


FLORIDA UNIVERSITIES: FROM WOKE TO PROFESSIONALISM

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**“IT’S AN UNIVERSAL
LAW—INTOLERANCE IS
THE FIRST SIGN OF AN
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AN ILL-EDUCATED PERSON
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BREEDS HUMILITY.”**

– Alexander Solzhenitsyn

EXECUTIVE SUMMARY

Universities across America are dedicating themselves to “diversity, equity, and inclusion” (DEI). To ordinary Americans, DEI sound like a promise to provide welcome and opportunity to all on campus.

In reality, DEI represents a set of radical political and social views that are turning our universities against America’s most cherished values. The guiding principles of DEI are:

- White America harbors unconscious racism (implicit racism) against blacks; and
- Equal rights, free speech, meritocracy, and the law reinforce a regime of white supremacy as old as the United States itself.
- Only through tearing down meritocracy, equal rights, and free speech can “underrepresented minorities” become free.

DEI is the ideology that leads to the adoption of policies that compromise the pursuit of knowledge and undermine social harmony. Diversity, equity, and inclusion are just cover words for transforming institutions of higher education into activist arms for the American left.

Florida’s universities are gripped by DEI ideology. The DEI regime is most developed at the University of Florida. Nearly every four-year public university in Florida has a central administrator dedicated to promoting DEI values. Nearly every university in Florida has a strategic plan for promoting DEI and a committee charged with overseeing and furthering this vision. Even the New College of Florida claims that it is “a college founded on the principles of equality and inclusion” and has both a dean of diversity, equity, and

inclusion and a chief diversity officer, Yoleidy Rosario-Hernandez (pronouns: “Ze/Zir/Zirs”). DEI ideology encourages racial preferences in hiring and admissions. It justifies radical curriculum changes. It is tearing the country apart. It will tear Florida apart. It marks a grave and gathering danger to national unity and state governance. And it is being funded and supported through Florida’s university systems.

This report begins to document the extent to which DEI ideology has captured Florida’s universities. Among its findings:

- All thirteen four-year universities in Florida have a designated DEI administrator.
- Twelve of the sixteen colleges at the University of Florida have a DEI dean.
- DEI plans and racial preferences abound throughout the system, as nearly every university has a strategic plan for promoting DEI and a diversity dashboard dedicated to racial head-counting.
- Curriculum changes are afoot everywhere, always bent toward the anti-American DEI principles.

Actions against DEI have been bubbling in states for years: small budget cuts here, defunding specific programs there. Opponents of DEI always hope that “free speech” legislation or bans on racial preferences will suffice to cordon off the effects of DEI. Yet none of these efforts have been sufficiently bold to meet the civilizational challenge that DEI poses. Florida’s leadership has acted boldly and well on many issues, and it can lead the opposition to this encroaching DEI infrastructure.

Herein we offer a bold plan, designed to challenge DEI as it has developed within our reigning national “civil rights” regime. Diversity as it is currently practiced is in no way conducive to educational excellence—quite the opposite. Florida should build public policy generally, and higher education policy specifically, on precisely the bedrock principles

of confident colorblindness in pursuit of professional competence. Florida can, among other things, defund DEI offices and personnel and end DEI-infused academic programming. This position is radical today, but it is as American as our Constitution and Declaration of Independence.



POLICY RECOMMENDATIONS

Repeal Florida Statute (1012.86) that “requires each Florida College System institution to develop a plan for increasing representation of minorities and females” in senior administrative positions, full-time instructional staff positions, and full-time tenure-track positions. Collecting such information leads to benchmarks, and benchmarks to dilutions of merit.

Pass the “Colorblind Florida Act”—an act that would make employees of Florida’s government civilly liable in state court for collecting data on the basis of race or sex. By ceasing to collect this data, Florida would also cease cooperating with the national government in the collection of race-based data. (This will set up a salutary confrontation with the national government over race-based policies and will offer Florida a chance to lead the country with popular anti-affirmative action sentiments. This might present a chance to extend current Supreme Court decisions.) The national government collects such race-based data in order to conduct disparate impact investigations of state practices. A Colorblind Florida Act would allow for a challenge to this aspect of the country’s corrupting “civil rights” regime.

Enforcement mechanisms for the Affirmative Action Ban. Florida has a ban on racial preferences, but it never finds any violations of this ban because administrators hide their efforts. An aggressive enforcement mechanism could be added. Such a mechanism would make it easier to bring lawsuits. Currently, only the victims of reverse discrimination can sue. A better enforcement mechanism would allow third parties to challenge racially-biased

policies, make discriminating bureaucrats personally responsible for their practices, and coincide with large damages for universities that fail to comply.¹

Order the board of governors to defund and disband all DEI offices in Florida’s colleges and universities and to release (not reassign) those associated with those offices. Welcomed and salutary promises from Florida university presidents to roll back DEI at their universities must be measured against a solid baseline. An independent auditor should track efforts to rollback DEI at Florida universities.

Prohibit the use of DEI statements in faculty hiring, since they require fealty to a campus orthodoxy and point to an ideologically homogenous, left-wing faculty where they exist.

Order civil rights investigations of all university units in which women vastly outnumber men among the student body and/or faculty—especially colleges of nursing and education—for disparate impact. Uncover any anti-male elements of curriculum or programming.

Order the board of governors to apply economic and other analysis to university departments, asking whether they present sufficient economic or political benefit to the state. Economic analysis would judge student costs and future earnings against one another using national data as per reports presented by Texas Public Policy Foundation.² Political analysis would put disciplinary standards under the microscope, and disciplines with DEI sown into their fabric would be warned first and then likely discontinued. Deemphasize or eliminate

all DEI-infused disciplines and reallocate monies for scientific purposes.

The Florida legislature should dictate the undergraduate general education civics curriculum. This would include requiring survey courses in traditional American history and in the principles and actions of American government. Academic departments and general education instructors must bend to the needs of the state. The Texas general education curriculum is a good place to start.

Double down on scientific investments, with the aim of making the University of Florida a shining light of academic freedom and meritocracy for the country. Actively recruit the best scientific brains from what are currently conventionally understood to be more “prestigious” (but also more DEI-infused) institutions, build out

research infrastructure to support them, and make UF what the University of California, Berkeley was in the 1950s—the preeminent scientific institution in the American part of America.

CONCLUSION

Year after year, American higher education undermines the country’s promise and fails to produce real homegrown talent. Conservatives have not done enough to stop this takeover and corruption of higher education. This cannot go on. Generational change is possible today as public opinion has justly turned against higher ed. Only a “red” state governor can lead a red state legislature and board of governors to begin this long process of retaking and rebuilding.

DIVERSITY, EQUITY, AND INCLUSION IN AMERICAN HIGHER EDUCATION

America's colleges and universities have become increasingly radical over the past fifty years.³ Academics and administrators are no longer merely pushing progressive politics but transforming universities into institutions dedicated to political activism and indoctrinating students into a hateful ideology. We call this ideological bent Critical Social Justice (CSJ).⁴

Many today are worried about critical race theory (CRT),⁵ critical theory, cultural Marxism,⁶ identity politics, and multiculturalism.⁷ These are all basically the same ways of thinking. They all adopt a reigning civil rights ideology, which generally holds that all disparities in group outcomes must be traceable to discrimination and would disappear in its absence.⁸ Under this view, standards that lead to racial disparities, such as admissions standards for universities or hiring standards for jobs, are immediately suspect.

