



UNIVERSITY OF CENTRAL FLORIDA

DIVERSITY & INCLUSION

Focus Group Report

The purpose of this document is to summarize the faculty feedback following a series of focus group sessions.

Professor S. Kent Butler in collaboration with the office of Operational Excellence & Assessment Support • May 2019





Executive Summary

Population demographics have shifted nationally and in Central Florida over the past decades with higher levels of diversity. To leverage opportunities presented by this diversity, a unified approach to recruitment and retention of faculty at the University of Central Florida is required. To examine our current practices, with a focus on diversity and inclusion, a qualitative study was conducted to collect the lived experiences of underrepresented stakeholders across the University of Central Florida (UCF) community. These lived experiences are essential to our progress.

Participants represent a range of disciplines, backgrounds, and environments operating within the campus. Participants had the opportunity, through these focus group sessions, to communicate how their lived experiences have impacted their scholarship, teaching practices, students and their involvement with local communities.

A total of 244 underrepresented faculty were identified from tenured/tenure track and non-tenure earning groups as well as faculty with multi-year appointments. These faculty members received

There is no concerted effort for inclusion though there is a concerted effort for diversity. I believe UCF tries to do the right thing all the time. There are lot of people around campus who are trying to do the right thing and I have had opportunities at UCF that I did not have at other universities. UCF does care about your professional growth and they believe at certain level each member can contribute. University wide I can see the effort but at the personal space – department – maybe due to ignorance or due to lack of self-awareness I don't see that translate. We are all humans we make mistakes and I wish that was not the case. When it is brought to their attention it is sometimes dismissed.

an initial invitation and follow-up reminder email to participate in the study by Faculty Excellence. In addition, the leadership of the Black Faculty and Staff Association, Latino Faculty and Staff Association and Pride Faculty and Staff Association were contacted from Faculty Excellence and were asked to invite their members to participate in the study. Faculty who registered to attend also received a reminder email about the date and time of the focus group meeting. UCF faculty profile by rank, ethnicity, and gender for fall 2017 is available in the appendices (Appendix B).

Although attempts to host more focus group sessions were made, a series of 6 focus groups were held with an average of 4 participants per session. Each session lasted no more than two hours. Each focus group session was facilitated by Dr. S. Kent Butler, Professor, Counselor Education and Faculty Fellow for Inclusive Excellence, with support from the office of Operational Excellence and Assessment Support (OEAS) team. These sessions were documented by an observer with at least two observers per session. No audio/video recording occurred. All materials related to this study are confidentially

secured in accordance with applicable guidelines.



This report is organized around themes identified from analysis of the focus group transcripts. Commonly used terms and phrases were identified by members of the OEAS team to form the themes.

Figure 1 (p. 4) shows the association between the concept of inequity and the themes generated from the focus group discussions. It also defines the themes and provides an illustrative quote.

Figure 2 (p. 5) provides a framework to conceptualize the lived experiences of the participants and the intersection of these experiences with other factors. It also provides focus group participant recommendations identified during these sessions. Lived experiences can lead to inequity or a perception of inequity and are further contextualized by national and international issues that are external to UCF but are active drivers in the framework. Inequity, real or perceived, impacts faculty recruitment and retention practices.

Table 1 (p. 6) shows participant sentiments shared during the focus group sessions which are organized by themes and further prioritized based on their frequency of occurrence.

It is crucial to note that despite the strengths of the focus group methodology to capture the richness and complexity of experiences, these experiences are not representative of anyone besides the speaker. In addition, not every participant responded to every question, so the quotes contained in this report are not equivalent to a consensus but an individual's lived experience at UCF.

Figure 1. Inequity. The association between the concept of inequity and the themes generated from the focus group discussions. It also defines the themes and provides an illustrative quote.

INEQUITY

Feelings of exclusion, being discriminated against and treated differently or less than other individuals in the same situation/context. UCF does not have a faculty body that reflects the student population or the community it serves.



Sentiment of being expected to do additional service in support of students and faculty of color while simultaneously shouldering expected academic and scholarly responsibilities. All of these expectations result in increased professional burden and a perception of lack of value and support.

“Many faculty are burned out. One faculty did so much administrative work that she did not have time to do research and did not get renewed. One faculty’s work in a caucus was not seen as scholarly enough. The work you do to help students of color or colleagues of color was not valued. I demanded that my ‘service’ work was counted. That is how I mentor junior faculty - if they are ‘serving’ then it is related to their field. And when students see you, a faculty of color, they seek you out as they want someone they can relate to.”



Sentiment of having their identity, sense of self, and scholarship regarded with little or no value in comparison to peers. This also fosters imposter syndrome among these underrepresented faculty groups with ripple effects to the students.

“I have never been supported in my work, research, or any way. I had no formal mentor. I have had other friends along the way. I have heard the most racist things from my fellow faculty “Hey you look ethnic today” or commenting on my hair, “oh it looks curly””



Sentiments of being concerned regarding risks, sense of security, and other fears involved with their position. There is also lack of trust at the institution and fears of being targeted for speaking out against these occurrences.

“It is kind of bittersweet. I found people who were welcoming and wanted to help me adjust to the new position. And there are attitudes that are not very welcoming. Why: I don’t know. It really perplexes me... The first few weeks I did not feel safe. After two weeks I resigned. At that time a co-worker came to me and tried to bridge that gap. Is the trajectory improving: Not necessarily. The aggression has stopped. But as I perceive it I don’t have an opportunity to grow here at UCF. This type of work that UCF is trying to do to bridge that gap is also much appreciated”



Sentiments and expressions aligned with stereotypes or mis/ill-informed assumptions regarding people based on their identity status.

“A full professor was asking about whether I was traveling to a conference and said to be sure to bring back more of those students they performed well... When I mentioned what the full professor said to my chair, he laughed it off as ‘that is how he is.’”



