

University of South Florida  
Professional Development Leadership Curriculum

**Diversity & Inclusion**  
**in**  
**changing times**

Presented by: Jose E. Hernandez, Ed.D., LMHC  
Associate Vice President, Chief Diversity Officer  
and Title IX Coordinator  
January 20, 2015

Learning Objectives

1. Describe several of the major changes in diversity practices in higher education today.
2. Identify two positive impacts of diversity practices when implemented well in an organization and two negative /critical impacts when not integrated fully.
3. List all five major areas in the CLEAR Diversity Framework.
4. Identify a competitive advantage that is specific for your area or unit

Questions:

1. What societal changes have impacted diversity best practices in higher education?
2. How to increase positive outcomes and mitigate negative/critical impacts to the organization.
3. How can you integrate diversity best practices into your leadership/management practices?

**Activity**

- Please write down
  - one question or concern that you have about Diversity and Inclusion
  - one issue that you think makes Diversity and Inclusion challenging in your work
  - one example of success that you experienced in Diversity and Inclusion

**Changing Times:  
People and Technology**



**Global and Local Changes**

**How to integrate Diversity & Inclusion in your work**

### What is in it for you?

- D & I related skills can make you a more effective supervisor and effective leader
- D & I skills increasingly sought after in today's job market and in the future
- D & I can help you get to the executive suite- diverse boards make are more successful, estimated 20% more profit than non –diverse boards
- Understanding your own diversity can contribute to a richer personal life and satisfaction
- Expand your personal networks
- Discover and control personal/unconscious biases in your decision making

### Leadership as Administrator

- **Know Yourself**
- Service to institution/others
- Vision
- Knowledge/Skills/Expertise
- Strategy
  - Mission, outcomes, data driven
  - Awareness of organization's politics
- Relationships/network
- Collaboration and engagement
- Politeness and authentic
- Energy, vigor, stamina

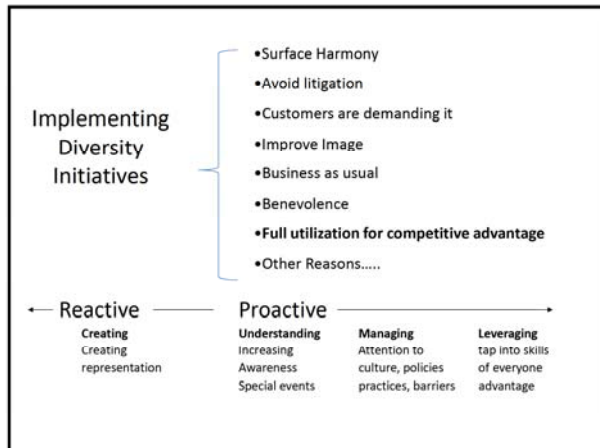


Managerial Positions- Korn Ferry Institute 2016  
9 Key Elements that make up CEO Tenure

- **Manages complexity**
- **Engages and inspires**
- **Aligns execution**
- **Instills trust**
- **Builds effective team**
- **Courage**
- **Financial acumen**
- **Customer focus**
- **Navigates networks**

### Developing a Comfort Zone with Diversity

<ul style="list-style-type: none"> <li>• <b>Traditional</b> <ul style="list-style-type: none"> <li>– Comfort zone with mainstream cultural values                             <ul style="list-style-type: none"> <li>• Whiteness as normative paradigm</li> <li>• heteronormativity</li> </ul> </li> <li>– One approach fits all</li> <li>– Managerial emphasis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Current</b> <ul style="list-style-type: none"> <li>– Comfort zone with diversity, multicultural                             <ul style="list-style-type: none"> <li>• Diversity as normative paradigm</li> </ul> </li> <li>– Understanding diversity and inclusion</li> <li>– Leadership rather than management</li> </ul> </li> </ul>
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### RACE and ETHNIC DIVERSITY: US Population Projections

	1995	2020	2050
White	73.6%	68.0%	52.8%
Black	11.0%	11.0%	13.6%
Latino	10.2%	14.0%	24.5%
Asian	3.3 %	6.0%	8.2%
Native American	0.7%	0.7%	0.9%
<b>Total population</b>	<b>262.8</b>	<b>393.9 million</b>	

People of Color 100 million plus  
Not included are persons with disabilities 18%, different sexual orientation > 10%, socioeconomic status

### Population Data By Race 2010-2013

	Two or More Races	Hispanic or Latino	Black	American Indian, Alaska Native, and Pacific Islander	Asian	White (alone)
Hillsborough County	2.3%	26.0%	17.4%	0.8	3.8%	52.3%
Pinellas County	2.0%	8.4%	10.8%	0.5	3.3%	75.8%
County Average	2.2%	13.3%	14.1%	0.3%	3.6%	66.0%
Florida	1.9%	23.4%	16.7%	0.30%	2.7%	56.4%
USF Faculty	0.05%	6.8%	5.84%	0.24%	14.17%	72.84%
St. City Average	2.78%	14.8%	20.3%	0.38%	3.8%	60.5%
Tampa	3.2%	23.1%	26.2%	0.5	3.4%	46.9%
St. Petersburg	2.3%	6.4%	23.9%	0.4	3.2%	64.3%
Clearwater	2.4%	14.2%	10.9%	0.8	2.1%	71.1%
United States	2.4%	17.3%	14.2%	1.4	5.3%	62.6%

### Florida Demographics

	2014	2040	
• Non-Hispanic White	56.4%	49.1%	} 50.9%
• Hispanic	23.6%	30.4%	
• Black	16.7%	7.1%	
• Asian, other	3.3%	3.4%	

almost 20 million      projected 26 million

- Hillsborough county Hispanic and Black comprise 60% student body
- Florida is growing by 781 people a day!, however, availability for faculty positions is much smaller than population demographics
- Number of positions is limited, slow growth, and faculty remaining in positions

U.S. Census and population projections

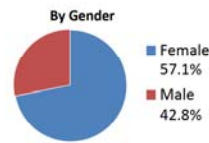
### Florida Top Six Countries of Origin for Foreign Immigrants

- 1 Cuba 841,428
- 2 Haiti 280,139
- 3 Mexico 268,850
- 4 Colombia 233,366
- 5 Jamaica 198,508
- 6 Canada 106,625



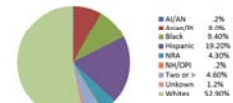
- Puerto Rican Residents 421,446 and growing!

