016

Non Resident Alien
Black
American Indian
Asian
Hispanic
Native Pacific Islander
White
Two or More Race
Unknown

Tenured
Tenure-Track
Non-Tenure Track
Adjunct

FACULTY TOTAL FY - 2017

Non Resident Alien
Black
American Indian
Asian
Hispanic
Native Pacific Islander
White
Two or More Race
Unknown

Tenured
Tenure-Track
Non-Tenure Track
Adjunct

FACULTY TOTAL FY - 2017

Non Resident Alien
Black
American Indian
Asian
Hispanic
Native Pacific Islander
White
Two or More Race
Unknown

Tenured
Tenure-Track
Non-Tenure Track
Adjunct

FACULTY TOTAL FY - 2016

Non Resident Alien
Black
American Indian
Asian
Hispanic
Native Pacific Islander
White
Two or More Race
Unknown

Tenured
Tenure-Track
Non-Tenure Track
Adjunct

FACULTY TOTAL FY - 2018

Non Resident Alien
Black
American Indian
Asian
Hispanic
Native Pacific Islander
White
Two or More Race
Unknown

Tenured
Tenure-Track
Non-Tenure Track
Adjunct

FACULTY TOTAL FY - 2018

Non Resident Alien
Black
American Indian
Asian
Hispanic
Native Pacific Islander
White
Two or More Race
Unknown

Tenured
Tenure-Track
Non-Tenure Track
Adjunct
Staff/Administration Totals by Ethnicity & Gender, Fiscal Year

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<th>Year</th>
<th>Ethnicity</th>
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<tr>
<td>2016</td>
<td>Male</td>
<td>61%</td>
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<td>5%</td>
<td>15%</td>
<td>0%</td>
<td>17%</td>
<td>4%</td>
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<td>0%</td>
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<tr>
<td>2017</td>
<td>Male</td>
<td>37%</td>
<td>63%</td>
<td>5%</td>
<td>0%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
<td>17%</td>
<td>4%</td>
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<tr>
<td>2018</td>
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<td>39%</td>
<td>61%</td>
<td>5%</td>
<td>0%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
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