**College of Education FPC: 2020-2021 FPC Committees’ Initiatives**

Broad Initiatives and Guiding Questions and Recommendations for Fostering Anti-Racism

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| FPC Committee Rep & Committee Chair | President Fuchs, The Decade AheadJune 18, 2020 Notice1 | FPC Discussions on COE Diversity Policies 4-18-202 | Designated Charge and Other Faculty Requests for FPC Committee Consideration | Adopted Goals by Committee, Sept 14th, 2020 | Outcomes | Accomplished by April 2021 |
| Budgetary Affairs; FPC Rep Cyndy Griffin; Chair Anne Corrine ManleyThumbnail imageThumbnail image |  | Policy goals for directing COE resources to diversity recruitment & retention | Faculty salary data by race/ethnicity, sex, rank to be reviewed for equity trends in salary distribution; Request regular updates on COE budgets | 1. Review and revise the Guiding Principles for Budget Decisions
2. Consult as needed with Deans on budget reduction issues
	1. Use the Guiding Principles of Budget Decisions to set priorities for budget reductions
	2. Propose ideas for revenue generation to the Deans
3. Recommend and advise new allocations and re-allocations of monies to anti-racism activities in the College of Education
4. Assist in evaluating equity in faculty salaries in the College of Education
 | 1. The BAC drafted a Guiding Principles for Budget Decisions document that was sent to FPC, and adopted (in its final form) by the College of Education FPC on January 25, 2021. See BAC minutes from August 24, 2020 through December 3, 2020.
2. The BAC held eight meetings that included Dean’s updates on budgets with time allotted for feedback from faculty on any budget issues and on ideas for revenue generation. See all BAC minutes from the 2020-2021 year.
3. The BAC held many discussions about how faculty and Deans in the COE can best assist with equity issues in faculty salaries. The committee decided on two courses of action: (a) Recommend to Deans to regularly work with School Directors on merit issues related to equity, and (b) recommend to 2021-2022 BAC to develop a broad principles “flowchart” of faculty salary processes
 | All Goals Accomplished |
| College Curriculum;FPC Rep and Chair, Angela KohnenThumbnail image | Led by faculty, UF will reevaluate & revise appropriate elements of curriculum including UF Quest | Idea goals for courses, programs, degrees, certificates; Overall policy goals for advisement on COE curriculum content | Assistance with CCC process & pending requests  | 1. Prioritize approval of courses already reviewed by CCC that have an equity and diversity focus (follow up wherever these are hung up and try to move toward final approval)
2. Collect all existing resources about curriculum development that have been compiled by COE and make them visible and accessible on the CCC website
3. As a committee, create guiding questions for reviewers and submitters with an equity focus
4. Communicate with the college committee on anti-racist curriculum to ensure we are working in the same direction
 | 1. Reviewed and approved modifications for 1 undergraduate major; approved 8 new Graduate Courses; Reviewed and approved 10 new Undergraduate Courses; Reviewed and approved 1 cross-listed course; Reviewed and approved 2 new concentrations; Reviewed and recycled 4 undergraduate courses; 2 new undergraduate minors; and 2 new graduate courses; Reviewed the list of courses that had been previously reviewed by CCC to determine status. Worked with original submitters to complete revisions and move proposals on to the appropriate university-level committee
2. Detailed information on specific course feedback and status are available through the CCC and Academic Approval System portals: <https://education.ufl.edu/college-curriculum-committee/forms/>
3. Investigated the status of courses with an equity, race, or diversity focus that had already been reviewed by CCC. The following courses received official course numbers this year: EDF 6636 (Theorizing Race and Racism in Educational Research) and EDF 6969 (Critical Race Theory in Educational Research), EDF 6820 (Education in Latin America)
4. Created additional resources for anti-racist curriculum, including a list of guiding questions for reviewers and submitters, and made these resources available on the CCC website
5. Worked with the curriculum sub-group of the CBSA to facilitate the approval of a graduate concentration focused on race and education and to begin the course approval process for a graduate certificate on anti-racism in education
 | All Goals Accomplished  |
| Diversity & Inclusion; FPC Rep and Chair Gage JetterThumbnail image | UF will require training for all students, faculty & staff on racism, inclusion & bias; Led by faculty, UF will reevaluate & revise appropriate elements of curriculum including UF Quest | Policy goals diverse faculty recruitment; targeted hiring, Policy goals cultural competence | Statement against racism & inequities broadly and in education, endorsed from the COE (on website); Consider a subcommittee dedicated to Black anti-racism issues | 1. (Re)define our committee’s role, purpose, and work within broader COE/UF initiatives
2. Revise our committee’s mission statement to more accurately reflect our role, purpose, and work
3. Organize, coordinate, and follow-up on ongoing collaborative professional learning opportunities for instructors to critically examine and intentionally revise the design and delivery of current/future courses
 | 1. Developed a resources guide that clearly and explicitly articulates our committee’s role, purpose, and work within broader COE/UF initiatives