CSJ begins with criticism or critical analysis, where activists unmask the supposed hidden realities of the world. America, they say, seems to be a place of equal opportunity or fair admissions, but it really is made up of various structures of oppression built by the privileged to keep victim groups weak and unequal. According to this ideology, American culture is patriarchal, racist, Christian, homophobic, cishnormative, and ableist. The “advantaged” America tries to impose its ways on allegedly disadvantaged Americans. The

alleged oppressors, CSJ proponents argue, do this in sneaky ways, like passing seemingly colorblind laws that are really designed to put more blacks into jail⁹ or having colorblind admissions standards at universities that really exclude minorities. America and the West are everywhere and always racist, sexist, etc.—that is the conclusion of the CSJ activists.

But activists promise a CSJ remedy to this problem. Victims, they believe, should be elevated and the supposedly privileged, demoted. This remedy is realized differently in different institutional settings. At universities specifically, students' minds will be retrained. They will be taught to identify, shame, and destroy “oppressors.” Activists will teach oppressors to identify with the plight of victims and remediate activism on victims' behalf, while they encourage supposed oppressors to feel shame for their “whiteness” or “toxic masculinity.” Hiring practices must change. Campus climate must be transformed. From these policies, two standards emerge—one for the alleged oppressors and one for the alleged victims.

The result of such training will be happier, more diverse students and an environment defined by perceived inclusion. Or so the activists insist. But this happy vision never comes about. The ideology is in its nature divisive. It invents grievances; the CSJ activists continually identify lingering inequalities that they say must be removed before the promised land arrives. It sets about a rolling revolution in university life, in which one reform always demands another.

Resentment and hatred between the alleged victims and alleged oppressors reign in the meantime.

DEI is the mechanism whereby CSJ is applied to institutions like universities. DEI is CSJ made more palatable with sweet-sounding civic language, but the related policies represent the same critical analysis and remedy. Both CSJ and DEI emphasize how institutions like universities are irredeemably racist or sexist. Both CSJ and DEI hope for policies that might overturn the victim-oppressor framework, but instead they make the former victims the new rulers and the former oppressors the new victims.

As famous critical race theorist Ibram X. Kendi writes, “The only remedy for past discrimination is present discrimination. The only remedy for present discrimination is future discrimination.”¹⁰ DEI is precisely that present and future discrimination.

To provide clarity, contrast what DEI advocates say that diversity, equity, and inclusion means with what it really means in practice. If DEI advocates actually said what they were really going to do, few would embrace their goals. So, they must make their goals seem acceptable and then import the controversial meanings and policies through the sweet-sounding words:

	WHAT DEI ADVOCATES SAY ___ IS.	WHAT ___ REALLY MEANS.
DIVERSITY	Everyone and every group should be valued not from mere tolerance but embracing and celebrating the rich dimensions of difference.	“An identity-based approach to society” and ever declining numbers from now-disfavored groups like whites and males through “political quotas.”
EQUITY	Overcoming challenges and bias to achieve equal opportunity.	“Equality of outcomes plus reparations.”
INCLUSION	Authentically bringing the formerly excluded into activities and decision-making so as to share power.	“Enforced segregation of people by race” and restrictions on speech by now-disfavored groups like whites and males.

It is easy to poke holes in the asserted definitions of DEI advocates. Every group is celebrated, they say, but would they celebrate a proud culture like imperial Great Britain or tsarist Russia or a conservative Republican from rural Arkansas? Obviously not. Equal opportunity means that every profession and every institution must have the exact same racial proportion as the population at large, but they never complain

about areas where the disadvantaged are actually greater in number. Inclusion often means only supposedly underrepresented minorities can sit on committees. In other words, inclusion policies often exclude. DEI advocates do not mean what they say. Conservatives have been pointing out the hypocrisy for decades. Concerns about hypocrisy, however, assume that DEI advocates are serious about their values

in the first place. They are not. They pursue very different values under the cover of sweet-sounding words.

Diversity: Diversity used to mean difference or plurality, but not anymore. Diversity means more members of victim groups and fewer members of the supposedly oppressive groups. When men make up 80 percent of engineering students, that is a lack of diversity that must be remedied. But when women make up more than 80 percent of elementary education majors, that “diversity” is celebrated. And with regard to academic curricula, diversity means replacing books written by white males with books written by authors from “historically underrepresented” groups. The achievement of diversity requires that retribution be taken against former oppressors. It requires that aggrieved minorities be held to lower standards than those who are privileged. The formerly marginalized get privileged, and the formerly privileged get marginalized.

Equity: Equity used to mean fairness before the law, but not anymore. Equity stands for the idea that universities must aim at something like statistical group parity (e.g., since blacks make up 13 percent of the population, they should represent 13 percent of engineers). Failure to achieve parity is sufficient evidence of systematic discrimination. Therefore, the old system must be dismantled (no matter how well it seemed to work) and a new one built that will achieve parity. In short, equity is equal group outcomes.

Inclusion: Inclusion used to mean everyone was welcome, but not anymore. Today’s inclusion demands an institutional climate that elevates and supports the well-being of aggrieved minorities instead, or at the expense, of the supposedly privileged. Sometimes that means special tutoring for their supposedly unique needs like a women’s center or excluding ideas and symbols

that some members of underrepresented groups find objectionable (like “thin blue line” flags).

LGBT- or blacks-only graduations are organized in the name of inclusion. Speech codes and safe spaces arise in order to accomplish this new definition of inclusion. In short, inclusion means excluding all that makes allegedly aggrieved minorities uncomfortable.

The ideas behind DEI require people to believe that America is on an endless treadmill of oppression and victimhood. Accordingly, all efforts to transcend group identity are thought to be lies that rationalize “privilege.” Advocates for CSJ demand ideological conformity—victims can only be seen as members of an oppressed class rather than individuals, and non-victims are stigmatized and blamed for the evils that victims suffer.

CSJ education undermines political liberty under the guise of equity and social harmony.¹¹ It is inconsistent with the idea that individual rights should help organize political life. It is inconsistent with dedication to scientific inquiry. There is no way to get from CSJ to a peaceful, unified, and happy nation. Quite the contrary: it means, as Kendi correctly states, active discrimination, hostility, and ultimately social conflict.

CSJ also compromises family life by promoting “queerness” and hostility between the sexes. It promises to tarnish and alienate productive, law-abiding citizens who do not espouse CSJ philosophy both in theory and in practice. It denies there is a standard outside of group identity to which groups can be held. It denies the reality that inequality and privilege are complex social phenomena that come about in many different ways, not just from oppression. It is every bit as deadly to the American way of life as selling state secrets to a public enemy. CSJ is false and pernicious.