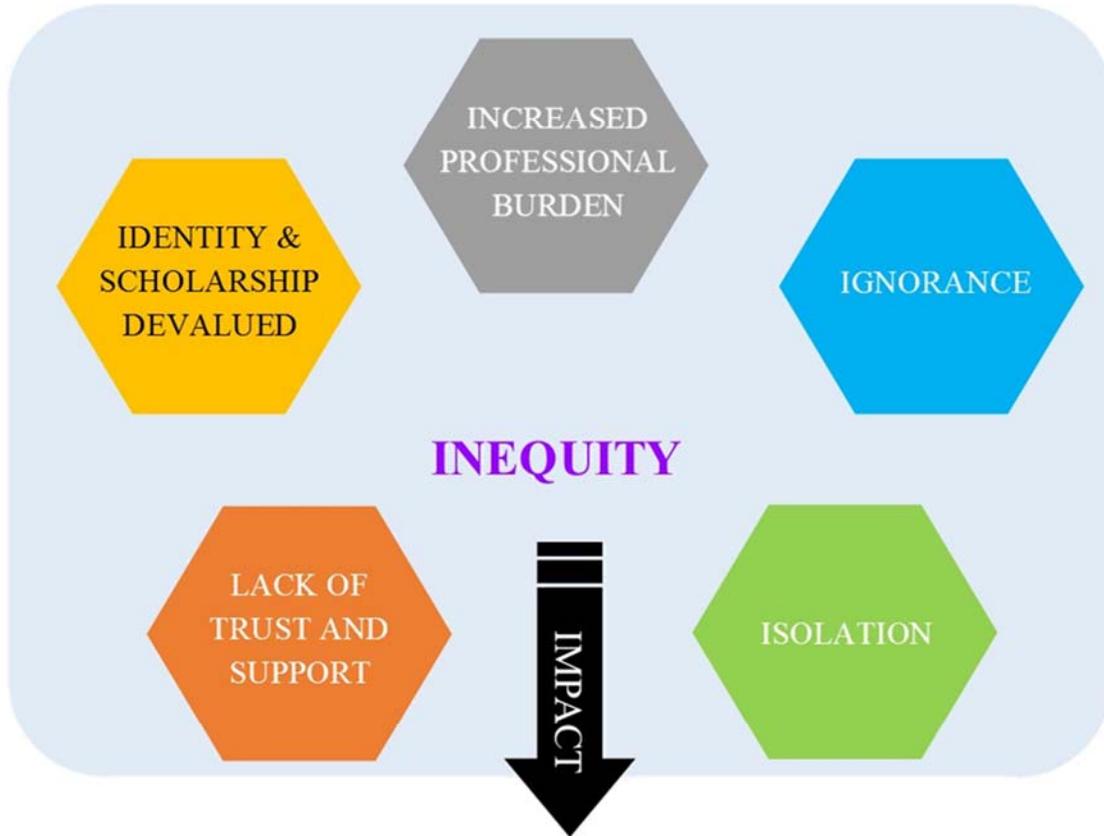
Sentiments of being isolated, disconnected, and at times intentionally unwelcomed into the department or UCF community.

“As an adjunct, I get the sense of ‘oh I didn’t know you existed’ I am thrilled to engage yet I feel isolated as an adjunct and as an African-American male... You can count the number of African-American males in my classes on one hand. You can feel your isolation; not negatively – Yet, I also don’t feel supported. It was 2 years [working at UCF] before I received an invitation”

Figure 2. Framework. Conceptualization of the participants' lived experiences and the intersection of these experiences with other factors.

EXTERNAL: SYSTEMIC AND CONTEXTUAL ISSUES

LIVED EXPERIENCES



RECRUITMENT & RETENTION

FOCUS GROUP PARTICIPANT RECOMMENDATIONS

RECRUITMENT

Identify/resolve unfair hiring practices within departments:

- Incentivize the hiring of more faculty of color into tenure-track positions
- Increase faculty of color distribution within various departments to be consistent with demographics of Orlando and UCF student population
- Reduce/eliminate structural roadblocks
- Increase competitive advantage—salary and targeted recruitment of new graduates
- Active outreach/role modeling
- Provide safe spaces

RETENTION:

Establish an Authentic Mentoring system that kicks in automatic upon hire:

- Departmental mentoring;
- Personal mentoring;
- Discipline/Research specific mentoring

Key Findings

Table 1 shows participant sentiments shared during the focus group sessions which are organized by themes and further prioritized based on their frequency of occurrence.

Table 1. Participant sentiments organized by themes and prioritized by occurrence.

 Positive Sentiments (prioritized by occurrence)	 Negative Sentiments (prioritized by occurrence)
<ol style="list-style-type: none"> 1. Why UCF: Rich opportunities/potential [pg. 7] 2. Why UCF: Orlando location; family friendly [pg. 7] 3. Why UCF: Diversity of Orlando [pg. 7] 4. Why UCF: Diverse student population [pg. 7] 5. Retention: Faculty commitment to students' success [pg. 10] 	<ol style="list-style-type: none"> 1. Increased Professional Burden: Obligation to serve and mentor students and faculty of color; committee service [pg. 10] 2. Retention: No systematic mentoring or support across all levels of UCF [pg. 29] 3. Recruitment/Department: Misinterpretation or inconsistent application of diversity hiring initiatives; perception of unfairness [pg. 26, 15] 4. Recruitment: Disproportionate under representation; not hiring enough faculty of color [pg. 25] 5. Identity & Scholarship Devalued: Scholarship, service, and other professional responsibilities [pg. 14] 6. Lack of Trust and Support: Sense of security; level of risk; fear of retribution [pg. 17] 7. Recruitment: Commitment to diversity at all levels [pg. 27] 8. Identity & Scholarship Devalued: Perception of Diversity/Minority/ Target hire being "less than" [pg. 15] 9. Ignorance: Hostility/micro-aggression/biases/stereotyping [pg. 20] 10. Isolation: Lack of support and understanding from superiors and peers [pg. 23] 11. Recruitment: Lack of competitive salaries [pg. 27] 12. Recruitment: Structural "roadblocks" - process is cumbersome, takes too long [pg. 25]

Legend:  Positive  Negative



Why UCF?