### USF System FTIC Enrollment Profile 2013-14



- Female-to-Male Ratio is comparable to national trend

#### By Race/Ethnicity



- Combined Race/Ethnicity NRA (International) 41.6%
- Combined Total 45.9%

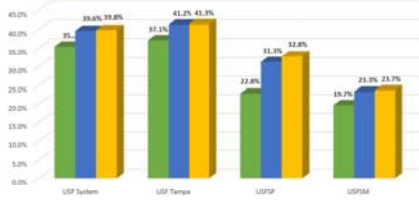
#### Undergraduate Enrollment Race/Ethnicity Profile 2014

USF System	FIU	FAU	UCF	USF	UF	FGCU	FSU	UNF	UWF	NCF
96%	84%	52%	43%	40%	38%	31%	32%	29%	29%	25%

Data Source: USF's 2015 Florida Equity Report

### Growing Diversity of USF System Student Body

Overall Underrepresented Undergraduate Enrollment  
Fall 2010, 2014, 2015

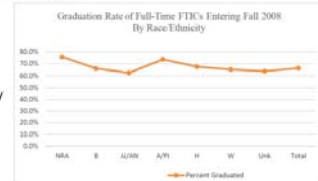


Data Source: USF Office of Decision Support, IPEDS Fall Enrollment Survey

### USF System 2013-14 Graduation Highlights

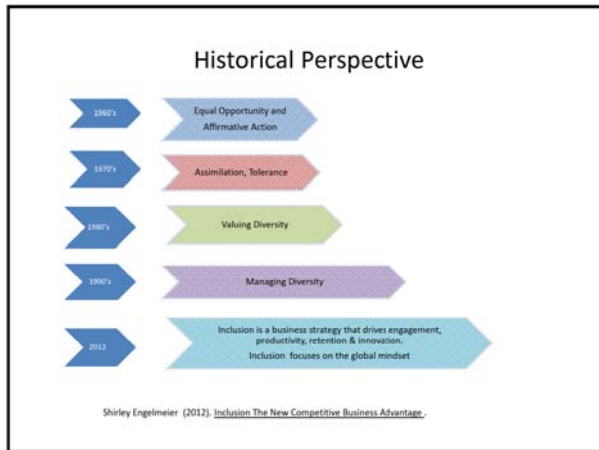
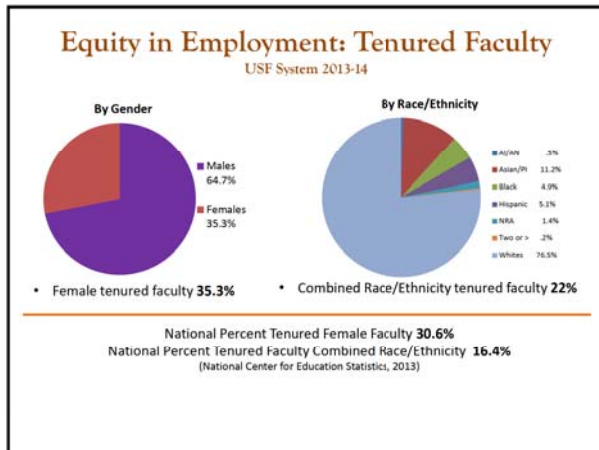
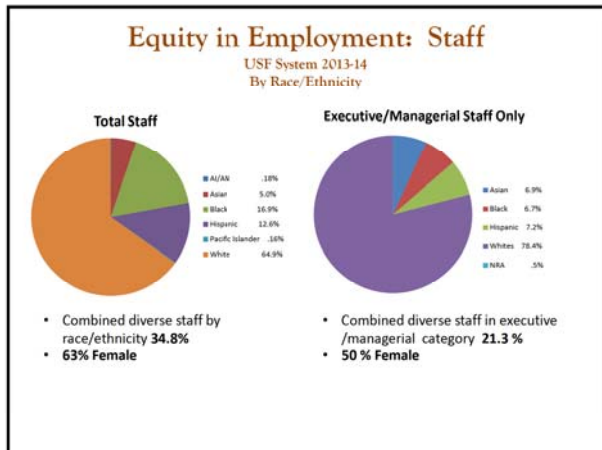
#### Undergraduate

- 66.3% graduation rate was highest increase in SJS (7%) 2008 cohort
- 9,391 Bachelor's Degrees awarded  
61% awarded to Females  
36% awarded to combined Race/Ethnicity
- Female students graduated at 70.7%
- Male students graduated at 60.7%



#### Graduate

- 2,852 total Masters degrees: 63% awarded to Females; 26% awarded to combined Race/Ethnicity
- 330 total Doctoral degrees: 51% awarded to Females; 19% awarded to combined Race/Ethnicity



Differences Between  
Equal Opportunity/Affirmative Action and Diversity & Inclusion

<ul style="list-style-type: none"> <li>• EO/AA             <ul style="list-style-type: none"> <li>- Government initiated</li> <li>- Legally driven</li> <li>- Quantitative</li> <li>- Problem focused</li> <li>- Assumes "melting pot"</li> <li>- Internally focused</li> <li>- Reactive</li> <li>- Corrects past discrimination</li> <li>- Moral decision</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• DIVERSITY &amp; INCLUSION             <ul style="list-style-type: none"> <li>- Voluntary</li> <li>- Productivity Driven</li> <li>- Qualitative</li> <li>- Opportunity Focused</li> <li>- Assumes "fruit salad"</li> <li>- Internally and Externally Focused--community</li> <li>- Proactive</li> <li>- Reduces current and future discrimination</li> <li>- Business decision</li> </ul> </li> </ul>
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**USF CONTEXT**

USF in the higher education landscape:

- functions as a "thought leader"
- engine for regional economic development
- new demographics of **students and employees**
- fewer resources, more "disruption"/competition
- specific performance outcomes--(student success, research, etc.)
- Value proposition- **student success**
- Organizational effectiveness required for success
- "Soft skills" imperative for organizational effectiveness

**Institutional Benefits of Diversity and Inclusion**

- Educational benefits for all students in preparation for career readiness
- Student success
- Research & learning opportunities
- Compliance with federal & state
- Accreditation-colleges and programs
- Competitive advantage
- Innovation and change
- Citizenship and community engagement



**Diversity and the Professoriate**

Emerging themes in Diversity Work :

- Research and Assessment
- Diversity within professions
- Global engagement and learning
- Civic engagement and involvement in local and global communities
- Multiplicity and intersectionality

More Reasons for Hope: Diversity Matters in Higher Education. (2008). Association of American Colleges and Universities.

### Diversity Deepens Learning...

- Diversity elevates the level and quality of thinking
  - thinking complexity
  - reflective thinking
  - critical thinking
- Diversity promotes creative thinking
- Diversity encourages interaction and collaboration
- Diversity enhances career preparation and career success
- QEP Global Citizens Project

### Teaching Strategies

- Infuse content with multicultural knowledge
- Discuss contributions of diverse groups
- Use inclusive curriculum resources
- Encourage group/cooperative strategies
- Use service and applied learning opportunities
- Emphasize multiple perspectives
- Encourage students to use office hours
- Include students in your own research
- Provide opportunities for students to know each other
- Use appropriate language/terminology

### Benefits to Colleges and Schools:

#### Accreditation standards for academic programs

- National Council for Accreditation of Teacher Education-NCATE
- Association to Advance Collegiate Schools of Business-AACSB
- National League for Nursing-NLNAC
- Commission on Collegiate Nursing Education-CCNE
- American Library Association-ALA

#### Best Practices recommended by national professional organizations

- American Council on Education-ACE
- Association of American Colleges and Universities-AAC&U

#### Research and Funding opportunities

- STEM fields

### Benefits to student affairs/student success

- Holistic development of students
  - Co-curricular opportunities
  - Community engagement opportunities
- Potential enhancements
  - Residential and housing relationships
  - Programming for arts & cultural events
  - Guiding multicultural student groups
  - Career and job development
  - Meeting student demands for cross cultural opportunities
  - Meeting needs in counseling and services to students
  - Improved planning for future growth



