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Mission
Our student-centered mission is to create the next generation of thinkers, leaders and problem solvers with the knowledge and experience to uniquely change the world.

Vision
University of North Florida will be the higher education axis where diverse students, faculty, staff and organizations from around the world collaborate to creatively innovate for the advancement of society.

Values
We achieve excellence in all we do; we are an institution of uncompromising character; we lead with humility, humanity and integrity.

Integrity – We do the right thing for the right reason at the right time.

Respect – We treat everyone with kindness, we are informed by the perspectives of other, and we draw strength from our differences.

Accountability – We are responsible for how the outcomes of our actions affect others and our environment.

Innovation – We harness creativity and talent to turn challenges into opportunities and problems into solution in a uniquely UNF way.
Statement of Unity

UNF stands in unity and solidarity with all members of our community, regardless of genetic information, race, color, religion, age, sex, ability, gender identity and expression, sexual orientation, marital status, national origin, or veteran status. We are proud of the diversity in our students, faculty and staff.

We strongly condemn acts of hate and bigotry as antithetical to the University’s core values of mutual respect and civility. Actions and words that seek to deny human beings full membership in the broader moral community on the basis of arbitrary characteristics are intolerable. We stand opposed to violence in language or in action, and we see these as a threat to the mission of UNF as a public university that is committed to intellectual and cultural growth and civic awareness.

We pledge to stand with vulnerable members of our community and to take actions that help our students and fellow employees feel safe. We affirm UNF’s unreserved commitment to student success within a diverse, supportive campus culture. We seek to embody the ideals of a free and democratic society, and we fully support and value each member of our community.
Inclusive Excellence Framework

Inclusiveness and Excellence are interdependent, as opposed to the traditional perspective that separates the two concepts. To practice inclusiveness is excellence. Both are underlying principles of the University of North Florida.

Inclusive Excellence shifts the responsibility for diversity and inclusiveness to everyone (administrators, faculty, staff, students and alumni) on campus as opposed to one unit or department shouldering the responsibility for diversity. A unit or person can drive the process, but every individual from the President to students assumes responsibility for change.

Inclusive Excellence shifts the University away from conceptualizing diversity as a numerical goal of diverse students, staff, faculty, administrators and alumni to transforming the institution into a vibrant community that embeds diversity throughout the institution in multiple areas including, but not limited to demographics, curriculum, policies, pedagogy, financial resources, leadership, hiring, student learning, marketing, athletics, technology, teaching, student advising, communications, administration, recruitment, promotion, assessment, institutional advancement, tenure and promotion, and evaluation.

Inclusive Excellence employs a broad and inclusive definition of diversity that includes genetic information, race, ethnicity, color, religion, age, sex, ability, gender identity and expression, sexual orientation, marital status, national origin, veteran status and other important social dimensions that are part of the campus community.
Inclusive Excellence Definitions

Inclusive Excellence brings together a comprehensive knowledge base—research and theory—from a variety of sources. Within this framework, there are some concepts and terms that are fundamentally linked to the educational mission and institutional practice and need to be highlighted.

Diversity: Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, socio-economic, gender and gender expression, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations).

Equity: The creation of opportunities for historically underserved populations to have equal access to and participate in educational programs that are capable of closing the achievement gaps in student success as well as providing an equitable environment for all faculty and staff to succeed.

Inclusion: The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Equity-Mindedness: “The term ‘Equity-Mindedness’ refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, faculty and staff and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.” (Center for Urban Education, University of Southern California).
What We Mean by Diversity

For the purposes of our plan, diversity is defined as individual, group, and social differences that can be engaged to achieve excellence in teaching, learning, research, scholarship, and administrative and support services. These differences can include, but are not limited to:

- Abilities
- Life experiences
- Race and ethnicity
- Personality type
- Socio-economic status
- Learning and working styles
- Age
- Veterans status
- Gender and gender expression
- Sexual orientation

Every individual is a necessary asset, and we aim to demonstrate this every day in our policies, practices, and operating procedures.