- **Family**
 - “Family friendly town”
 - “I remain at UCF for my daughter. I am incredibly hurt because of colleagues”
 - “In looking for another place, geographic location and cost of living was important. I had a daughter in college another in HS. I decided either I will like my job or my location. I was strategic in picking my location. [personally identifiable information redacted] When job offers came out... [redacted] I sat with my family. I had done a lot of research before getting down to where I was going to apply... and it was a family decision”
- **Location**
 - “UCF was very attractive to me because of the location. I liked the diversity of Orlando, but not as crowded as Miami”
 - “The diversity of Orlando in general... it is a good community...”
- **Diversity/Students of Color**
 - “There would be no one to catch them [students of color] if I leave”
 - “working with students motivates me and that is what keeps us coming back”
 - “Coming from [redacted], being the only person of color in my classroom and department, I wanted to see black people I am not related to everyday...”
 - “The reason I wake up and come to work are my students. My expectation are those that look like me... I taught at the University of [redacted] and had other adjunct jobs. They are the fuel which keeps me going...”
 - “Retention – students. The most successful students. I have taught at [redacted] the students here are [UCF] hungry. They want to succeed, go into grad school [redacted] that is the reason I stay”
 - “The diversity of Orlando in general... it is a good community... there is a growing Latino community here”
 - “If I’m going to stay, my students... my students... I am first generation; when you talk about impact – I have given the impact to first generational students”
- **Resources/Potential Opportunities**
 - “UCF is rich in resources and because it is new and innovative it is willing to take chances.”
 - “UCF was more attractive because there is a huge Puerto Rican population”
 - “I wanted to come because first they offered me a tenure track position. [name] did not offer as they are a teaching institution and also the research focus and I was interested in doing research and adding to my research agenda... there was more than opportunity than I had at [name]”



- “I enjoy being part of UCF and I have enjoyed seeing my department/program grow. I come here because I like to meet my peers”
- “Through various venues and reasons, one venue – the dean reaching out and seeking me for the position of department chair. I was aware of UCF and knew of the growing name and efforts of the university. It caused me to look more broadly at the university primary leader trying to recruit talent there. The level of commitment in those areas that matter not only from a faculty standpoint but also an administrator standpoint. She was the face of the institution. Reflective of her – what she represented to me, reflective of the institution.... Along with the location, you cannot beat Orlando, FL as a location! It served two purposes: one professional level of attraction and one personal - there’s a lot to do beyond the university... Fit in nicely. Opportunity to serve at a like university, University of [redacted] where I was... it was a ‘win-win’”

“Many faculty are burned out. One faculty did so much administrative work that she did not have time to do research and did not get renewed.

One faculty’s work in a caucus was not seen as scholarly enough.

The work you do to help students of color or colleagues of color was not valued.

I demanded that my ‘service’ work was counted. That is how I mentor junior faculty – if they are ‘serving’ then it is related to their field. And when students see you, a faculty of color, they seek you out as they want someone they can relate to.”



Sentiment of being expected to do additional service in support of students and faculty of color while simultaneously shouldering expected academic and scholarly responsibilities. All of these expectations result in increased professional burden and a perception of lack of value and support.

Increased Professional Burden

Feelings of an increased professional burden on faculty of color:

- **Service – Committee workload:**

- “Because I am ‘token’ and available for feedback so they don’t have to develop an awareness of their own biases... You get tired and don’t want to do it all the time.”
- “As an assistant professor I was asked to sit on every search committee to fulfill the diversity quota... It is a taxing type of issue. I probably been in on 50+ search committees...”



- **Service- Student Advising/Support:**

- “The students that have kept me here which is a double edged sword. Being an [faculty of color] in a large college, they are not going to go to the majority... I have people outside the college coming to me because they heard from a friend how I helped them... I’m tired... While it’d be great to see more people who look like me in the college, it is the thing... I have looked at leaving. I have been approached by other schools to leave, and my thought is who is going to be there when the student comes? Students are still here because I filled in the gap”



- **More than average committee service**

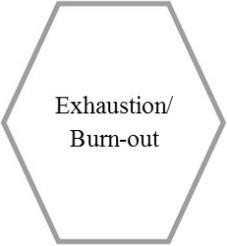
- “there is a lot of white men even at the Assistant Professor level who are protective of their time – I am not going to volunteer for anything... the politics behind it. Everything they are not doing is falling to someone, faculty of color or women. There are a few I like nothing wrong with them as people but they are not... they are able to say no... I think part of it is culture. Part is culture of the departments. My chair is not saying ask [name] to do things. [name] is not going to say no because she did not say no last time... I feel like at least in my department, my peers I don’t want to say don’t care”
- “White men hired after me doing what seems like half the work”

- **Scholarship**

- Not seen as scholarly “enough” or “mainstream”
- “My review was glowing except it says at the very bottom ‘[redacted] must continue to define research area’... What has happened, a person did not like my area... when you were in the room defending the [name] is making excellent progress towards tenure and comments are to remove “excellent” to give themselves an “out” should it be needed. It is the words...”
- “Faculty were able to say, ‘his research makes me uncomfortable’”
- “Yes, I have also heard ‘his research is not mainstream’”
- “I was hired by [company] to be diversity contact and when I get into a room, I am nitpicked to death...”



- “You should be able to do the minimum like everyone else. The minimum was 1 book. I had 3 books, 7 articles [list continued] etc. etc... it is an insult when they were going to score her ‘meets expectations’ when clearly [person] was ‘above expectations’ but they wouldn’t budge. They refused to give credit where credit is due...For me, with my director, and my dean, every one of my evaluations is glowing... Yet the goal post keeps moving. It is their way of arguing... We do not have a grant requirement. We are not supposed to compare – we want to celebrate this “x” it is a way you can’t make it your life”



Exhaustion/
Burn-out

- **Exhausting/Burn-out**

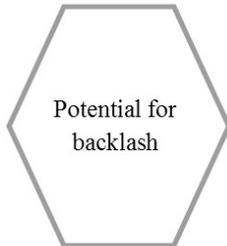
- “It is more intense for FOC especially women. I have had a friend who found it hard because there were no mentorship and opportunities. Lots of us are burned out”
- “Many faculty are burned out. One faculty did so much administrative work that she did not have time to do research and did not get renewed. One faculty’s work in a caucus was not seen as scholarly enough. The work you do to help students of color or colleagues of color was not valued. I demanded that my ‘service’ work was counted. That is how I mentor junior faculty - if they are ‘serving’ then it is related to their field. And when students see you, a faculty of color, they seek you out as they want someone they can relate to.”
- “We have to do reverse psychology. Pick your strategy. It is exhausting...”



