

Introduction

A. Certification of annual approval date by the University's governing board [Table 1-Cover Page].

The University of North Florida's Educational Policy Committee of the Board of Trustees met on May 17, 2007 to review the three components of the Florida Equity Reports. The EPC voted to submit its recommendation to the full Board of Trustees for approval of the Reports. It is anticipated that the full Board of Trustees will formally approve the Report for submission to the Board of Governors at their meeting on June 26, 2007.

B. Description of Plan Development

In 2006, the responsibility for compliance oversight at State universities for all equity reporting was assumed by the Board of Governors through the Chancellors Office. The Chancellor's Office together with the Council on Equal Opportunity and Access, comprised of all EEO Officers at State universities, worked in partnership to create new requirements and formats for submission of equity reports to the Board.

Annual equity reports are required under Florida statutes as follows: The Florida Educational Equity Act [Section 1000.05 F.S.] requires appropriate student participation in programs or courses where protected classes are underrepresented; Gender Equity in Athletics [Rule 6A-19.004] requires appropriate student participation in athletic programs, by gender; and the Equity Accountability Program [1012.95 F.S.] requires appropriate representation of women and minorities in senior-level administrative positions and in tenured and tenure-track positions.

The annual equity reports from each public university in Florida encompass academic program analysis; review of student services; review of gender equity in athletics; and analyses of employment in key areas. The reports seek to identify, measure and enhance the progress made toward appropriate representation of women and minorities in selected university areas. The enrollment and employment reports focus on women and members of four race/ethnic protected classes; Black, non-Hispanic; Hispanic; Asian/Pacific Islander; and American Indian/ Alaskan native.

The Office of Equal Opportunity Programs coordinated the preparation of all segments of the Florida Equity Reports by meeting with several department heads responsible for various segments of the report.

Department heads in Academic Affairs, Admissions, Academic Center for Excellence, Graduate Studies, Student Affairs, and Athletics, in addition to the Director of Institutional Research met with the EOP Director to review the type of data required and to determine the specific responses and formats necessary for completion of the reports. The departments submitted their respective versions of the information required and provided additional clarification as needed.

In order to create a set standard for compilation on system-wide data for the Board of Governors staff, all universities agreed to use data collected as part of the universities' IPEDS (Integrated Post Secondary Education Data System) annual submission. It is expected that the Board of Governors' staff will create a system-wide report for submission to the Board of Governors at a future date. The report is required to be approved by the University President and the respective Board of Trustees prior to final submission. The deadline for submission of the equity reports is June 30, 2007.

C. Review of Policies and Procedures [Table 2]

Reference: I. A., Florida Equity Reports Guidelines

A. Statement on Equal Opportunity and Diversity Regulation

www.unf.edu/dept/equalop/eop_statement.htm

B. Equal Opportunity and Diversity Regulation

http://www.unf.edu/unfinfo/policies-regs/chapters/organization_general/1_0040R.html

C. Sexual Harassment Regulation

http://www.unf.edu/unfinfo/policies-regs/chapters/organization_general/1_0050R.html

D. EOP Complaint and Investigation Procedures

www.unf.edu/dept/equalop/regulationsprocedures/EOP_Complaint_And_Investigation_Procedures.pdf

E. Search and Screen Procedures for Support Staff

www.unf.edu/dept/equalop/uspsguidelines.pdf

F. Search and Screen Procedures for A& P Staff

www.unf.edu/dept/equalop/a&pguidelines.pdf

G. Search and Screen Procedures for Faculty

www.unf.edu/dept/equalop/facguidelines.pdf

H. Diversity Statement

www.unf.edu/unfinfo/policies-regs/chapters/human_resources/4_0020P.html

D. Documentation of Non-discrimination Policy

The University's non discrimination policy is encapsulated in the Statement on Equal Opportunity and Diversity Regulation noted below. The revised regulation was approved by the University's Board of Trustees on October 27, 2006. The non-discrimination regulation statement is printed on posters distributed widely throughout the campus. It is also printed in various campus publications such as the graduate and undergraduate catalogs and in the student handbook. In addition the regulation is available for viewing on the EOP website as follows: <http://www.unf.edu/dept/equalop/>.

Statement on Equal Opportunity and Diversity Regulation

The University of North Florida is committed to providing an inclusive and welcoming environment for all who interact in our community and strives to attract students, faculty and staff from a variety of cultures, backgrounds and life experiences. While embracing these concepts including its obligations under affirmative action regarding race, ethnicity and gender, the University is equally committed to ensuring that educational and employment decisions, including recruitment, admission, hiring, compensation and promotion, are based on the qualifications, skills and abilities of those desiring to work, study and participate in our University community.

To accomplish the intent of this regulation, the University shall not commit or permit discrimination or harassment on the basis of race, color, religion, age, disability, gender, sexual orientation, marital status, national origin or veteran status in any educational, employment, social or recreational program or activity offered by the University. Similarly, the University will not commit or permit retaliation against an individual who complains of discrimination or harassment or an individual who cooperates in an investigation of an alleged violation of this regulation.

The responsibility for communicating, interpreting and monitoring this equal opportunity and diversity regulation and the University's Affirmative Action compliance obligations rests with the Director, Office of Equal Opportunity Programs, University of North Florida, J. J. Daniel Hall, Room 2400, 4567 St. Johns Bluff Road South, Jacksonville, Florida 32224-2645, (904) 620-2507 Voice & TDD and (904) 620-1004 Fax.

[For full text of Regulation please visit
<http://www.unf.edu/trustees/regulations/index.html>]

ACADEMIC PROGRAM ANALYSIS

Attached are eight areas of review for academic programs, including enrollments, retention and graduation rates and degrees awarded. Where appropriate, disproportionate enrollments of women and minorities are identified and areas for improvement are noted.

Table 3: Academic Program Review (1.E1.a – 1.E.1.h)

I.E.1.a. First-Time-In-College Enrollment, Fall 2006								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Men	9	72	7	66	82	764	0	1000
Women	5	136	7	70	91	985	0	1294
Total FTIC Fall 2006	14	208	14	136	173	1749	0	2294
Category % of total Fall 2006	0.6%	9.1%	0.6%	5.9%	7.5%	76.2%	0.0%	100%
Total FTIC Fall 2005	11	228	9	131	162	1739	5	2285
Category % of total Fall 2005	0.5%	10.0%	0.4%	5.7%	7.1%	76.1%	0.2%	100.0%
Percentage change in number from Fall 2005 to Fall 2006	27.3%	-8.8%	55.6%	3.8%	6.8%	0.6%	-100.0%	0.4%

Source: IPEDS Part A, Fall enrollment by race, ethnicity, and gender. Column 1, First time students.

Analysis of Data

The University's Office of Admissions maintains an ongoing commitment to increase the percentage of all underrepresented populations within its freshman class. Of the strategies implemented, most meant to obtain this objective have been ongoing from years hence. All strategies have been and will continue to be continually analyzed and focus driven.

From the fall of 2005 to the fall of 2006 the percentage of FTIC minorities enrolled at the University has achieved modest gains. The most notable gain is witnessed in the AI/AN category. An intriguing deficiency is in B category males which post only half as many as the B category females. The most significant deficiency is in the whole of the B category. This area necessitates improvement because it's the largest under-represented group and could have significant implications if let to trend down.

