INCLUSIVE FACULTY HIRING

UCF | Faculty Excellence

A MESSAGE FROM THE VICE PROVOST

"

A great university is built by great faculty. And an important part of that is **Inclusive Excellence.**

It's in our core mission at UCF, and we want our campus to be a space of belonging for everyone. In order to accomplish that goal, we have compiled resources and information for understanding the most promising practices for effective faculty recruitment.

Together we are creating an equitable and **inclusive** working and learning environment to recruit and retain the best and most diverse faculty. Ensuring our faculty is representative of the student body and communities we serve is only the beginning. We encourage all departments and search committees to use this document to engage in ongoing conversation about how to prepare our academic units to be spaces that welcome and celebrate difference. This is essential to our success as a university.

In this document you will find **equity-minded** frameworks, guidelines, and practical suggestions for more inclusive faculty recruitment.

CHARGE ON,

Dr. Jana L. Jasinski
Vice Provost for Faculty Excellence
Pegasus Professor of Sociology

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This document was created by the Inclusive Excellence Faculty Fellow, Jennifer Sandoval. Special thanks to the members of the FE Committee on Inclusion 2019-2020 for their review and contributions to this document: Reshawna Chapple, Latarsha Chisholm, Jonathan Cox, Lindsay Neuberger, John Raible.

EQUITABLE AND INCLUSIVE HIRING

Hiring new colleagues is one of the most important things that a faculty member does. However, most faculty do not receive any training in this process other than to learn on the job at their first hiring committee meeting. It is easy to get stuck in habits that do not promote checks and balances of our biases and socialization into our disciplines. While it is a strategic goal of UCF to increase the compositional diversity of the faculty there are additional reasons to prioritize these efforts. We know there are many educational benefits to diverse learning environments (Milem, Chang, & Antonio, 2005). Students are more engaged and report higher satisfaction levels when they have the opportunity to work with and learn from a more diverse range of faculty. Faculty influence on student motivation, confidence, and achievement goes beyond classroom interaction. Connection to faculty mentors dramatically improves students completion rates and their interest in graduate education (Bettinger and Baker, 2014, 2011; Scrivener and Weiss, 2009).

While there is considerable research that continues to confirm the business case for **diversity**, there is much work to be done to create and sustain humane, equitable, and inclusive working, learning, and living environments. Frost (2014) claims discrimination against women, LGBTQ folks, and people with disabilities alone is costing $64 billion dollars a year in the United States. McKinsey&Company (2018) continues to report that the presence of ethnic and cultural diversity and gender representation improves company performance exponentially. Owen-Smith (2018) has taken the case directly to the higher education context as well.

Specifically, for Hispanic Serving Institutions the work of Anaya and Cole (2001) shows the importance of student-faculty interaction for Hispanic student achievement. The world and the workforce we are preparing our students for looks very different than our faculty ranks. If you are interested in learning more there will be additional resources available on the Faculty Excellence website, but this is intended to be a starting place for engaging in better hiring as we continue to strive for inclusive excellence in our institution.

Academia is like most industries in that it has its own pervasive narratives about how things have always been and how they should be now. Often, we are socialized into our fields without taking the time to critically examine our taken for granted assumptions and update our thinking. We have many unconscious and conscious biases that affect our participation in faculty hiring. This bias impacts the way we write job descriptions, how we evaluate candidates, and ultimately the recommendation we make to the hiring official. While we can never eliminate bias and subjectivity we bring to the committee we can certainly make efforts to mitigate it and change our conversations.

If your department or program has not had substantive conversations about **implicit bias** it can be useful to recommend that faculty spend some time on the Harvard Implicit Bias Project (implicit.harvard.edu) and read the articles included in the resource guide. Additionally, the next page lays out a few quick tips on reducing implicit bias in the hiring process.