Others have expounded at greater length about problems endemic to CSJ.¹² This report is based on the idea that CSJ undermines the advancement of knowledge and the

achievement of a common good. It asks: **How far has the CSJ agenda advanced in Florida's flagship schools and in Florida's four-year universities generally?**



THE FLORIDA SYSTEM'S BOARD OF GOVERNORS: A COMMENDABLE EMPHASIS ON COMPETITIVENESS

The Florida Board of Governors has seventeen members, fourteen of which are selected by the governor of Florida and confirmed by the Florida Senate. Other members include the commissioner of education (an elected position), the chair of the Florida Student Association, and the chair of the Advisory Council of Faculty Senates. The board selects the chancellor of the State University System of Florida, now Marshall M. Criser III. Appointments to the board of governors have been strategic, with few education professionals coming from the system. Their strategic planning has been focused mostly on educational excellence, keeping tuition low, updating institutional missions to adapt to changes in the economy and accountability planning while also being concerned that “some unproductive academic programs are being re-tooled or terminated.”¹³ Oversight and vision are cast mostly in economic terms—ensuring that programs are efficient and responding to the economic demands of the state. An admirable emphasis on STEM infuses the strategic plan for 2020-2025. The university system made no significant changes in light of the racial turmoil of 2020.

The university system's mission statement speaks of responding to the needs of a “diverse state.” It wants a university system that serves Floridians and will judge students based on merit. Almost no DEI language informs its self-understanding, the board

of governor's goals or its mission, which emphasize excellence, productivity, and strategic priorities for a knowledge economy. Many university presidents have come from outside higher education, making them uniquely situated to resist higher education's drift to DEI. The board thus deserves credit for the recent statement from Florida university presidents that promises to promote only the traditional, common-sense understandings of diversity and equity.¹⁴ That statement is a good start. The board of governors has shown the ability to put forward metrics to hold Florida's universities accountable for putting DEI in a box, and it should do so in this case. The president's own metrics are not enough, in that they do not point to a positive vision of education in competence and professionalism.

The one departure from this mostly commendable focus is a Florida statute that “requires each Florida College System institution to develop a plan for increasing representation of minorities and females” in senior administrative positions, full time instructional staff, and full-time tenure-track positions.¹⁵ Annual “equity reports” must be submitted to the president of the Senate and the speaker of the House of Representatives. In order to write the annual report, each university and college must write its own annual equity update and submit it to the Department of Education. The annual report concludes with a list of programs and strategies for expanding

minority and female presence in Florida's colleges and universities.

The most concerning element of the board of governors's 2020-2025 strategic plan is the stated goal to increase the percent of "bachelor's degrees awarded to African-American & Hispanic students" to 46 percent. This metric was included, according to the strategic plan, because it "provides a sense of student diversity based on the race/ethnicity of the students."¹⁶ The plan never says that it hopes that the percentages of minority graduates mirrors the percentages of minorities in Florida's population (and almost nowhere in the country does it mirror the population). Measuring for racial equity almost always puts stress on standards and merit-based admissions and hiring. If metrics are not met, the system must have the stomach to conclude that such disparities are either not problems or not the fault of the university system. They will find the universities claiming that disparities are the result of racist universities, and the board of governors will have to resist such self-serving, self-effacing claims.

Florida's mode of governance has been partly technocratic and partly scientific—with the aim of achieving efficiencies and connecting educational attainment to economic growth. This emphasis, maintained over a decade, has served the state well. However, a more ideological bent will be called for as universities are adopting policies and plans at odds with the board of governors's emphasis. There are problems of omission as well. Never is there an emphasis in the strategic plan on American distinctiveness or cultivating a reasonable American patriotism. Nor is there an explicit condemnation of the DEI worldview.

In the future, the chancellor and the board of

governors will have to take proactive steps to root out the budding DEI infrastructures on Florida campuses (as we shall detail below) and add a statement endorsing color-blind aspirations in hiring, student admissions, and university self-understanding to its strategic plans. Universities that contravene this vision could then be held accountable for violating the stated values of the university system. Right now, the system tacitly rejects the DEI worldview as it pursues alternative goals. An explicit rejection should guide future actions, since universities if left to their own devices will drift toward DEI.

As this report shows, flagship universities are drifting toward adopting DEI policies and building DEI infrastructure. The board of governors and the chancellor should adopt policies to reverse such developments—destroy DEI bureaucracies and salt the ground. Government-sponsored DEI missions are not the Florida way. Choosing leaders from outside normal academic channels is key to rolling back such DEI developments and ensuring that they do not arise again. Having the political backing to root out these harmful programs is also essential.

CONCLUSION

The Florida Board of Governors has a commendable emphasis on competitiveness, keeping down costs, and selecting administrative leaders from outside the academy. DEI initiatives have sprung up around the system, however, that are genuine threats to this emphasis. DEI threatens excellence everywhere it is adopted. Proactive measures to reign in DEI infrastructure should be undertaken to clear the way for universities that appreciate the promise of America and take seriously our heritage of natural rights and equality before the law.

UF: FLORIDA'S LEADING DEI INSTITUTION

UF has been building a CSJ/DEI infrastructure since the early 2010s. Starting modestly under the auspices of human resources, the DEI movement has accelerated since 2018 when UF hired a chief diversity officer, Antonio Farias, in the wake of diversity-related controversies involving invited speakers to campus. Farias established Campus Diversity Liaisons, whose primary responsibility is to promote DEI actions in university business. This marked the first acceleration in the DEI mission at UF.

UF hiring plans and curriculum revisions include significant DEI aspirations. Campus Diversity Liaisons received a shot in the arm because of UF President Kent Fuchs's anti-racism task force, established in June 2020.¹⁷ This marked a second acceleration in DEI hiring and in DEI presence, as UF seemed to be "catching up" to other universities that have been radicalizing in the past decade. As a result, as of fall 2022, UF has done the following:

- At least twelve of UF's sixteen colleges have at least one dean-level DEI officer.
- UF's College of Law implements DEI policies in its "Roadmap to Racial Justice," including aggressive minority-focused recruitment efforts and mandatory anti-bias training for all faculty, staff, and students.
- UF's School of Education has acceded to student demands to "implement a race-centered graduate degree specialization" and "increase the number of race-centered

courses" and generally to ensure that "anti-racism is promoted" throughout the degree.

- Race-consciousness in hiring and admissions practices for faculty and staff, while not yet illegal under U.S. law, may violate Florida law.

DEI at UF June 2020-present

DEI efforts on UF's campus are accelerating. What was once optional has become mandatory. Previous commitments to faculty or student diversity are now accompanied by mandatory reporting to central committees. More diversity classes are added to the general education requirements.

Pres. Fuchs's anti-racism task force leveraged goals from "The Decade Ahead," UF's strategic plan for 2016-2025, to recommend an expansion of DEI policies and personnel. The strategic plan aimed to build "a university climate that is inclusive, supportive and respectful to all" and to have a faculty and staff with "increasingly diverse demographic and geographic characteristics."¹⁸ Similarly, the General Education Committee (GEC) sparked an acceleration in DEI in the curriculum with its "Educating the Next Generation of Gators: Establishing an Equitable Undergraduate Curriculum" initiative.¹⁹ College reporting on antiracism and DEI measures is also now mandatory, and some colleges—especially the colleges of law and education—are leading the way in adopting DEI policies across the campus. The College of Medicine has sown DEI into its curriculum and its mission. Other

colleges are sure to follow.