### External Drivers for Change

- American Council on Education-ACE
  - Office of Minorities in Higher Education-
  - Center for Advancement of Race and Ethnic Equity
  - Inclusive Excellence
- National Association of Diversity Officers in Higher Education –NADOHE-2006
- <http://www.nadohe.org/standards-of-professional-practice-for-chief-diversity-officers>

### Journal of Diversity in Higher Education

- William Harvey’s article
- Changing role of Chief Diversity Officer-CDO
  - Not a uniform role
  - Highly contextualized
  - Focused on enrollment not hiring diverse faculty
  - “Passive resistance” to the CDO
  - “Skate on thin ice”
  - “Savior or scapegoat”

### Standards of Professional Practice for CDOs

**STANDARD ONE**

*Has the ability to envision and conceptualize the diversity mission of an institution through a broad and inclusive definition of diversity.*

**STANDARD TWO**

*Understands, and is able to articulate in verbal and written form, the importance of equity, inclusion, and diversity to the broader educational mission of higher education institutions.*

**STANDARD THREE**

*Understands the contexts, cultures, and politics within institutions that impact the implementation and management of effective diversity change efforts.*

**STANDARD FOUR**

*Has knowledge and understanding of, and is able to articulate in verbal and written form, the range of evidence for the educational benefits that accrue to students through diversity, inclusion, and equity in higher education.*

**STANDARD FIVE**

*Has an understanding of how curriculum development efforts may be used to advance the diversity mission of higher education institutions.*

**STANDARD SIX**

*Has an understanding of how institutional programming can be used to enhance the diversity mission of higher education institutions for faculty, students, staff, and administrators.*



**STANDARD SEVEN**

*Has an understanding of the procedural knowledge for responding to bias incidents when they occur on college or university campuses.*

**STANDARD EIGHT**

*Has basic knowledge of how various forms of institutional data can be used to benchmark and promote accountability for the diversity mission of higher education institutions.*

**STANDARD NINE**

*Has an understanding of the application of campus climate research in the development and advancement of a positive and inclusive campus climate for diversity.*

**STANDARD TEN**

*Broadly understands the potential barriers that faculty face in the promotion and/or tenure process in the context of diversity-related professional activities (e.g., teaching, research, service).*

**STANDARD ELEVEN**

*Has current and historical knowledge related to issues of nondiscrimination, access, and equity in higher education institutions.*

**STANDARD TWELVE**

*Has awareness and understanding of the various laws, regulations, and policies related to equity and diversity in higher education.*

Figure 1: Three Dimensional Model of Higher Education Diversity Adapted from "Advancing Scholarship for the Diversity Imperative in Higher Education: An Editorial," by R. L. Worthington, 2012, Journal of Diversity in Higher Education, 5, p. 2. Copyright 2012 by the National Association of Diversity Officers in Higher Education.



**Association of American Colleges and Universities- AAC& U**

**Intercultural Knowledge and Competence Value Rubric**

- Knowledge
- Skills
- Attitudes



Association for Multicultural Counseling and Development  
AMCD (Dr. Patricia Arredondo and colleagues, 1992)

Multicultural Competencies for culturally skilled counselors

- **Are** aware and sensitive to **their own cultural heritage** and to valuing and respecting differences.
- **Are** aware of how their own cultural background and experiences, attitudes, and values and biases influence psychological processes.
- **Are** comfortable with differences that exist between themselves and clients in terms of race, ethnicity, culture, and beliefs.
- **have** specific knowledge about their own racial and cultural heritage and how it personally and professionally affects their definitions and biases of normality-abnormality and the process of counseling.
- **possess** knowledge and understanding about how oppression, racism, discrimination, and stereotyping affect them personally and in their work.
- **constantly seeking** to understand themselves as racial and cultural beings and are actively seeking a nonracist identity.

Intercultural Competence:  
a developmental process over time

Bennett Model	Cross Model
No equivalence	Cultural Destructiveness
• Denial	Cultural Incapacity
• Defense	No equivalence
• Minimization	Cultural Blindness
• Acceptance	Cultural Pre-Competence
• Adaptation	Cultural Competence
• Integration	No equivalence
No equivalence	Advanced Cultural Competence

American Counseling Association-ACA

**Social Justice**

Counselors, counselor educators, graduate students, and school and community leaders who **seek equity** and an **end to oppression and injustice** affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems.

Issues of Concern

- Marginalized/oppressed groups
- Healthcare disparities
- Economic obstacles to obtain care
- Cultural and language barriers
- Undocumented/international status
- Prejudice, bias and stereotypes
- Continuing stigma for "mental illness"
- Pressure to conform and assimilate to middle class values
- Denial of value-laden nature of helping process

### Four Critical Principles:

- **Equity**....“fair distribution of resources, rights and responsibilities to all members of society”
- **Access**....“to resources, services, power, information and understanding crucial to realizing a standard of living that allows for self-determination and human development.”
- **Participation**....“partake and be consulted on decisions that impact their lives as well as the lives of other people in their contexts and systems.”
- **Harmony**....“social adjustment wherein the actions revolving around the self-interest of any individual or group ultimately produces results that afford the best possible outcomes for the community as a whole.”

### The CLEAR Diversity Framework©

CLEAR: Climate, Leadership, Excellence, Access, and Representation  
This is the conceptual framework for USF's institutional best practices for diversity and inclusion.

**CLIMATE**  
**LEADERSHIP**  
**EXCELLENCE**  
**ACCESS**  
**REPRESENTATION**

### CLEAR Diversity Framework goals

#### Climate

Contribute to USF's efforts to maintain a positive institutional climate and a safe environment that is inclusive, respectful, and maintains equal opportunity for all.

#### Leadership

Expand the system capacity to integrate diversity best practices in every college and divisions.

#### Excellence

Promote and disseminate USF's value of diversity and inclusion through awareness, educational, cultural programming and research.