Naming it
makes you the
problem/target

- **Labeling it, makes you the problem**

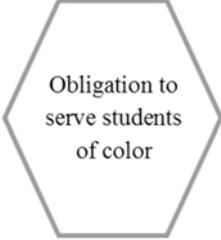
- “When I presented my case but it seemed that the message is ‘you are the problem’”
- “When you call it racism, you become the problem”
- “There is the potential for backlash, against a changing demographics”
- “There is a fear that all the white professors... Now that we are an [Hispanic Serving Institution] (HSI), fearful of their jobs, and not in their specialty area is going...”
- “I see with the black faculty, we are all fighting for the crumbs. When we are talking about [being an Hispanic Serving Institution] (HSI)... afraid of the divide and conquer. It is not just the white faculty. I see some brisling sometimes”
- “Even simple as communities, why segregated? Ostracized? Fear of losing what they have achieved/lose ground... mindset changes, stories told are not true – people have been positioned against each other. Does not matter. Negative. When we break those cycles, we really communicate. Maslow’s hierarchy of needs is what I’ve always found people need... inherited wealth has helped people stay here...”



Potential for
backlash

- **Feeling obligated**

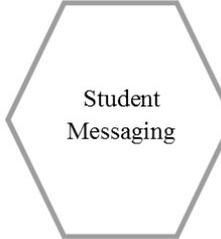
- “What brought me to UCF, I earned a graduate degree from UCF. I worked in another role, at former employer. When I was hired into role the CEO of the division, stood behind me and said ‘do not stop’ – we have a point to prove about our competency. When I arrived as a graduate student, and the only African-American in my cohort, with none in cohort before or after... I felt the same message I assumed in [college] I expected to see more African-American students. What keeps me here is... finding a way to connect with my students... When I had the 2 African-American males in my class, I pulled them aside. I connected with mentors. There are opportunities to engage in subtle ways – if I’m honest and transparent with my students, I am able to attract in ways where I can take some shots though the university is open enough”



Obligation to
serve students
of color

- **Student Messaging:**

- “There is an underrepresentation of African-American and minority professors which brings to question – what is this message sending to the students? What are their employment options once they finish, then what?”



Student
Messaging

“I have never been supported in my work, research, or any way. I had no formal mentor. I have had other friends along the way. I have heard the most racist things from my fellow faculty “Hey you look ethnic today” or commenting on my hair, ‘oh it looks curly’”



Sentiment of having their identity, sense of self, and scholarship regarded with little or no value in comparison to peers. This also fosters imposter syndrome among these underrepresented faculty groups with ripple effects to the students.

Identity and Scholarship Devalued

Feelings of being devalued or having no value:

- “I have had experience where my feelings have been dismissed”
- “When I was on [redacted] leave, certain faculty members went to my department head and said I was not fulfilling my duties, missing office hours, etc... I went to my department head and said this is happening because I am a [redacted]... Students were looking for me – my students were coming to my house all while I was on [redacted] leave. I didn’t have support of my superiors– it was hard and it was rough {sigh} I now go into my office and leave”
- “I have never been supported in my work, research, or any way. I had no formal mentor. I have had other friends along the way. I have heard the most racist things from my fellow faculty “Hey you look ethnic today” or commenting on my hair, ‘oh it looks curly””
- “I experienced a lot of being taken advantage of – If I give you a CV right now, they needed my expertise yet I am listed as fourth author... I was hired by [company] to be diversity contact and when I get into a room, I am nitpicked to death... I do not feel many people in my department to say that I’ve done a lot with a little. I do not feel appreciated...”
- “Some departments had very clear processes, many [faculty of color] which came in were just let go... they were just told you are not making it and are being let go... consistency – one of the biggest problems... These [initiatives] are poorly funded, poorly understood, poorly implemented. Faculty Excellence is the home. They’re told they’re going to implement it”

The lack of mentoring, toxic environment, ever changing rules, and the inconsistency at the time I think I got it... You have to be not a survivor, a warrior!

I will go when I want to go, not when you want me to go – at great health consequences.

- “My experiences with the department and other faculty have been negative... [they] Lag behind, say racist things, it is so ingrained that they don’t see... ‘Don’t speak Spanish it is not the official language of the university’... I have heard some other statements and through another faculty member....”



- “They criticize him [black prospective candidate] by pointing out he was fourth author in this journal then right above it he is first author in the same journal but that does not count”
- “I had \$3M in grants and people who brought in \$10 were making the decisions. Just tell me what you want!”
- “My point comes at the promotion and tenure, I pulled out... They were not invested. There is the crew and the outlier. If you are faculty of color you are the outlier. In a department, brown people doing brown people work... I should have left a long time ago”
- “I have a colleague who won’t go up because she doesn’t think she’d get it”
- “What I am doing is not respected, I was excited about UCF because I thought there was a lot of opportunity... The opportunity costs a lot of political capital on all fronts”



- **Diversity/Target/Minority hire is “less than”**
 - “We have to break the mindset that ‘target hire’ is somehow inferior quality hire”
 - “I had a friend who came in as part of a ‘targeted search’ and she was treated very shabbily. I have heard people say we want a ‘real search’ as if hiring based on targeted search is somehow not real. I have been part of searches in which faculty of color candidates made it to the final round but we are missing them because they are qualified and are getting jobs. I would have liked to hire based on “targeted search” because you can move quickly. We are missing them and we are not able to pay them enough dollars”



- **Imposter Syndrome**
 - “There is definitely ‘imposter’ syndrome”
 - “Sometimes if you don’t feel important, it is hard to make your students feel important. Sometimes if you need systematic changes, it has to come bottom-up at the grassroots level”

“It is kind of bitter sweet. I found people who were welcoming and wanted to help me adjust to the new position. And there are attitudes that are not very welcoming.