UF's Strategic Anti-Racism

Pres. Fuchs's anti-racism task force leveraged goals from "The Decade Ahead," UF's Strategic Plan for 2016-2025, to recommend a broad expansion of DEI policies and personnel. The strategic plan aimed to build "a university climate that is inclusive, supportive and respectful to all" and to have a faculty and staff with "increasingly diverse demographic and geographic characteristics."²⁰ The anti-racism task force announced goals in the categories of education, history, and representation. Pres. Fuchs lauded these goals, calling for UF to embrace "challenging, uncomfortable, transformational work" to undo "lifetimes of injustice and racism" through embracing "antiracism, equality and working to eradicate inequities."²¹

Pres. Fuchs's embrace of "transformational" language contrasts with the task force's modest embrace of anti-bias training and a fairly aggressive affirmative action program. But the goal is to build on the previous progress. Under his leadership, the percentage of white faculty has declined steadily from 71.47 percent in 2015 to 65.23 percent in 2021. The anti-racism task force marks an acceleration of these steady efforts. It has set the following goals for UF in the near future.

Increased Minority Representation:

- Intensify efforts to recruit and retain "faculty and employees of color, particularly Black students, faculty and staff."
- Includes creating a Diversity Dashboard²² and holding university units accountable through mandatory reporting of diversity numbers²³ and college actions to promote DEI.²⁴

Education:

- According to Pres. Fuchs, "UF will require training of all current and new students, faculty and staff on racism, inclusion and bias."²⁵
- Competitive Grants. The University of Florida is committing nearly \$1 million to faculty research projects focused on racial disparities in health care, diversity in professional programs, challenges in developing and teaching an inclusive curriculum, and strategies for creating a more inclusive campus environment.²⁶

History:

- Honorary naming committees to un-name buildings or monuments that celebrate the Confederacy or its leaders.
- Banning of "Gator Bait" cheer at UF sporting events, though it is not associated with racism.

Changes in all three of these areas are coming to UF. Much has been done in retelling the history of UF. The areas of education and representation are also being slowly transformed.

Undergrad Education: Establishing an "Equitable" Undergraduate Curriculum

Nowhere is this transformation more obvious than in undergraduate education. DEI courses dominate UF's general education offerings. More DEI requirements are foisted on students. Even optional courses are, through a sleight of hand, made into DEI courses.

UF's general education program has changed dramatically over the past thirty years. There are superficial resemblances between the 1996-1997 general education requirements and the 2022-2023 requirements. Each requires thirty-six credits. Each has "distribution" requirements with students

needing a certain number of humanities credits and composition credits, etc. UF also had a diversity designation in 1996, where students had to take six courses with either a diversity or an international focus. In 2022, that diversity feature requires one diversity designation and one international designation.

On the other hand, the general education

requirements have been “de-colonized” and more diversity elements have been foisted on them. It also has more elective requirements, so students can take even more diversity courses. Fewer science and humanities courses are required. More composition is required. And more electives have entered the general education.

DISTRIBUTION REQUIREMENT	CREDITS IN 1996	CREDITS IN 2023
Bio. & Physical Sciences	9	6
Composition	3	6
Humanities	9	6
Social & Behavioral Sciences	9	6
Math	6	6
Additional Courses	NA	6

Another big difference between the 1996 and the 2022 catalogs involves the Quest program. This is a larger story. UF is making more and more diversity-designated courses mandatory by stacking the Quest program with DEI courses. As other approaches to knowing or understanding are crowded out, the university is a DEI indoctrination machine. This is done through adopting DEI-infused core values and then building general education courses that reflect these DEI values. The goal of making DEI courses mandatory can be accomplished if all courses from which students are allowed to choose are infused with DEI-ideology. As DEI courses become the only options, more DEI faculty will be needed to teach them. Curriculum change thus drives faculty recruitment. Faculty recruitment justifies curriculum changes.

UF’s GEC is undertaking all parts of this strategy. It is seeking “ways to embed UF Core Values” into the work of approving and redesigning courses for the general education.²⁷ Further, the GEC is tasked with evaluating “practices of the GEC for hidden bias, lack of hospitality, etc.”²⁸ In addition to its diversity and international requirements, the UF general education also has Quest requirements. Each student must take a course with a Quest 1 designation and a Quest 2 designation. Quest 1 courses satisfy general education requirements in humanities. Among the changes are the following:

- The GEC wants to stuff Quest 1 course listings with courses on “systemic racism, diversity and inclusion, social justice and

equality. . .”²⁹ It also wants to stuff as many of the Quest 2 courses in natural or social sciences with DEI.

- Grants to build more diversity classes in the Quest program are available through the Provost office.
- Service learning will be integrated into Quest 3 when that is added—while this sounds innocuous, service-learning means doing leftist DEI projects in the “practice of anti-racism”³⁰ for credit.
- Model DEI statements for syllabi are drafted, but not yet mandatory.
- There is also a dangerous movement, with dire repercussions, to perform “a course grade audit to evaluate historical trends based on race, ethnicity, gender, etc.”³¹

Much progress has been made toward attaining these and other related goals as of April 2022, the last reporting date for GEC. So far, 121 of the 175 Quest courses are infused with DEI, according to GEC. In effect, **GEC is taking the required number of diversity/DEI credits necessary to get through the General Education at UF from six credits to twelve.**

The systematic efforts are gathering steam but are not yet fully operational. A GEC set of core values is being drafted. At least six new courses related to “race, racism, and diversity” have been added to Quest 1 and 2. Data gathering for grades that will guide all future student success initiatives has commenced. Syllabus statements are developed. Pilot programs in service learning are afoot. Hiring to accomplish this DEI transformation is proceeding apace. UF’s general education is becoming an education in DEI above all. And so, it will drift unless it is replaced with a robust vision of appreciation for our civilization and all

of its accomplishments.

DEI in UF’s Colleges

Along with changes in general education come changes in what students are learning in their majors and a transformation of professional education. Some woke education comes about because specific majors are themselves DEI-indoctrination majors. Social work, for instance, is always and everywhere infused with DEI-ideology, because DEI-ideology is sown into social work professional standards. The same holds true for sociology, women’s studies, African-American studies, queer studies, and other majors. Other majors, however, have DEI-ideology thrust upon them through outside forces and honors; university units, with more or less enthusiasm, comply. Hard sciences and engineering are made to comply with DEI through administrative fiat on modern American campuses. Levels of enthusiasm for DEI cannot be exactly calibrated.

Academic leadership on these matters makes much difference. UF is currently building out DEI infrastructure at the college level so that majors themselves are also infused with DEI-ideology. Every college and university unit, in fact, is required to report its activities on an “anti-racism” website.³² Twelve of the sixteen colleges have designated DEI administrators, nearly all of whom earn more than six figures. Fourteen of the sixteen colleges have dedicated DEI committees, variously named. Only three of the sixteen colleges have diversity plans, though five more have built DEI goals into their general strategic plans, so half of the colleges have committed themselves in one way or another to DEI targets. Only the colleges of dentistry, pharmacy, and journalism and communications have the trifecta: a designated DEI dean, a designated DEI committee, and a diversity plan.