#### Access

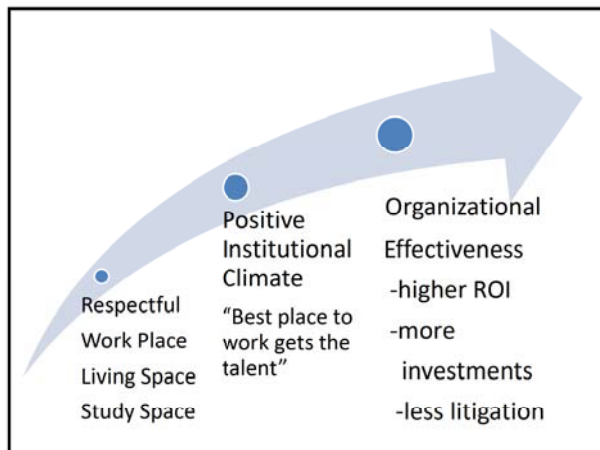
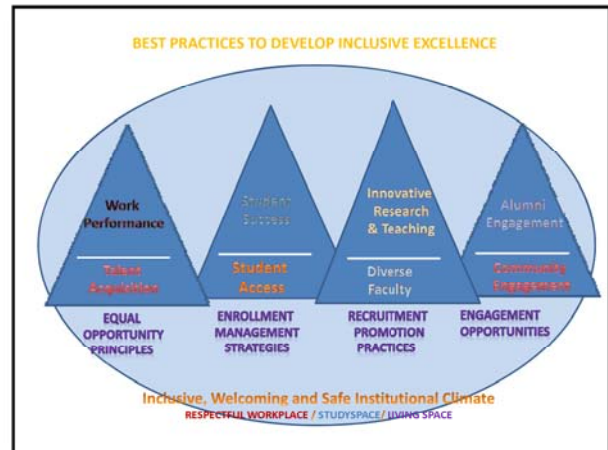
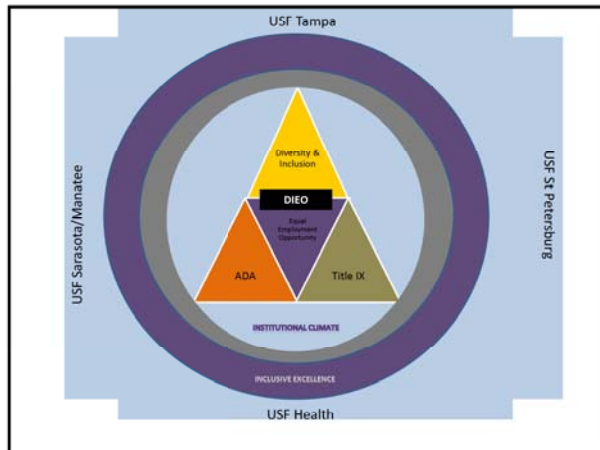
Support USF's access and success initiatives that develop diverse, dynamic global citizens and leaders.

#### Representation

Achieve the critical mass of underrepresented faculty and staff that are essential to meet the educational benefits of diversity.

### Diversity Work

- DCEO as a System Office
- Annual Florida Equity Report
  - Presented to Board of Trustees and Board of Governors
- Diversity Audit-2014-15
- Diversity Strategic Planning-2015-16



- ### Institutional Partners:
- USFSP Campus Diversity Officer & Council on diversity
  - Supplier Diversity efforts in Business Division
  - USF Health/College of Medicine
    - Office of Diversity and Inclusion and Student Enrichment
  - Office of Multicultural Affairs
    - Student Multicultural Organizations
  - USF World
    - Education Abroad Opportunities
  - Diversity Committees in colleges
  - Faculty QEP-Quality Enhancement Plan
    - Global Citizens Project/Curricular changes
- more....

## USF Strategic Plan 2013-1018

### Goal 1

Well-educated and highly skilled global citizens through our continuing commitment to student success

### Goal 2

High-impact research and innovation to change lives, improve health, and foster sustainable development and positive societal change

### Goal 3

A highly effective, major economic engine, creating new partnerships to build a strong and sustainable future for Florida in the global economy:

## Diversity Hiring Practices in the News

THE CHRONICLE OF HIGHER EDUCATION September 11, 2016  
How to Do a Better Job of Searching for Diversity, By Beth McMurtrie



"Anyone who has sat on a faculty-search committee knows how fraught the process can be....it is often rife with personal biases, groupthink, power dynamics, rushed judgment, and potential conflicts of interest, while relying on imperfect measures of intelligence, experience, and ability.

Some institutions train professors to avoid the kinds of implicit bias that lead to discounting experiences different from our own, they employ recruiters to help search committees cultivate a more diverse applicant pool, or they use data and internal reviews to examine hiring patterns down to the departmental level."

## An Ivy League professor on why colleges don't hire more faculty of color: 'We don't want them'

By Marybeth Gasman September 26, 2016 The Washington Post  
Marybeth Gasman (Photo by Darryl Moran)

In "The five things no one will tell you about why colleges don't hire more faculty of color," a piece [first published in the Hechinger Report](#), Marybeth Gasman took on a common question:  
Why aren't college faculties more racially diverse?  
"The reason we don't have more faculty of color among college faculty is that we don't want them."  
We simply don't want them."



Gasman is a professor of higher education in the Graduate School of Education at the University of Pennsylvania, where she directs the Penn Center for Minority Serving Institutions and holds secondary appointments in History, Africana studies, and the School of Social Policy and Practice.

## The Effects of Unconscious Bias in the Workplace

- 20 percent of U.S. companies now provide unconscious bias training to their employees, and it is expected that 50 percent of large U.S. Companies will offer it in the next five years
- Types of biases:
  - Affinity bias
  - Halo effect
  - Perception bias
  - Confirmation bias
  - Group Think

UNC Kenan-Flagler Business School (2015)  
Horace McCormick, Program Director UNC Executive Development

### Debiasing-efforts to counter implicit bias

- Counter stereotypic training with new associations
- Countering with exemplars from a particular group
- Intergroup contact
- Accountability
- Taking the perspective of others
- Deliberate Processing

### Equity /Equal Opportunity

- Monitor policies related to harassment and discrimination
- Provide investigations for any of the above
- Monitor Affirmative Action
- Support Equals Opportunity Liaisons as they monitor applicant pools

### DIEO Liaison role with:

**Presidential Advisory Committees**

- Committee on Black Affairs
- Status of Latinos
- Women Status Committee
- Title IX Committee
- Committee on Issues of Sexual Orientation and Gender Identity-LGBT Scholarship
- Status of Men Ad-hoc Committee

**President's councils**

- Athletic's Council
- Ethics and Integrity

**President's community committees**

- Latin Community Advisory Committee-Latino Scholarship
- African American Advisory Committee- Ike Tribble Scholarship

### Title IX

Title IX Coordinator

Duties and Responsibilities:

Monitoring and oversight of overall implementation of Title IX Compliance at the University System, including coordinating the review processes for faculty, staff, students and other members of the University System community.

Senior Deputy Coordinator

Deputy Coordinators

## Diversity Education and Training

- DIEO Training on diversity/inclusion topics
  - Open sessions
  - Customized sessions
  - Requested by manager/supervisor
  - Respectful Workplace
- Innovative Education workshops
- Professional Leadership Development for campus leaders (starts this fall )

## DISMANTLE

- stereotypes, prejudices, and biases
- ignorance about differences
- fear of differences -- maintain normative
- assimilative pressures to conform
- inflexible and inappropriate policies and/or practices



## Acknowledgment

Beliefs and attitudes may affect members of diverse groups

### Less Than Positive

- Lower expectations for one or more diverse groups
- Input from one or more diverse groups neither valued nor welcome
- Allocation of resources benefit one group over another
- Practices of discrimination in hiring and/or promotion
- Forcing assimilation, pressure to conform to normative practices
- Treat everyone the same, color blind and/or ignoring cultural strengths
- Token representation in committees

## Acknowledgment

Beliefs and attitudes may affect members of diverse groups

### More Positive

- Willingness to explore cultural, linguistic or other issues
- Assess needs for diverse individuals in the organization
- Recognizing individual and cultural differences
- Continuous assessment of cultural competence in all operations
- Presence of cultural issues in interactions with staff, publications, etc.
- Robust engagement with diverse communities
- Advocates on behalf of diverse groups
- Develop integrated practices that support diversity and inclusion