For the purposes of this plan, it is also important that the campus community understand the demographics in which the plan prioritizes.

Underrepresented Groups and Underserved Populations

Underrepresented Groups:

- American Indian/Alaskan Native
- Asian
- Black/African American
- Hispanic/Latinx
- Nonresident or International
- Two or more races
- Native Hawaiian or other Pacific Islander

Other populations that fit within the scope of this plan:

- Faculty and staff underrepresented by gender in their disciplines/areas
- Nontraditional students
- People with disabilities
- Low-income (Pell-eligible)
- People who identify as Lesbian, Gay, Bisexual, Transgender, non-binary and other sexual identities (LGBTQ+)
- Veterans
Percentage of full-time student enrollment by gender:

58% Female
42% Male

*Non-binary and transgender demographics were not collected

Percentage of full-time student enrollment by race/ethnicity:

- 63.5% White
- 13.6% Hispanic/Latinx
- 5.1% Asian-American
- 9.1% African-American/Black
- 3% Multiracial
- 3% International
- 0.3% Unknown/Other
- 0.1% Native American/Alaska Native
- 0.1% Native Hawaiian/Pacific Islander
Six-year graduation rates for full-time undergraduate students:

- Asian-American: 75.9%
- White/Caucasian: 66.5%
- Overall: 65.3%
- Multiracial: 64.1%
- African-American/Black: 63.6%
- Hispanic/Latino: 56.8%
- International: 52.4%

No students who identified as Native American/Pacific Islander or Native American/Alaska Native graduated in 2019.
2019 Institutional Data

Percentage of full-time tenured and tenure-track faculty by gender:

- 44.3% Female
- 55.7% Male

*Non-binary and transgender demographics were not collected

Percentage of full-time tenured and tenure-track faculty by race/ethnicity:

- 73.1% White
- 8.1% International
- 8.4% Asian-American
- 4.2% African-American/Black
- 4.9% Hispanic/Latinx
- 1.4% Multiracial
2019 Institutional Data

Percentage of full-time non-tenure-track faculty by race/ethnicity:

- 76.2% White
- 9.5% African-American/Black
- 5.7% Asian-American
- 2.9% Hispanic/Latinx
- 4.3% Multiracial
- 1% Native American/Alaska Native
- 0.5% International

*Non-binary and transgender demographics were not collected

Percentage of full-time non-tenure-track faculty by gender:

- 41.9% Male
- 58.1% Female

*Non-binary and transgender demographics were not collected
2019 Institutional Data

Percentage of staff by gender:

- 59% Female
- 41% Male

*Non-binary and transgender demographics were not collected

Percentage of staff by race/ethnicity:

- 58% White
- 19% African-American/Black
- 4% Asian-American
- 7% Hispanic/Latinx
- 2% Multiracial
- >1% International
2019 Institutional Data

Percentage of administrative leadership by race/ethnicity:

- 4.5% African-American/Black
- 4.5% Multiracial
- 90.9% White

Percentage of administrative leadership by gender:

- 59.1% Male
- 40.9% Female

*Non-binary and transgender demographics were not collected
Percentage of governing board (Board of Trustees) by gender:

- 69.2% Male
- 30.8% Female

*Non-binary and transgender demographics were not collected

Percentage of governing board (Board of Trustees) by race/ethnicity:

- 69% White
- 15% Hispanic/Latinx
- 8% African-American/Black
- 8% Asian-American
The Commission on Diversity & Inclusion (CODI) conducted a campus climate survey of students, faculty and staff in the fall of 2019. The data is available on CODI's website. The correlations and t-tests indicate that even if the entire UNF population responded, the values would not be expected to change very much. While preliminary analyses have been performed by two associate professors in psychology and a graduate student, we continue to examine and understand the data. **Below are some of the preliminary findings by Drs. Elizabeth Brown and Curtis Phills.**

- Nonwhite students, faculty and staff reported they experience discrimination, exclusion and marginality more than white students, faculty and staff.
- Nonwhite students, faculty and staff systematically scored lower than white students, faculty and staff across all the measures in the survey.