2. Created a mission statement submitted to the FPC and forwarded to faculty for broad input.
3. Revised course design and delivery (as evidenced by syllabi, Canvas course shells, peer/student evaluations, etc.) as a result of ongoing collaborative professional learning opportunities for instructors to critically examine and reviews, accessibility checks on canvas, and the follow 5 Twitter challenge.
4. Current/future courses intentionally revise the design and delivery of current/future courses
 | Goals 1 & 2 accomplished, #3 will continue |
| Faculty Affairs, FPC Rep Lindsay Lynch, Chair Kristi Cheyney-CollanteThumbnail imageThumbnail image | Intensify efforts in recruiting, supporting, retaining students, faculty & employees of color, particularly Black students, faculty & staff. To promote transparency & accountability, we will publish by department & college the race, ethnicity & gender trends for faculty, staff & students & report to Board of Trustees | Policy goals mentoring & retention new hires; Policy goals T&P | Consider COVID impact on faculty productivity, possible ways to acknowledge  | 1. Review College of Education policies to ensure alignment with the new Collective Bargaining Agreement that will be finalized this year
2. This review process will include evaluation through a social justice lens
3. Special focus on CBA articles related to intellectual property, T&P annual review, and impact of COVID on teaching, research, and service
4. Seek ways to account for the labor of minoritized faculty in effort calculations
5. Consider COVID impact on faculty productivity, possible ways to acknowledge in annual report
 | 1. The Collective Bargaining Agreement was not approved until March 2021, so all goals related to CBA will continue into next year
2. Processes included evaluation through a social justice lens
3. CBA was ratified. Discussion on intellectual property, T&P annual review, and impact of COVID on teaching, research, and service, will continue into next year. This will evaluation of articles from a social justice lens.
4. Committee gathered information on how other R1 institutions account for labor of minoritized faculty in effort calculations. This work will continue into next year.
5. Committee drafted Recommendations to FPC on Impact of COVID 19 and Faculty Productivity. Recommendations were deferred in lieu of guidelines issued from Provost Office.
 | #1, #2, #5 completed. #3 & 4 will continue |
| Lectures, Seminars & Awards; FPC Rep & Chair Helena MawdsleyThumbnail image | 2020-2021 will focus on Black experience, racism & inequity. Each college will feature speakers, seminars & courses | Activities & events focusing on cultural competence goals; Ideas for recognition of work new faculty are doing | Review applicants for COE awards and select recipients | 1. 2020-2021 will focus on Black experience, racism & inequity. LSAC will feature speakers, seminars & courses.
2. Activities & events focusing on cultural competence goals; LSAC will discuss Ideas for recognition of work new faculty are doing
3. Review applicants for awards and select recipients
 | 1. In November 2020, a 2-day workshop, *Equity, Empowerment, and Engagement: Collaborating with Predominately Black Community Organizations*,presented by Dr. Janice Parker, Ph.D.;
2. In Feb 2021, *Black Students in Graduate Education Programs: The Role of Connection, Support, and Intentionality presented by* Dr. Sherri Proctor, Ph.D.
3. Reviewed 27 applications for 11 awards and selected recipients
 | All Goals Accomplished |
| Long Range Planning; FPC Rep Hope Schuermann (fall), Angela Kohnen (spring), Chair Nick GageThumbnail imageThumbnail imageThumbnail image | Intensify efforts in recruiting, supporting, retaining students, faculty & employees of color, particularly Black students, faculty & staff. To promote transparency & accountability, we will publish by department & college the race, ethnicity & gender trends for faculty, staff & students & report to Board of Trustees | Goals for creating a more inclusive and collegial environment; development of climate survey on diversity and equity issues; Ways to measure progress on diversity policy | Dean’s annual evaluation | 1. To promote transparency & accountability, we will publish by department & college the race, ethnicity & gender trends for faculty, staff & students & report by establishing a dashboard for tracking diversity, inclusion goals/metrics
2. Get report from diversity committee about metrics
3. Focus on things we have control over
4. Faculty & student diversity
5. Race, Ethnicity, & Gender by school, program(?), student, faculty, staff
6. Ask Elayne, Maria, or Nathan about what diversity metrics they collect & the terminology used for these categories
7. **2-12-21 updated goal #1 to**: Create a Diversity Survey for Faculty
8. Suggest criteria for success in improvement in these areas over long term- 1 year, 5 year
	1. **2-12-21 updated goal #2 to**: Look at results of survey in comparison to data that the diversity committee collected several years ago to see any trends and make recommendations for future goals.
9. Administer Dean’s annual evaluation
 | 1. To understand our current level of diversity across the metrics of race/ethnicity, gender, disability, and nationality a survey was distributed and shared with faculty
2. Use this data to make targeted long-range goals for enhancing faculty diversity
3. Administered Dean’s annual evaluation
 | Goals 1 & 3 accomplished, goals #2 will continue  |