Methods and strategies to increase minority representation:

- Continue to strengthen relationships with predominantly minority high schools in the State of Florida through increased and consistent visitation.
- Continue outreach activities with various programs including "Take Stock in Children," "Upward Bound," and "INROADS, Inc."
- Continue outreach by recognizing and awarding outstanding minority high school students at our annual "Minority Recognition Ceremony."
- Continue offering and supporting SAT/ACT test prep programs.
- Increase the number of minority students through targeted attendance at events such as NSSFNS College Fair & Project Excellence.
- Continue to promote the University of North Florida's commitment to diversity through participation in events such as "Jacksonville Black Expo" and "New Horizons."
- Continue working in conjunction with the UNF Academic Center for Excellence and with faculty and staff to increase participation in the mentoring program for current UNF students.
- Continue to enhance relationships with local minority churches.
- Continue to expand communications funnel to include multicultural specific material, i.e. letter from African American Student Union and letter from Hispanic Council.
- Develop additional recruitment materials specific to multicultural students.
- Develop and foster relationship with PATHWAYS Program as related to multi-cultural recruitment initiatives. Utilize PATHWAYS coordinator to partner in multi-cultural community recruitment visits.
- Utilized the former Jacksonville police Chief Nat Glover to build bonds and increase applicant interest at selected events.
- Sent recruiters to national and state conferences such as AACRAO and SACAC to enhance their understanding and awareness of minority recruitment.
- Implemented initiatives to attract students that were first generation college attendees.
- Contact Person: John Yancey, Admission Director

Table 3: Academic Program Review

**I.E.1.b. Florida Community College A.A. Transfers, Fall 2006
and Summer Continuing into Fall**

Fall 2006	NRA	B	AI/AN	A/PA	H	W	Unk	Female	Male	Total
Total	4	40	2	16	23	282	2	216	153	369
Category % of 2006 Total	1.1%	10.8%	0.5%	4.3%	6.2%	76.4%	0.5%	58.5%	41.5%	
Fall 2005										
Total	6	42	1	23	18	314	7	245	166	411
Category % of 2005 Total	1.5%	10.2%	0.2%	5.6%	4.4%	76.4%	1.7%	59.6%	40.4%	
Category % change from 2005 to 2006	-33.3%	-4.8%	100.0%	-30.4%	27.8%	-10.2%	-71.4%	-11.8%	-7.8%	-10.2%
Source: Student Data Course File. Fall 2006 enrollment by race, ethnicity, and gender.										

Analysis of Data

Over the past fiscal year, community college transfers have increased for Native Americans and Hispanics and have decreased for Blacks, Asians and Females due somewhat to the overall drop in community college transfers from 2005 to 2006. Historical review of the data will be necessary to determine if there are significant fluctuations that need to be addressed.

The University of North Florida actively recruits community college students seeking to transfer to UNF after receiving their associates of arts degree from a Florida community college. This recruitment begins with a communication funnel initiated through a mailing list of community college students from across the State of Florida who have completed 45 or greater semester hours of college credit. In addition to multiple correspondences, active recruitment takes place on each community college campus throughout the year. Admissions recruitment staff are assigned community colleges within their geomarkets as areas of responsibility and they make frequent visits to each campus throughout the year developing relationships with students as well as college counselors. Also, the University of North Florida has an articulation officer who works with local community colleges to develop articulation agreements that ensure an accurate and open path between community college students and specific academic programs at UNF. Finally, the University of North Florida hosts annual 2+2 College Counseling Seminars that allow community college counselors to become more informed as to the programs and opportunities available to their students upon graduation from a Florida community college.

Contact Person: John Yancey, Admission Director

Table 3: Academic Program Review

I.E.1.c. Retention of Full-Time FTICs (Beginners and Early Admits) Entering Fall 2005 or Summer 2005 and continuing into Fall, After One Year										
	NRA	B	AI/AN	A/PA	H	W	Unk	Female	Male	Total
Cohort	11	228	9	131	162	1741	5	1292	995	2287
Category % of Total	0.5%	10.0%	0.4%	5.7%	7.1%	76.1%	0.2%	56.5%	43.5%	
After 1 year	7	168	5	113	132	1387	5	1022	795	1817
Retention Rate	63.6%	73.7%	55.6%	86.3%	81.5%	79.7%	100.0 %	79.1%	79.9%	79.4%
Source: Student Data Course File. FTICs Who Matriculated Fall 2005, plus those FTICs Who Matriculated In Summer 2005 And Enrolled in 200508. Second year retention data includes students enrolled between (inclusively) 200608 and 200705.										

Analysis of Data

Looking at the 2005 first year freshman retention numbers identifies our retention for all students at 79.4%. This includes first time in college students beginning at UNF in both the summer and fall semesters. Asian and Pacific Islander students are retained at the highest level with 86.3% and account for 5.7% of the freshmen population. Hispanic students who make up 7.1% of the freshmen class are also retained higher than the overall average at a rate of 81.5%. Black students show the lowest retention rate at 73.7% and the difference between black students and white students is 6%.

Based on this data it seems reasonable to focus retention efforts on black students. However, this is the first year that black students are not being retained at the same or higher level than white students so we feel that more analysis of the data would be appropriate. A breakdown of admits by summer and fall would indicate possible patterns in admissions and give us a more focused population to target.

UNF offers a plethora of first year programs designed to ease students' transition from high school to college, provide fundamental academic skills as well as offering a variety of academic support services. Currently UNF does not offer race based retention programs but rather the programs are available to all students. Below is a listing of what we currently provide for incoming students:

- Intrusive academic advising for students admitted into the Academic Potential Program (APP) which is a summer probationary program. Require students to meet with their advisor regularly during their freshman year while cultivating a positive nurturing relationship.
- Provide students in the Academic Potential Program a year of targeted retention strategies including connections with Career Development, Study Skills, tutoring and additional resources as needed.
- College Success Skills courses focusing on areas of student need which include time management, textbook reading, effective note taking, study habits, test anxiety, learning styles, essay writing, and stress management.
- Promotion and expansion of the Early Warning Program. Faculty refer underperforming students through an on line system to academic advisors in the Academic Center for Excellence (ACE). By alerting advising staff to students in academic distress early in the semester advisors are able to intervene with the student to determine areas of concern and provide appropriate assistance and/or connect students to additional support resources if necessary. Advisors provide feedback to faculty regarding each student referred.
- Mid-term grade reports for freshmen alert advising staff to students who are not earning at least a “C” grade in coursework. Advising staff intervenes with the student to determine why the student is not being successful and identifies alternatives, options and or behavior changes to increase the student’s opportunity to be successful.
- Continued integration of tutoring, retention support programs and lower division advising which provides the student with a central location to address a variety of academic issues. Staff works together to holistically serve freshmen and sophomore students.
- Continue to have a dedicated staff member recruit and mentor eligible students into the Pathways Program where continuous interaction, additional academic support in the form of mentoring and study skills is mandatory.
- Continue to provide the opportunity for all new freshmen to register for Freshman Interest Groups (FIG’s). These thematic linked courses provide students with the ability to connect with faculty in a small class setting, interact with the other students in the class and students are exposed to interdisciplinary connections between their general education courses.
- Require mandatory Orientation for freshmen students.
- Require mandatory academic advising for Lower Division Students.
- Faculty are involved in advising at Freshman Orientation
- Provide undecided students with a variety of opportunities to learn about majors and careers through coursework, special events, publications and the web.

- Invite fall freshmen students to move onto campus prior to the start of the semester at Week of Welcome (WOW). This early move-in allows UNF to provide targeted programming for new FTIC's designed to introduce them to campus life while encouraging them to form relationships with their peers, support staff and faculty.
- The newly formed Undergraduate Studies Council has developed a list of action areas that includes student retention. In addressing retention, the council is investigating the retention data to see if there are any particular student populations toward which interventions should be directed as well as any particular courses within the General Education program that produce the greatest failures/withdrawals. The council is also considering a No Credit grading option for Gordon writing and mathematics courses that could be used in place of a 'D' or 'F' grade for students who are unable to demonstrate competence in, and must therefore repeat, these courses.