COLLEGE OR SCHOOL	DESIGNATED ADMINISTRATOR(S)	DOES THE COLLEGE HAVE A DEI COMMITTEE?	HAVE A DIVERSITY PLAN?	STAFF SALARY
Agriculture & Life Sciences	None	No	No	
Arts	None	Yes	Part of strategic plan	
Business	Robert Thomas, Jeff Danso	No	Part of strategic plan	Thomas: \$171,809.23 Danso: \$69,000.01
Dentistry	Patricia Xirau-Probert	Inclusion, Diversity, Access, and Equity (IDEA) Workgroup	Yes	\$137,346.41
Design, Construction, & Planning	Nawari Nawari	DCP Diversity Committee; Equity Committee formed in the School of Architecture	Part of strategic plan	\$108,154.67
Education	Erica McCray	Collective for Black Lives and Black Student Advancement (CBSA)	List of "concrete action items"	\$124,092.18
Engineering	None	College level IDEA Committee; all departments have departmental level IDEA committees	Yes	
Health & Human Performance	None	IDEA Council	None	
Journalism & Communications	Joanna Hernandez	IDE Office and Committee	Yes	\$100,870.13
Law	Michelle A. Smith	Faculty Diversity and Community Relations	Roadmap for Racial Justice	\$128,450.00
Liberal Arts & Sciences		Graduate Student DEI; the ELI established a Diversity, Equity and Inclusion Focus Group		
Medicine	Jose Abisambra, Giuliano De Portu, Michelle Jacobs, Donna M. Parker, Stephanie Ryan, Al Robinson	JEDI (Justice, Equity, Diversity and Inclusion) Task Force to assess race and racism in the climate and curriculum of UF-COM; Bias in Assessment Task Force--faculty, administration and students evaluate concerns of racial bias in evaluation of med students		Abisambra: \$158,898 De Portu: \$257,495.53 Jacobs: \$160,000.00 Parker: \$213,031.48 Ryan: \$181,414.39 Robinson: \$382,381
Nursing	Jeanne-Marie Stacciarini	Council for Diversity, Inclusion & Social Justice		\$154,690.00
Pharmacy	John M. Allen	Yes	Part of strategic plan	\$172,335.72
Public Health		Diversity & Inclusion Committee; Undergraduate Diversity Caucus; each department also has a DEI Committee	Yes	
Veterinary Medicine	Michael V. Bowie	Yes		\$128,700

Colleges and schools are leading the way at UF. Here are some samples of what is happening at the college level.

Levin College of Law. Its assistant dean for inclusion, M. Smith, was hired in 2018. The college of law has a diversity and inclusion plan. It released a very radical resolution in support of anti-racism, signed by twenty-five of the forty-six tenured and tenure-track law professors during the summer of 2020.³³ Fifty-four percent of UF's law professors condemned "the broad pattern of racism and injustice in policing and more broadly the criminal-legal system that is systemic, deeply-rooted and pervasive in the lives of Black men, Black women, and Black children"; saw inequalities in "education, employment, economic opportunity, housing and social supports" as also traceable to the same systemic racism; and announced the need to create "an anti-Black racism model" at UF law school. This is the announcement of a radical transformation, as critical race theory became the official ideology of more than half the UF law faculty.

Such a radical transformation is beginning in several policy changes. Its **student recruitment** efforts include full tuition scholarships for graduates of historically black colleges and universities, Racial Justice Research Assistant Corps for students interested in race and race-related topics, a Racial Justice Fellows program, mandatory IDEA training for incoming students, and the establishment of a Center for the Study of Race and Race Relations. Its **curriculum** includes at least seven courses centered on race: Critical Race Theory; Race and Justice; Race in Place; Race, Crime & the Law; Race, Crime and Justice; Race, Law, and Society; and Advanced Constitutional Law Seminar: Fourteenth Amendment: Racial

Equality.

Faculty recruitment also follows this line as the College of Law is "continuing efforts to diversify our faculty."³⁴

The transformation of the law school cannot be accomplished in one year. Since the anti-racism resolution, two out of eleven new faculty are underrepresented minorities for the 2022-23 year and five of eleven were women.³⁵ Included among the hires is a black critical race theorist, Tracey Maclin, who applies the theory to policing.³⁶ Many parts of the law school are still doing traditional legal work—finance law, regulation, bankruptcy, etc. However, critical race theory can indeed corrupt even these areas of law. Precisely how far along that process has progressed cannot be known easily outside the walls of the classrooms.

College of Education. Nearly two thousand students are enrolled in UF's College of Education, with most taking graduate courses online.³⁷ The College of Education is not only preparing tomorrow's teachers, but also providing continuing education and advanced degrees for current teachers. No college has sown DEI into its workings more than the College of Education, under the leadership of Erica McCray, associate dean for diversity, equity, and inclusion. It has four "collective structures" including students, faculty, alumni, and administrators to implement plans (1) to "dismantle institutional racism" and (2) build up "thoughtfully designed strategies for embracing. . . models of racial equity." Those four "collective structures" center on student recruitment and success; faculty recruitment and development; curricular changes; and advancing DEI initiatives (called IDEA initiatives). In addition, the college established a

Faculty Policy Council and Ad Hoc Committees to promote DEI.

With an associate dean for diversity, equity, and inclusion and six committees, the College of Education is very active in promoting DEI throughout its experience. DEI-based **curriculum changes** have been adopted. Periodic reviews will determine whether “racism is addressed and anti-racism is promoted.” Fourteen new courses have been created since the end of the 2019-2020 school year.³⁸ Among them are Anti-black Racism in Education; Studying Equity Pedagogy; Equity Pedagogy Foundations; Equity Pedagogy Instructional Strategies; Rethinking Discipline and Classroom Management; Experiential Learning in Education; and Equity Pedagogy Applications. The school of education aspires to ensure that at least one such course is required. Many courses in “equity pedagogy” are especially available.

Just as important as structuring undergraduate education is offering workshops and graduate courses as part of continuing education for teachers. The College of Education aims to implement a “race-centered graduate degree specialization.”³⁹ Pursuant to that goal, the Faculty Policy Committee steered eight new graduate courses through the approval process and established a committee for a graduate certificate on anti-racism in education.⁴⁰ Monies are available for additional course design in DEI areas as well.

Aside from sowing DEI and CRT into its daily operations, the College of Education conducts normal affirmative action for faculty and student recruitment. The Ad Hoc Diversity Committee has made a series of recommendations for resources to be used

for trainings, webinars, books/discussion groups, films, and podcasts, as well as a new mission statement for schools of education.⁴¹ Again, with more courses on equity and diversity, more faculty specializing in this area will be necessary. The diversity feedback loop produces more and more diversity and less and less emphasis on other things.

College of Medicine. The strategic plan for the College of Medicine (UFCOM) has seven pillars, one of which concerns “Diversity, Inclusion and Health Care Equity.” The Office for Diversity & Health Equity is charged with implementing the DEI agenda. It has seven administrators, including five assistant deans of diversity and health equity: Jose Abisambra, Giuliano De Portu, Michelle Jacobs, Stephanie Ryan (also LGBTQ liaison), and Al Robinson III. With so many administrators much is going on.

Among students. Admissions committees must take implicit bias training. While there are no hard-and-fast quotas, roughly 30 percent of incoming medical students in 2022 are Under-Represented Minorities (URM) according to an Office of Admissions claim.⁴² According to the Diversity Dashboard, the percentage of whites and Asians at UFCOM has declined from 57 percent and 14 percent respectively in 2011 to 51 percent and 11 percent respectively in 2021. URM percentages have increased from 15 percent in 2011 to 24 percent in 2021.⁴³ This may partly be the result of aggressive affirmative action pipeline programs like the Health Care Summer Institute and the Minority Mentorship Programs.