WAYS TO REDUCE IMPLICIT BIAS

1 Be intentional about compositional diversity of your committee that includes individuals with equity minded competencies

2 Have a direct conversation about implicit bias, the unintended consequences, and how you will address problems in the committee

3 Recruit broadly to further diversify your pool of applicants

4 Construct operationalized criteria for evaluation that include equity and inclusion

5 Ensure the entire application is reviewed by all members of the committee

6 Put a process in place that requires all committee members or other faculty involved to construct their feedback prior to being influenced by other members of the group

7 Discuss the barriers to inclusive hiring that are common in your discipline and how you are going to combat them

8 Require the use of standard questions so that no candidate receives an advantage/disadvantage from questioning practices; also ensures faculty can assess all candidates' responses equally

INCLUSIVE FACULTY HIRING BARRIERS

Frequently when programs are asked to "diversify" their faculty the most common defense is "we would love to, but there are no candidates because there is no pipeline." While this may have been a difficult reality at one time, it is no longer the case. Advanced educational attainment has increased exponentially in the last decade in the U.S. We have the ability to track more specific data for your field and also encourage the formation of specific recruitment relationships with large, diverse universities like ours, including Hispanic Serving Institutions (HSI's) and Historically Black Colleges and Universities (HBCU's). While we have not achieved equity across racial and ethnic identities in higher education, doctoral degree attainment by Latinx/ Hispanic and Black/African American scholars is shifting in many disciplines. Examining our hiring processes also requires us to think through our own contributions to the pipeline through recruitment and training of a diverse graduate student population.

PROBLEMATIC HEURISTICS OF MERIT AND PRESTIGE

When discussions of merit emerge they are often focused on traditional ideas that may actually have very little direct connection to the success of a candidate at our institution. Merit focuses on what we decide are meaningful accomplishments. Some argue that merit is objective but that does not account for the systemic inequitable access and disproportionate impact on scholars of color. These traditional categories usually include years of experience, types of degrees, outputs like publications and grants, and prestige (connection to institutions or individuals). Your committee should discuss what merit looks like in your program and at UCF and what qualities and skills you are looking for in that category. Institutions in Australia and New Zealand have begun to discuss achievements relative to opportunity as a way to address equity in conversations about merit. Equity minded conceptions of merit will look for evidence of candidates contributing to equity and inclusion in their teaching, research, and service, and ensures that systemic barriers are appropriately considered.

RELIANCE ON THE VAGUE CATEGORY OF FIT

When committee members talk about fit you do not hear the same arguments about objectivity, however it is focused on perceptions that are heavily influenced by dominant culture norms. What does it mean to be collegial or professional? What does it mean to say this person is a "good fit" for us? What does it mean to discuss an individual's personality or presentation style? Often it means they are similar to the current faculty in your department. You can "see yourself working well with them." It's important to expand our understanding of the different ways candidates may communicate because of cultural differences or **neurodiversity**. Bias research has shown consistent preference for people who are more similar to ourselves. Equity minded conceptions of fit will focus on ways a candidate will be able to speak to the identities of our students and community, not our current departments. Committees should operationalize their understanding of "fit" and have a robust conversation about the qualities and skills that will be meaningful beyond shared interests with your faculty. White-Lewis (2019) further unpacks the problems with using "fit" as a hiring rationale.

EQUITY AND COMPLIANCE

As members of hiring committees faculty are balancing many responsibilities. Equity minded practices are an important component of the hiring process, but so is compliance. There are many policies that are in place with the intent of creating an equitable hiring process, however committees often loosely follow these rules or strictly adhere to some rules and not others. Equity minded conceptions of compliance will make sure that candidates have similar consideration, evaluation, and experience. It is important to check in during the process to highlight ways in which you may unintentionally have an inequitable impact on candidates of color. Additionally, it is important to remember that compliance is the floor, not the ceiling. Consider the many ways in which your hiring practices can move toward better practices of equity. For more specific search guidelines please download this document.

EQUITY MINDED ADVOCATES

It is essential that every hiring committee has a faculty member who is equipped with the knowledge, skills, and commitment to hold the group accountable for equity minded practice. Every department should identify 1-3 faculty members who will receive additional training and be a resource and advocate for equity in hiring. It is also imperative to understand that this responsibility is most often placed on faculty members from **minoritized** groups, of which there may only be one or very few, which adds to the burden these individuals already often experience because of a lack of representation. Departments must make it a priority to identify non-minoritized faculty to support this ongoing work.