Contact Person: Karen Reedy, Director of Academic Center for Excellence

Table 3: Academic Program Review

I.E.1.d. Graduation Rate of Full-Time FTICs (Beginners and Early Admits) Entering Fall 2000 or Summer 2000 and continuing into Fall, After Six Years										
	NRA	B	AI/AN	A/PA	H	W	Unk	Female	Male	Total
Cohort	5	135	6	95	75	1321	27	963	701	1664
Category % of Total	0.3%	8.1%	0.4%	5.7%	4.5%	79.4%	1.6%	57.9%	42.1%	
After 6 years Number of Graduates	0	59	4	44	30	598	13	474	272	748
Percent Graduated	0.0%	43.7%	66.7%	46.3%	40%	45.3%	48.1%	49.2%	38.8%	45.0%
Number Retained	1	72	5	51	39	678	17	523	340	863
Percent Retained	20.0%	53.3%	83.3%	53.7%	52%	51.3%	63.0%	54.3%	48.5%	51.9%
Sources: BOG-IRM Retention/Progression Supplemental Report 1 and IPEDS - Section II - Graduation Rate - Transfers/exclusions (subtracted exclusions from cohort) www.flbog.org/irm/mastfiles/PDF_Files/ret-print.pdf page 25 of 88. The Retained will be at the end of the sixth year and not the beginning of the seventh as reported on the GRS.										

Analysis of Data

Table 3.I.E.1.d presents data based on the tracking of a cohort of FTIC students through a period of six years starting in 2000-2001 and ending in 2005-2006.

In 2000-2001, UNF admitted 135 FTIC Black students and 59 (43.7%) graduated within the six-year period ending in 2005-2006. This represents a small increase of 1.5% from the previous year (42.2%). During this same period, 95 FTIC Asian/Pacific Island students were admitted and 44 (46.3%) graduated within six years. For the third largest underrepresented group, 75 FTIC Hispanics were admitted and 30 (40.0%) graduated after six years.

As a comparison group, 1,321 FTIC White students were admitted in 2000-2001 and 598 (45.3%) graduated after six years.

In contrast to many universities, the graduation rate for Black students at UNF is very close to the White student graduation rate (1.6% difference). The largest inter-group discrepancy is between Hispanic and White students with a 5.3% difference.

These data suggest that rather than a race-based approach to addressing graduation rates, the University of North Florida should pursue a more universalistic policy that will increase the graduation rates of all students.

Six-year graduation rates are based on, first, retaining the students who are admitted to the university and, second, facilitating the timely completion of all requirements for graduation. The narrative accompanying the preceding Table 3.I.E.1.c, which reports retention rates, outlines the various programs and strategies designed to enhance

student retention using both targeted and general approaches. Improving graduation rates will require some additional programs and interventions. Most significant would be a concerted and systematic effort to ***track and monitor*** native and transfer student progress toward graduation coupled with an advising and intervention procedure to encourage and enforce student compliance with recommended paths to graduation. UNF now has in place a new student records system which is a necessary condition for the development of such a tracking apparatus. Additional requirements include an expanded advising infrastructure and the cooperation of colleges, departments and enrollment management units. Academic Affairs is currently working with all of these units in planning the implementation of such a tracking system.

Contact Person: Dr. David Jaffee, Asst. VP for Undergraduate Studies

Table 3: Academic Program Review

I.E.1.e. Bachelor's Degrees Awarded, AY 2005-06								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Male	16	54	5	44	42	707	20	888
Female	13	145	6	77	73	1133	19	1466
Total	29	199	11	121	115	1840	39	2354
Category % of Total	1.2%	8.5%	0.5%	5.1%	4.9%	78.2%	1.7%	

Source: IPEDS Completions 2006-07 report (degrees awarded AY 2005-06), GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.

Program Analysis

The data above lists the number of students who have graduated during a given year regardless of the year that they originally enrolled. Because it does not follow an admission cohort, it is difficult to determine the reasons for the variation in number of students graduating from year to year. While the number of African American and Asian students graduating from UNF increased from 2003/2004 to 2004/2005, the number decreased from 2004/2005 to 2005/2006. This downturn may be attributed to a variety of factors. Many of our students are non-traditional/part time students who tend to take longer to graduate than traditional aged fulltime students. Nontraditional students' attendance patterns are impacted by economic conditions and family obligations. These students may "stop out" or drop out and re-enroll later or they may never return. While it may appear that we have fewer students graduating from these ethnic groups, some students may in fact be matriculating at a slower pace. In addition, it is not uncommon for students to attend UNF for the freshman and sophomore year and then to transfer to another state university that offers a major not offered at UNF. This may account for the downturn in some instances. Another factor may be the availability of courses. While colleges attempt to offer courses to accommodate traditional and non-traditional students, in some departments, courses may not be offered at times when working students are available to attend class which impacts students' ability to enroll in and complete graduation requirements. Finally, it may be that the downturn is an anomaly and that we need to review data over several years to determine if there is in fact a pattern.

Contact Person: Deborah Kaye, Associate Vice President, Academic Affairs

Table 3: Academic Program Review

I.E.1.f. Master's Degrees Awarded, AY 2005-06								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Male	12	13	0	11	12	107	3	158
Female	42	37	0	22	17	223	1	342
Total	54	50	0	33	29	330	4	500
Category % of Total	10.8%	10.0%	0.0%	6.6%	5.8%	66.0%	0.8%	
Source: IPEDS Completions 2006-07 report (degrees awarded AY 2005-06), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.								

Program Analysis

The total amount of Master's degrees awarded as a whole by the University dropped significantly from the 2004-2005 academic year to the 2005-2006 year. The total number of Master's degrees awarded in 2004-2005 was 622. For 2005-2006, the number was 500. Due to this drop in overall degree production, it is expected that drops across the board in most of the minority groups would also occur, and the data supports this conclusion. The largest drop was seen in the amount of degrees awarded to African American students, a drop from 83 to 50, or -39.8%. The number of degrees awarded to Native American students dropped from 2 to 0. Only a small drop was recorded for Hispanics, from 30 master's degrees awarded in 04-05 to 29 in 05-06. The amount of degrees awarded to Asian students, however, actually increased – from 15 in 04-05 to a total of 33 in 05-06 for an increase of 120%. Based on the data, African American students are selected as the primary under-represented minority group witnessing the largest drop in graduate completion.

The percentages of degree completion are in direct proportion to recruitment and enrollment – by enrolling a larger number of minority students, the percentage of those students completing their degrees will also increase. As such, many of the strategies and methods mentioned here are also seen as methods to attract and enroll new students.

Methods and Strategies to increase the amount of degrees awarded to underrepresented groups:

- Continue recruitment activities and strategies targeted for minority students, including marketing on/in predominantly minority radio, television, and publications;

- Continue to actively advertise and recruit for the Delores A. Auzenne Fellowship for underrepresented minority groups pursuing Graduate Studies;
- Continue to collaborate with faculty and staff in the academic units to recruit minority students of high caliber and ability;
- Recruit and advertise actively at Historically Black Colleges and Universities (HBCUs) throughout Florida and, as staffing and budget permit, in the Southeast United States;
- Continue to support the Special Summer Graduate Program for incoming minority graduate students, sponsored by the Intercultural Center for Peace.
- Periodically review practices and methodologies to maintain high levels of effectiveness.
- Encourage minority participation in the Graduate Student Organization (GSO), a group dedicated to supporting and enhancing the graduate student experience and facilitating interaction and friendship between fellow graduate students;

Projected goals for 2006-2007:

The University will continue its efforts as outlined in Methods and Strategies to increase the amount of minorities graduating with master's degrees from UNF. The plan is to increase total minority admissions with a goal of increasing enrollment approximately one percent (1%) over the next two years. Special effort will be made to recruit, retain, and increase the amount of African American graduates.

Contact Person: Keith Martin, Assistant Director, UNF Graduate School

I.E.1.g. Doctoral Degrees Awarded, AY 2005-06								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Male	0	1	0	0	0	0	0	1
Female	0	2	0	0	2	6	0	10
Total	0	3	0	0	2	6	0	11
Category % of Total	0.0%	27.3%	0.0%	0.0%	18.2%	54.5%	0.0%	
Source: IPEDS Completions 2006-07 report (degrees awarded AY 2005-06), GRAND TOTAL BY FIRST MAJOR, Doctor's degrees. Chart for 99.0000, all disciplines.								