## Resources

Castellanos, Jeanett & Jones, Lee, Eds. (2003). [The Majority in the Minority](#)  
Correll, Shelley and Benard, Stephen. (2006). [Gender and Racial Bias in Hiring](#)  
Fridell, Lori. (2017). [Producing Bias Free Policies: A Science Based Approach](#)  
Hale, Frank. (2004) . [What Makes Racial Diversity Work in Higher Education](#)  
[Leading Indicators](#) (2016) Korn Ferry Institute  
Moody Joanne. ( 2011) [Faculty Diversity \(2<sup>nd</sup> edition\)](#)  
McCormick, Horace (2015). [The Real Effects of Unconscious Bias in the Workplace.](#)  
Smith, Daryl & Associates. (1997). [Diversity Works.](#)  
[State of the Science Implicit Bias Review.](#) (2013, 2014, 2015, 2016). Kirwan  
Institute for the Study of Race and Ethnicity, Ohio State University.  
Sue and Sue. (2013). [Counseling the Culturally Diverse](#)  
[The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies: Page 5. \(2007\)](#) Princeton University Press.  
[The University of Wisconsin. Achieving Faculty Diversity.](#)  
Trower, Cathy and Chait, Richard Chait. (2002). Faculty Diversity. [Harvard Magazine](#)  
Turner, Caroline. (2002). [Diversifying the Faculty](#)



# DIEO Workshops Fall 2016 Schedule



## **1. DIV126 All I'm Askin'... RESPECT!**

**Workshop Description:** This workshop examines our pluralistic and global society and the tendency to judge people as members of a group instead of as individuals.

**Location:** SVC 2070

**Facilitator:** Patsy Sanchez

**Date and Time:** Monday, October 3, 1:30-3:00pm

## **2. DIV119 Americans with Disabilities Act "More than a Set of Laws"**

**Workshop Description:** Explore the importance of equal access and accessibility for all persons involved with USF. The discussions will focus on more than the laws, Policies, and procedures. Included will be examples of best practices in accommodating persons with a variety of disabilities.

**Location:** SVC 2070

**Facilitator:** Dr. David Owens

**Date and Time:** Tuesday, October 4, 1:30-3:00pm

## **3. DIV103 Harassment Prevention...Creating a Respectful Workplace**

**Workshop Description:** This workshop discusses what harassment is and is not, the negative effects of harassment, and describes ways to prevent harassment.

**Location:** SVC 2070

**Facilitator:** Camille Blake

**Date and Time:** Wednesday, October 12, 2:00-4:00pm

## **4. DIV200 Diversity Hiring Best Practices**



**Workshop Description:** This session presents strategies to recruit and retain diverse faculty and managerial positions, includes: advertising, writing the position description, interview questions, the role of "fit", bias both implicit and explicit and more. The session will use Power Point, cases, and discussion.

**Location:** PATEL CGS Room 140

**Facilitator:** Dr. Jose Hernandez, USF System Chief Diversity Officer

**Date and Time:** Wednesday, October 12, 9:00-11:00pm

## **5. DIV200 Diversity Hiring Best Practices**

**Workshop Description:** This session presents strategies to recruit and retain diverse faculty and managerial positions, includes: advertising, writing the position description, interview questions, the role of "fit", bias both implicit and explicit and more. The session will use Power Point, cases, and discussion.

**Location:** PATEL CGS Room 140

**Facilitator:** Dr. Jose Hernandez, USF System Chief Diversity Officer

**Date and Time:** Wednesday, October 19, 9:00-11:00pm

## **6. DIV152 Electronic and Web Access- What's at Stake: Minimum Web Access Standards (MEWAS)**

**Workshop Description:** General overview of the issues of accessibility to electronic and web content. The use of screen reader technologies and guides to the specific needs of persons with various sensory disabilities.

**Location:** SVC 2070

**Facilitator:** Dr. David Owens

**Date and Time:** Thursday, October 20, 1:30-3:00pm

# **DIEO Training Fall 2016 Schedule**

## **7. DIV200 Diversity Hiring Best Practices**

**Workshop Description:** This session presents strategies to recruit and retain diverse faculty and managerial positions, includes: advertising, writing the position description, interview questions, the role of “fit”, bias both implicit and explicit and more. The session will use Power Point, cases, and discussion.

**Location:** PATEL CGS Room 140

**Facilitator:** Dr. Jose Hernandez, USF System Chief Diversity Officer

**Date and Time:** Thursday, October 20, 9:00-11:00pm

## **8. DIV118 Schemas and Stereotypes: We All Have Them! Part I**

**Workshop Description:** This workshop looks into the presence of schemas and stereotypes and how they dis-tort workplace and social interactions.

**Location:** SVC 2070

**Facilitator:** Patsy Sanchez

**Date and Time:** Wednesday, October 26, 1:30- 3:00pm

## **9. DIV200 Diversity Hiring Best Practices**

**Workshop Description:** This session presents strategies to recruit and retain diverse faculty and managerial positions, includes: advertising, writing the position description, interview questions, the role of “fit”, bias both implicit and explicit and more. The session will use Power Point, cases, and discussion.

**Location:** PATEL CGS Room 140

**Facilitator:** Dr. Jose Hernandez, USF System Chief Diversity Officer

**Date and Time:** Wednesday, October 26, 9:00-11:00pm

## **10. DIV119 Americans with Disabilities Act “More than a Set of Laws”**

**Workshop Description:** Explore the importance of equal access and accessibility for all persons involved with USF. The discussions will focus on more than the laws, Policies, and procedures. Included will be examples of best practices in accommodating persons with a variety of disabilities.

**Location:** SVC 2070

**Facilitator:** Dr. David Owens

**Date and Time:** Thursday, October 27, 10:00-11:30am

## **11. DIV# Esquemas y Estereotipos: Todos los Tenemos! Primera Parte**

**Workshop Description:** Discutiremos la presencia de esquemas y estereotipos y el efecto negativo que tienen tanto en el ámbito laboral como personal.

**Location:** SVC 2070

**Facilitator:** Patsy Sanchez

**Date and Time:** Tuesday, November 8, 1:30- 3:00pm



## **12. DIV200 Diversity Hiring Best Practices**

**Workshop Description:** This session presents strategies to recruit and retain diverse faculty and managerial positions, includes: advertising, writing the position description, interview questions, the role of “fit”, bias both implicit and explicit and more. The session will use Power Point, cases, and discussion.

**Location:** PATEL CGS Room 140

**Facilitator:** Dr. Jose Hernandez, USF System Chief Diversity Officer

**Date and Time:** Wednesday, November 9, 9:00-11:00pm

# **DIEO Training Fall 2016 Schedule**

## **13. DIV151 Disability and Accommodations for the HR Professional**

**Workshop Description:** This is a Classroom version of the on-line DIV 150 Provides information on disability awareness and etiquette and how to handle a request for accommodations.

**Location:** SVC 2070

**Facilitator:** Dr. David Owens

**Date and Time:** Thursday, November 10, 1:30–3:00pm

## **14. DIV155 Staying out of the Dog House: Service and Assistance Animals on Campus:**

**Workshop Description:** Explore the laws and responsibility of USF to persons on campus with Service, Assistance and Emotional support animals.