WRITING AND POSTING YOUR JOB DESCRIPTION

Your job announcement is an opportunity to tell a story about our university, your department and program, and show what we value. **Equity minded language** *should be a part of each section of the announcement. Below is an example format when you are designing your announcement.*

PLACING THE AD:

- Journal and professional publications for your discipline

- Professional associations

- Publications for specific groups
    - Diverse: Issues in Higher Education
    - Hispanic Outlook
    - Tribal Journal
    - Women in Higher Education

- News outlets (local, regional, and national)

- Social Media
    - Your faculty may be part of groups like Latinx Scholars, Latinas Completing Doctoral Degrees or affinity groups of national associations like a Women's Caucus. Create a Social Media friendly post with links to the official job posting

RECRUITMENT:

- Rely on more than just the same professional connections from your senior leadership – this often leads to a limited pool and a lack of diversity across training, perspective and region

- Do look at where your faculty have engagement in affinity groups and other networks

- Leverage our location in Central Florida

- Leverage relationships with other HSIs and HBCUs

- Utilize specific pipeline and recruitment services meant to reach minoritized groups whenever possible, such as PRISM

UNIVERSITY DESCRIPTION

The University of Central Florida (UCF) is a metropolitan research university built to make a better future for our students and society. We solve tomorrow's greatest challenges through a commitment to academic, inclusive and operational excellence. Leveraging innovative learning, discovery and partnerships, we foster social mobility while developing the skilled talent needed to advance industry for our region, state and beyond.

A Hispanic Serving Institution, UCF is home to a growing and diverse student population of over 70,000 students, almost 2,000 faculty, and more than 4,700 staff. At UCF we are dedicated to access and we are invested in identifying candidates who will contribute to our mission through equity-minded practice and culturally responsive pedagogy.

- [ ] Include intentional information about attracting applicants from minoritized groups

- [ ] Include intentional language about values regarding equity and inclusion

- [ ] Include data about students, faculty and staff

- [ ] Consider highlighting the presence of PRIDE Faculty and Staff Association, Black Faculty and Staff Association, and Latin@ Faculty and Staff Association

DEPARTMENT DESCRIPTION

- [ ] Be clear about what is prioritized in your program and department

- [ ] If you do not have a program level statement about equity and inclusion – develop one and include it

- [ ] Avoid coded and deficit minded language

- [ ] Be honest about challenges and point to ways in which you are working toward change

- [ ] Identify ways you want the applicant to speak to their contributions to equity and inclusion

- [ ] Include specific competencies related to equity and inclusion

POSITION DESCRIPTION

- [ ] Avoid coded language that feeds into the narrative myths of "fit" and "merit"

- [ ] Avoid arbitrary measures of success (e.g. years of experience)

ORLANDO DESCRIPTION

Orlando may be one of the most visited tourist destinations in the world, but it is also a vibrant and diverse city in a location that is central to many unique attractions.

☐ Include information about the schools, local and community and other organizations that might be of interest to your faculty relocating

KEY WORDS FOR JOB ANNOUNCEMENTS:

Equity minded language (Much better)

- ✦ Racial equity, ethnic equity
- ✦ Hispanic Serving Institution
- ✦ Culturally responsive/centered/relevant
- ✦ Social justice
- ✦ Anti-racist
- ✦ Mention of specific group identities (e.g. African American/Black, Latinx/Hispanic, Native American and Indigenous, Asian American/ Pacific Islander)

Diversity language (Better)

- ✦ Underrepresented
- ✦ Underserved
- ✦ Multicultural
- ✦ Diverse
- ✦ People of color
- ✦ Demographics of all students without focus on racial/ethnic identity

Deficit language (Avoid)

- ✦ At risk
- ✦ Underprepared
- ✦ Disadvantaged
- ✦ Non-traditional
- ✦ Underprivileged
- ✦ Achievement gaps

JOB POSTING TEMPLATE

Your job announcement is an opportunity to tell a story about our university, your department, and provide insight into our values. Equity minded language should be a part of each section of the announcement. Your criteria and evaluation process should be identified prior to writing the job description so it can be as clear as possible while appealing to a broad audience. Below is an example format when you are designing your announcement.