Program Analysis

The total amount of doctoral degrees awarded during the 2005-2006 academic year dropped slightly from 12 to 11, a change of -8.3%. The single doctoral program at UNF, the EdD in Educational Leadership, is a small 4 year long cohort program that takes in approximately 20 people each fall and the number of graduates from the program each year remains a consistent variance of between 10 and 15. Therefore small drops or increases in the number of graduates from the program are to be expected each year as normal fluctuations. Given that, the number of African American students graduating with their doctoral degree increased from 2 to 3, a 50% increase, and the amount of Hispanic graduates also increased – from 0 to 2. It is anticipated that such gains will be sustained. The percentages of degree completion are in direct proportion to recruitment and enrollment – by enrolling a larger number of minority students, the percentage of those students completing their degrees will also increase. As such, many of the strategies and methods mentioned here are also seen as methods to attract and enroll new students.

Methods and Strategies to increase the amount of degrees awarded to underrepresented groups:

- Continue recruitment activities and strategies targeted for minority students, including marketing on/in predominantly minority radio, television, and publications;
- Continue to actively advertise and recruit for the Delores A. Auzenne Fellowship for underrepresented minority groups pursuing Graduate Studies;
- Continue to collaborate with faculty and staff in the academic units to recruit students of high caliber and ability;
- Recruit and advertise actively at Historically Black Colleges and Universities (HBCUs) throughout Florida and, as staffing and budget permit, in the Southeast United States;

- Encourage minority participation in the Graduate Student Organization (GSO), a group dedicated to supporting and enhancing the graduate student experience and facilitating interaction and friendship between fellow graduate students;
- Continue to support the Special Summer Graduate Program for minority graduate students, sponsored by the Intercultural Center for Peace.
- Periodically review practices and methodologies to maintain high levels of effectiveness.

Projected goals for 2006-2007:

The University will continue its efforts as outlined in Methods and Strategies to increase the amount of minorities graduating with doctoral degrees from UNF. The plan is to increase total minority admissions with a goal of increasing enrollment approximately one percent (1%) over the next two years. Special effort will be made to recruit, retain, and increase the amount of minority groups in the EdD Doctoral program at UNF, located in the College of Education and Human Services.

Contact Person: Keith Martin, Assistant Director, UNF Graduate School

STUDENT SERVICES

Attached are eight areas of review of various student services to determine compliance with equity statutes with respect to non-discrimination on the basis of race, gender, national origin, marital status or disability.

F. Student Services

1. Guidance and Counseling - Academic Advisement -

UNF's advising system has been recognized by the National Academic Advising Association as one of the best in the nation. This exceptionally capable system allows UNF students to map out a program of study best tailored to their individual needs. The University of North Florida is committed to providing caring, quality advising and related student support services for all UNF students in a culturally sensitive and diverse environment. UNF encourages the development of individual initiative, responsibility and self-discipline by students in the planning of their own educational programs. The UNF academic advising system is designed to assist students in the development of educational plans and career goals and to provide assistance and support as students pursue those goals. Academic advisors across the campus help students to understand and negotiate the procedures and policies of the University.

2. Admission to Academic Program – The University of North Florida encourages application from qualified persons and does not discriminate on the basis of race, color, religion, national origin, veteran's status, disability, age, marital status, or gender. The President has delegated responsibility for the implementation of the University's equal opportunity and non-discrimination policies and affirmative action program to the Director, Office of Equal Opportunity Programs (EOP). Inquires about policies and practices may be directed to the EOP Office at (904) 620- 2507 Bldg. 1/Room 210.

3. Health Services – The University of North Florida's Student Medical Services (SMS) recognizes its responsibility to respect the basic human rights of patients who seek treatment here, regardless of race, creed, national origin, sexual orientation, gender identity or sources of payment for care. The SMS actively encourages patients to assume responsibilities for their own health and welfare. In order for health care to be effective, the patient and the health care team form a partnership, with both working together for the common good health of the student. (Note: The Patient's Bill of Rights has been a part of the Student Medical Services Policy and Procedure Book for numerous years. In the future, the Patient's Bill of Rights will be posted on the SMS web site as well.)

4. Club and Intramural Athletics – The mission of the Campus Recreation Department is to provide students, faculty and staff with

a wide variety of recreational and social activities ranging from fitness classes and aquatics to club sports and organized intramural sports competitions. Many of these activities are transformational experiences which serve both to enhance the personal development and physical well being of the student body, thus increasing the likelihood of their retention and success at the University. Programs are open for participation by all enrolled UNF Students and faculty and staff. Campus Recreation actively recruits students from diverse backgrounds to work in all of its employment positions.

5. **Student Financial Assistance** – University of North Florida has signed a Program Participation Agreement (PPA) with the U.S. Department of Education. A PPA states the General Terms and Conditions for institutional participation. By signing the PPA a school agrees to
 1. comply with the program statutes, regulations, and policies governing the SFA programs;
 2. establish a drug abuse prevention policy accessible to any officer, employee or student at the institution;
 3. comply with
 - a. the Campus Security Policy and Crime Statistics disclosure requirements of the HEA;
 - b. Title VI of the Civil Rights Act of 1964, as amended, barring discrimination on the basis of race, color, or national origin;
 - c. Title IX of the Education Amendments of 1972, barring discrimination on the basis of sex;
 - d. Section 504 of the Rehabilitation Act of 1973, barring discrimination on the basis of physical handicap; and
 - e. The Age Discrimination Act of 1975;
 4. acknowledge that the Department, states, and accrediting agencies share responsibility for maintaining the integrity of the SFA programs and that these organizations may share information about the institution without limitation; and
 5. acknowledge that the institution must, prior to any other legal action, submit any dispute involving the final denial, withdrawal, or termination of accreditation to final arbitration.

6. **Housing** – UNF Housing makes a concerted effort to notify residents and the UNF Community of our non-discrimination policy by including the following language in the UNF Housing Contract Terms and Conditions.

In accordance with University's educational philosophy of total integration of all facilities and in accordance with the laws of the United States and the State of Florida, race, creed, color, religion, and national origin are not considered criteria in the placement of students in residential facilities or in room/apartment assignments. Gender is considered a criterion in room/apartment assignment; however, housing assignments to male and female students are proportionate in quantity and comparable in quality in compliance with applicable law.

Additionally, Housing Operations provides the following statement on the UNF Housing Contract to address any concerns related to students with disabilities:

If you have a disability as defined by the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973, and would like to request a reasonable accommodation of disability in room assignment or other aspect of University Housing, you will need to contact the University's Disability Resource Center (DRC) to follow its procedures for requesting such an accommodation so as to allow DRC to coordinate your request with Housing Operations.

Examples of Room Accommodations in UNF Housing:

- Hearing Impaired
 - o Doorbells in rooms modified for Hearing Impaired residents
 - o Strobe Enunciators in rooms modified for Hearing Impaired residents
 - o Priority Room Assignments
- Physically Challenged
 - o Remote Controlled Door Openers
 - o Modified Living Spaces to Accommodate Wheelchairs
 - o Lowered Thermostat
 - o ADA Compliant Cooking Lounges
 - o Priority Room Assignments
- Visually Impaired
 - o Private Room for Student with Guide Dog
 - o ADA Compliant Room Signs throughout UNF Housing
 - o Priority Room Assignments

- 7. Student Employment** – The University of North Florida's Division of Student Affairs supports the pursuit of students' academic goals through not only a variety of formal and informal experiential and educational programs, but also by providing financial assistance to students through campus employment. The Division offers numerous part-time, on-campus student employment opportunities in its departmental offices and facilities. While most of these casual positions require minimal education or skills, many indirectly offer career- and professional-development opportunities that assist students in developing employment- or leadership-skills or help them discover previously unrealized career paths.