**Location:** SVC 2070

**Facilitator:** Dr. David Owens

**Date and Time:** Monday, November 14, 1:30-3:00pm

## **15. DIV103 Harassment Prevention...Creating a Respectful Workplace**

**Workshop Description:** This workshop discusses what harassment is and is not, the negative effects of harassment, and describes ways to prevent harassment.

**Location:** SVC 2070

**Facilitator:** Camille Blake

**Date and Time:** Thursday, November 17, 2:00-4:00pm

## **16. DIV200 Diversity Hiring Best Practices**

**Workshop Description:** This session presents strategies to recruit and retain diverse faculty and managerial positions, includes: advertising, writing the position description, interview questions, the role of “fit”, bias both implicit and explicit and more. The session will use Power Point, cases, and discussion.

**Location:** PATEL CGS Room 140

**Facilitator:** Dr. Jose Hernandez, USF System Chief Diversity Officer

**Date and Time:** Thursday, November 17, 9:00-11:00pm

## **17. DIV # I am Latino**



**Workshop Description:** This workshop delves into what it means to be Latino: the language, the culture, the misconceptions, the challenges and pride.

**Location:** SVC 2070

**Facilitator:** Patsy Sanchez

**Date and Time:** Wednesday, November 30, 1:30- 3:00pm



# You Are Invited: March 2, 2017

## 14th Annual USF System Diversity Summit Lead! Mentor!Grow! USF Culture of Inclusion

Marshall Student Center Ballroom

### Program Schedule

8:00 a.m. Networking Breakfast

8:30 a.m. Welcome by USF System President Judy Genshaft



9:00 a.m. Morning Plenary : Mr. Alex Sanchez, he serves as President and Chief Executive Officer of the Florida Bankers Association (FBA). Founded in 1888, and located in Tallahassee, the FBA is the leading voice for Florida's banking industry. Alex's responsibilities include representing and advocating for Florida's banking industry before all legislative and regulatory bodies in Tallahassee and in Washington. He is currently working with USF and other universities to establish a joint program between the universities and the banking industry.

9:30 a.m. Leadership panel with former USF Student Government Presidents

10:40 a.m. Concurrent sessions led by faculty, staff and guests



12:00 noon Lunch Keynote: Dr. Abdul M. Omari holds a B.A. in global studies, a master's of public policy from the Humphrey School of Public Affairs, and a PhD in comparative and international development education from the University of Minnesota. He is an elected member of the Board of Regents at the University of Minnesota, serves on the Board of Directors for the YMCA Greater Twin Cities, AchieveMpls, and Civic Eagle. Abdul was featured in Minnesota Business Magazine's "Young Entrepreneurs" August 2016 issue. Omari is a proud native of Minneapolis, Minnesota with immigrant parents from Kenya and Jordan.

1:45 p.m. Concurrent sessions led by faculty, staff and guests

3:00 p.m. Concurrent sessions continued

## Please RSVP here

For more information please contact Marquis Holley at (813) 974-4373 or via email at [mholley@usf.edu](mailto:mholley@usf.edu)

### Sponsors



Status of Latinos and Status of Men  
Presidential Advisory Committees

*The Office of Diversity,  
Inclusion & Equal  
Opportunity*

# NEW CONNECTIONS

REGIONAL  
MEETING

Uncovering the Institutional Impact of Scholars from  
Historically Underrepresented Backgrounds

## Save the Date

Monday, February 27, 2017

8:00 a.m. – 5:00 p.m.

### Robert Wood Johnson Foundation: New Connections

The New Connections program will host a regional meeting in collaboration with the University of South Florida to increase awareness around institutional and organizational barriers that hinder the professional advancement and success of underrepresented minority (URM) professionals.

The meeting will gather senior scholars, administrators and leaders working in the southeast at institutions of higher education and the social sectors to: (1) share best practices for developing URM professionals; and, (2) discuss action-oriented solutions for establishing the necessary infrastructures to support URM professionals. As a secondary goal, this meeting will identify institutional and organizational champions building partnerships to foster supportive infrastructures for URMs.

**Space is limited! Please RSVP by Friday, February 17, 2017**

[RSVP Here!](#)

#### Location:

University of South Florida  
Marshall Student Center, 3rd Floor  
4202 E. Fowler Ave.  
Tampa, FL 33620



Collaborating USF partners:  
College of Public Health  
Office of Diversity Inclusion and Equal Opportunity



President Judy Genshaft  
cordially invites you to the



## 2017 Kente Awards and Scholarships Luncheon

**Tuesday, April 11, 2017**

USF Gibbons Alumni Center  
Traditions Hall



**Registration begins at 10:30 AM**  
**Luncheon starts at 11:00 AM**

Benefiting the  
Africana Studies Travel Scholarship  
Black Faculty Staff Association Scholarship  
Dr. Israel "Ike" Tribble, Jr. Endowed Scholarship  
Ruth & Jerry Bell Endowed Scholarship

Tickets purchased by March 9th are \$30.  
Tickets purchased after March 10th are \$40.  
No tickets will be sold after April 4th or at the door.

To purchase your tickets please contact Luz Randolph  
at 813-974-6766 or email [ldrandolph@usf.edu](mailto:ldrandolph@usf.edu).

## DIVERSITY LECTURE SERIES

# REFLECTIONS AT THE INTERSECTION OF RACE AND MEDICINE: DALLAS, TX - JULY 7, 2016

WEDNESDAY, FEBRUARY 15TH AT 3PM  
MARSHALL STUDENT CENTER ROOM 3705

## Brian H. Williams, M.D.

PLEASE JOIN THE USF OFFICE of DIVERSITY, INCLUSION & EQUAL OPPORTUNITY and the OFFICE OF STUDENT DIVERSITY AND ENRICHMENT in the MORSANI COLLEGE OF MEDICINE for the Diversity Lecture Series with Dr. Brian H. Williams.



Brian H. Williams, M.D., is an Associate Professor of Surgery in the Division of Burn/Trauma/Critical Care at UT Southwestern. After graduating with military honors from the United States Air Force Academy, Dr. Williams was active duty for six years working as an aeronautical engineer. He earned his medical degree at the University of South Florida, Morsani College of Medicine. He completed his general surgery residency and a trauma research fellowship at Harvard Medical School/Brigham and Women's Hospital. He then completed fellowships in trauma surgery and surgical critical care at Emory University School of Medicine/Grady Memorial Hospital. Dr. Williams was honorably discharged from the Air Force in 2006 but still serves as an admissions liaison officer for the USAF Academy.

Dr. Williams is Program Director for the General Surgery Residency Program at UT Southwestern. He is a member of the American Association for the Surgery of Trauma, the National Medical Association, the Society of Black Academic Surgeons, and the Society of Critical Care Medicine, among others. He is a Fellow of the American College of Surgeons. In addition to trauma and emergency surgery, Dr. Williams performs elective, general surgeries like gallbladder and hernia repairs. He's also passionate about his clinical research. Two of his major projects include the ICU Liberation initiative, focused on improving care for patients and their families in the ICU, and an NIH study that's addressing post-traumatic stress disorder in trauma survivors.

Dr. Williams found himself unexpectedly in the national spotlight the night that 12 Dallas police officers and two civilians were shot following a peaceful protest by members of the Black Lives Matter movement. He was the lead surgeon on call when Parkland's trauma team was called upon to care for several of those victims.