The Department of _____ is pleased to invite applications for our Assistant Professor of _____ position. The University of Central Florida (UCF) is a metropolitan research university built to make a better future for our students and society. We solve tomorrow's greatest challenges through a commitment to academic, inclusive and operational excellence. Leveraging innovative learning, discovery and partnerships, we foster social mobility while developing the skilled talent needed to advance industry for our region, state and beyond.

A Hispanic Serving Institution, UCF is home to a growing and diverse student population of over 70,000 students, almost 2,000 faculty, and more than 4,700 staff. At UCF we are dedicated to access and we are invested in identifying candidates who will contribute to our mission through equity-minded practice and culturally responsive pedagogy.[1]

Orlando[2] may be one of the most visited tourist destinations in the world, but it is also a vibrant and diverse city in a location that is central to many unique attractions. Orlando continues to rank well in affordability, job opportunities, community and is just 50 miles away from the nearest beach. Whatever activities you enjoy you will find them here in Central Florida, whether it is being in the great outdoors, art, history, visiting theme parks, farmers markets, or sporting events!

DEPARTMENT DESCRIPTION[3]

The department of _____ is home to _____ faculty and _____ students. We offer degrees in _____.

MINIMUM REQUIREMENTS[4-5]

✦   Applicants must have earned a Ph.D. in _____ or related field

[1] Especially for Assistant professors and early career faculty highlight resources to support their development as teachers and researchers

[2] UCF has many strengths, but its location should be attractive to people for a variety of reasons. Providing information about the larger community is a way to provide greater context for their life outside of UCF and an important recruitment tool.

[3] Include information about your department or unit that will help applicants be interested in joining your team. You may want to highlight the size of your program, research projects, types of degrees or other information people should know.

[4] Keep this list small to encourage a broader applicant pool. Make sure whatever you require can be directly connected to the position.

[5] If your announcement has more than one rank you must include the differing requirements and develop the criteria for each rank prior to review of applications

- As a diverse institution we center access, belonging, and diverse perspectives. We are seeking an individual who can demonstrate effective engagement in an environment where colleagues and students come from many backgrounds and identities, as well as someone who can demonstrate commitment to equitable and inclusive teaching and research practices.

PREFERRED REQUIREMENTS[6]

- Strong research experience
- Demonstrated teaching effectiveness

APPLICATION REQUIREMENTS

- Letter of application outlining how you are prepared to join the faculty at UCF highlighting research achievements, teaching experience, and other qualifications of the position
- Curriculum Vitae
- Teaching Philosophy[7] that addresses how you are prepared to instruct and mentor students in one of the most diverse universities in Florida and the U.S.
- Equity and Inclusion Statement: please provide any relevant experience and leadership in working in diverse environments as well as how you contributed to a culture of inclusion and equity.
- Reference list (names and contact information, not reference letters)[8]

EQUAL OPPORTUNITY STATEMENT[9]

As an equal opportunity/affirmative action employer, UCF encourages all qualified applicants to apply, including women, veterans, individuals with disabilities, and members of traditionally underrepresented populations. UCF's Equal Opportunity Statement can be viewed at: **http://www.oie.ucf.edu/documents/PresidentsStatement.pdf**.

As a Florida public university, UCF makes all application materials and selection procedures available to the public upon request.

EQUITY MINDED INTERVIEWING

- [ ] Ask about pronouns and pronunciation of names

- [ ] Include accessibility accommodations in all stages of interviewing. Video conference calls can present barriers to access for some populations so when you send the invitation include an alternative or an opportunity for them to request a different format.

EQUITY MINDED INTERVIEW QUESTIONS

- [ ] What does it look like for faculty to contribute to effective equity and inclusion?

- [ ] What are ways you address equity and inclusion in your work? (focus on an area like research, teaching, or service)

- [ ] How do you engage in culturally responsive teaching and mentoring?

- [ ] What professional development have you engaged in regarding issues of equity and inclusion?

- [ ] How are you prepared to serve a growing and diverse student community at a Hispanic Servicing Institution?