The majority of the Division's student hiring is based primarily on the students' academic schedule (work-hour availability) and/or a student having been awarded Federal Work-Study funds to support their work on campus. Student positions in the Division are filled without regard to race, color, religion, age, disability, gender, sexual orientation, marital status, national origin, or veteran status.

Effective performance of some Student Affairs posts requires physical fitness, the ability to engage or persuade student peers, or attainment of emotional maturity due to the confidential nature of the office's work and/or access to personal information. A small number of these jobs are related to a student's academic major, benefiting both student and employer.

- 8. Educational and Work Environment** – The University of North Florida complies with both the philosophy and the practice of equal opportunity for all citizens in academic life and employment as specified in the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990. The president of UNF has designated a director to ensure compliance with policies regarding affirmative action, equal opportunity, sexual harassment, and nondiscrimination against disabled persons. Inquiries about UNF policies and practices in regard to relevant institutional policies, Title VI, Title VII, Title IX, or ADA/Section 504 should be referred to the Director of Equal Opportunity Programs, 620-2507.

G. Effectiveness in Enrollment Equity

The Office of Admissions works closely with the Office of Institutional Research to monitor the efficacy of minority recruitment. Going back to the 2003 summer and fall FTIC minority matriculation percentages, UNF

has seen a significant and continual increase in the combined overall percentage of minority matriculates. Beginning in 2003, our combined percentage was 16.91%. Next year, that number moved to 21.90% and then again progressed to 23.29% for the 2005 Summer/Fall combined matriculates. Finally, last year, we again showed an increase moving to 23.37% while continuing to see an increase in overall student enrollment each year.

We also look at how each term, summer and fall, progress individually from year to year. For the summer term, in 2003, our minority enrollment was at 23.08% and in 2006 that same number was 26.96%. For the fall, we had a minority enrollment for 2003 of 15.08% and that number grew to 21.92% for the fall term of 2006.

GENDER EQUITY IN ATHLETICS

This report responds to requirements of Gender Equity in Athletics [Ch.1006.71] and the Florida Equity in Education Act [Ch.1000.05(3)(a)]. Assessments of gender equity in eleven areas follow.

II. Gender Equity in Athletics

A. Reference II.A., Florida Equity Reports Guidelines

Element	Assessment	Area for improvement? Check if yes and describe below
1. Sports offerings	Equitable	
2. Participation rates, male & female, compared with full-time undergraduate enrollment	Equitable	
3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i>	Non-Compliant	X
4. Scholarship offerings for athletes	Equitable	
5. Funds allocated for:		
a) the athletic program as a whole	Equitable	
b) administration	Equitable	
c) travel and per diem allowances	Equitable	
d) recruitment	Non-Compliant	X
e) comparable coaching	Equitable	
f) publicity and promotion	Equitable	
g) other support costs	Equitable	
6. Provision of equipment and supplies	Equitable	
7. Scheduling of games & practice times	Equitable	
8. Opportunities to receive tutoring	Equitable	
9. Compensation of coaches & tutors	Equitable	
10. Medical & training services	Equitable	
11. Housing & dining facilities & services	Equitable	

Areas for Improvement	Program for Improvement	Timetable
3. Availability of Facilities	Build/renovate facilities for a private locker room for women's swimming and diving. Listed as #6 priority on athletic facilities development plan.	2011
5d. Recruitment	Increase recruitment funding for women's basketball up to \$20,000	2007-2008

1. Sports Offerings – **Equitable**

Men (8)	Women (9)
Baseball	Softball
Basketball	Basketball
Golf	Swimming and Diving
Soccer	Soccer
Tennis	Tennis
Track (indoor)	Track (indoor)
Track (outdoor)	Track (outdoor)
Cross Country	Cross Country
	Volleyball

2. Participation Rates, by Gender, Compared with Full-time Undergraduate Enrollment – **Equitable (1.3%)**

Full-time Undergraduate Enrollment

Male	4,005	42.2%
Female	5,479	57.8%
Total	9,484	100.0%

Student-Athlete Participation (duplicated head count)

Male	147	43.5%
Female	191	56.5%
Total	338	100.0%

3. Availability of Facilities (locker rooms, practice, & competitive facilities) – **Non-compliant**

Comparable sports (baseball/softball, men's and women's basketball, cross country, soccer, tennis, and track) have comparable, if not identical facilities for locker rooms, practice and competition. Men's golf has its own on-campus practice facility including locker and team room, and coach's office. Local high quality golf courses are also used for practice as well as hosting one collegiate invitational tournament annually. Women's volleyball utilizes the Arena for all practice and home competitions. They also have a private locker room within that facility.

Women's swimming utilizes the UNF Aquatic Center for practices and home meets. This is an Olympic-size pool with 1 and 3 meter diving boards. At times, team practices coincide with other pool activities. Cosmetic improvements (team photos and a large records board) have been made this year to better identify the

facility as the team’s “home.” The coaches’ offices have been moved to a new portable building located in close proximity to the Aquatic Center providing better office and team space for the program. However, the team still shares a “changing” space with the general public and has no private locker room. A plan to build an addition to the Aquatic Center to include locker room, coaches’ offices and a team room for the swim team is included in the new major facilities development plan endorsed by the president and under a feasibility study by an outside consultant at this time. The feasibility study will help identify potential donors and resources for the project.

4. Scholarship offerings for athletes - The following represents the distribution by gender of athletic aid:

Total Aid:			Undergraduate Enrollment:	
Male	\$ 507,155	41%		42.2%
Female	729,554	59%		57.8%
Total	\$1,236,709	100%		100.0%

Number of Athletes Receiving Aid			Equivalencies:	
Male	85	43.4%	34.72	39.1%
Female	111	56.6%	53.97	60.9%
Total	196	100.0%	88.69	100.0%

Current Title IX guidelines permit a variance of not more than 3%. With this standard, UNF is in compliance with respect to all calculations. Females actually receive a greater percentage of “total aid” and that based on the number of equivalencies. Relative to undergraduate enrollment, scholarships for female student-athletes exceed proportionality by 1.2%. The actual number of female student-athletes receiving athletic aid is within less than 2% of full proportional compliance as well.

5. Funds Allocated for:

a. Athletic Program as a Whole - Equitable

The grand total expenses for the athletic program were \$5,975,851. This included \$2,460,928 in expenses that were shared equally by both the men’s and women’s programs primarily in administrative salaries and facility operations. Of the sport and gender specific expenses, the men’s program expenses equaled \$1,683,927 (47.9%) while the women’s program expenses were \$1,830,996 (52.1%).

b. Administration - Equitable

Administrative assignments are not program and/or gender specific. Administrative staff (AD, Associate AD, Assistant AD, etc.) work jointly with all programs. All administrative services (media relations, athletic training, strength and conditioning, business office services, academic support, compliance, and clerical support) are shared equally by all programs. No programs to date have separate administrative services and/or staffing.

c. Travel and Per Diem Allowances – Equitable

Travel policies and per diem are the same for all teams with the exception that both basketball teams at times supplement from fund raised monies. Nevertheless, women's basketball's travel expenses exceeded those of the men's team. Overall, the total travel expenses for the men's programs represented 46% (\$208,898) of the costs and the women's were 54% (\$245,289).

d. Recruitment – Non-compliant

Male teams spent \$49,197 (51%) compared to \$47,322 (49%) for the women's programs for a combined total of \$96,519. The major discrepancy between teams was in basketball where the men spent \$29,709 compared to \$12,018 for the women's program. This largely reflected both a desire by the women's program to recruit overwhelmingly within the state of Florida and the use of additional monies generated by the men's head coach through a fund raising effort expressly for his program.

e. Comparable Coaching - Equitable

The assignment of head and assistant coaches has changed minimally from the previous year. The only substantive change was converting two part-time coaching positions in the track and cross country programs to one full-time position. A female was hired for this position and while working with both the men's and women's programs, she primarily focused on the development of the women's track program in the area of sprinters and field events.

f. Publicity and Promotion – Equitable

The 2005-06 EADA report indicated a discrepancy in the monies spent for fund raising, marketing and promotion. Including monies commonly spent on both genders, the women's programs received 41.5% while the men received 58.5%. Reviewing the individual items, the biggest differences were in the production costs of media guides for baseball that has the largest squad and the largest historical records section, baseball ticket brochures (softball games are free to all), and the fact that production costs for shared promotional items (schedule magnets, game programs and posters) for men's and women's basketball were inadvertently charged only to the men's program. With these understandable differences, the provision of goods and services was equitable.

g. Other Support Costs – Equitable

There were minor differences in the total Other Support Costs. Mostly this reflected baseball endowed scholarship management expenses and expenses associated with the men's basketball major fundraising golf tournament. Neither of these impacted any of the women's programs. These expenses are not captured elsewhere in the EADA report.