For additional information or disability accommodations contact Dr. Devona F. Pierre, Assistant Director of Faculty and Staff Diversity Initiatives at **813-974-3971** or [dfpierre@usf.edu](mailto:dfpierre@usf.edu).



OFFICE OF  
DIVERSITY INCLUSION  
& EQUAL OPPORTUNITY  
DIVERSITY LECTURE SERIES



Community of Scholars

Welcome back to another exciting academic year ☺! As discussed previously, we hope to provide you with supplemental experiences after your Research BootCamp (RBC) experience to further your success in the academy. As such we have asked the Qualitative, Quantitative, and Mixed Methodologists (from the 2016 RBC), Drs. Sandra Harris and Tonya Perry-Mitchell, to come back to USF and provide one-on-one sessions as well as small group presentations. Drs. Harris and Perry-Mitchell will be on campus **Thursday, September 15<sup>th</sup> and Friday, September 16<sup>th</sup>.**

**If you are interested in either a one-on-one session or a small group presentation below are details of the information I will need from you by Monday, August 29<sup>th</sup>. Please note appointments will be issued on a first come first served basis.**

Methods:	Qualitative	Quantitative	Mixed
Methods			
Day Available:	Thursday	Friday	
Availability:	Morning	Afternoon	
Support needed:	One-on-One	Small Group Presentation	

\*\*\*\*\*

Transgender Dynamics in the Workplace

Gina Duncan

October 13, 2016

\*\*\*\*\*

On **Friday, January 20<sup>th</sup>**, the Office of Diversity, Inclusion and Equal Opportunity and the Office of Graduate Studies will be hosting a day of workshops on how to create professional application documents for faculty positions, industry and government positions and postdoctoral fellowships. There is no cost and lunch will be provided. You may sign up for any of the three workshops or all of them. Please [RSVP](#) here.



Date: January 20, 2017  
Location: CGS 136 (Patel Building)  
Facilitator: Dr. Vernetta Williams

Schedule: 9:00 am Session 1: The Curriculum Vitae: An Overview and Detailed Components  
11:00 am Session 2: Transforming your CV into a Resume  
1:00 Lunch: provided  
2: 00 pm Session 3: Writing an Authentic, Compelling Cover Letter for Your Dream Position

\*\*\*\*\*

In our continued efforts to support the Community of Scholars created out of the Research BootCamp®, the Office of Diversity, Inclusion, and Equal Opportunity is proud to host Dr. Felicia Moore Mensah. Dr. Moore Mensah will conduct two workshops entitled: *Preparing Your Tenure Binder: Securing your Future for Promotion & Strategic Planning: How to Plan and Execute, Publish and Produce* on **Thursday, January 26<sup>th</sup> and Friday, January 27<sup>th</sup>**. These workshops are open to **all faculty**, however, there is limited space and a **RSVP is required**, email Marquis Holley at [mholley2@usf.edu](mailto:mholley2@usf.edu) and indicate the day and session(s) you plan to attend and **the location will be emailed to you as a part of your reservation confirmation**. **Please also note the sessions will *not* be recorded**. If you have any questions please contact **Marquis Holley at 4-4373**.

Workshop Information:

**Thursday, January 26<sup>th</sup> at 10: 00-11: 30 am**

***Preparing Your Tenure Binder: Securing Your Future for Promotion***

The tenure-binder workshop targets tenure-track faculty and senior faculty going-up for promotion and is specifically designed to address issues of misinformation, misunderstanding, and a lack of knowledge when creating a tenure file and pursuing Reappointment, Promotion, and Tenure (RPT).

**Thursday, January 26<sup>th</sup> at 2:00 – 4:30 pm**

***Strategic Planning: How to Plan and Execute, Publish and Produce***

Intended to help all faculty members increase their research and writing productivity. Workshop participants will learn to identify personal and professional goals for the semester, create a strategic plan to accomplish their goals, and identify the types of community, support, and accountability structures they need to execute their plan. Most importantly, every participant will complete the workshop with a clear work-plan for their semester that can be updated each semester of their academic career.

**Friday, January 27<sup>th</sup> at 10:00 – 11:45 am**

***Combined Sessions: Preparing Your Tenure Binder & Strategic Planning***

**Friday, January 27<sup>th</sup> at 2:00 – 4:00 pm**

**Leadership Discussion**

This session will be a conversation/discussion centered around navigating leadership positions. What does it mean to move from faculty to a leadership position? How is this accomplished?

\*\*\*\*\*

In our continued efforts to support the Community of Scholars created out of the Research BootCamp®, the Office of Diversity, Inclusion, and Equal Opportunity is proud to host a Grant Writing session with Dr. Cindy Munro. Dr. Munro is an Associate Dean of Research and Innovation and Professor in the College of Nursing at the University of South Florida.

During this session Dr. Munro will review the critical elements and processes for developing a grant application. In addition to her presentation, there will also be a working session where participants will have an opportunity to put into practice the information they received.

The presentation is scheduled for February 3, 2017. The presentation is open to **all USF faculty, staff, and students**, however, there is limited space and a **RSVP is required**. To RSVP email Marquis Holley at [mholley2@usf.edu](mailto:mholley2@usf.edu), and **the location will be emailed to you as a part of your reservation confirmation**. **In an effort for the presenter to prepare please also indicate the area in which your grant is focused and your prospective funding source**. If you have any questions please contact **Marquis Holley at 4-4373**.



# DIVERSITY LECTURE SERIES AND BOOK SIGNING

## THE POWER OF THE BATON: AN INSPIRATIONAL TALE OF A FAMILY UNITED

THURSDAY, FEBRUARY 9TH AT 6PM  
MARSHALL STUDENT CENTER ROOM 3709

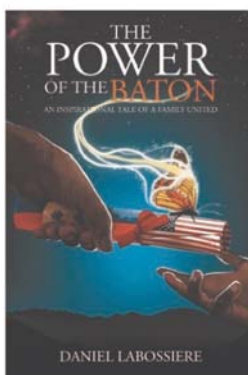
### Daniel Labossiere

PLEASE JOIN THE USF OFFICE OF DIVERSITY, INCLUSION & EQUAL OPPORTUNITY and CLUB CREOLE for the Diversity Lecture Series with author Daniel Labossiere.

Daniel Labossiere was born as the 14th of 15 children in Les Cayes, Haiti. It was the height of the Duvalier (Papa Doc) era and the citizens of Haiti were eager to escape the political persecution of the Duvalier regime. Daniel migrated to Brooklyn, NY, where he was reunited with his parents, aunts, and uncles who had moved to the US a few years earlier and begun the process of reuniting their families a few members at a time. Daniel and his family moved to South Florida to escape their deteriorating living conditions in Brooklyn. He attended the University of South Florida and graduated with a degree in Accounting. *The Power of the Baton* is his first published novel and is inspired by his desire to empower the next generation of his bloodline by sharing his family's struggles, and passing on the life lessons that have helped them to overcome these battles.