This increase in URM must also be traceable to weighted admissions standards, whereby URMs receive extra points on admissions applications.⁴⁴ The UFCOM’s Diversity Statement asserts: UFCOM will “actively

enhance the recruitment and retention of underrepresented groups to its student body, residency training programs, faculty and staff positions.”⁴⁵ Its Office for Diversity & Health Equity aims to “recruit and serve underrepresented students in medicine.”⁴⁶

Furthermore, UFCOM endorses anti-racism and DEI in its Code of Ethics, where anti-racism uses noble, civic-sounding language to import an alien ideology into the medical field. Students are advised to “foster a just and inclusive community by speaking out against social injustice, racism, prejudice, and inequity.” What this means in practice is blaming whites and racism for all health problems among blacks. Students are also to “strive to eliminate social barriers to health, health disparities, and inequality within our profession.” What this means in practice is blaming doctors for problems of individual responsibility. Students should also “acknowledge and minimize our implicit and explicit biases as we relate to others.”⁴⁷ Such supposed ethical commitments will do much to compromise accurate diagnoses of individual maladies and skew resources away from genuine medical concerns to DEI-invented medical concerns.

As a result of these commitments, students must take implicit bias and microaggression trainings at first- and third-year medical student orientations. At freshman orientation at UFCOM, the first lessons in medical education concern “implicit bias, microaggressions and LGBTQ+ health disparities.” The “diversity liaisons” from older classes hold workshops in “anti-racist, inclusive environment” for younger classes at UFCOM.⁴⁸ As the national group “Do No Harm” has catalogued, UFCOM’s website is replete with self-study materials such as “Antiracism

Recourses for White People,” “An Antiracist Reading List,” and “Guidelines for Being a Strong White Ally.”⁴⁹ There is also Diversity Week, where the CSJ agenda is on full display and where URM applicants are especially encouraged to attend.

Donna Parker, one of UFCOM’s seven diversity deans, peddled the idea that “there are still disparities in patient outcomes” even after studies control for income, insurance, and education. Implicit bias training and other anti-bias programming can combat this supposed problem.⁵⁰ As a result, the UFCOM Office of Educational Affairs also promotes health equity. First-year students are instructed in the principles of health equity, distributive justice, and ethics in healthcare law and policy, according to the Do No Harm study. Other courses discuss “the social determinants of health which influence health inequities among population groups.”⁵¹

Among Faculty. UFCOM’s Diversity Statement aims at achieving health equity and broader cultural transformation. “Senior leadership must publically [sic] embrace, through broad, repetitive and effective communication, a definitive and unequivocal position that diversity, inclusion, and health equity is synonymous with excellence.”⁵² This commitment means an emphasis on recruitment and hiring of “Black students, faculty and staff.” Recruitment among the COM has not yet become infused with results consistent with equity hiring. More faculty time is devoted to DEI and anti-racism activities such as Diversity Week. University incentives such as the competitive grants announced by the Anti-Racism Task Force skew research toward DEI questions and away from traditional fields of medical research.

CONCLUSION ABOUT UNIVERSITY OF FLORIDA

The University of Florida sits at a precipice, where it could indeed accelerate its DEI efforts. All the pieces are in place. Serious plans from the Anti-Racism Task Force. Serious personnel deployed throughout the upper administration. Twelve colleges have DEI deans. Fourteen have DEI committees. Eight have serious strategic plans for prioritizing DEI ideology. Several policies have been announced, including implicit bias training, curricular changes, and rewards for research focused on CSJ analysis. The law school itself is on the brink of breaking Florida law in several respects, including most prominently its program to pay full tuition for students from historically black colleges and universities. Racial preferences probably

also exist in the College of Medicine, contrary to Florida law. The College of Education especially has weaved CSJ and CRT into its practices and curriculum.

At the same time, it could be worse. While Florida statute requires reporting on equity measures in student attendance and faculty representation, relatively few demands are placed on the universities in this regard. Funding is not (yet!) attached to equity goals. The university has announced implicit bias training for all staff, students, and faculty, but it is not clear where or if that happens (yet!). Leadership has a real opportunity to halt and reverse the DEI system that sits lightly on the university as a whole. Either leadership will roll it back or it will deepen the DEI influence on the campus in the coming years.

FLORIDA STATE UNIVERSITY: DEI CONTAINED WITH CLEVER LEADERSHIP

The contrast between Florida State University and UF is remarkable. There is a chief diversity officer at FSU, but her office is housed in Human Resources and not at the vice president level. FSU's diversity efforts hardly go beyond opening the doors to all students. Whereas twelve out of sixteen colleges at UF have designated DEI administrators, only two of FSU's colleges have DEI administrators. Whereas twelve UF colleges have diversity action plans or something similar, only eight of FSU's eighteen colleges have a diversity plan or something similar.

Efforts to promote DEI ideology at FSU are gathering, just as they were gathering at UF in the mid 2010s. In five years, FSU may resemble UF today. As of today, however, FSU exists more or less in the boyhood of DEI. Still, UF has about the same number of DEI personnel as FSU. According to a Heritage Foundation Report in 2021, UF has twenty-nine personnel, while FSU has thirty-one.⁵³ Most of FSU's activities remain at the university level, in student life, and in various centers around campus, while UF is infusing DEI more centrally into the university's structures through transformative changes in the colleges. For FSU, DEI looks more like a luxury good driven partly by ad-hoc considerations like the killing of George Floyd. For UF, it looks like an earnest desire.

FSU's Strategic Plan: In Preparation for DEI Expansion?

Several elements of FSU's 2017-2022

Strategic Plan make DEI crucial to the mission of the university, one of its five goals for the future involves promoting elements of the DEI agenda. Goal III sets the hope to achieve "Diversity and Inclusion."⁵⁴ As part of that goal, FSU aims (1) to increase the diversity of its student body, faculty, and staff and (2) to double the number of students enrolled in "global and cultural courses."

Recruitment/retention and curriculum. As part of achieving diversity goals, FSU promises to recruit and retain URM students, to address the hiring and retention of diverse faculty and staff, and to foster a campus culture that celebrates diversity. The plan sets a goal that URM students will comprise more than 37 percent of the student body and more than 15 percent of faculty by fall 2023. FSU has exceeded targets for undergraduate and graduate students, though its benchmarks for URM faculty have fallen marginally short in some respects. Precisely what methods are used to pursue these goals is not specified in the strategic plan. Only later would the Anti-Racism Task Force say the mostly quiet part out loud.

As to the global and cultural courses objective, it is difficult to tell due to the cancellation of so many courses as a result of the so-called pandemic. The aim is to have an increasing number of students (not an increasing percentage of students) take courses with a global education designation.

Pres. Thrasher's Anti-Racism, Equity, &

Inclusion Task Force: A Leap Forward

The Anti-Racism, Equity, & Inclusion Task Force (ARTF) convened during the 2020-2021 academic year. ARTF made more than thirty recommendations in areas of (1) recruitment and retention, (2) historical legacy, and (3) campus climate. As one might expect, Pres. Thrasher acceded to many of the task force's recommendations, though by no means all of them. The task force wanted aggressive implicit bias training, aggressive affirmative action, and other retention tools for minority faculty. Pres. Thrasher provides twice-yearly updates on the "progress" toward the goals of anti-racism, equity, and inclusion.⁵⁵ In fact, Pres. Thrasher has opposed making most trainings mandatory and requiring colleges and departments to make their own DEI strategic plans (among other things), though the task force recommended such things. Pres. Thrasher has not challenged the dogma of DEI on campus, but usually opposed making things mandatory for practical or bureaucratic reasons.