6. Provision of Equipment and Supplies – Equitable

There is no apparent discrepancy between the quality and quantity of equipment and supplies provided to each of the programs. Like teams with the same head coach have identical provisions. Those in like sports with different head coaches have comparable provisions. The only exception identified is that the male soccer players do not receive cleats or an allowance to purchase them. This has been identified and will be corrected in the 2007-08 budget year. This was a coach's discretionary decision.

7. Scheduling of Games and Practice Times – Equitable

With the exception of the basketball teams and women's volleyball, better than adequate competition and practice facilities exist for all programs to enable the scheduling of both team practice and competition as desired. Both basketball programs and women's volleyball share the same facilities with academic classes, recreation, intramurals and free play. In the fall, volleyball

has priority in scheduling. In the spring the basketball programs have priority. In conference play, there are fewer double-headers, so game conflicts are minimal.

8. Opportunities to Receive Tutoring – Equitable

There is one academic coordinator who provides services equitably to both the men's and women's teams. All tutoring is handled through the campus tutoring center (ACE) without regard to gender or sport.

9. Compensation of Coaches and Tutors – Equitable

Compensation for tutors is consistent WITH ACE department policies regardless of tutee. Where apparent differences may exist in compensation of coaches, this is reflective of years of coaching experience and years of service at the institution.

10. Medical and Training Services – Equitable

Volleyball and both basketball programs utilize the athletic training room in the Arena adjacent to their practice and competition courts. For more extensive treatment and/or rehabilitation, they may be referred to the larger facility in the Stadium used by all other teams. Quality of daily preventative services provided is fully equitable across the total program based on staffing determined by injury risk requirements.

11. Housing and Dining Facilities and Services – Equitable

No special housing and/or dining services are provided for any athletic teams.

B. Update of Non-Compliance Components in 2005-06 Report

Component 5 – Opportunities to Receive Coaching - Equitable

As detailed in the 2005-06 report, the number of full-time female assistant coaches increased by one for the 2005-06 academic year as a result of the hiring of the assistant track coach primarily responsible for the expansion of women's track. This resulted in compliance in this area with the same number of full-time assistant coaches (2 each) for both the men's and women's programs.

Component 6 – Locker Rooms, Practice and Competitive Facilities (See #3 above) – Non-Compliant

Efforts continue to identify a donor for the planned addition to the

Aquatic Center for facility enhancements for the women's swimming and diving team. Coaches' offices have been moved to a new portable building adjacent to the pool providing two private offices and access to a nicely furnished student area and a conference room for their use. However, the team is still without a private locker room. There is a renewed effort to develop a major facilities fund-raising campaign that is undergoing a feasibility study at this time. Once this is completed, the campaign will commence. The addition to the Aquatic Center is number 6 on the list of funding priorities.

C. Three Prong Test of Compliance

Accommodation of Interests and Abilities

Substantial Proportionality

History and Practice of Expansion of Sports

With the addition of a women's track program that competed in more than the middle and long distance races by dual sport cross country runners, we have initiated the expansion to a fully competitive women's track program. This first year, competitors in some sprint events and most field events were included and successfully competed. The program is also nearing full proportionality with a 1.3% discrepancy after a 7.6% in 2004-05.

D. Areas for Improvement

1. **Aquatic Center Expansion (A-3)** - This would include locker rooms, coaches' offices, and a team room for the women's swimming and diving team. This has been an unmet need for a number of years. However, renewed interest in a facilities development campaign includes a plan to accomplish this goal. A feasibility study is underway and results should direct further action. Timetable for completion will depend on other priorities. Goal – 2011.
2. **Recruitment Funding (A 5d)** – Planned budgetary increases in this area should bring this component into closer compliance. With the move to Division I both head basketball coaches now need to expand their recruiting more outside the state of Florida. In addition, plans for additional basketball game guarantees will enhance resources for women's basketball recruiting. Goal – increase recruiting funds for women's basketball to \$20,000 for 2007-08. UNF EADA report can be found at www.unf.edu/sports/2006eada.htm or <http://ope.ed.gov/athletics/search.asp>

EMPLOYMENT

The employment equity report measures achievement of appropriate representation of women and minorities in selected faculty and administrative employment categories.

III.A.1. Category representation – Tenured Faculty									
Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non-Hispanic	Not Reported	Female	Total
Number, Fall 2006	2	11	0	13	4	160	0	62	190
Number, Fall 2005	6	9	0	9	4	156	0	55	184
Percentage Change From Fall 2005 to 2006	-66.7%	22.2%	0.0%	44.4%	0.0%	2.6%	0.0%	12.7%	3.3%
Number, Fall 2001	13	10	0	4	6	130	0	45	163
Percentage Change From Fall 2001 to 2006	-84.6%	10.0%	0.0%	225.0%	-33.3%	23.1%	0.0%	37.8%	16.6%
Area for improvement, compared with national standards? (Check if yes)					YES				

Source: IPEDS Fall Staff, 2006, 2005 and 2001

III.A.2. Category representation – Tenure-Track Faculty									
Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non-Hispanic	Not Reported	Female	Total
Number, Fall 2006	22	9	0	7	7	107	0	63	152
Number, Fall 2005	17	8	0	7	4	96	0	59	132
Percentage Change From Fall 2005 to 2006	29.4%	12.5%	0.0%	0.0%	75.0%	11.5%	0.0%	6.8%	15.2%
Number, Fall 2001	6	8	1	1	4	81	1	46	102
Percentage Change From Fall 2001 to 2006	266.7%	12.5%	-100.0%	600.0%	75.0%	32.1%	-100.0%	37.0%	49.0%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff, 2006, 2005 and 2001

III.A.3. Category representation – Non-Tenure-Earning Faculty or faculty at non-tenure granting universities

Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non-Hispanic	Not Reported	Female	Total
Number, Fall 2006	4	4	2	6	5	119	0	74	140
Number, Fall 2005	2	4	2	10	4	111	0	68	133
Percentage Change From Fall 2005 to 2006	100.0%	0.0%	0.0%	-40.0%	25.0%	7.2%	0.0%	8.8%	5.3%
Number, Fall 2001	3	6	1	2	5	103	0	51	120
Percentage Change From Fall 2001 to 2006	33.3%	-33.3%	100.0%	200.0%	0.0%	15.5%	0.0%	45.1%	16.7%
Area for improvement, compared with national standards? (Check if yes)		Yes							

Source: IPEDS Fall Staff, 2006, 2005 and 2001

III.A.4. Category representation – Executive/Administrative/Managerial

Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non-Hispanic	Not Reported	Female	Total
Number, Fall 2006	1	22	1	4	13	184	0	118	225
Number, Fall 2005	1	20	1	4	12	191	0	123	229
Percentage Change From Fall 2005 to 2006	0.0%	10.0%	0.0%	0.0%	8.3%	-3.7%	0.0%	-4.1%	-1.7%
Number, Fall 2001	0	19	1	2	4	144	0	87	170
Percentage Change From Fall 2001 to 2006	0.0%	15.8%	0.0%	100.0%	225.0%	27.8%	0.0%	35.6%	32.4%
Area for improvement, compared with national standards? (Check if yes)									
Source: IPEDS Fall Staff, 2006, 2005 and 2001									