- [ ] Ask questions that highlight whether or not they use a diverse list of authors and sources in their scholarship and teaching

ON CAMPUS INTERVIEWING

- [ ] Plan for the interview with the candidates

- [ ] Ask questions that will help you create an accommodating schedule and let them know you would like to anticipate any needs they may have to create a context for a successful interview. You should take into account that candidates may have a wide range of reasons (e.g. nursing parents, religious practices for timing of certain things, range of visible or invisible disabilities) for accommodations and we don't need the reason why we just need to be able to set up the visit the best way possible for them.

    - ◇ Are there any specific accommodations they need (e.g. for traveling around campus, for speaking, pet friendly hotel for service animal)

    - ◇ Do they have any dietary restrictions or needs

    - ◇ Are there times of day that they prefer a break

◇ Are there specific groups they would like to meet during their visit

☐ Give candidates a detailed itinerary with as much information as possible

☐ Provide candidates with welcome packets that offer additional information about the larger campus, city, and region

☐ Include a campus map with location of gender neutral restrooms

☐ If possible provide a water bottle

EVALUATING AND SELECTING CANDIDATES

CREATING INCLUSIVE EVALUATION GUIDELINES

☐ Evaluation guidelines should be determined when the job description is written, before any candidates are evaluated at any level, including initial review of CVs/resumes

☐ Take time to operationalize all evaluative criteria in specific, measurable terms (e.g., what does it mean that someone has "potential for bringing in outside grants"?)

☐ Utilize equity minded interview questions

☐ Be aware of the tendency to overscrutinize minoritized applicants, and ensure equitable consideration of all candidates

☐ Make sure committee members are aware of the "right of inclusion" at every level of review and are encouraged to use it

IDENTIFYING FINAL CANDIDATES

☐ University policy indicates that a successful search will result in a diverse pool of candidates for the final interview round that [includes at least one woman and one member of a minoritized group.] These are very minimal, baseline requirements. Departments should actively consider more stringent qualifications for a "successful" search. If at the time final candidates are identified and the specified parameters are not met, the search should either be restarted or the existing candidate pool should be revisited with more equitable strategies in mind.

☐ If faculty identify inequitable processes or decisions or any problems in a search they are participating in they should contact the Office of Institutional Equity at www.oie.ucf.edu.

☐ Have myths surrounding hiring practices (pipeline, merit, fit) and implicit/ explicit bias been appropriately addressed?

☐ Ensure that issues of equity are given appropriate significance in final decisions (e.g., how much weight is actually given to candidates' answers to questions about how they contribute to equity and inclusion or their diverse practices in teaching and research?) for every candidate

☐ Ensure that power difference among faculty across ranks are mitigated in meaningful ways. Consider masked voting and feedback in order to allow equal weighting of perspectives in hiring decisions.

APPLICANT EVALUATION RUBRIC

It is important to have consistent criteria for evaluating your faculty applicants. Using a rubric will help to mitigate bias and influence from other committee members. The skills and expertise required for the position should be determined prior to posting the position. Each member of the hiring committee should complete the rubric independently and then they should be aggregated to help make determinations for moving candidates to later rounds.

Candidate's name _____
Please indicate all parts of the application you have reviewed or participated in:

☐ Applicant CV

☐ Applicant statements (e.g. teaching philosophy, equity and inclusion statement)

☐ Applicant scholarship _____

☐ Attended candidate job talk

☐ Met with candidate

RATE THE APPLICANT

INSERT CRITERIA	N/A	1	2	3	4	5	TOTAL
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	
		1	2	3	4	5	
TOTAL							

RELEVANT KNOWLEDGE AND SCHOLARSHIP	N/A	1	2	3	4	5	TOTAL
Demonstrates knowledge in specific area identified in job position		1	2	3	4	5	
Able to communicate a clear and defined program of research		1	2	3	4	5	
Demonstrated effectiveness in research production (e.g. published in peer- reviewed outlets, presented as relevant conferences		1	2	3	4	5	
Experience seeking external funding		1	2	3	4	5	
Evidence of scholarly impact		1	2	3	4	5	
TOTAL							