Why: I don’t know. It really perplexes me...

The first few weeks I did not feel safe. After two weeks I resigned.

At that time a co-worker came to me and tried to bridge that gap.

Is the trajectory improving: Not necessarily. The aggression has stopped.

But as I perceive it I don’t have an opportunity to grow here at UCF.

This type of work that UCF is trying to do to bridge that gap is also much appreciated”



Sentiments of being concerned regarding risks, sense of security, and other fears involved with their position. There is also lack of trust at the institution and fears of being targeted for speaking out against these occurrences.

Lack of Trust and Support

Feelings of lack of trust, support, and sense of security; level of risk and fear of retribution:

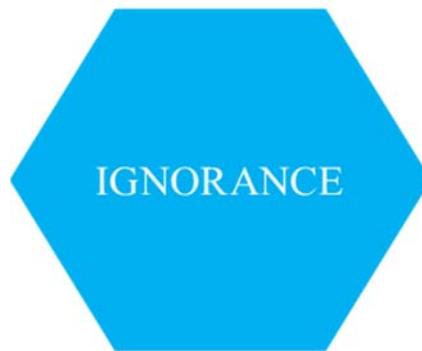
- “The people who leave because there is hostility among colleagues, or they can get better salaries elsewhere”
- “I’m going up for tenure. In the process of external review. My feelings about it have to go with that in a way – a caveat of what I felt when I first felt when I got here versus now: My background is [redacted] teaching, it is what I am very passionate about... I remember coming in and hearing them say: ‘we don’t have black people, we don’t retain black people... won’t get tenure...’ This was said to me a couple of times by people who would be voting on my tenure... In my first semester, in a graduate classroom, a student ran to administration and they took out the student of my class unbeknownst to me and put them in another class. I was teaching to [students] to engage [those] who are resistant...”
- “It is kind of bittersweet. I found people who were welcoming and wanted to help me adjust to the new position. And there are attitudes that are not very welcoming. Why: I don’t know. It really perplexes me... The first few weeks I did not feel safe. After two weeks I resigned. At that time a co-worker came to me and tried to bridge that gap. Is the trajectory improving: Not necessarily. The aggression has stopped. But as I perceive it I don’t have an opportunity to grow here at UCF. This type of work that UCF is trying to do to bridge that gap is also much appreciated”
- “I was afraid to go for full professorship because I had done administrative work and had a child. We are a UCF family, my husband works on campus and my daughter did her undergraduate here and my son went to creative school here. I was always nervous that my fellow faculty would not support me”
- “Different visions between administrators and faculty themselves. Miscommunication between both sides and lack of professional growth”
- “We have had lot of instability in the department. It makes everyone nervous and especially people who are in the margins because when we go for tenure how do you explain it to the leadership how the ratings are different over all these years”
- “When it happens [advocate for African-American hire], I become the target. I am the angry one, the negative vibe. I haven’t been on a search committee since then... I am fighting against racism at UCF. When he [this other professor] saw the racism, I had to talk him into coming to institution”
- “I have tenure, why aren’t I doing these things? Because of the risk...”
- “I do not have a general sense of trust here... I have had these variations where I am the only black person - Do I feel like I can be supported and elevated? I do not feel it here - I feel people are looking...”
- “I have been lucky in my career, if the only one in the room or one of two – it is about personal safety. How much of risk can I take? Is my presence enough? I must find some sub optimal ways in the dark –How many do I hire?”



How many do I promote? Which places an unfair burden on hiring. I'm being deliberate in my efforts, you cannot fail to meet this goal. While you may not be able to speak freely in room with your peers, you cannot speak freely in other groups— in this group you can... Is there enough safety to speak without jeopardy involved?"

- "I met [name of person in leadership position] right away... I met [name of person in leadership position]... I felt safe. This whole thing has been a heart wrenching experience. I saw the shift, the positivity. There was a lifeline thrown to me... I think it was about the change. I was speaking with the other 3 faculty of color in my department... we felt it was changing and getting better"

“A full professor was asking about whether I was traveling to a conference and said to be sure to bring back more of those students they performed well... When I mentioned what the full professor said to my chair, he laughed it off as ‘that is how he is.’”

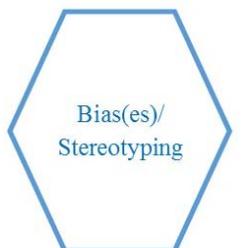


Sentiments and expressions aligned with stereotypes or mis/ill-informed assumptions regarding people based on their identity status.

Ignorance

Perceptions/Experiences with various forms of ignorance:

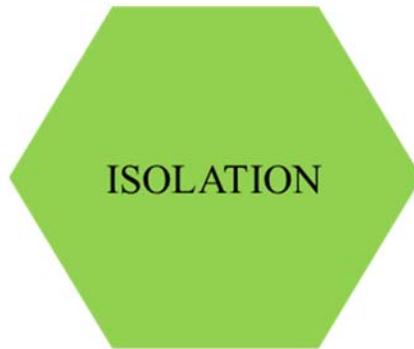
- **Hostility/Micro-Aggression(s)**
 - “A full professor was asking about whether I was traveling to a conference and said to be sure to bring back more of those students they performed well... When I mentioned about what the full professor said to my chair, he laughed it off as ‘that is how he is.’”
 - “The people leave because there is hostility among colleagues, or they can get better salaries elsewhere”
 - “There is a lot of micro-aggression and that puts off people. When I raise these issues it is generally met with silence”
 - “At department meetings, there were statements about ‘not wanting to go downtown with those people’ and I asked ‘who are those people? Am I those people?’ After the meeting a full faculty member said someone will want to talk to you about the things you said.... ‘You’re from [redacted] that is different there’ ... I asked if this happens again to please let me know and tell them to come talk to me. [redacted] I wrote down everything and developed my own plan. I went to my department head and took the plan. I told [them] this is what I need, this is what I need you to tell the faculty... I explained this is happening because I’m a black woman. If someone comes to you and says I said something to them, please send them to me... The rest of the department learned how to interact with me... we are labeled angry black women who are going to pop off.... Lots of the time it is because you are only getting info from one side, and that’s what I teach my students. I turned a situation... turned into a department where the faculty don’t know how to deal with me... I mean overall it could be worse... I developed pockets of people I trust, I don’t focus on the noise and I decided since I am going through this process that if and when tenure happens, I am going to wholeheartedly going to invest in mentorship. It is going to be one thing I take on for our junior faculty and graduate students. When I brought this up, me and two colleagues developed a comprehensive plan... It has been a learning experience, if I had to give it a grade it would be a C+ or D-. I am not looking to go anywhere else, I know it could be worse – this is the devil that I know...”
 - “I have a friend in [college name] who was upset because her colleagues thought she was gay. Increased her respect among the other faculty. First, why does everyone think I’m gay? Second, how does that make me a better faculty? She is involved in a lot of activism. Forceful and outspoken. Surely you couldn’t be a ‘traditional woman’...Micro-aggressions...”
- **Bias(es)/Stereotyping/Lack of self-awareness:**
 - “Because I am “token” and available for feedback so they don’t have to develop an awareness of their own biases... You get tired and don’t want to do all the time”



- “Sometimes to segregate a little and be among your ‘family’ and have the frank conversations with people who understand you... They called me “Amy” today and they know she is the other black girl in the office today... I don’t have to explain why that’s problematic...”
- “there is no concerted effort for inclusion though there is a concerted effort for diversity... University wide I can see the effort but at the personal space – department – maybe due to ignorance or due to lack of self-awareness I don’t see that translate. We are all humans we make mistakes and I wish that was not the case. When it is brought to their attention it is sometimes dismissed”



*“As an adjunct, I get the sense of ‘oh I didn’t know you existed’
I am thrilled to engage yet I feel isolated as an adjunct
and as an African-American male...
You can count the number of African-American
males in my classes on one hand.
You can feel your isolation; not negatively –
Yet, I also don’t feel supported. It was 2 years
[working at UCF] before I received an invitation”*



Sentiments of being isolated, disconnected, and at times intentionally unwelcomed into the department or UCF community.

Isolation

Feelings of being isolated, excluded, alone, disconnected:

- “As an adjunct, I get the sense of ‘oh I didn’t know you existed’ I am thrilled to engage yet I feel isolated as an adjunct and as an African-American male... You can count the number of African-American males in my classes on one hand. You can feel your isolation; not negatively – Yet, I also don’t feel supported. It was 2 years [working at UCF] before I received an invitation
- “It is the pushback. Areas where it is harder to be your authentic self – isolated”
- “Being a faculty of color and untenured, it is a lonely place. You had to go along...”

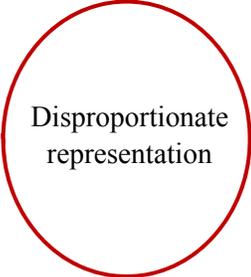


**Focus Group Participant Sentiments
and Proposed Recommendations**

Recruitment

- **Disproportionate Representation:**

- “I look at the white faces at the top and I don’t see this representation. I keep hearing we are going to do these things – the situation with the president. It knocked me over. I felt we were shifting...”
- “...our hiring practices have not served us well as we see clear demographic differences there. In some levels we need Hispanics in not only in instructor roles, but in all roles – doing research, in graduate class”
- “Our leadership- everybody at the top looks the same – If we look at the pictures...”
- “I have been at UCF since 2010 and this is my third tenure track position. As a single mom, I was one of the only Latino faculty. My sister lived in Orlando at the time. I researched the diversity of the student population. It didn’t occur to me to research the diversity of the faculty. I erroneously assumed it would be the same...”
- “Hire more faculty of color. Simplify the hiring process so that we don’t miss opportunities with [faculty of color]. Currently the process is too cumbersome and we need too many approvals”
- “We need a critical mass – recruit and retain critical mass”
- “I think the ‘ugly’ part is that after being here so many years that so many people have been hired and how many are Latinos? I think we, as an organization, need to step it up a bit... There have been a lot of opportunity to hire black and brown faculty of color but that has not been done”
- “One approach could be to hire associate level faculty so that we have a critical mass to mentor junior faculty”
- “I definitely think not having enough [faculty of color] at UCF right now maybe viewed as a detriment”
- “The other piece that is really important, the other colleges, how many deans are from underrepresented groups, how many are leaders, how many promote...”
- “The numbers need to be more balanced to do more things. If we are going to do research and if you are going to include a minority faculty in that then UCF could match the funds. But it can’t be just for name-sake”
- “the current cohort has two professors of color in same semester. The students are thinking ‘I hit the mecca...’ yet it is not representative of the college...Goes along with the sentiment ‘Oh they are black women, they’re going to take care of you...’”
- “it has been ‘lip service’... ‘lip service’ has been paid to the diversity notion... If we want to talk real diversity, look at the students we have 25% Hispanic serving institution - what about faculty? In terms of representation? We are not at the percentage.... We are far from it...”