III.A.5. New Hires FY 2005-06 – Tenured Faculty

Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non-Hispanic	Not Reported	Female	Total
Fiscal Year 2005-06	0	0	0	0	0	3	0	1	3
Fiscal Year 2004-05	0	0	0	0	0	1	0	0	1
Percentage Change From FY 2005 to 2006	0.0%	0.0%	0.0%	0.0%	0.0%	200.0%	0.0%	0.0%	200.0%
Fiscal Year 2000-01	0	1	0	0	0	6	0	0	7
Percentage Change From FY 2001 to 2006	0.0%	-100.0%	0.0%	0.0%	0.0%	-50.0%	0.0%	0.0%	-57.1%
Area for improvement, compared with national standards? (Check if yes)									

Source: Board Employee Table - Fiscal Years 2006 (July 1, 2005 - June 30, 2006), 2005 (July 1, 2004 - June 30, 2005), and 2001 (July 1, 2000 - June 30, 2001),

III.A.6. New Hires FY 2005-06 – Tenure-Track Faculty

Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non-Hispanic	Not Reported	Female	Total
Fiscal Year 2005-06	3	1	0	4	1	22	0	10	31
Fiscal Year 2004-05	1	1	0	5	1	18	0	13	26
Percentage Change From FY 2005 to 2006	200.0%	0.0%	0.0%	-20.0%	0.0%	22.2%	0.0%	-23.1%	19.2%
Fiscal Year 2000-01	2	1	0	0	0	16	0	10	19
Percentage Change From FY 2001 to 2006	50.0%	0.0%	0.0%	0.0%	0.0%	37.5%	0.0%	0.0%	63.2%
Area for improvement, compared with national standards? (Check if yes)									

Source: Board Employee Table - Fiscal Years 2006 (July 1, 2005 - June 30, 2006), 2005 (July 1, 2004 - June 30, 2005), and 2001 (July 1, 2000 - June 30, 2001),

III.A.7. New Hires FY 2005-06 – Non-Tenure-Earning Faculty <u>or</u> faculty at non-tenure granting universities									
Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non-Hispanic	Not Reported	Female	Total
Fiscal Year 2005-06	1	4	0	2	3	31	0	17	41
Fiscal Year 2004-05	1	0	1	3	4	33	0	19	42
Percentage Change From FY 2005 to 2006	0.0%	0.0%	-100.0%	-33.3%	-25.0%	-6.1%	0.0%	-10.5%	-2.4%
Fiscal Year 2000-01	2	3	1	1	2	31	0	21	40
Percentage Change From FY 2001 to 2006	-50.0%	33.3%	-100.0%	100.0%	50.0%	0.0%	0.0%	-19.0%	2.5%
Area for improvement, compared with national standards? (Check if yes)								Yes	

Source: Board Employee Table - Fiscal Years 2006 (July 1, 2005 - June 30, 2006), 2005 (July 1, 2004 - June 30, 2005), and 2001 (July 1, 2000 - June 30, 2001),

III.A.8. New Hires FY 2005-06 – Executive/Administrative/Managerial									
Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non-Hispanic	Not Reported	Female	Total
Fiscal Year 2005-06	2	11	0	5	8	64	0	60	90
Fiscal Year 2004-05	0	7	0	0	5	42	0	29	54
Percentage Change From Fall 2005 to 2006	0.0%	57.1%	0.0%	0.0%	60.0%	52.4%	0.0%	106.9%	66.7%
Fiscal Year 2000-01	0	7	1	2	4	37	0	32	51
Percentage Change From Fall 2001 to 2006	0.0%	57.1%	-100.0%	150.0%	100.0%	73.0%	0.0%	87.5%	76.5%
Area for improvement, compared with national standards? (Check if yes)									

Source: Board Employee Table - Fiscal Years 2006 (July 1, 2005 - June 30, 2006), 2005 (July 1, 2004 - June 30, 2005), and 2001 (July 1, 2000 - June 30, 2001),

Table 7: Protected-class Representation in the Tenure Process, 2005-06

Sex, Race/Ethnicity	*Eligible	Applied	Withdrawn	Denied	Deferred	Nominated
MALES						
American Indian or Alaskan Native						
Asian or Pacific Islander						
Black, Not Hispanic						
Hispanic						
White, not Hispanic	2	2				2
Other, Not Reported	13	13				13
Total Male	15	15	0	0	0	15
FEMALES						
American Indian or Alaskan Native						
Asian or Pacific Islander						
Black, not Hispanic	2	2		1		1
Hispanic						
White, not Hispanic	7	7		1		6
Other, Not Reported						
Total Female (Number and Percent)	9 37.5%	9 37.5%	0 0.0%	2 100.0%	0 0.0%	7 31.8%
GRAND TOTAL	24	24	0	2	0	22

*Eligible: Data collected only from departments with actual applicants. Does not include tenure nominations as a condition of employment.

ELIGIBLE FOR RECOMMENDATION: Faculty who have no more than six years credit toward tenure.

APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).

WITHDRAWN: Faculty who withdrew from tenure consideration after applying for review.

DENIED: Faculty for whom tenure was denied during the review process.

NOMINATED Faculty for whom tenure is being recommended by the University.

Table 8: Promotion and Tenure Committee Composition, AY 2005-06

Type of Committee	Black, not Hispanic		American Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		White, not Hispanic		Other, Not Reported		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee					1			1	4	5			5	6
College of Arts and Sciences		1							17	4			17	5
College of Business							1		13	3			14	3
College of Education and Human Services		1							4	10			4	11
College of Health								2	4	12			4	14
College of Computing, Engineering and Construction					5				6				11	0

E. Budgetary Incentive Plan

The University of North Florida 2006 - 2007 Budget Incentive Plan included specific strategies and a budget allocation that support the strategies. Many strategies that will be used, such as including minorities and females on all search committees; ensuring a representative applicant pool; using approved search and screen procedures; identifying and notifying all tenure-earning faculty eligible to apply for promotion and tenure; aggressively searching for qualified females and minority faculty; mentoring, reviewing annual tenure appraisals with faculty; and evaluating administrators using equity-related criteria, do not require special resource allocations.

Other strategies, such as support for professional development, support of research and scholarship activities, support for enhancing instructional activities do require resource allocations. Special efforts will be made to encourage women and minority faculty to make full utilization of these opportunities to enhance their success for promotion and tenure and to meet UNF's 2006/2007 Equity Accountability Program goals.

I.	<u>Resources to Support Promotion and/or Tenure Efforts</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2006-2007</u>
		<u>Budget Allocation</u>	<u>Expenditures to Date</u>	<u>Budget Allocation</u>
1.	Support for Faculty Professional Development Each College will submit a plan that includes expected outcomes for faculty professional development to the Provost for consideration and approval. For each College with equity accountability goals, the plan must address its specific equity goals.	\$375,000	\$580,000	\$595,000
2.	Summer Technology Teaching Grants All UNF faculty will be eligible for the \$5,000 summer technology teaching grants. These grants are designed to enhance faculty teaching by infusing the use of information and communication technology into the curriculum development. Deans and Department Chairs with equity accountability goals will be asked to encourage and assist women and minority faculty in their programs to develop and submit competitive proposals.	\$ 50,000	\$ 80,738	\$50,000
3.	Summer Research Grants All UNF faculty will be eligible for the \$5,000 summer research grants. These grants are designed to support faculty scholarship initiatives. Deans and Department Chairs with equity accountability goals will be asked to encourage and assist women and minority faculty in their programs to develop and submit competitive proposals.	\$ 50,000	\$ 176,000	\$150,000
4.	Research Grants Involving Faculty and Undergraduates All UNF faculty will be eligible for the \$5,000 summer research grants involving faculty and undergraduate students. These grants are designed to encourage faculty to engage undergraduate students in their research agendas. Deans and Department Chairs with equity accountability goals along with the Director of Scholars Program, Dr. Mary Borg, will be asked to encourage and assist women and minority faculty to develop and submit competitive proposals.	\$ 40,000	\$ 45,000	\$ 45,000
5.	Summer Grants for Proposal Writing All UNF faculty will be eligible for the \$5,000 summer grant for contract and grant proposal writing. These grants are intended to provide incentive to support and assist faculty with the development and submission of proposals for major programs of external funding. Significant effort is required to organize and write the proposals needed to be competitive for some of the larger scale programs and some types of proposals can only be developed if additional resources are provided.	\$ 30,000	\$ 8,075	\$ 20,000

- F. Each year President Delaney prepares a self-report which is presented to the University of North Florida Board of Trustees. This report provides a summary of his and the University's accomplishments in meeting an agreed upon set of annual goals. As is the case in most years, one of these goals addressed recruitment of minority students. A second goal included the University's directives to academic deans related to hiring practices, and a third goal focused on a measure of the diversity among new faculty hires. These goals and President Delaney's relevant statements of progress appear below.