TEACHING AND MENTORING	N/A	1	2	3	4	5	TOTAL
Experience teaching appropriate courses		1	2	3	4	5	
Demonstrated teaching effectiveness		1	2	3	4	5	
Experience teaching a diverse student population and contributing to inclusive learning environments		1	2	3	4	5	
Experience mentoring or supervising students		1	2	3	4	5	
TOTAL							

SERVICE	N/A	1	2	3	4	5	TOTAL
Demonstrated commitment to service in prior work		1	2	3	4	5	
Record of community engagement or partnership		1	2	3	4	5	
Experience on relevant committees		1	2	3	4	5	
TOTAL							

ADDITIONAL PREFERRED QUALITIES	N/A	1	2	3	4	5	TOTAL
Demonstrated effectiveness collaborating with diverse groups of colleagues, students, and or community members		1	2	3	4	5	
Effective in responding to questions/critique		1	2	3	4	5	
Demonstrated commitment to diversity, equity and inclusion through intentional practices		1	2	3	4	5	
TOTAL							

FACULTY HIRING PROCESS MAP

UCF | Faculty Excellence

1 Assess your departmental readiness to welcome a new colleague

Take an honest look at your culture and climate as well as any processes associated with hiring and onboarding new faculty. It is important to ask tough questions about the working and learning environment you are inviting people into, in order to achieve faculty retention across difference.

2 Build and charge hiring committee

The composition of the hiring committee is important to ensure a range of perspectives are present. However, even more critical is building committee capacity to engage in equitable and inclusive hiring. Make sure the committee has access to the Equitable Hiring Kit and follows the Office of Institutional Equity guidelines.

3 Write the position description

Job advertisements tend to focus on requirements, but they also provide insight into the values and culture of your department. Position descriptions should be clear and provide helpful information about the university and the larger Orlando community. This is an opportunity to provide an inclusive and welcoming introduction to working and living here.

4 Create a recruitment plan

Recruitment is an active process that requires commitment not only from the hiring committee, but your entire department. Posting a job ad in one or two major outlets will not lead to a large pool of diverse and qualified candidates. Spending time on a strategic and effective plan at the front end of the process can prevent the frustration of a failed or canceled search.

5 Review applications

Once you have an appropriate pool your committee must determine criteria for rounds of evaluation. These criteria should map directly to the job description and be thoughtfully constructed through an equity lens. We often rely on vague language that does not clearly articulate or operationalize how to assess not only prior achievements, but potential for success in your unit.

6 Interview final candidates

Whether engaging in phone/video or on campus interviews it is essential to consider inclusion and accessibility at every step of planning. Interview experiences should be as similar as possible across candidates and there should be active recruiting of departmental and university stakeholders for participation.