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| Research Advisory; FPC Rep & Chair Alice Kay EmeryThumbnail image | UF will make competitive grants available to faculty on race, equity, justice & reconciliation | Policy goals for recruiting faculty who investigate lines of inquiry related to diversity & equity |  | 1. Revising language to CRIF to add guidelines for equity
2. Writing a statement/guidance for faculty thinking about impacts of research on issues of equity
3. Work with D&I committee to draft a statement on recruiting faculty who do research on issues of equity
 | 1. Work with Diversity and Inclusion Committee to draft a statement about recruitment if faculty who can conduct research on equity issues.  Diversity and Inclusion was not working on this however, the RAC reviewed job announcements for other colleges and universities and found often include a request for a diversity statement. The RAC is recommending the following for COE: University of Florida College of Education: Please provide a Diversity Statement. For the Diversity Statement, please describe and demonstrate how you will contribute to the College of Education’s culture of inclusion through your teaching, research, and service.
2. Goal:  Revising language of CRIF for issues of equity – this has been sent to Thomasina and was added to the CRIF priority statement. “Attention will be given to proposals that address issues of race and racism in black and brown communities.”
3. Goal: Write a statement/resource for faculty assisting them to think about the impact of their research on equity issues
 | All Goals Accomplished |
| Technology & Distance Ed; FPC Rep & Chair Maya Israel Thumbnail image |  | Ideas goals for courses, programs, degrees, certificates; policy goals for advisement on COE curriculum content with specific focus on online learning; Use technology to track goals related to diversity and equity |  | 1. Look at existing data for our online programs (Applied, admitted, enrolled, graduation, and time to degree) from the perspective of diversity. It would be helpful to look at both the state-run, self-funded, cohort programs.
2. Suggest professional development that faculty and staff can participate in related to anti-racist distance education instructional practices. There will likely be overlap with the curriculum committee on this goal.
 | 1. Reviewed online programs and US News rankings, discussed how the scores can be used for improvement.
2. Sought out College sources for demographic data for review.
3. Identified impact sources (e.g., GRE) for US News ratings
4. Discussion guiding questions for Program Coordinators to apply to their data
 | Progress toward all goals, #1-2 will carry forward |

1 The June 18th 2020, The Decade Ahead, notice from President Fuchs, provided via e-mail to all UF Faculty

2 FPC Discussion Notes for 4-18-20 are available on the FPC website under Minutes, 2019-2020 Archive, https://education.ufl.edu/faculty-policy/2019-2020-fpc-minutes/