Recruitment and Retention. ARTF made thirteen proposals for increasing recruitment and retention of URM faculty and students, involving efforts to "augment diverse recruitment & hiring process and training"⁵⁶; adopt a DEI "educational tool"⁵⁷ for faculty, staff, and students; and review needs for a pipeline for minority faculty and for increased URM scholarships and honors programs. Academic Affairs is tasked with conducting a "review [of] diversity and inclusion strategic plans at the college and/or department level."⁵⁸ No centralized effort to require DEI statements from candidates is included in the ARTF recommendations.

Pres. Thrasher agreed to increase funding for URM faculty hiring initiatives and for funds to retain URM faculty. Deans will now be evaluated, according to Pres. Thrasher,

for efforts "surrounding the recruitment, retention, and promotion of junior and senior faculty from underrepresented backgrounds."⁵⁹ Pres. Thrasher has not supported making further DEI training mandatory, nor has he mandated separate diversity plans for each college, though he applauds "those who have taken the initiative to develop such plans that reflect their unique missions and objectives."⁶⁰ People just do not have enough time for all this training.

History. The committee proposed a "permanent public acknowledgment"⁶¹ about FSU occupying native lands that senior leadership has completed. In addition, an acknowledgment that slave laborers and their descendants built FSU is in progress. A campus naming committee is underway, for the purpose of renaming structures that contradict the campus naming policy—the B.K. Roberts name will be removed from the law school building (pending legislative approval). Roberts was a Florida Supreme Court justice who wrote decisions in favor of segregation. Francis W. Eppes's name will be removed from the College of Criminology and Criminal Justice and a statue of Eppes was to be removed from public display (as he was a slaveowner and a justice of the peace overseeing the return of captured slaves). Eppes was among the founders of FSU, if not the sole founder (there is some controversy about the topic). Pres. Thrasher has been consistently supportive of academic undertakings like documenting slave presence in construction of buildings, removing "offensive" names, and relocating "offensive" statues.

Campus Climate. Not only will FSU conduct an annual campus climate survey, but it will institutionalize campus-wide events that focus on "anti-racism, diversity, equity, and inclusion" with recurring annual funding. The

Higher Education Data Sharing Consortium will conduct a campus climate and equity survey for the university.⁶² Pres. Thrasher also accepted the task force recommendation to expand the Office of Equity, Diversity, and Inclusion and to compensate them with stipends. Many on-campus events are dedicated to CSJ work. Meanwhile campus events in DEI have kicked off. A “Collaborative Collision: Anti-Racism, Equity and Inclusion” event brought together thirty-six so-called scholars to share their DEI work.⁶³ In spring 2021, it also welcomed a “Social Change Symposium” with workshops on “anti-racism, interfaith inclusion, anti-sexism, transgender inclusion, anti-heterosexism, anti-classism, anti-ableism and anti-xenophobia.”⁶⁴ Other events are in the same vein. On the other hand, FSU has not gone out of its way to embed CSJ courses into its general education curriculum.

Climate activities have not gone as far as most large flagship schools, but there is a significant possibility that they might.

College Efforts to Promote DEI at FSU. If efforts are gathering at the university level, most FSU colleges are mostly immune from DEI. As of fall 2022, there are only two dean-level administrators in FSU’s eighteen colleges. And of those, ten do not have a college-level DEI administrator, a college-level DEI committee, or a DEI strategic plan or something similar. This is a remarkable achievement, for which FSU should be lauded. Only two colleges (medicine and social work) have the trifecta of DEI administrator, committee, and plan. Most efforts to implement whatever diversity plans or aspirations that the colleges have are thus at the department level.

COLLEGE	DEI ADMINISTRATOR	DEI COMMITTEE	DEI PLAN
Applied Studies	No	No	No
Arts & Sciences	No	No	No
Business	No	No	Part of Strategic Plan
Communication & Information	No	No	Yes
Criminology & Criminal Justice	No	No	No
Dedman College of Hospitality	No	No	No
Education	No	No	Part of Strategic Plan
Engineering	No	Yes	Yes
Fine Arts	No	No	No
Health & Human Sciences	No	No	No
Jim Moran College of Entrepreneurship	No	No	No
Law	No	No	No
Medicine	Kema Gadson	Yes	Part of Strategic Plan
Motion Picture Arts	No	No	No
Music	No	No	No
Nursing	No	Yes	Part of Strategic Plan
Social Sciences & Public Policy	No	Yes	Yes
Social Work	Keithen Mathis	Yes	Yes

Consider the **College of Communication and Information** as an example. Several temporary strategic planning focus groups assembled to build its DEI strategic plan.⁶⁵ One committee focused on research and grants; another on curriculum and pedagogical strategies; several others on student experiences and the recruitment of faculty, staff and students. Each of these committees has a familiar charge: to support diversity research; to develop diversity courses; to cultivate a DEI climate; and to recruit and retain minority faculty, staff, and students. All serious DEI efforts in this regard require money—a speaker series or staff to recruit minority undergraduates or research money for DEI focused projects. Other options are for more focus groups and collaborative engagement or another needs assessment. The college adopted four objectives and strategies to achieve these goals. Still, without money or personnel dedicated to them, they remain difficult to execute. The college's administration does not do much to help with such funding, but it also does not oppose the formulation of plans. Pressure to fulfill those plans will no doubt mount.

The **College of Social Work** has a more ambitious plan along with a committee and a dean-level administrator to implement it.⁶⁶ The CSJ perspective is sown into social work, so pursuing a DEI plan goes with the grain of all social work departments. These are always remarkable documents, and they all resemble one another. Recruitment efforts for minority students. Seeking to get students from HBCUs and Hispanic-serving institutions. Putting minorities on search committees. Making connections with minorities in professional organizations. Implicit bias training. Developing truly inclusive admissions standards for MA programs. Land acknowledgement statements

will be included in written communications and speeches from the college and on syllabi. Eighty-nine percent of social work students are female, but there is no effort to achieve equity in that area.

The **College of Medicine** aims at DEI Excellence in its strategic plan, but it has no self-standing DEI plan.⁶⁷ It aims to ensure that its curriculum teaches about “providing equitable care”⁶⁸ and addresses issues of “racial and social justice in medicine, including systems of power, privilege, and oppression, and their impacts on social determinants of health.”⁶⁹ Toward the goal of fulfilling this objective, the college received a \$3.1 million grant to study “behavioral and social issues leading to racial inequities” including most prominently racism in health care.⁷⁰

The **FSU College of Medicine** will conduct climate surveys to discover any gender/ethnicity differences in education experiences. It will also keep strict accounting of race and ethnicity to discover inequitable practices, so that they can be eliminated. The hope is to create “vertically proportionate diversity” among students, staff, faculty, and leadership. It will be developing bias reporting systems unique to the college and for nurturing role models and conduct annual climate surveys. There is a Council on Diversity and Inclusion to oversee these efforts. They have established a “racism awareness week” in the college. Their website is replete with Black Lives Matter resources. It has all-gender restrooms. This amounts to a full-blown diversity plan within the college's strategic plan. What is happening in FSU's College of Medicine is, regrettably, something happening all around the country in America's medical schools, as several have documented.⁷¹

CONCLUSION

FSU's effort to contain DEI programming has been mostly passive. Many colleges have followed this lead and have not done too much to emphasize DEI. Some stipends and some recommendations, but very little compared to the University of Florida. The problem is that

passive leadership styles are no match for determined activists, such as we see in FSU's schools of social work and medicine. Neither of these units are begging for money. They are simply going forward with the job of building woke colleges. Determined leadership to root out the budding DEI problems is necessary in the next several years.