7 Make recommendation to hiring official

When preparing to make a recommendation the committee should review their process and assessment of candidates. There may be a moment for appropriate re-consideration of candidates when looking at how criteria were applied at every round. Remember this is not a voting process, but rather a determination of qualifications for the hiring official. Do not make assumptions about who will actually take the position when determining who is in your final pool.
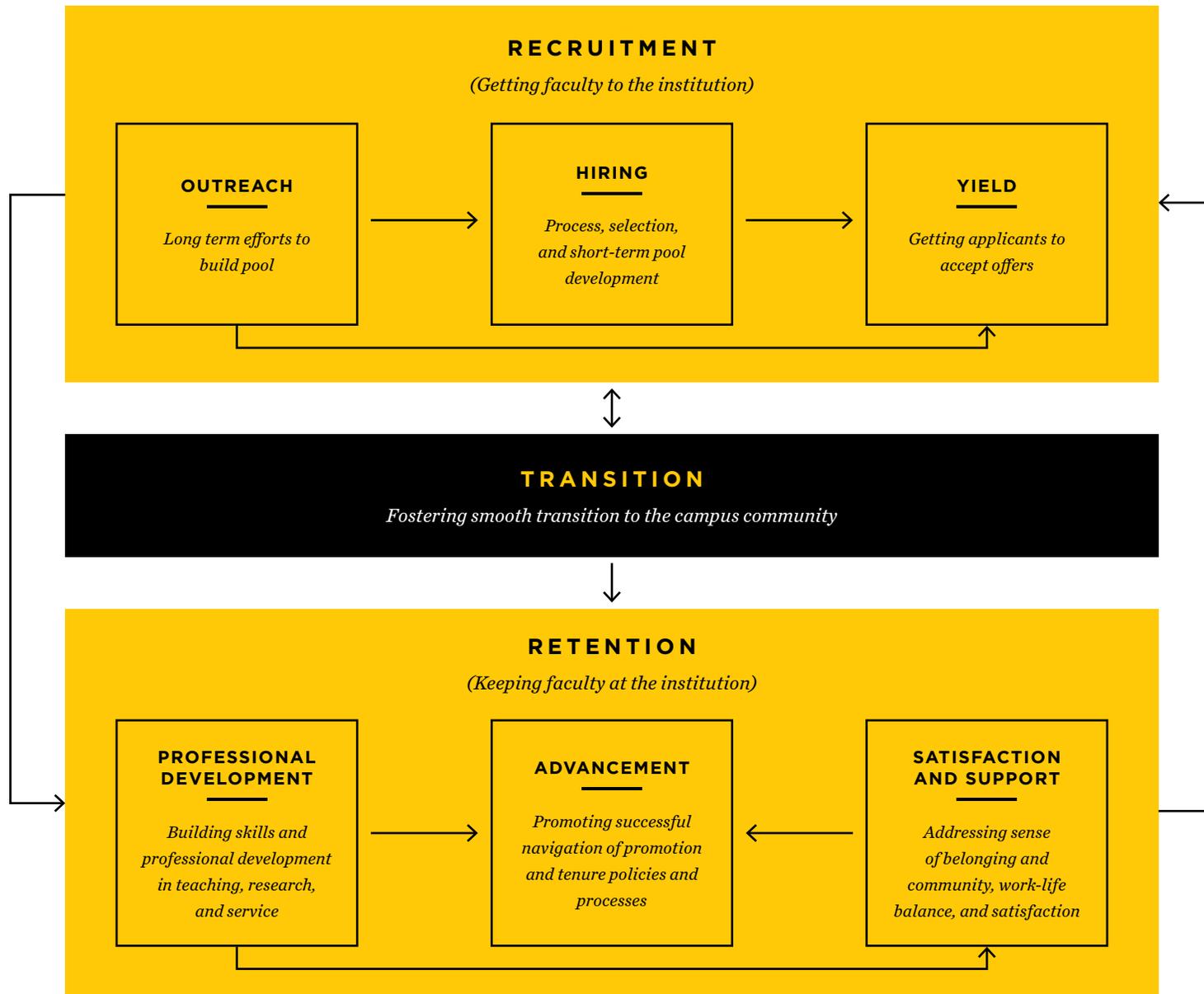
8 Welcome new colleague

Once an offer has been accepted there should be ongoing communication between the new faculty member and your department beyond basic logistics. Often a committee moves on from the process once the college begins the paperwork. There should be consistent efforts to integrate and support the faculty member prior to their arrival in Orlando.

9 Onboard new colleague

Develop a plan for how you will support the success of your new colleague. Keep in mind that they are often inundated with information the first few weeks at the university and those orientations should not replace continual mentoring and connection throughout their career at UCF.

THE INSTITUTIONAL MODEL FOR INCREASING FACULTY DIVERSITY

RECRUITMENT

(Getting faculty to the institution)

OUTREACH

Long term efforts to build pool

HIRING

Process, selection, and short-term pool development

YIELD

Getting applicants to accept offers

TRANSITION

Fostering smooth transition to the campus community

RETENTION

(Keeping faculty at the institution)

PROFESSIONAL DEVELOPMENT

Building skills and professional development in teaching, research, and service

ADVANCEMENT

Promoting successful navigation of promotion and tenure policies and processes

SATISFACTION AND SUPPORT

Addressing sense of belonging and community, work-life balance, and satisfaction

Griffin, K.A. (2020)

OFFICES AND RESOURCES AT UCF

For more information, click the subheaders to be taken to their respective sites.