Increase the ethnic/racial minority representation among first-time-in-college students over the percentage realized this past year.

During each of the past three-years, minority enrollments for first-time-in-college students who are U.S. residents have increased. In fall 2003, 16.8% of FTICs were ethnic/racial minorities. In fall 2004, this increased to 20.6% and this past year, 22.6% of U.S. resident FTICs were ethnic/racial minorities. These numbers along with other recruitment efforts have driven up our overall minority population for the student body as a whole by about 5%.

Recognizing the inherent advantages that diversity brings to our entire campus, we have taken specific actions to continue to foster this trend. As we do this, we also recognize that we will face significant challenges as we move forward.

- G. ***Work with deans and other hiring officers to clarify criteria used in hiring faculty. These criteria include a commitment to the mission of the institution; an active research agenda, including an ability to secure extramural funding where appropriate; strong academic profiles; and diversity in ethnicity/race and educational preparation.***

In encouraging diversity among faculty hires, as each search committee was charged with finding top-qualified candidates, they were asked to ensure the broadest possible diversity among these candidates. In making offers to new faculty, hiring officers were also asked to discuss the steps taken to maximize the diversity of their candidate pools, whether offers were made to minority candidates, and why other candidates may have been found preferable.

Increase the percent of minority faculty among new hires above UNF's current overall percentage.

In fall 2005, we hired 56 new faculty members (37 tenured/tenure track and 21 visitors). Table 7 shows the ethnic/racial breakdown for these new faculty members and for the overall faculty. As seen in this table, we were able to increase minority representation in both categories of new faculty members. Data for fall 2006 hires are currently incomplete [at the time of this report was written] for ethnic/racial breakdown.

Table 7: Ethnic/Racial Breakdown for UNF Faculty in Fall 2005

Fall 2005 Faculty		White	Black (non-Hispanic)	Hispanic	Asian	Native American	Total Minority
New Faculty	Visitors	71.43%	9.52%	9.52%	9.52%	0.00%	28.57%
	Tenured/Tenure Track	78.38%	2.70%	2.70%	16.22%	0.00%	21.62%
Total Faculty		82.97%	5.21%	3.61%	7.62%	0.60%	17.03%

In their response to his self-report, the Board commended President Delaney for his leadership and “the level of integrity, unity, and civility within the University community [guided by] through personal example.” They also acknowledged his numerous successes in working with the Board, students, faculty and staff. In setting ongoing goals, the Board asked the President to continue to work on developing increased opportunities for outreach to diverse populations within the community over the 2006-2007 academic year.

In their closing statement the Board wrote: “The Board enthusiastically supports President Delaney’s leadership and believes that he has done an outstanding job this past year. It has been a great year for President Delaney and the University.”

- H. Effectiveness of the University’s programs – The University of North Florida strives to create an equal employment opportunity for all of its current and prospective employees. The Office of Equal Opportunity Programs (EOP) in particular, works directly with the recruitment and selection process for all Faculty and Administrative/Professional positions. EOP monitors the recruitment plans before they are posted to make sure they do not contain language that would limit the applications of any member of a protected class. They also, review and approve the applicant pools for diversity. For A&P positions, EOP reviews and approves the candidates that will be interviewed to make sure they meet the requirements for the position. EOP administrative staff meets with each search committee to review the applicable laws, policies and procedures that must be adhered to.

In addition to monitoring the search procedures, EOP prepares and analyzes the OFCCP required, Affirmative Action Plan. Once this plan is

completed, the Director meets with the deans and vice presidents to discuss their respective areas. The following information is a partial summary of results from the current year Affirmative Action Plan.

The following units have achieved representation in women and minorities in the respective job groups for the past two years. We applaud all hiring officials who have worked diligently to increase diversity in the following departments.

Academic Affairs

Executives / Directors – Female, Hispanic, Asian
Assistant / Associate Directors – Female, Black, Asian
Academic Administrators – Hispanic
Librarians – Female, Black
Honors – Female
Faculty Academic Affairs – Female, Black
AA Professionals – Female, Black, Hispanic, Asian
AA Secretarial – Female, Black, Asian

Administration & Finance

Executives / Directors – Female, Hispanic, Asian
Assistant / Associate Directors – Female, Black, Asian
AF Professional – Female, Black, Asian
AF Secretarial / Clerical – Female, Black, Hispanic
Tech / Paraprofessional – Female, Black, Asian
Skilled Craft / Phys Fac – Black
Custodial Services – Female, Black, Asian
Maintenance Services / Phys Fac – Black
Grounds Services – Black, Hispanic
Protective Services – Female, Black, Hispanic, Asian

Institutional Advancement

Executives / Directors – Female, Hispanic, Asian
Assistant / Associate Directors – Female, Black, Asian
IA Professional – Female, Black
IA Secretarial / Clerical – Female, Black

Office of the President

Executives / Directors – Female, Hispanic, Asian
Assistant / Associate Directors – Female, Black, Asian
OP Professional – Female
OP Secretarial – Female, Black

Student Affairs

Executives / Directors – Female, Hispanic, Asian
Assistant / Associate Directors – Female, Black, Asian
SA Professional – Female, Black, Hispanic
SA Secretarial / Clerical – Female, Hispanic, Asian
Protective Services – Female, Black, Hispanic, Asian

College of Arts and Sciences

Psychology – Hispanic and Asian
Political Science – Black and Asian
Sociology & Anthropology – Black and Asian
Criminology & Criminal Justice – Female and Black
Communication – Female
Art & Design – Black and Hispanic
English – Female
World Language – Female and Hispanic
History – Black and Hispanic
Music – Black and Asian

EOP takes great pride in our compliance efforts but also believe in strongly in creating linkages with the Jacksonville and UNF communities in support of diversity initiatives. In the past year we accomplished the following:

- We invited the City of Jacksonville Study Circles Initiative on campus for a viewing of the racially charged movie “Crash” followed by a facilitated discussion. We believe our invitation set the stage for the several Study Circle sessions that followed and are continuing today.
- We initiated the Ethnic Fest event that was held in the fall. This program allowed for the celebration of diversity among UNF staff members. The A&P and USPA Associations collaborated with EOP on this project.
- We hosted a class during “WOW” week that was entitled “Culture Shock 101” that allowed students to tackle the tough questions surrounding diversity issues.
- In January we held a Martin Luther King Jr. Trivia Contest in recognition of the late Civil Rights Leader.
- We initiated and are in the process of beginning a program called “Adopt -An- Osprey” that will pair first time out of state students with faculty and staff. We believe this program will add an additional resource to students as well as enhance their overall University experience by facilitating an environment where they can

grow both personally and academically. This fall we will kick off the pilot program. We expect this program to be used as a tool to enhance minority recruitment. The program committee is made up of a number of representatives from the Academic Affairs and Student Affairs divisions.