DEI AT FLORIDA'S GROWING, NON-FLAGSHIP UNIVERSITIES: ADMINISTRATIVE PLANS AND AGGRESSIVE PERSONNEL

None of Florida's other four-year universities are immune from DEI aspirations. Florida has eleven universities besides UF and FSU. All eleven universities have university-level DEI administrators, named variously a chief diversity officer or a vice president of DEI or a vice provost for DEI. Many of these leaders have several people on the staff. Nine of the eleven have diversity plans or something similar. Nine also have a university-level committee charged with overseeing diversity, equity, and inclusion. This goes to prove that these universities are gearing up for their own DEI efforts. Some are already nearly as advanced as University of Florida. The University of Central Florida, for instance, has developed

training courses, consultations, and online workshops. It has a land acknowledgement statement. There is a Diversity Week on campus. It has a Transgender Visibility Day. There is an Office of Institutional Equity and a Multicultural Student Center for Social Justice and Advocacy. Less appears at the college level at UCF than was found at UF. UCF's "Unleashing Potential" Strategic Plan for 2022-2027 does not contain much by way of DEI. It hopes to establish the Ginsburg Center for Inclusion and Community Engagement for programming on DEI related topics. This illustrates a general rule: universities struggling with finances or running on a tight budget can less easily "afford" DEI programming.

UNIVERSITY	CDO	DIVERSITY PLAN	UNIVERSITY DEI COMMITTEE?	DIVERSITY DASHBOARD
University of South Florida	Trisha Penniecook, VP for DEI and five staff	DEI part of University Strategic Plan	Yes	Yes
University of Central Florida	Andrea Guzman VP for DEI and three staff	Part of Strategic Plan		
Florida International University	El Pagnier "EK" Hudson, Vice Provost for DEI and staff of 11	Equity Action Initiative	Diversity Council	Yes
University of South Florida – Sarasota-Manatee	Shares with USF	Shares with USF	Shares with USF	Yes
University of South Florida – St. Petersburg	Dr. Michelle Madden	Diversity & Inclusion Action Plan	Several Committees	No
Florida A&M University	Ella Kiselyuk, Chief Diversity Officer	Diversity & Inclusion	In Development	Yes
University of West Florida	Dr. Vannee Cao-Nguyen, Deputy Chief Diversity Officer, with staff of five	Diversity Plan	No	Yes
Florida Atlantic University	Juan Izaguirre, Interim Director of Center for Inclusion, Diversity Education and Advocacy and staff of three	No	Diversity Council	No
University of North Florida	Dr. Richmond Wynn, CDO	Strategic Plan for Inclusive Excellence	Commission of Diversity & Inclusion	Yes
New College of Florida	Yoleidy Rosario-Hernandez (Ze/Zir/Zirs), Dean of DEI and CDO	No	Campus Climate & Culture Committee	No
Florida Gulf Coast University	Precious Gunter, Chief Equity, Ethics & Compliance, with three staff	Part of university's strategic plan	Diversity & Inclusion Committee	Yes

Such a chart, while helpful, is just the beginning of a sound and thorough analysis of what is going on at other universities. One would want to look at college administrators and especially curriculum to gauge the extent of the DEI takeover.

CONCLUSION

Universities across the Florida system are also preparing to build out DEI plans and to transform themselves and thus the state. Administrators have been hired. Committees formed. They are awaiting infusions of cash and lax oversight to build them out. Florida law should aim to rid these universities of this mission. The Florida Board of Governors should oversee them out of the system.

CONCLUSION

Red states face great challenges in funding and governing education establishments generally. Both K-12 schools and universities seem necessary to credential people for positions in the modern economy, yet those institutions also want to transform red states by creating, indoctrinating, and credentialing leftist activists. Often, university presidents in such states want to hide what is going on in their universities, so that money keeps flowing and tuition can increase university funding. Meanwhile, universities intentionally build their culture hostile to the American idea and to freedom more generally. Universities seem necessary but hostile; important for the economy but harmful to a livable culture.

Universities also hoodwink red state politicians by playing a sophisticated game in which they pursue radical, controversial policies under the cover of sweet-sounding values like diversity, equity, and inclusion. These policies are also framed as seemingly uncontroversial. For instance, the University of Florida's college of law has established tuition-free scholarships for graduates of HBCUs. That seems nice. It would be great if more people could go to school for free. However, it has done so to get around Florida's ban on racial preferences. Free tuition to HBCUs is a way to get more blacks into law school, since HBCU graduates are overwhelmingly black. Florida does not allow programs that favor whites or blacks, but this program is a way to sneak preference for blacks without technically violating the ban on racial preferences.

Every policy and every iteration of DEI has these same problems. Curriculum changes sound nice. It is good to learn about other cultures. However, the spirit of the changes is that all students learn is to hate their own civilization and to be ignorant about it. Doing a little extra to recruit minorities in admissions or faculty positions seems fine, as long as jobs are still distributed on the basis of merit. However, in reality, this means re-fashioning job descriptions for minority candidates and not for the purposes of education or hiring on a basis other than merit or department need. Furthermore, hiring committees only know that their affirmative action worked if it yields a minority candidate and hire. Many aspects of DEI are based on lies. Other aspects are obfuscations. All point to a world beyond equal protection of the laws and competitive merit.

Political institutions can do something about these issues, but they often lack the will or foresight to do so, or a coherent plan that is up to the challenge.

Florida has shown itself to be different. Its political leaders have the will and foresight. The board of governors has executed an admirable plan to keep costs down. The tendency to find university leaders from outside the education establishment is also wise and prudent. It has given rise to efforts, initiated by university presidents themselves, to prevent compelling belief in critical race theory, among other things. Fewer of its universities have a fully-built out DEI infrastructure than any other large state. Its flagship universities are in better

shape than the University of Tennessee, Knoxville; Texas A&M University; the University of Texas at Austin; and other analogous universities in red states.

Still, the trends are converging with those other universities. A more intentional un-programming of Florida's universities is necessary in a world where professional and elite pressures are so intense to conform. Destroying the universities is not an option in our environment, since they are crucial to credentialing. De-emphasizing them and reforming them are politically feasible. De-emphasizing them involves finding workarounds for students through changing professional licensing. No longer should accountants be required to major in accounting—they should be able to apprentice and pass the CPA on their own. Same with engineers. And lawyers.

Reforming the universities is another matter. Eradicating DEI administratively is one crucial move—overseen by the board of

governors. This will require a more ideological confrontation from the board. Salting the ground so that the DEI administration cannot re-emerge will take the legislature acting in conjunction with the board of governors. We suggest robust enforcement mechanisms for Florida's ban on racial preferences and a ban on the collection of race and sex data in Florida's schools. This will stop the "sordid business" of divvying up Floridians on the basis of race, among other things.

In order for this to occur, Florida leaders should articulate a vision for Florida's universities. They will be the leaders in public universities for science. They will reward people based on their merits. They will shrink and eliminate portions of the university system hostile to the country and to the ideas of merit and science. They will emphasize a reasonable and reasoned patriotism. And they will compete for the best students, so that parents can rightly feel that their children will come back from higher education no worse than they left.

ENDNOTES

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