DIVERSITY, EQUITY AND INCLUSION GLOSSARY

This glossary provides a brief introduction to several key terms that are often a part of discussions around diversity, equity, and inclusion. It is not comprehensive and is a living document that will be updated as knowledge in the field evolves.

FACULTY EXCELLENCE

Faculty Excellence is committed to supporting and strengthening faculty through recruitment, development, and retention of outstanding scholars and educators. We promote the growth of academic leaders through professional development opportunities and institutional policies designed to strengthen our collective faculty who advance UCF's mission of discovery, learning, and engagement. We believe a great university is built by great faculty and we're here to help you at every step.

HUMAN RESOURCES

Here you will find information related to employment opportunities, payroll services, benefits, HR policies, training/development opportunities, frequently used HR forms and links to many benefit providers. We care about your experience interfacing with the Office of Human Resources at University of Central Florida.

OFFICE OF INSTITUTIONAL EQUITY

The mission of UCF's Office of Institutional Equity (OIE) is to ensure equal opportunity and to protect the civil rights of all University community members through proactive outreach, education, and effective response and resolution. The OIE supports a living, learning, and work environment that is free from discrimination, discriminatory harassment and retaliation where all members of the UCF community feel welcomed and valued. This includes OIE serving as the office of the ADA Coordinator and Title IX Coordinator.

OFFICE OF DIVERSITY AND INCLUSION

The Office of Diversity and Inclusion leads the university's effort to become more inclusive and diverse through a number of initiatives: education and training; engaging events; annual celebrations such as October's tradition of "Diversity Week" and March's Women's History Month; support of our Central Florida community activists; campaigns to promote Respect, cultural competency and professional development for students, staff and faculty; and research into inclusion topics.

FACULTY CENTER FOR TEACHING AND LEARNING

The mission of the Karen L. Smith Faculty Center for Teaching and Learning is to support excellence in teaching and learning at UCF. We are dedicated to promoting the success of our stakeholders—the UCF full-time, part-time, and graduate student faculty—and, indirectly, the students they serve and the staff and administrators with whom they work.

CENTER FOR DISTRIBUTED LEARNING

We are fervent advocates of high quality online learning, and it is our mission to support and develop the future of accessible education. As the central agent for online learning at UCF, we transform lives by making a high-quality UCF education available to anyone, anywhere, anytime through the innovative use of technology.

OFFICE OF RESEARCH

Our office has the tools, resources and support needed to assist the UCF research community throughout the life cycle of a sponsored award.

UCF GLOBAL

Providing immigration documents, orientation sessions, travel authorization, employment guidance, and much more, we are here to assist new and current international students and scholars.

FACULTY SENATE

The UCF Faculty Senate is the basic legislative body of the University. It is the primary voice of the faculty and serves as the main channel of communication between faculty members and administration. It is an advisory body to the president and provost and, as such, participates in shared governance. Its committees provide academic oversight by reviewing and approving

policies, new courses, course changes, new programs and program revisions. Senate leaders meet informally on a regular basis with the provost and other members of the administration, to discuss issues and find informal solutions when appropriate. The UCF Faculty Senate may also pass formal resolutions to express a stand on issues or call for action. Examples of recent resolutions which have contributed toward improvements in faculty life at UCF include the implementation of a faculty workplace satisfaction survey and a promotion ladder for instructors and lecturers.

UNITED FACULTY OF FLORIDA AT UCF

The United Faculty of Florida (UFF) is the professional organization and collective bargaining agent for all faculty of colleges and universities in Florida. The UFF is an affiliate with the Florida Education Association (FEA), which, in turn, is an affiliate of both the National Education Association (NEA) and the American Federation of Teachers (AFT). UFF is AFT local 7463.

INCLUSIVE EXCELLENCE

Part of our mission at UCF is to make sure our campus is a space of belonging for everyone. Faculty Excellence has a webpage dedicated to inclusive resources for teaching and faculty recruitment, hiring and retention.

UCF RECRUITMENT PROGRAM

The UCF Faculty Recruitment Program (FRP) is designed to make hiring academic partners and candidates from underrepresented groups easier. The FRP can be used in three types of hiring situations, making it a non-traditional search process. Two types of lines are available: Inclusive Scholar and Academic Partner.

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