**When compared to White, nonwhite students, faculty and staff:**
- Are more dissatisfied with how much the University values diversity
- Are less satisfied with the diversity at all levels of the University
- Have lower beliefs about their safety on campus
- Feel less valued and included
- Experience a lower sense of community
- Are less satisfied with leadership's response to discrimination
- Are less satisfied with the interactions among diverse groups
- Are less satisfied with the atmosphere for difference at UNF

Systematic differences are consistent no matter what measure and what group is being explored. Analysis continues as national comparisons are currently being made.
Obtaining Inclusive Excellence

The University of North Florida’s overarching goal is to integrate and advance inclusive excellence within all aspects of the University. We will accomplish this with the following five goals.

1. Improve recruitment of students and employees from underrepresented communities, to better align with that of the Northeast Florida community.

2. Create an inclusive university climate to support the retention and success of all students and employees.

3. Provide innovative and transformative learning experiences enabling all students and employees to advance inclusive excellence.

4. Communicate to all stakeholders the University of North Florida’s accomplishments, initiatives and innovations as the University advances inclusive excellence.

5. Lead Northeast Florida in diversity education by establishing and sustaining relationships with businesses and organizations who will partner with the University of North Florida in championing inclusive excellence.
GOAL ONE

Improve recruitment of students and employees from underrepresented communities.

Student Recruitment Strategies:
- Provide better coordination and structure for administrative units and colleges to work collaboratively in the recruitment of middle and high school students.
- Help attract historically underrepresented and first-generation students.
- Remove barriers to help achieve a diverse application pool.
- Improve and enhance the way UNF publicizes and promotes their scholarship opportunities.

Faculty Recruitment Strategies:
- Help attract historically underrepresented faculty.
- Increase the number of women (or persons underrepresented by gender in their discipline) and underrepresented tenured-track faculty hired at UNF.
- Improve the search process for faculty so that more women (or persons underrepresented by gender in their discipline) and those from underrepresented groups are represented as finalists and receive employment offers.
- Hire faculty who focus on research that can increase diversity and inclusion as well as initiatives designed to provide opportunities for underserved populations.

Staff Recruitment Strategies:
- Help attract historically underrepresented staff.
- Increase the number of women (or persons underrepresented by gender in their unit) and underrepresented staff that are hired at UNF.
- Improve the search process for staff so that more women (or persons underrepresented by gender in their areas) and those from underrepresented groups are represented as finalists and receive employment offers.
GOAL TWO

Create an inclusive university climate to support the retention and success of all students and employees.

Student Success Strategies:

- Students will be required to complete Anti Bias, Anti-Racism (ABAR) Training.
- Encourage faculty to use course materials authored by people of color or feature people of color as protagonists or heroes, no matter the discipline or racial composition of the class.
- Inventory and coordinate programs across campus to collaborate and communicate common goals and unified mission for support. This includes college programs, Department of Diversity Initiatives, Student Clubs, etc.
- Evaluate and improve current climate for students.

Faculty Success Strategies:

- Faculty will be required to complete Anti Bias, Anti-Racism (ABAR) Training and Implicit Bias Training
- Identify and assess policies and practices for ways to improve.
- Formalize institutional practices of cultural competency mentoring of pre-tenured faculty.
- Provide sufficient resources to Office of Diversity and Inclusion for ongoing trainings and engagements.

Staff Success Strategies:

- Staff will be required to complete Anti Bias, Anti-Racism (ABAR) and Implicit Bias training.
- Provide sufficient resources to Office of Diversity and Inclusion for ongoing trainings and activities.
- Create a culture of value and advancement for a diverse staff population.
- Identify and assess policies and practices for ways to evaluate and improve.
GOAL THREE

Provide, and encourage participation in, innovative and transformative learning experiences enabling all students and employees to advance inclusive excellence.

A varied approach is necessary to provide consistent and dynamic programming to students, faculty and staff.

Curricular Strategies:

- Offer faculty-centered professional development diversity, equity and inclusion (DEI) workshops geared towards practical application in the classroom.