Disproportionate
representation



Incentivize
hiring faculty of
color



Encourage tenure
/ promotion of
faculty of color

- “Sympathize and assist Assistant Professors who do not feel they have a place here, on top of the things you have to deal with as a faculty of color, not just your own faculty but also students.... Making fun of your accent”
- “Hire more... Who are we going to retain if we do not hire faculty of color? Very few”
- **Difficult/Unfair Practices:**
 - “There are unfair hiring practices in the department of hire. When we were hiring we passed on very talented people of color and I was told that she won’t be ‘happy’ here”
 - “I tell them to write out – Let the record and notes show that you have eliminated every diversity hire”
 - “I had the best core diversity group of people. 3 came out of my 10. There was this one person who was phenomenal [descriptors] She was perfect. She got disqualified because she did not have the ‘right’ external grant, even though we didn’t have grant funding requirement! We had to go back after a several things happened... Everyone was like she is awesome – one person who always has a comment said something about her grant. We ended up bringing her in and hiring her. Even the director said, she is great why didn’t we bring her in before? There is only so much arguing we can do...”
 - “The most important thing is consistency... There is no consistency across campus. When Dean [name] chaired search, [pronoun] made them take the implicit bias test yet there was not a diverse pool. There is a lot of fighting to come through the department”
 - “There is lot of bureaucracy” “
 - If everything is based on [student credit hours (SCH)] then the chairs don’t have any incentive to recruit a famous researcher or a full professor because it is better to hire two assistant professors to generate more SCHs. The hiring decision is usually in the hands of the chair or dean and they will not do things that are detrimental to their budget and as long as budget is tied to SCHs it is tricky”
- **Department Leadership training**
 - “Training is needed for leadership in our department. I can see that they are disconnected from the real world. I thought for some dicey situations the response did not seem adequate or appropriate. Having certain level of training may have been helpful”
 - “Just like we need to have continuing education, FERPA, there needs to be comprehensive training”
 - “Even the faculty I work with, we had a presentation from student disability services – they were angry about it and said they say ‘that’s not my job...that is not what I am trained in...’ I have a faculty member trained in disability services who cries because she tries... We have to have the office of equity to come in... I am the problem – I am the diversity officer. I call it. On a search committee with specific qualifications, and



Address
difficult / unfair
practices



Leadership
Training

they say ‘I do not like his work’ I have done the Harvard tests. Everyone should do it”

- **Offer a competitive salary**
 - “The people leave because there is hostility among colleagues, or they can get better salaries elsewhere”
 - “main complaints – salaries not up to par with other places, difficulties obtaining tenure, people in niche groups their publishing are ranked lower than the more popular ones – makes more difficult to obtain tenure”
 - “I came in with tenure and rank, otherwise, I would not have come in. I took a 15% pay cut and salary is a big issue. Many faculty have not come to our program because we can’t offer them enough money”
 - “I have been part of searches in which faculty of color candidates made it to the final round but we are missing them because they are qualified and are getting jobs... We are missing them [faculty of color] and we are not able to pay them enough dollars”

- **Lack of commitment to diversity/inclusion**
 - “The measure of commitment is money. The CEO speaking about diversity/inclusion. We don’t put money behind it... believe in recruitment up to a point”
 - “I think those messages for diversity and inclusion should come from top-down. It has to happen in all levels. You have to model things – leaders at all levels – it can’t be confusing message coming from different levels. It has to be a concerted effort from all of us. The leadership needs to model what needs to change. Even if you are not 100% there you have to work towards that”
 - “it has been ‘lip service’... ‘lip service’ has been paid to the diversity notion... If we want to talk real diversity, look at the students we have 25% Hispanic serving institution - what about faculty? In terms of representation? We are not at the percentage.... We are far from it...”
 - “I look at the wall of pictures– role modeling, message it sends, doesn’t feel inclusive, welcoming, and the second part is that they just don’t we need diversity... we need diversity... it needs to be inclusive of everyone across the board....but they don’t understand what that is....If I say, we need diversity and I am diversity you are considered ‘tooting your own horn’...Most people do what is comfortable to them, we tend to replicate what we see and we want to be surrounded by people who look like us”

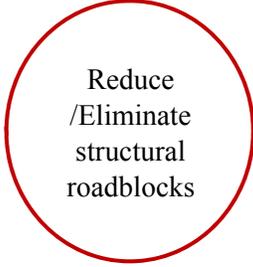
- **Spousal Hiring:**
 - “Partner hiring – is really a good tool for retention and we encounter roadblocks”
 - “I would be happy with consistent policy application.... In my example, I was hired out of grad school. My partner had one more year. Asked what could we do for a spousal hire? I was told - Nothing... [redacted] I have no support. Coming out alone with no family, friends... feeling isolated...”



Increase
competitive
advantage



No commitment
to diversity



Reduce
/Eliminate
structural
roadblocks

[redacted] I had to take top down influence [redacted] Spending political capital, to get this accomplished... [redacted] They made it feel to me that this was the biggest thing they could do for me”

- “There are 1000 people waiting to take my spot. My department chair said if I did not like my situation, I could leave... [redacted]”
- “[redacted] Not long after I was hired, we received this letter about the spousal hire program... [redacted] Spousal hire especially with faculty of color... if the department is unwilling to even do half ... [redacted] It was incredibly frustrating.”



Remedy
Inconsistencies

Retention

- **Authentic Mentoring**

- “Authentic mentoring. Sometimes mentoring can be prescriptive and sometimes they are organic”
- “It is more intense for faculty of color...who found it hard because there were no mentorship and opportunities”
- “I have never been supported in my work, research, or any way. I had no formal mentor”
- “You bring up mentoring. You have that mentor who is there for you... In all the years, I never really had mentors here. I had [name] one of them. [pronoun] just looked at me, your promotion is not do with your work... mentoring makes a difference, but it doesn't always move you forward. Most of my colleagues at the 3y mark, many left or they did not get promotion.... If you feel you are getting bitter, you should leave. You should not leave being bitter. We can recruit all we want, I would like to know how many stay of those recruited and at what rank do they stay? You issue of knowing what you want is good... associate professors not moving. Assistants are moving”
- “I have an idea about that because we created one. When you come from your PhD program, you are advised to speak with someone who you may not connect with. We advise you need 3 types of... 3 different mentors. One who knows the ropes, your background, and department. Your department, connect with via background/find a connection – safe person outside your department, and someone to help with other things. Process, connect, other accountability e.g. research. It was socializing, lunch, books, etc.”
- “Instead of having a square box and you're trying to put the triangle into... help let you craft it... For them to say, you need to publish 10 articles - ok go! Does not work. They won't tell you how they want it e.g. you published in the wrong journals. First, they... no one was forwardly looking, they do not state exactly what they wanted to see until something is missing. Why didn't you publish 3 articles and this grant? They say you should do this and then they run away. They are no help. The person who was assigned me as a mentor, a full professor in another area – they only thing she published with me was a book chapter. Book chapters don't matter in our system...”
- “I had mentorship outside my university; I did not get it from here...”
- “Mentoring makes a difference. Across colleges, it. Makes a big difference... Faculty Excellence had a program. Said ok colleges now you do it. Inconsistency. Inconsistent is my experience here”
- “I got tenure, I was supported in getting tenure – I had a good mentor... I was lucky in that sense. I happened to have a mentor who was Latino/a which was very valuable to me. We could talk about all the things – and politics that go along with the department... I was told I would be