*The Power of the Baton* is an inspirational tale of a family's battle to escape political persecution and poverty in Haiti by migrating to the United States. The story depicts life in Haiti under the ruthless dictatorship of Francois Duvalier (aka Papa Doc) and the measures that families were willing to take to escape his reign. However, once in the US, the family found itself facing similar economic conditions and dealing with a whole new set of oppressors who resented the presence of Haitian immigrants. The story details the struggles and how the family was able to overcome the odds through their spiritual beliefs and their unprecedented bond as a family. This is the story of one Haitian immigrant family, but it represents the struggles of so many other immigrant families from every nation, as well as so many other minority groups that are socially outcast and oppressed.

For additional information or disability accommodations contact Dr. Devona F. Pierre, Assistant Director of Faculty and Staff Diversity Initiatives at 813-974-3971 or [dfpierre@usf.edu](mailto:dfpierre@usf.edu).



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DIVERSITY LECTURE SERIES



## DIVERSITY LECTURE SERIES



# GENDER OPPRESSION AND GLOBALIZATION: CHALLENGES AND OPPORTUNITIES

**FRIDAY, SEPTEMBER 16<sup>TH</sup> AT 3 PM**

**MARSHALL STUDENT CENTER, ROOM 3708**

**PLEASE JOIN THE USF OFFICE OF DIVERSITY, INCLUSION & EQUAL OPPORTUNITY**  
for the Diversity Lecture Series with **Tonya E. Perry-Mitchell, Ph.D.**

Dr. Tonya Evette Perry-Mitchell is a Professor of Social Work at Alabama A & M University, where she teaches in the Graduate Social Work Program. Having formerly taught at Fordham University and Howard University, Dr. Perry-Mitchell has more than 16 years of graduate teaching experience. Dr. Perry-Mitchell earned her Doctor of Philosophy Degree in Social Work from the University of Alabama where she also completed a minor in community health. She holds a Bachelor of Arts Degree in Psychology from Edinboro University of Pennsylvania and a Master of Social Work Degree from Tulane University. Dr. Perry-Mitchell has lived and traveled extensively throughout the African continent. A former Johns Hopkins International AIDS Research Fellow, Dr. Perry-Mitchell is a seasoned international researcher who has extensively investigated the socio-cultural aspects of HIV/AIDS among women of African ancestry throughout Africa and the African Diaspora. Dr. Perry-Mitchell's research, publications and related interests revolve around women's health—particularly socio-cultural issues related to the impact of HIV/AIDS and other varied health conditions on women of African ancestry and the impact of development upon the status of women. Dr. Perry-Mitchell formerly served as a consultant to the Global Health Council, for whom she investigated the role of Faith-Based Organizations in providing HIV prevention, care and support services in South Africa, Kenya, Uganda, India, Thailand and Haiti. Dr. Perry-Mitchell has also served as a research and training consultant for The Balm In Gilead, an international faith-based non-governmental organization (NGO) for whom she has researched and documented HIV/AIDS-related faith community mobilization activities in Tanzania, Kenya, Cote d'Ivoire, Nigeria and Zimbabwe.

Dr. Perry-Mitchell also maintains scholarly interests related to health policy and the historical contributions of people of African Ancestry to the advancement of social welfare. In addition to publications developed for

the Global Health Council, the Balm In Gilead and MAP International, Dr. Perry-Mitchell has published in various scholarly journals including the *Journal of Human Behavior and the Social Environment*, the *Journal of HIV/AIDS and Social Service*, *Arete*, *Affila: The Journal of Women and Social Work*, the *Ghana Medical Journal* and *Maatskaplike Werk: 'N Vaktydskrif vir die Maatskaplike Werker (Social Work: A Professional Journal for the Social Worker)*. Dr. Perry-Mitchell's latest work includes 2 co-edited books, *Globalization and Gender Oppression: A Challenge for Social Work*, published in 2013 by the Council on Social Work Education (CSWE); and *What the Village Gave Me: Conceptualizations of Womanhood* published in 2014 by University Press of America. Dr. Perry-Mitchell currently serves on the editorial board of *Social Work*, the journal of the National Association of Social Workers (NASW) and is a reviewer for *Affila: The Journal of Women and Social Work* and *The Journal of HIV/AIDS & Social Services*. Dr. Perry-Mitchell also serves as a consulting editor for *Journal of Social Work Education (JSWE)*. She holds active appointments on various boards and committees including the Department of Health and Human Services Region IV Health Equity Council to which she was appointed in 2012.

A multi-year recipient of the Who's Who Among America's Teachers Award as well as the 2013 AEA/NEA Alabama A & M Educator of the Year and the 2015 AAMU Faculty of the Year Award, Dr. Perry-Mitchell has demonstrated a long-term commitment to facilitating student success through creative teaching, mentoring and directed research activities. Dr. Perry-Mitchell's teaching philosophy is characterized by student-centeredness, evoking student strengths and capacities and fostering a spirit of individual and collective transformation. Her teaching style is collaborative and reflective in nature and promotes critical thinking and the integration of theory, research and practice within the context of a philosophy of caring.

For additional information, contact Dr. Devona F. Pierre, Assistant Director of Faculty and Staff Diversity Initiatives, at **813-974-3971** or **dfpierre@usf.edu** for additional information.

**OFFICE OF  
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DIVERSITY LECTURE SERIES 2016-2017

**USF**  
UNIVERSITY OF  
SOUTH FLORIDA

# SAVE THE DATE

OFFICE OF DIVERSITY, INCLUSION, AND EQUAL OPPORTUNITY

## RESEARCH BOOTCAMP

May  
8 - 13

UNIVERSITY OF  
SOUTH FLORIDA

TAMPA,  
FLORIDA

FOR MORE INFORMATION CONTACT:  
DR. DEVONA F. PIERRE  
DFPIERRE@USF.EDU OR  
813.974.3971





May 8, 2017

Dear Research Bootcamp© Participants,

Welcome to the 3<sup>rd</sup> Annual USF Research Bootcamp. I offer congratulations on being selected to participate in this great opportunity. I have been overjoyed with the response from previous participants and the community of scholars that has developed among them. In addition to career and professional development, this is an event that creates new friendships and networking opportunities that will live well beyond the intensive week that you will embark beginning May 8<sup>th</sup>.

The Office of Diversity, Inclusion and Equal Opportunity (DIEO) under the coordination of Dr. Devona F. Pierre has coordinated a fantastic week, along with leaders from Sisters of the Academy (SOTA) and USF Senior Scholars to offer this unique opportunity that will truly be one of your most meaningful career experiences while at USF. The opportunities afforded through the Research Bootcamp© will give you access to nationally recognized scholars who will also provide valuable feedback related to your discipline and encouragement for the long successful academic career ahead of you.

It is with great enthusiasm that I look forward to meeting you during the initial day of the program and at other times during the week. I am eager to see each of you equipped with new tools for success and feel a renewed passion for your academic pathway. Thank you for letting DIEO be part of your journey and add a measure of encouragement to your future accomplishments.

Sincerely,

A handwritten signature in black ink that reads "Jose Hernandez". The signature is written in a cursive style with a large, stylized initial "J".

Jose E. Hernandez, Ed.D., LMHC  
Associate Vice President and  
Chief Diversity Officer

# 2016 Research BootCamp

Office of Diversity, Inclusion, & Equal Opportunity  
University of South Florida





































2016 Research BootCamp  
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