- Faculty who complete the workshops can receive a Diversity, Equity and Inclusion Advocate designation (similar to the LGBT Safe Space designation) that is visible on the course schedule that students use to register for courses.

- Identify nonmajor specific courses designed to expand student understanding of diversity, equity and inclusion.

- Explore ways to better capture all existing courses that promote diversity and inclusion.

- Explore an undergraduate certificate in social justice.

- Provide a statement to faculty that can be included in all course syllabi indicating that UNF desires to create a learning environment for students that supports diversity of thoughts, perspectives and experiences, and honors all student identities. The statement will provide examples of how this can be accomplished.

- Encourage all faculty to relevantly incorporate “UNF Reads” (item in Co-curricular Strategies) program into their curriculum.
Co-curricular Strategies:

➤ Establish the Cultural Competency Pursuit Diversity Education Program (8 professional development and 6 identity-based workshops) within the Department of Diversity Initiatives as the primary training for faculty, staff and students.

➤ Leverage university-purchased software to provide structured online diversity, equity and inclusion training to all stakeholders.

➤ Coordinate with deans, department chairs, directors and administrators to fully endorse initial and ongoing training for all faculty and staff.

➤ Establish a paid position in the Office of Diversity and Inclusion focused on diversity training and programming. The position should be adequately resourced to allow for robust training, community coordination and cross-campus collaborations.

➤ Create and fund a UNF Reads program that focuses on inclusion universitywide.

➤ Create a co-curricular portfolio for students to document participation in cultural diversity trainings and experiences.

Research Strategies:

➤ Expand student awareness of available research opportunities on and off campus.

➤ Provide information on financial and academic resources to support student research.

➤ Increase the number of underrepresented students participating in research.

➤ Incentivize faculty to focus on research related to diversity and inclusion as well as initiatives designed to provide opportunities to underserved populations.
GOAL FOUR

Communicate to all stakeholders the University of North Florida’s accomplishments, initiatives, and innovations as the University advances inclusive excellence.

- Publish UNF’s Strategic Plan for Inclusive Excellence in accessible and visible spaces.
- Establish infrastructure for sharing diversity, equity inclusion ideas and concerns, and promoting a partnership between faculty/staff and students in shaping priorities.
- Recognize student, faculty and staff who demonstrate a commitment to diversity, equity, and inclusion.
- Develop effective strategies for campuswide sharing of data and reports that outline UNF’s successes and setbacks towards enhancing diversity, equity, and inclusion.
- Ensure that UNF’s marketing materials accurately reflect UNF’s commitment towards diversity, equity, and inclusion.
- Make continued improvements in UNF’s bias incident and response efforts with a focus on prevention, resource referrals, and investigation of bias incidents and hate crimes.
- Create easy access to a centralized repository of policies, procedures, resources, and reporting mechanisms surrounding bullying, bias, discrimination, and harassment.
GOAL FIVE

Lead Northeast Florida in diversity education by establishing and sustaining relationships with businesses and organizations who will partner with the University of North Florida in championing inclusive excellence.

▶ Build partnerships with businesses and organizations in Northeast Florida who are dedicated to employing and upskilling a diverse workforce and are willing to help UNF students develop the necessary skills to be ready for an increasingly diverse workforce in the region and globally.

▶ Partner with businesses and community organizations who can provide opportunities for UNF students to engage in service-learning opportunities and internships.

▶ Connect faculty, instructors and staff at UNF with community partners who have meaningful and relevant initiatives that can enhance the campus goal to bolstering diversity, equity, and inclusion.

▶ Establish diversity, equity, and inclusion training programs at UNF that will act as resources for local businesses and organizations.

▶ Strategically find partners in Northeast Florida who will work with UNF in championing diversity, equity, and inclusion in the region.

▶ Establish strategic relationships with colleges and universities in the area to form a regional consortium that promotes diversity, equity, and inclusion in Northeast Florida.
## Contributors to the Strategic Plan for Inclusive Excellence

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