Authentic
Mentoring

mentored... I would be mentored by [name] who was the only other Latino/a on the faculty”

- “Mentoring is also important to learn about UCF – both positives and negatives. There are lots of positives and then you can cling to it and draw strength from it”
- “There is no mentorship, no support, and it is not well received”
- “No mentorship, bait/switch, difficulties navigating the promotion and tenure process, and overburdened... We become unable to focus and overcommitted to service. They could be phenomenal scholars if all the things placed upon their time was better managed... It is our job to sometimes run interference”
- “People tell me all the time, this is your mentee. I had issues getting it published after three different set of revisions. Each time they wanted to fetish it. I finally sent it to my dissertation chair and it got published’



Active outreach

- **Active Outreach**

- “Someone doing a periodic check-in from time to time. Maybe weekly first and then monthly or yearly”

- **Provide Safe Spaces**

- “It is important to have geared to specific groups to provide safe spaces. Nobody knows the ropes that the one who has gone through it before”



Provide safe
space

Appendix A

Focus Group Guide

INTRODUCTION, PURPOSE AND GROUND RULES

ICEBREAKER

- Department
- Role
- How long at UCF

PROMPTS

0. What are the primary reasons you chose to join the UCF faculty?
1. How would you describe your experience(s) at UCF?
PROBE: Good, bad, or indifferent
PROBE: Department, college, and university
2. What do you believe are the reasons faculty in general stay at UCF?
 - a. What worked well to retain you at UCF?
3. In your opinion, what do you think are the factors that prompt faculty to leave UCF?
 - a. Is the answer the same or different for underrepresented faculty? Expound upon your response?
 - b. What might/should UCF do to address these concerns?
4. What would an ideal mentoring and retention program for faculty look like?
 - a. Is the answer the same or different for underrepresented faculty? Expound upon your response?
5. What might/should UCF do more of to create a culture of inclusion and support?

Appendix B

UCF Faculty Profile by Rank, Ethnicity and Gender as of fall 2017

The table below shows the joint distribution of faculty rank, ethnicity, and gender. Both, 9-month and 12-month tenured, tenure-earning (professor, associate professor, and assistant professors) and non-tenure-earning faculty (instructor, lecturer, etc.) have been included in the summary table. Please note that multi-year contract faculty and faculty who have been designated as other have been excluded. Though, international faculty are included in the summary table, they have been excluded from the Grand total and percentages reported.

As of fall 2017, one in eight (12.6%) tenured, tenure-earning, and non-tenure earning faculty were under-represented minority (American Indian, Black/African-American, Hispanic, or Multi-racial), almost three in four (73.8%) are white, and one in four (13.6%) are Asian. As of fall 2017, 42.7% of tenured, tenure-earning, and non-tenure earning faculty were female.

UCF Faculty Profile by Rank, Ethnicity and Gender - Fall 2017

Faculty Rank by Ethnicity and Gender	Ethnicity								Gender		Grand Total
	American Indian	Black	Hispanic	Multi-racial	All Ethnic Minority**	Asian	White	International	Female	Male	
Professor	1	9	20	1	31	69	270	5	97	273	370
Associate Professor	3	23	24	0	50	67	277	7	146	248	394
Assistant Professor	0	13	27	3	43	51	179	51	129	144	273
Instructor/Lecturer	1	17	40	7	65	17	381	6	268	195	463
Ethnicity Total	5	62	111	11	189	204	1,107	69	640	860	1,500
Gender by Ethnicity											
Female	1	35	53	8	97	56	487	23			640
Male	4	27	58	3	92	148	620	46			860
Gender Total	5	62	111	11	189	204	1,107	69			1,500
	American Indian	Black	Hispanic	Multi-racial	All Ethnic Minority**	Asian	White	International	Female	Male	
Professor	0.3%	2.4%	5.4%	0.3%	8.4%	18.6%	73.0%		26.2%	73.8%	
Associate Professor	0.8%	5.8%	6.1%	0.0%	12.7%	17.0%	70.3%		37.1%	62.9%	
Assistant Professor	0.0%	4.8%	9.9%	1.1%	15.8%	18.7%	65.6%		47.3%	52.7%	
Instructor/Lecturer	0.2%	3.7%	8.6%	1.5%	14.0%	3.7%	82.3%		57.9%	42.1%	
Ethnicity Total	0.3%	4.1%	7.4%	0.7%	12.6%	13.6%	73.8%		42.7%	57.3%	

Source: <https://ikm.ucf.edu/facts-and-reports/interactive-facts/facultystaff/>

Professor: Professor, Professor of Medicine

Associate Professor: Associate Professor, Associate Professor of Medicine

Assistant Professor: Assistant Professor, Assistant Professor of Medicine

Instructor/Lecturer: Associate Instructor, Associate Instructor of Medicine, Instructor, Instructor of Medicine, Associate Lecturer, Lecturer, Lecturer of Medicine, Senior Lecturer

Note: Faculty with a job title not listed are considered unranked/other and have not been included

** All Ethnic Minority includes - American Indian, Black, Hispanic, and Multi-racial